

A. Individual conducting the interview:

1. Harold Johnson

B. Date of interview:

1. 4/8/08

C. Deaf Education Teacher Preparation Program:

1. McDaniel College

D. Program faculty interviewed:

1. Mark Rust

E. Questions:

1. Programs:

1. Is your Program in any danger of closing?

1. No:

2. Yes:

3. Maybe:

4. Comments: We receive good support from the administration

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

1. Full Time:

1. Tenure Track: 2

2. NonTenure Track: .5

2. Part Time:

3. Comments: Hard to say for we do most of the instruction in the regular calendar year but we hire adjuncts for the summer track program.

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:

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:

3. Maybe:
 4. Comments: Retirement is coming upon us and I suspect we will hire 1.5 position equivalence
 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: committed to the program and to the candidates
 2. Critical Knowledge: well-versed in the area of Deaf Education
 3. Critical Skills: signing ability; assessment; pedagogy
 4. Critical Experiences: hopefully at least 10 yrs of teaching experience or more
 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: continual tweaking based on data collected
 2. Changes that are expected to occur: ASL Literature in addition to Children's Lit; Behavior Mod; Special Needs Deaf
2. Faculty:
1. What are your areas of research interests?
 1. Praxis and Certification; International Deaf arena; assessment
 2. What are the areas of research of the other Deaf Education faculty in your program?
 1. Reading; ASLPI; teacher competency
 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. bilingualism pedagogy
 4. How many years do you project before you will retire from your Deaf Education teaching position?
 1. 15 yrs

5. How many years do you project before the other Deaf Education faculty in your program retire?
 1. 5 yrs
6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?
 1. White, hearing female – 1
 2. White, Deaf male – 1
 3. White, CODA male – 1
 4. Adjuncts -- Deaf
3. Students:
 1. During the course of this academic year, how many students were enrolled in:
 1. Introduction to Deaf Education course?
 1. Undergraduates: 0
 2. Graduates: 25
 2. Student Teaching?
 1. Undergraduates: 0
 2. Graduates: 21
 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: Candidates entering the program are able to meet the entrance requirements in ASL & English as well as meet the exit requirement. Students are well-prepared but are unable to meet standards set by the state in regards to the Praxis I scores. We continue to have 80% of our candidates Deaf and 20% of the candidates are hearing.
 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:
 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: 0
 2. M.Ed. students: 25
 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:
 4. Comments:
 1. Graduate follow-up data: Mostly word of mouth
 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 Characteristics: committed to the program and to the candidates; flexible
 2. Critical Knowledge: well-versed in the area of Deaf Education; meeting special needs
 3. Critical Skills: signing ability; assessment; pedagogy; auditory strategies

4. Critical Experiences: hopefully at least 10 yrs of teaching experience or more

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: flexibility; meeting special needs; auditory strategies;

1. Description: Despite the changing demographics we still have a strong foundation in bilingual/dual language learning

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: Might it be possible to have courses that would support a well-rounded person in the area of Deaf Ed? Bilingualism will be around and having an individual familiar with all approaches will only make that person stronger in the field.