

**College of Education**  
**Request for Discontinuation of Deaf Education Area of Emphasis Shortages, Alternative Models, Number of Programs, Employment**

In our deliberations regarding deaf education (and all programs), we looked at a range of data. In deaf education, we looked at available state and national sources re. shortages, alternatives for recruitment & preparation of teachers in low-incidence areas such as deaf education, number of programs available, and employment of our graduates.

**State & National Sources Used to Determine Shortages:**

- U.S. Department of Education Teacher Shortage Areas Nationwide Listing (1990-2010) Each state separately reports on areas of shortage.
  - Michigan: (2008-09 & 2009-10) Hearing Impaired is not listed
- Michigan Teacher & Administrator Shortage Areas for Employment of Retirees
  - (Reported June 23, 2009 for 2009-10) Hearing impaired is not listed
- Michigan Department of Education 2008-09 Teacher Shortage Areas for Federal Loan Deferment
  - (October 8, 2008) Hearing Impaired is not listed
  - (December 7, 2009) Hearing Impaired is listed
- Communication from Dr. Jacquelyn Thompson, Director, Office of Special Education & Early Intervention Services
  - (December 7, 2009) Deaf Education as shortage area anticipated in five years when retirements are expected to occur

**Models re. Recruitment & Preparation of Teachers in Low Incidence Areas:**

Sustainability of “current” models in the recruitment and preparation of teachers in low incidence areas such as deaf education is not a recent issue. One of our current faculty members wrote about this problem in an article published in 2004 (*U.S. Deaf Education Teacher Preparation Programs: A Look at the Present and a Vision for the Future in the American Annals of the Deaf* by Harold Johnson). He wrote:

*“Regardless of enhancements, the current system is simply unable to produce a sufficient number of ethnically diverse, instructionally effective teachers of D/HH students.” “Given that the existing design of deaf education teacher preparation is insufficient to graduate an adequate number of well-qualified teachers of D/HH students, how can existing and emerging technologies (e.g. synchronous and asynchronous distance learning systems) be effectively used? The goal is to create and sustain regional collaborative efforts that would use traditional on-line and summer institute designs to prepare new teachers and to support the professional development of existing teachers of D/HH students.”*

An alternative option consistent with this thinking was used several years ago as a solution for creating a pipeline of teachers for autism when there were not enough programs, and capacity and cost were issues. In this area of autism, the Michigan Department of Education (MDE) Office of Special Education and Early Intervention Services created a consortia of 4-5 institutions to address the problem, but instead of offering initial certification, the more expensive option, autism was offered as an endorsement area for already certified teachers and the endorsement was offered through an on-line program. This program proved very successful.

MDE is committed to address this issue and look for alternative models for recruiting and preparing teachers in low incidence areas including deaf education through the formation of a *Stakeholder Group on Low Incidence Teacher Preparation: supply, demand, and re-imagining preparation strategies*. Dr. Jacquelyn Thompson will be convening this group.

### **Number of Deaf Education Programs**

In Michigan, there is one additional deaf education program at Eastern Michigan--it is an aural/oral program. There are at least 13 programs in deaf/HH teacher preparation across the Midwest. Forty states, including D.C., have higher education institutions offering teacher preparation in deaf/HH.

### **Data on Employment of our Graduates\***

2007	11 graduates
	6 employed in MI and 5 employed out of state
2008	14 graduates
	7 employed in MI and 7 employed out of state
2009	11 graduates
	3 employed in MI, 2 employed out of state, 6 unknown (do not appear on state employment records and did not respond to departmental survey)

\* We do not know whether these graduates are teaching in deaf/HH classrooms, serving as classroom consultants, or teaching regular classrooms.