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Teaching the Teachers: A review of Deaf Education Personnel Preparation Programs

What is EI SNAPSHOT?
The Early Intervention Systemic Nationwide Analysis of Programs’ Stregths, Hurdles, Opportunities, and Trends (EI SNAPSHOT) project was a one year study to review the EI system for children who are DHH.

Understanding Deaf Education Personnel Preparation Programs
To evaluate Deaf Education programs in the US, SNAPSHOT staff:
- Reviewed and analyzed the institutional websites
- Conducted interviews with the Program Coordinators
- Administered a survey to recent graduates

Website Reviews
SNAPSHOT staff reviewed the websites of the US Deaf Education Teacher Preparation Programs listed in the American Annals of the Deaf and DeafEd.net.

Survey of Recent Graduates
(n=41 respondents from 8 programs who graduated between 2010 and 2016; data collection and analysis still in process)

Understanding Deaf Education Personnel Preparation Programs
Program websites were reviewed using a set of strict guidelines to determine the number of credits required by degree programs for several areas of interest with the following results:

- 72 Universities listed
- 3 no longer accepting students
- 12 delinquent or misidentified
- 6 that did not result in licensure

Result: 51 Universities with 72 Deaf Education Programs

Program Coordinator Interviews
(n=36; data collection and analysis still in progress)

- Geographical Regions
- Degrees Offered

Program Accreditations

Communication Methods Focus according to Personnel Prep Program Coordinators

Survey of Recent Graduates

Population served by Graduates

Discussion/Key Takeaways
- Very few Deaf Education programs devote credit hours to Early Intervention. However, EI information may be embedded in other courses
- Institutional websites may not accurately reflect the credit requirements and program focus of Deaf Education programs
- Most Deaf Education programs are small and admit only a few students a year. The number of students graduating from each program is also small meaning that there are likely not many new Deaf Education professionals entering the workforce at any time.
- Recent graduates are mainly Deaf Education Teachers in a preschool or a K-12 setting and only 7.9% do not work predominately with children who are DHH.

Note: These results are limited by the fact that many program websites were out of date or did not provide enough information to accurately assess the number of credits required.

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