

FONTBONNE UNIVERSITY

DEPARTMENT OF COMMUNICATION DISORDERS & DEAF EDUCATION



Interdisciplinary Preparation of Teachers of the Deaf and Speech-Language Pathologists to Provide Early Intervention Services to Young Children Who Are Deaf/Hard of Hearing and their Families



United States Department of Education: Office of Special Education and Rehabilitative Services Grant H325K170008

Through interdisciplinary education, scholars in this program will develop the knowledge and skills 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 use of hearing through evidence-based strategies and technology;
- Support instruction in inclusive environments.

BENEFITS TO SCHOLARS

- Tuition remission for up to 23 hours of interdisciplinary coursework and field experiences
- Up to \$1,500 to attend professional conferences related to serving children who are DHH, family-centered intervention, and/or inter-professional practice
- Stipend of \$200 per semester enrolled for purchase of books and professional materials
- 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., journal clubs, service/advocacy events).
- Fulfill enrichment activities required during mentorship program including: consistent participation in online discussion groups, attendance at professional forums and cohort meetings, mentor observation of teaching/coaching, and development of professional learning materials for colleagues to enhance service delivery for young children who are DHH.
- Remain a student in good standing, with a minimum GPA of 3.5 while enrolled in the program. 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.
- Program scholars will be required to fulfill program requirements and a federal service obligation. The service obligation states that program graduates will be required to work with IEP eligible students for two years for every year of funding they accept.

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COURSES REQUIRED FOR EIDE AND SLP IPEI SCHOLARS

- CDS 500 Introduction to Research Methods (3 credits)
- CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)
- CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
 - CDS 512 Language and Literacy (3 credits)
 - CDS 539 Family-Centered Field Experience (1 credit)
- CDS 552 Counseling Issues in Communication Disorders (3 credits)
 - CDS 555 Pediatric Audiology and Habilitation (3 credits)
 - CDS 572 Collaborative Seminar (1 credit)
 - CDS 511 Family-Centered Intervention (3 credits)

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.

WWW.FONTBONNE.EDU/IPEI

FOR MORE INFORMATION, CONTACT PROJECT CO-DIRECTORS:

EIDE:

Jenna Voss, PhD, CED, LSLs Cert AVEEd.
jvoss@fontbonne.edu

SLP:

Laura O'Hara, PhD, CCC-SLP
lohara@fontbonne.edu



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6800 Wydown Blvd. • St. Louis, MO USA 63105 • 314.889.1407



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