

**A. Individual conducting the phone interview:**

1. Harold Johnson

**B. Date of phone interview:**

1.3/26//08

**C. Deaf Education Teacher Preparation Program:**

1. Univ of Nebraska - Lincoln

**D. Program faculty interviewed:**

1. Malinda Eccarius

**E. Questions:**

1. Programs:

1. Is your Program in any danger of closing?

1. No: X
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: 3 (senior lectures)

2. Part Time: none

3. Comments:

1. Malinda is the only ind teaching just deaf ed course, other teach 1-4 course taken by deaf ed majors

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: X

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

1. Comments:

1. had two searches

1. 2004...had 3 indi who were all qualified...one indi and they accepted = Malinda Eccarius
2. 22006...had 11 indi apply...one was adequate to bring in for an interview, the position was offered, but not accepted...other indi were almost entirely those who wanted to teach deaf studies

3. Were you able to fill the position?

1. Yes: in 2004
2. No: in 2006, were trying to fill a second faculty member, focus on research...tenure position

3. Comments:
  1. 2006...needed a research, could not find anyone along those lines
4. Did you fill the position with an individual with a "new" doctorate or an individual who moved from another faculty position?
  1. Yes: new doctorate
  2. No:
  3. Comments:
5. Do you expect your college will search for an individual to fill a Deaf Education Faculty position in the next five years?
  1. Yes: X
  2. No:
  3. Maybe: X
  4. Comments:
    1. Will be searching for a second deaf ed faculty person to work with Malinda, who is considering staying on past 5 years
6. Will this position be a tenure line position?
  1. Yes: X
  2. No:
  3. Maybe:
  4. Comments:
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: X
  2. No:
  3. Comments:
    1. as a result of the ACE-D/HH conference meetings, it sounds like you have to rob one program to get faculty for another program
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:
    1. researcher
    2. have teaching experience with stu who are d/hh, i.e., 3+ yrs
    3. need to be able to rapidly learn how to teach via distance education
    4. ability to write, get, manage grants...teacher prep + research
    5. need connections with both the Deaf community and the K-12 community
    6. knowledge of and interest in preparing indi for rural and itinerant teaching

2. Critical Knowledge:
3. Critical Skills:
4. Critical Experiences:
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:
    1. went 100% online program design, starting in 2001
    2. established a rural, itinerant teaching and hard-of-hearing + cochlear implants emphasis = have added a strong auditory/oral emphasis in the program, while maintaining/enhancing ASL courses and Deaf Studies courses
    3. have added a “response to intervention” design
    4. have modified all of the program’s courses to reflect the demographic changes of students
  2. Changes that are expected to occur:
    1. expand stu pop from regional (4 states) to a national model, i.e., draw students from throughout the nation
    2. increase number of indi who take specialized courses at the UN/L, then transfer those courses back to their “home” program, e.g., rural education, itinerant teaching and visual literacy
    3. solidify what has been developed over the last five years, stop changing and cont. to refine the existing model
2. Faculty:
  1. What are your areas of research interests?
    1. instructional illustration design, i.e., visual literacy
    2. needs of hard-of-hearing students
  2. What are the areas of research of the other Deaf Education faculty in your program?
    1. unsure
  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. rural education,
    2. itinerant teaching and
    3. visual literacy, i.e., visually based inst methods (this does not mean ASL)
  4. How many years do you project before you will retire from your Deaf Education teaching position?
    1. 5-8 yrs
  5. How many years do you project before the other Deaf Education faculty in your program retire?

1. one....5-8 yrs
2. rest will be here longer
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
  1. one Deaf
  2. two females, one male
  3. no other diversity
3. Students:
  1. During the course of this academic year, how many students were enrolled in:
    1. Introduction to Deaf Education course?
      1. Undergraduates: 2
      2. Graduates: 14
    2. Student Teaching?
      1. Undergraduates: 0
      2. Graduates: 8
  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:
      1. two Hispanic stu + two native American students will be entering the Program in the fall
  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:
      1. Course Phase: 0
      2. Dissertation Phase: 0
    2. Expected graduation of current doctoral students:
      1. 2008: 0
      2. 2009: 0
      3. 2010: 0
      4. 2011: 0
      5. 2012: 0
      6. 2013: 0
      7. 2014: 0
  4. What kind of financial support are your present doctoral students getting?
    1. Description of current level of financial support: N/A
  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? N/A
    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. # of 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. # of Comments:
6. On the average, how many students do you graduate from your program each year?
  1. UG students: 0
  2. M.Ed. students: 5-10, depends on grants, i.e., if there is money to support students.
  3. Ph.D./Ed.D. students: 0
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: X
  2. No:
  3. Kinda:
  4. Comments:
    1. Graduate follow-up data:
      1. know where they are + what they are doing...+ some data on how well the stu are doing...all tied to required grant reporting
    2. Graduate follow-up procedures:
      1. send follow up questionnaires to graduates and employers
8. If you have graduated a doctoral student in the past five years please answer the following N/A
  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:
    1. be reasonable fluent in the com modality of the stu they are teaching + be aware of the full range of communication modalities used by stu who are d/hh
    2. need to be conversant with the entire range of hearing loss and the implications for instruction, i.e., not treat every stu

who is d/hh the same...need to be able to individualize to the needs of the stu

3. needs a strong background in the legal, history, cultural issues around Deafness + the larger milieu in which the student lives...look at the whole experiences of the child, not just their hearing loss
4. need to know how to keep current in a rapidly changing discipline, e.g., technology changes, placement changes, law/policy changes, etc. = need to belong to prof org., need to read, be involved...program must enculturation into the learning community

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: HAVE changed!

1. Description:

1. we have added a major category...i.e., child with the CI who does not fit the traditional categories of d/hh stu
2. placement of children has been changing, where they go to school
3. identification of children at birth = need for teachers of the deaf to be involved before K
4. teachers are now required to assume a collaborative role, e.g., itinerant teacher, that they have not been prepared for

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:

1. can not prepare the next generation of faculty w/o the collaborative model of doc prep we are trying to establish