

Department of Communication Disorders & Deaf Education

Interdisciplinary Preparation of Teachers of the Deaf and Speech-Language Pathologists to Provide Family-Centered Early Intervention for Young Children Who Are Deaf/Hard of Hearing (IPEI²)



United States Department of Education: Office of Special Education and Rehabilitative Services Grant (H325K200004)

Through interdisciplinary education, this project will increase the number of teachers of the deaf and speech-language pathologists qualified to serve young children who are deaf/hard of hearing (DHH) and their families. The six-semester evidence-based program will prepare students seeking master's degrees in Early Intervention in Deaf Education (MA) or Speech-Language Pathology (MS) to:

- provide family-centered early-intervention to children who are DHH, including those who are culturally/linguistically diverse
- participate on interdisciplinary teams to implement and evaluate intensive, individualized-interventions
- enhance language/literacy acquisition
- facilitate auditory development through the use of evidence-based strategies and technology
- support instruction in inclusive environments through collaborative, interprofessional practice

Benefits to scholars:

- Tuition remission for up to 36 hours of interdisciplinary coursework and field experiences
- Up to \$1,000 to attend professional conferences related to serving children who are DHH, family-centered intervention, and/or inter-professional practice
- Stipend of \$500 to for purchase of varied scholar technology needs
- Induction year mentoring with stipend up to \$500 in additional support to reach professional development goals

Obligations of scholars:

- Participate in cohort meetings (once per semester) while enrolled as a scholar and through the mentorship program.
- Participate in various ongoing learning community activities while a scholar (e.g., Parent Mentor connections, journal clubs, advocacy events).
- Fulfill enrichment activities required during mentorship program including: online discussion groups, attendance at professional forums, mentor observation of teaching/coaching, and development of professional learning materials for colleagues to enhance service delivery for young children who are DHH.
- Maintain a minimum GPA of 3.5. Students who fall below this grade point average or who are placed on clinic or academic probation will forfeit the financial award. Scholars are limited to no more than two absences throughout duration of program.
- Fulfill federal service obligation. Graduates will be required to work with IFSP/IEP eligible students for two years for every year of funding they accept.



Courses required for EIDE and SLP IPEI² scholars:

- CDS 500 Research Methods (3)
- CDS 511 Family-Centered Intervention (3)
- CDS 523 Intervention with Children who are Deaf/Hard of Hearing (3)
- CDS 531 Communication Development for Children who are Deaf/Hard of Hearing (3)
- CDS 532 Early Child Language (3)
- CDS 539 Family-Centered Field Experience (1)
- CDS 552 Counseling Issues in Communication Disorders (3)
- CDS 555 Pediatric Audiology and Habilitation (3)
- CDS 572 Collaborative Seminar (1)
- CDS 580 Practical Applications of Augmentative Communication Systems & Asst. Tech (3)

**The project funds discipline-specific coursework as well, totaling of 36 credits of support per scholar.*

How to apply:

To apply, first submit an application to either the EIDE or SLP program. Upon acceptance into the program of study, admitted students will be able to apply for the scholarship.

SLP program applications are due by Jan. 15, while **EIDE applications are due Feb. 1,** with cohorts of funded scholars beginning in the summer term.



For more information, contact the Project Director:

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