

Individual conducting the phone interview: Antia

B. Date of phone interview: May 14, 2008

C. Program faculty interviewed: Mary V. Compton

D. Questions:

1. Programs:

1. Is your Program in any danger of closing?

1. No:

2. Yes:

3. Maybe:

4. Comments:

2. How many faculty teach the core education of DHH courses in your program?

1. Full Time:

1. Tenure Track: 1

2. NonTenure Track: 1

2. Part Time: 2

3. Comments:

3. Deaf Education Program & Faculty Positions:

1. During the course of the last five years, has your college searched for a Deaf Education faculty member?

1. No:

2. Yes:

2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?

1. Comments: Many candidates did not have both the k-12 teaching experience, and the research background and experience.

3. Were you able to fill the position?

1. Yes: temporarily; person hired left after a year

2. No:

3. Comments:

4. Did you fill the position with an individual with a "new" doctorate or an individual who moved from another faculty position?

1. New:

2. Moved:

3. Comments:

5. Do you expect your college will search for a an individual to fill a Deaf Education Faculty position in the next five years?

1. Yes:x by 2011

2. No:

3. Maybe:

4. Comments:

6. Will this position be a tenure line position?

1. Yes:

2. No:

3. Maybe:x

4. Comments: At this time the program is focused on the ASL teaching licensure, with comparative neglect of the K-12 program.

7. Do you have any comments you would care to share regarding what you consider to be the "available pool" of Deaf Education faculty candidates?

1. Yes:

2. No:

3. Comments: Some candidates received their degree on line from a comparatively unknown program. These may not be attractive candidates for a university where research is critical.

8. What would you identify to be the critical characteristics, knowledge, skills and experiences that are needed by a Deaf Education faculty member at your college?

1. Critical Characteristics: good interpersonal skills, flexibility, intellectual curiosity.

2. Critical Knowledge: First and second language acquisition, literacy, teaching literacy and math, high school transition, cochlear implants, grant writing; knowledge of what it entails to be a faculty member.

3. Critical Skills: Facilitating spoken language.

4. Critical Experiences: K-12 teaching experience, research experience especially in intervention research; grant writing experience,

9. How has your Deaf Education teacher preparation program changed during the course of the last five years and what changes do you expect to make in your program during the next five years?

1. Changes that have occurred: expansion at both ends of the communication continuum; more emphasis on spoken

language and on ASL teaching. Focus on Auditory/oral birth-K intervention, ASL teaching licensure.

2. Changes that are expected to occur: more focus on spoken language, working with families, adult learners.

2. Faculty:

1. What are your areas of research interests?

1. professional preparation, working with parents, teacher child interaction.

2. What are the areas of research of the other Deaf Education faculty in your program?

1. NA

3. What are the topical areas that you consider your program to be particularly strong, e.g., parent/infant, working with d/hh students with additional disabilities, math education, etc.?

1. Birth - K early intervention

4. How many years do you project before you will retire from your Deaf Education teaching position?

1. will retire in 2011

5. How many years do you project before the other Deaf Education faculty in your program retire?

1. not in the near future

6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?

1. none

3. Students:

1. During the course of this academic year, how many students were enrolled in:

1. Introduction to Deaf Education course?

1. Undergraduates: 25

2. Graduates:

2. Student Teaching?

1. Undergraduates: 15

2. Graduates:

2. What changes, if any have you noted in the number and ethnic diversity of students enrolling in your program during the course of the last five years?

1. Noted Changes: few more African American students; some of these have had difficulty being admitted to teacher education. Get lots of inquiries from non-traditional students with non-education majors coming back to get a second degree.

3. How many doctoral students do you have enrolled in your program at this time? When do you anticipate that they will graduate? how many are full-time? How many are part-time?

1. Number of current doctoral students: Doctoral students presently are in the area of special education; none have an interest in education of DHH specifically.

1. Course Phase:

2. Dissertation Phase:

2. Expected graduation of current doctoral students:

1. 2008:

2. 2009:

3. 2010:

4. 2011:

5. 2012:

6. 2013

7. 2014

4. What kind of financial support are your present doctoral students getting?

1. Description of current level of financial support: leadership grant from OSEP provides support.

5. How many deaf education emphasis doctoral applicants do you have this year? last year? how qualified are the applicants to enter your doctoral program?

1. # of doctoral applicants – 2006–2007 AY:

1. how well qualified:

1. # of Excellent:

2. # of Very Good:

3. # of Good:

4. # of Satisfactory:

5. # of Unsatisfactory

6. Comments:

2. # of doctoral applicants – 2007–2008 AY:

1. how well qualified:

1. # of Excellent:

2. # of Very Good:

3. # of Good:

4. # of Satisfactory:

5. # of Unsatisfactory

6. Comments:

6. On the average, how many students do you graduate from your program each year?

1. UG students: 15

2. M.Ed. students:
3. Ph.D./Ed.D. students:
7. Do you have any information concerning where your students go and what your students do following graduation from your program? How do you collect this information?
 1. Yes:
 2. No:
 3. Kinda: through informal contacts only. There is no formal follow up.
 4. Comments:
 1. Graduate follow-up data:
 2. Graduate follow-up procedures:
8. If you have graduated a doctoral student in the past five years please answer the following
 1. How many doctoral graduates have taken deaf education faculty positions?
 1. Number:
 2. If they have not taken faculty positions, can you describe the positions that they have taken?
 1. Description:
9. What do you now consider to be the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing?
 1. Critical knowledge:
 2. Critical Skills:
 3. Critical Experiences:
10. How, if at all, has your perspective of the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing changed during the course of the last five years?
 1. Has not changed:
 2. Has changed: becoming more of a support teacher for the regular classroom teacher. Lots of teachers take itinerant positions. Students have to develop A/O skills, manage implants. There are an overwhelming number of skills and a large knowledge base for an undergraduate student to master. Difficult for students to obtain master of both A/O and sign language skills at the high level required to teach effectively.
 1. Description:
11. Do you have any comments or suggestions that you would like to share concerning the design and implementation of a

collaborative model of doctoral preparation for the field of deaf education?

1. No:

2. Yes:

1. Comments & Suggestions: The doctoral program at Greensboro has every doctoral student present their portfolio every year to their doctoral committee; they are required to complete program evaluations, grant writing, literature reviews etc.