

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

1. 5/14/08 on paper

C. Deaf Education Teacher Preparation Program:

1. Bowling Green State University

D. Program faculty interviewed:

1. Trink Messenheimer

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: 2
 2. NonTenure Track: 1
 2. Part Time: 3
 3. Comments: this includes ASL courses
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: We are a large, but rural school, great candidates but small pool.
 3. Were you able to fill the position?
 1. Yes: X
 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. Yes: X
 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:
 2. No: X
 3. Maybe:

4. Comments:
6. Will this position be a tenure line position?
 1. Yes:
 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: did, they were great, but now numerous
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: collaborative, life long learner
 2. Critical Knowledge: language development, literacy development and instruction, basic curriculum design abilities, speech and auditory knowledge, assistive devices,
 3. Critical Skills: at least a basic communication level with ASL and SEE, strong oral language skills
 4. Critical Experiences: K-12 teaching 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: not a one woman show now, and with this additional person has brought collaboration among the part time staff as well
 2. Changes that are expected to occur: the state of Ohio is looking at more content courses for licensure, not as yet sure how this will play out, changes in the way we do practicums and placements because of lack of placements and the need for diversity

2. Faculty:

1. What are your areas of research interests?
 1. Children's literature, literacy, teacher preparation
2. What are the areas of research of the other Deaf Education faculty in your program?
 1. Reading, teacher preparation
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. literacy
4. How many years do you project before you will retire from your Deaf Education teaching position?
 1. 10+ years

5. How many years do you project before the other Deaf Education faculty in your program retire?
 1. She is brand new, 15+
 6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. Caucasian
3. Students:
1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: 20
 2. Graduates: 0
 2. Student Teaching?
 1. Undergraduates: 16
 2. Graduates: 0
 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: no changes, one African American student
 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: 0
 1. Course Phase:
 2. Dissertation Phase:
 2. Expected graduation of current doctoral students: 0
 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:
 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. # 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: 10-15
 2. M.Ed. students: currently 0
 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:
 2. No:
 3. Kinda: X
 4. Comments: information informally shared
 1. Graduate follow-up data: some
 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: language develop, literacy, curriculum, speech/auditory, state standards, adapting curriculum
 2. Critical Skills: good oral and written communication, as well as a strong base for ASL and SEE
 3. Critical Experiences: lots, in a variety of settings, across ages, with assessment – planning – evaluation experiences, teaming/collaboration
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: X
 1. Description: we clearly work more on aligning with curriculum with the state standards

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: It would be nice to be able to participate. It is not clear to me at this point how BGSU can be a part of this endeavor.