

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Summary Report on Teacher Training Programs for the Blind and Deaf
Date: July 7, 2000

Recommended Actions:

1. Receive the summary report on Teacher Training Programs for the Blind and Deaf.
2. Request that the University of Northern Iowa, as the lead institution, meet with representatives of the University of Iowa, Iowa State University and the Special Schools, for the purpose of reaching a specific recommendation, which is to be presented to the Board at its September 2000 meeting. The recommendation should be one of the following: (1) to drop the proposal of providing training programs for teachers of deaf and blind students; (2) to establish two collaborative Regent university programs, including needed articulation agreements with out-of-state providers; or (3) to develop contracts with out-of-state providers for "slots" for Iowa teachers wishing to specialize in education of students who are deaf and blind.

Executive Summary:

In July 1999, the Board of Regents requested that the universities and special schools undertake a feasibility study to determine the need for a deaf/blind teacher training program in Iowa. A Task Force of University of Northern Iowa faculty and President Robert Koob received input from the other Regent institutions. The Board received a progress report at its February 2000 meeting. At that time, the Board requested that a summary report, with recommendations for action by the Regent universities, be presented to the Board as soon as possible, but no later than July 2000. Any recommendations were to reflect costs on both in-state (stand-alone) and cooperative programs involving out-of-state institutions.

The Task Force concluded that a definite need exists for deaf/blind teacher preparation programs, nationally as well as in Iowa. Task Force members compiled data on projected in-state costs of two programs, one for teachers of deaf and hearing impaired students, and a different program for teachers of blind and visually impaired students. Also, the Task Force projected costs for programs offered out-of-state.

The tentative conclusion reached by the Task Force, for both teacher training programs, is that it would be more cost-efficient for prospective teachers in these programs to enroll in Iowa teacher preparation programs that accommodate most of their professional needs and that the Regent universities, with UNI as the lead institution, establish articulation agreements with out-of-state providers for courses unavailable in-state.

Experience suggests that graduates of in-state programs are more likely to remain in Iowa. The report of the Task Force acknowledged that the advantage of lower cost of out-of-state programs is also countered by another disadvantage, inconvenience.

As the attached outlines for the programs (Attachment A, pages 5-7, and Attachment B, pages 8-9) indicate, potential programs are described. Many questions are still unanswered, including institutional funding and the willingness of out-of-state providers to be involved. To determine a course of action, the Board Office recommends that the University of Northern Iowa be asked to work with the other Regent universities and special schools to reach a specific recommendation.

Background and Analysis:

When the Board received the Annual Reports of the ISD and IBSSS Advisory Committees in July 1999, it requested that the Regent institutions study the possibility of collaborative programs to meet the state's need for teachers of students who are deaf or hearing impaired and students who are blind or visually impaired.

President Koob of the University of Northern Iowa, working with a Task Force, reported at the February 2000 Board meeting on the potential of programs at the Regent universities for teachers of these special students. Members of the Task Force included Christine A. Macfarlane, Coordinator, Mental Disabilities Program (UNI); Sandra K. Alper, Head, Department of Special Education (UNI); Joseph J. Smaldino, Professor of Audiology, Department of Communicative Disorders (UNI); Kenneth M. Bleile, Head, Department of Communicative Disorders (UNI); and Superintendents William Johnson and Dennis Thurman. By February, the Task Force completed a first draft of two papers - one related to preparing teachers of the deaf and the other related to preparing teachers of the blind.

At the February 2000 meeting of the Board, the Regents requested additional information, including enrollment projections, costs, and potential collaborative sponsorship of programs. As President Koob summarized the remaining work of the Task Force, it was to determine the feasibility of in-state programs versus cooperative programs which would involve out-of-state providers.

