

From: LUFT, PAMELA [mailto:pluft@kent.edu]
Sent: Wednesday, May 07, 2008 3:07 PM
To: Harold Johnson
Cc: ERNSBERGER, SHERRY
Subject: RE: ...info re. your new program - Kent State University

Harold,

We are currently experiencing frightening low enrollment. In addition, we have a new Dean beginning this summer, and will search for a new Chair next year. We have a new President. We will have our CED site evaluation this fall. I'm not sure what the future holds right now and Ohio's economy is very bad. I can't really say much about our deaf ed program—we are doing active recruiting to survive at the undergrad and grad levels. We really aren't in a position to expand to the doctorate level or actively recruit potential students. I've filled in some info but really can't say much more about what we should/should not offer at this level.

It sounds like things are going well for you.

pam

A. Individual conducting the phone interview:

1. Harold Johnson

B. Date of phone interview:

1. 5/7/08

C. Deaf Education Teacher Preparation Program:

1. Kent State University

D. Program faculty interviewed:

1. Pam Luft

E. Questions:

1. Programs:

1. Is your Program in any danger of closing?
 1. No:
 2. Yes:
 3. Maybe: **X**
 4. Comments: **we have very low enrollment**
2. How many faculty teach the core education of DHH courses in your program?
 1. Full Time:
 1. Tenure Track: **2**
 2. NonTenure Track:
 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: **X**
 2. Yes:

[Note – from H Johnson: in 2006 H Johnson retired from his position as the Director of the KSU Deaf Ed Program, in 2007, following a nation wide search, a new Deaf Ed. faculty member, KK, was hired to join P Luft]

2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?
 1. Comments:
3. Were you able to fill the position?
 1. Yes:
 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:
 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:
 2. No:
 3. Comments:
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:
 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:
 2. Changes that are expected to occur:

2. Faculty:

1. What are your areas of research interests?
 - 1.
2. What are the areas of research of the other Deaf Education faculty in your program?
 - 1.
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.
4. How many years do you project before you will retire from your Deaf Education teaching position?
 - 1.
5. How many years do you project before the other Deaf Education faculty in your program retire?
 - 1.
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 - 1.

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. Graduates:
 2. Student Teaching?
 1. Undergraduates:
 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:
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:
 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:
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:
 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:
 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:

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: