



**Multi-University Consortium  
Teacher Preparation Program  
In Sensory Impairments**

**Application for Grant Support *through Improving the Outcomes of 21<sup>st</sup> Century Students with Sensory Impairments: Preparing High Quality Teachers through a Multi-University Approach* (Multi-University Consortium: University of Utah and Utah State University)**

**Eligible Applicants:**

Applicants must be admitted scholars beginning their program (or submitted a complete application for admission) prior to the selected semester application deadline noted below. Full-time program completion is required (i.e., undergraduates = 12 credits and graduates = 9 credits per semester).

Scholars must be seeking to complete a Bachelor's or Master's degree with Special Education licensure and/or an endorsement in a sensory impairment (K-12) (i.e., Deaf and Hard of hearing, Visual Impairments or Deafblind).

**Application Deadline:**

The deadline to submit grant applications is 4:00 pm:

May 16<sup>th</sup> for Fall semester

November 1<sup>st</sup> for Spring semester

March 1<sup>st</sup> for Summer semester

Applications received after that deadline for a selected semester will not be considered.

**Grant Recipients:**

Notifications will be made to applicants by within 6 weeks, either by phone or email.

**Submission Information:**

Submit a hardcopy of the completed application and all other required information by the deadline, addressed to Dr. Chris Bischke, to the Department of Special Education or mail to:

Dr. Chris Bischke  
Director, Multi-University Consortium  
University of Utah  
Dept. Of Special Education  
1721 Campus Center Drive, SAEC 2269  
Salt Lake City UT 84112

**\*\*NOTE\*\*: INCOMPLETE APPLICATIONS AND ELECTRONIC SUBMISSIONS WILL NOT BE CONSIDERED.**



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Teacher Preparation Program  
In Sensory Impairments**



Office of Special Education Programs  
U.S. Department of Education

A Project of the Utah State Office of Education Special Education Services Unit.

This grant is funded through a cooperative agreement, H325K150211, by the U.S. Department of Education, Office of Special Education Programs. The opinions and policies expressed in this publication are those of the Consortium and do not necessarily reflect those of the University of Utah or the U.S. Department of Education.

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Date: \_\_\_\_\_ uNID/A# \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

SS#: \_\_\_\_\_

Present Employment: \_\_\_\_\_

Part-Time  Full-Time  Not currently working

If You Receive Funding, Would You Work

Part-Time  Full-Time  Would not work

Area of Interest(s):

Visual Impairments (VI) (K-12)

Deaf and Hard of hearing (DHH) (K-12)

Deafblind (DB) (Endorsement Only) (K-12)

Seeking to complete:

Degree and License/Endorsement

(Select One: Undergraduate  Graduate  )

License/Endorsement Only

Endorsement Only

Do You Currently Have A Utah Special Education Teaching License/Endorsement?

In Visual Impairments

In Hearing Impairments/Deaf and Hard of hearing

In Early Childhood Special Education

In Severe Disabilities

Other Area: \_\_\_\_\_

University Preference:

University Of Utah

Utah State University

(Visual Impairments K-12 Only)

Present Student Status (Students Admitted Prior To Fall 2015 Are Not Eligible):

Admitted To:

University: \_\_\_\_\_

Department/Program: \_\_\_\_\_

Admitted To Program (Semester and Year): \_\_\_\_\_

Applying To:

University: \_\_\_\_\_

Department/Program: \_\_\_\_\_

Applying for (Semester and Year): \_\_\_\_\_

Other Required Information:

1. Professional Career Statement (2 pages, typewritten, single-spaced) indicating your professional goals and future professional plans upon completing this program. Also indicate whether you are fluent in languages other than English and if you have experience with diverse ethnic and cultural populations.
2. Copies (need not be official copies) of all university transcripts and certificates/licenses.
3. Resumé or Curriculum Vita
4. Signed Consortium Service Obligation Document (See pgs. 4 -5 of application)

A personal interview may be requested of grant applicants prior to notifications being made to recipients.

I HAVE READ AND UNDERSTAND THE ATTACHED SERVICE OBLIGATION FORM

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

As Grant Awards are based in part on student performance I understand I must maintain a 3.0 GPA and provide written notification of "withdraws," incompletes, and any grade below a B-. Failure to do so may result in a loss or grant funding.