The Task Force's summary report describes several possible scenarios, reflecting the amount of funding available. The Task Force recommendation reflects the following findings:

- (1) A single institutional program would not be appropriate because Iowa certification requirements are significantly different for teachers of deaf and hearing impaired learners and teachers for blind and visually impaired students;
- (2) Considering the knowledge, skills, and professional dispositions needed, the two programs should be offered at the graduate level rather than the undergraduate level;
- (3) Enrollments in each of the programs would be relatively low, with possibly five to ten students graduating per year;
- (4) While the University of Northern Iowa would offer many of the courses, it would benefit from additional courses provided by the University of Iowa and Iowa State University. Some courses would be provided over the Iowa Communications Network (ICN);
- (5) Additional faculty would be needed to provide all the courses required to meet Iowa certification endorsements, if the programs were based in-state entirely; and
- (6) The costs of establishing "complete" in-state programs would be significantly higher than providing supplemental support to teachers who would receive some training from out-of-state providers.

The two background study papers (February 2000, one for each program) are found in the Regent Exhibit Book.

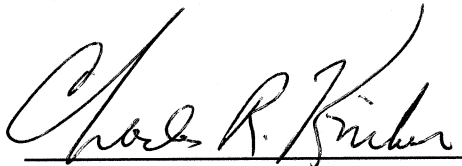
The Board of Regents has explored the possibility of such programs for many years. Given the need for teachers of the deaf and blind, as indicated in national as well as state projections, it is timely for the Regent universities and special schools to move forward. A specific recommendation needs to be made.

From what evidence has been provided thus far, it would seem that the Regent institutions should reach one of the following three recommendations to present to the Board of Regents:

- (1) that no programs to train teachers for deaf and hearing impaired students and blind and visually impaired students should be begun by the Regent universities;
- (2) that it is viable to offer two programs, using courses from the three Regent institutions, as well as courses and experiences offered by out-of-state providers;

- (3) that Iowa's teacher education needs should be addressed by contracting with training programs in other states to prepare teachers of Iowa students who are deaf and hearing impaired and blind and visually impaired.

The specific recommendation should be presented to the Board at its September 2000 meeting.



Charles R. Kniker

Approved:



Frank J. Stork

To: The Board of Regents

From: Christine A. Macfarlane, Associate Professor and Coordinator
Mental Disabilities Program

Sandra Alper, Head, Department of Special Education

Joseph J. Smaldino, Professor of Audiology, Department of Communicative Disorders

Kenneth M. Bleile, Head, Department of Communicative Disorders

Date: June 28, 2000

Re: Cost Comparison of Options for Preparing Teachers of the Deaf and Hard of Hearing

By request of the Board of Regent's the following represents a cost comparison of providing a teacher preparation program for teachers of the hearing impaired with an out-of-state option.

Teacher Preparation Program at UNI

College of Education, Department of Special Education. In order to implement an additional graduate program in the area of Deaf and Hard of Hearing, an additional faculty member would be needed. This program also necessitates additional supplies and services and support personnel. These figures represent annual, on-going costs.

Assistant/Associate Professor – Deaf Education (with benefits)	\$68,750.00
Practicum Supervisor (.5 FTE) or Graduate Assistant	12,000.00
Clerical support (.5 FTE) with benefits	12,500.00
5 Full-time Graduate Assistants @ 7,350.00	36,750.00
Tuition	19,950.00
5 Part-time Graduate Assistants @ 1,000.00	5,000.00
Supplies and Services	5,000.00
Total	\$159,950.00

Specific endorsements require the department to maintain programs in the area of Early Childhood Special Education and Consultation.

College of Humanities and Fine Arts, Department of Communicative Disorders. The coursework necessary for the endorsements in the areas of Hearing Impairments requires substantial preparation in the areas of audiology and communicative disorders. Thus, an additional faculty member would also be needed in this department. These figures represent annual, on-going costs.

