

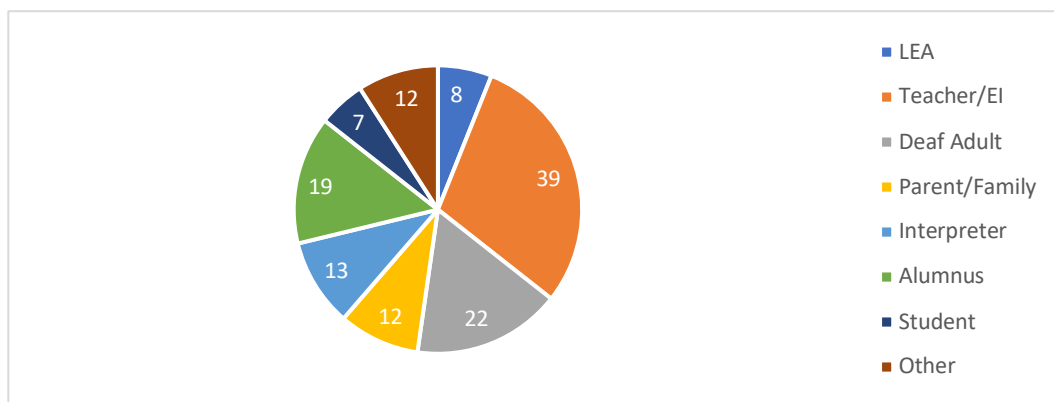
## USU Undergraduate Online Bilingual-Bicultural Deaf Education Program Stakeholder Survey Response Summary

In April 2022, we shared a video message with the Utah School for the Deaf and Blind, Utah public-school districts, and the Deaf community about an online undergraduate program with a Bi-Bi focus that we would like to offer. This program would provide students with a pathway to licensure to begin work as a teacher and/or to pursue graduate studies.

For this program to be successful it would be necessary to partner with USDB and school districts who have faculty with the ASL and bilingual-bicultural skills to provide supervision and mentoring. Students would take their coursework online while being employed by the district, most typically as a classroom aide. The district would provide supervision for the classroom practicum experiences and USU would provide training and support to the district for the supervision. This has been a successful model used for other education credentials in Utah and provides a route to licensure with an undergraduate degree. Ninety-two people completed the survey. The breakdown of the reaction to the model is provided below.

<b>Total number of responses</b>	<b>92</b>
Responses supported proposed program	71 (77%)
Responses did <u>not</u> support proposed program	21 (23%)
<b>Sub-group of responses from school districts</b>	<b>8</b>
Responses supported proposed program	4 (50%)
Responses did <u>not</u> support proposed program	4 (50%)

**Respondent perspectives** (more than one perspective selected by some respondents):



The data suggests an overall positive reaction from about three-fourths (77%) of those who submitted responses to the survey. Notably, many of the responses were enthusiastic about the proposed model. For the model to be possible, however, support of USDB/school districts is needed, and their response was equivocal, half

positive and half negative. Continued discussions with USDB to explore interest and feasibility of pursuing undergraduate programming that leads to licensure will remain an option, as we would like to pursue this model. In the meantime, we are planning to explore a deaf education emphasis at the undergraduate level, that does not lead to licensure, to increase student awareness of the profession and to support knowledge acquisition about deaf education.