\_\_\_\_\_  
INITIAL



## Multi-University Consortium Teacher Preparation Program In Sensory Impairments

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## Multi-University Consortium Teacher Preparation Program in Sensory Impairments Service Obligation

(Agreement to serve children with disabilities as a condition for accepting stipends or tuition reimbursement provided through a grant awarded to the Departments of Special Education at the University of Utah and Utah State University, the U.S. Department of Education, Preparation of Special Education, Related Services and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low Incidence Disabilities (CFDA# 84.325K)).

1. **Service obligation** Students who receive money from these grant funds are obligated when they complete their program to either work in a setting that serves students (infants, toddlers, children or youth) with sensory impairments for a specific period of time as described below or to repay grant funds received. They must be employed within a full-time position for a period of two years for every year that they receive this funding. For example, if a student received money for one year they would be obligated to teach for two years.

Students who receive funding but do not complete their program prior to the end of the grant funding period must either (a) complete their program even if the funding is no longer available and then complete the service obligation associated with the amount of funding received or (b) must repay the funds they have received.

2. **Failure to complete the program** Students who are terminated from or drop out of the program must repay the grant funds they have received.
3. **Type of positions that fulfill the service obligation** Students who complete this program must be employed in positions that serve children with sensory impairments. These may be (a) full-time positions (as defined by the employer) in special education or related services or in other positions in which the majority of children served have sensory impairments; (b) in regular classrooms where their role is to provide services as specified by IDEA to students with sensory impairments, or (c) in part-time positions serving children with sensory impairments that, when added together would equal sufficient full-time employment to fulfill the service obligation within the allotted time.
4. **When service must be completed** The student must complete the service obligation during a period of time that equals the amount of obligated time plus two years. The period begins when the program is completed (day one of the month after completion of the degree and/or program). For example, if a student received money for one year s/he must complete two years of service. This would need to be completed within 4 years (the two years they are obligated to serve + two years).
5. **Repayment** If the student does not complete the service obligation s/he must repay the federal government the amount received plus interest and a service collection fee. If that student meets part of the service obligation (that is, works for some but not all of the required time), s/he must repay only the balance of funds not already “worked off.” That is, if a student received funding for one year, s/he would be obligated to teach students with sensory impairments for two years. If s/he taught for only 1 year, ½ year’s worth of funding plus interest and service fees on that money would need to be repaid.

6. **Reporting (“Exit certification”)** When the student graduates or finishes the program, s/he will receive a notice of the number of years s/he needs to work in a position serving children with sensory impairments, the total amount of money received, and the time period during which this employment must occur.
7. **Agreement to furnish necessary information** Until the student has finished the service obligation (or the time period for completing it has expired, meaning the student has failed to complete it) the student must provide the program director an address and phone number where s/he can be contacted and promptly let the program director know whenever this changes. A form will be sent each year asking about employment during the past year. The form must be completed and returned to the program director. If the student fails to complete and promptly return the form or fails to keep the university informed of her/his current address the university will report the student’s failure to comply to the appropriate federal agency.
8. **Satisfactory progress** The student must make satisfactory progress toward completing the degree or teacher education program. If a student’s grades drop too low to receive the funding during the next semester but not so low that the student was dropped from the program, this would not affect the time period for completing the work requirement or paying back the stipend or tuition reimbursement. If, however, a student voluntarily leaves the program or is dropped from the program per departmental or university policies, the time period for repaying funds received would begin at the time the student left the program.
9. **Deferrals** There are certain conditions that would give the student more time to complete the service obligation or pay back the money. These are if the student (1) was enrolled full-time at an institution of higher education; (2) was on active duty in the armed services for a time limited to three years; (3) was volunteering in the Peace Corps or Title I of the Domestic Volunteer Service Act of 1973; (4) had a disability that prevented her/him from working for a period of time of not more than three years; or (5) had to care for a disabled family member for a period limited to one year.

No interest would be charged on funds that a student had to pay back during the deferral period.

10. **Exceptions** If the student developed a disability that was expected to continue indefinitely and thus could not work, or died, the obligation would be canceled.

\_\_\_\_\_ **I have read and accept these terms for receiving grant support from the Multi-University Consortium.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please retain a copy of this document for your files.