Assistant Professor – Audiology (with benefits)	\$56,250.00
2 Full-time Graduate Assistants @ 7,350.00	14,700.00
Tuition	7,980.00
Total	\$78,930.00

Regent's Institutions. Some coursework (e.g., manual communication) could be offered by qualified personnel at the Iowa School for the Deaf. Also, faculty at Iowa State University might develop a course specific to the needs of families and young children who are deaf or hard of hearing. The extent to which personnel from these institutions would be used depends on the expertise of faculty hired at UNI. Further, the exact cost of this would depend on whether the courses would be on-load or off-load. In the scenario where a faculty member would teach such a course on-load, the possibility exists that an adjunct instructor might have to be hired to fulfil teaching duties that could not be maintained by the faculty member. Monies would be needed to support the cost of delivering courses via the Iowa Communications Network.

Additionally, Kirkwood Community College expressed a desire to link their Sign Language Interpreter Training Program with a deaf education program were it to be established at UNI. Linda Krog, Coordinator for this program, indicated Kirkwood's program is the only one of three programs in the state to offer a degree (Associate of Science/Career Option). Frequently, graduates realize they would like to continue their education and become deaf educators.

Out-of-State Option

University of Nebraska – Lincoln. A teacher preparation program currently exists at UNL. The cost of this program would include out-of-state tuition, fees, and books and supplies. Incentives might be needed to recruit Iowa students to the program and assure their return to Iowa following completion. The exact amount necessary has not been determined. Also, expenses for room and board and other personal items are not included in these figures. Depending on an individual's proficiency in sign language the program of study may be extended by 19 credit hours. Cost is figured based on a two-year time completion for one student at the rates identified for the 1999-2000 academic year.

Prerequisites: Teaching Certificate – 15 undergraduate hours	\$3,562.50
Core Deaf Education Courses – 30 graduate hours	8,550.00
American Sign Language (Optional) – 19 undergraduate hours	4,512.50
Program and Facilities Fees for 2 years	510.00
Books and supplies	1,480.00
Total	\$18,620.00

It should be noted that the program at UNL is a low-enrollment program. Less than 10 students graduate per year. The influx of students from Iowa would most likely impact the program in a positive way. However, there might be a limit to the number of students who could be enrolled without overtaxing the program.

The Deaf Education program at UNL lacks coursework required by the state of Iowa to receive each one of the endorsements for teaching students with hearing impairments. Thus, teachers returning to Iowa would need to take additional coursework. Specifically, no coursework related to the needs of young children is included in the UNL program. At the elementary and secondary level, Iowa teachers would also need coursework in the collection and

use of academic and behavioral data for educational diagnosis's, assessment, and evaluation of special education students; behavioral management; methods and strategies for working with parents and educational personnel; and meeting the needs of children with multiple disabilities. At the secondary level only a career-vocational course for students with special needs is also required. These courses could be taken either at an Iowa institution of higher education or at UNL. The estimated number of additional hours would vary from 12 to 21. In addition to tuition costs, this would also involve fees, supplies, and books plus personal living expenses.

University of Nebraska – Omaha Option. A similar program also exists at UNO. Tuition costs are slightly lower for non-resident students. However, students must complete a 54-hour teacher preparation program either at UNO or prior to admission to the graduate program. With a thesis option, the graduate student would complete an additional 42 credit hours. Even given the extensive nature of this program, teachers returning to Iowa would need an additional 12 to 21 hours. However, some of this coursework could be taken as part of 12 hours of required electives.

Analysis

The count for teachers and counselors for the deaf and hard of hearing needed per year by Iowa is less definitive, but preparation of 10 per year would certainly cover the known need. The incremental cost for preparing such teachers is estimated to be approximately \$239,000 per year or \$23,900 per teacher per year. Using the opportunity available at the University of Nebraska-Lincoln would, if fully subsidized by Iowa, cost the state approximately \$9300 per year per teacher. The convenience to Iowa residents is greater for a resident program, but the cost differences are substantial.

Recommendation

Enroll prospective teachers in Iowa teacher education programs that accommodate most of their preparation needs and articulate with an out of state provider for courses unavailable in Iowa. Iowa should consider subsidizing the incremental costs for the out of state program elements.

To: The Board of Regents

From: Christine A. Macfarlane, Associate Professor and Coordinator
Mental Disabilities Program
Sandra Alper, Department Head, Special Education

Date: June 28, 2000

Re: Cost Comparison of Options for Preparing Teachers of the Visually Impaired

By request of the Board of Regent's the following represents a cost comparison of providing a teacher preparation program for teachers of the visually impaired with an out-of-state option.

Teacher Preparation Program at UNI

College of Education, Department of Special Education. In order to implement an additional graduate program in the area of Visual Impairments, an additional faculty member would be needed. This program also necessitates additional supplies and services and support personnel. These figures represent annual, on-going costs.

Assistant/Associate Professor – Visual Impairments (with benefits)	\$68,750.00
Practicum Supervisor (.5 FTE) or Graduate Assistant	12,000.00
Clerical support (.5 FTE) with benefits	12,500.00
5 Full-time Graduate Assistants @ 7,350.00	36,750.00
Tuition	19,950.00
5 Part-time Graduate Assistants @ 1,000.00	5,000.00
Supplies and Services	<u>5,000.00</u>
	Total \$159,950.00

Specific endorsements require the department to maintain programs in the area of Early Childhood Special Education and Consultation.

Regent's Institutions. Some coursework could be offered by qualified personnel at the Iowa Braille and Sight Saving School. IBSSS could provide sites for field-based experiences. Also, faculty at the University of Iowa will need to offer a course specific to the anatomy of the eye. The extent to which personnel from these institutions would be used depends on the expertise of faculty hired at UNI. Further, the exact cost of this would depend on whether the courses would be on-load or off-load. In the scenario where a faculty member would teach such a course on-load, the possibility exists that an adjunct instructor might have to be hired to fulfil teaching duties that could not be maintained by the faculty member. Monies would be needed to support the cost of delivering courses via the Iowa Communications Network.

Out-Of-State Option

In an effort to provide teachers who serve the needs of students with visual impairments but are less than fully certified, IBSSS has contracted with the University of Alabama at Birmingham in the past to offer coursework on site at IBSSS. While this program has been open to teachers throughout the state, the majority of participants have been employees of IBSSS. Further, IBSSS paid tuition for their employees but not for others. The program was delivered over a 2 year time period. Cost to IBSSS was \$70,525.00. If this program were repeated, inflation and tuition increases would increase costs.

The program developed by UAB lacks coursework required by the state of Iowa to receive each one of the endorsements for teaching students with visual impairments. Thus, teachers need to take additional coursework. At the elementary and secondary level, Iowa teachers would also need coursework in the collection and use of academic and behavioral data for educational diagnosis's, assessment, and evaluation of special education students; behavioral management; methods and strategies for working with parents and educational personnel; and meeting the needs of children with multiple disabilities. At the secondary level only a career-vocational course for students with special needs is also required. These courses could be taken at an Iowa institution of higher education. The estimated number of additional hours would vary from 18 to 21.

Analysis

Need is estimated to be five teachers per year over next four years. Incremental cost for an in-state program would be in excess of \$160,000 per year or \$32,000 per year per teacher. IBSSS experience with an out of state program offered by the University of Alabama at Birmingham yielded a cost to the state of approximately \$19,000 per participant. While the in-state experience would be markedly more convenient for the aspiring teacher, the cost would be more. The costs are comparable in that both numbers are incremental costs for the specific additional course work only, not the full cost of preparing the student for certification

Recommendation

Enroll prospective teachers in Iowa teacher education programs that accommodate most of their preparation needs and articulate with an out-of-state provider for courses unavailable in Iowa. Iowa should consider subsidizing the incremental costs for the out of state program elements.