

2008 - 2009  
**Graduate  
Catalog**

- Graduate School and Professional Programs
- College of Liberal Arts, Sciences, and Technologies

**Gallaudet University**  
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Washington, D.C. 20002  
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The 2008-2009 Gallaudet University Graduate Catalog was prepared by the Council on Graduate Education, the Provost's Office, the Graduate School and Professional Programs, and Enrollment Management.

Every effort was made to print information accurately as of July 1, 2008. This catalog is not intended to serve as a contract between any student and Gallaudet University. University procedures, programs, and courses are under constant review and revision. Gallaudet University reserves the right to change any provision, regulation, or requirement set forth within this document, and the right to withdraw or amend the content of any course. Please consult the department or appropriate office for possible changes and updated information.

*Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.*

# About Gallaudet University

## GRADUATE STUDY AT GALLAUDET UNIVERSITY

Welcome to graduate study at Gallaudet University! Gallaudet has long been acknowledged to be a leader in providing graduate education in a broad variety of fields relating to deaf and hard of hearing people, special education, and disability. Gallaudet is a living laboratory in which an exceptionally skilled and dedicated faculty, a special student body, and unequaled resources come together. Graduate study at Gallaudet University is not a study of them; it is a study of us. We are deaf; we are hearing; we are old; we are young; we are from every corner of the United States; we are from every part of the globe. We are richly diverse in our backgrounds, our interests, our abilities and disabilities—but we are at one in the pursuit of excellence in education for deaf and other special populations and the equalization of opportunities for all people. In no other single location will you find a comparable concentration of teaching, research, learning, and service activities on such a wide range of topics relevant to deaf people. The best known names in the field, the top researchers, the resources, the opportunities are all here at Gallaudet.

In the graduate programs of Gallaudet's Graduate School and Professional Programs and College of Liberal Arts, Sciences, and Technologies you will have the opportunity to work with leading individuals on any of a number of areas, including:

- early childhood development of deaf children
- international development
- multiculturalism and human services
- the cultural and linguistic aspects of sign language
- deaf studies
- state-of-the-art hearing technologies
- educational and psychological testing
- survey research
- the effects of technology on the deaf community
- interpretation
- leading change

And the Gallaudet experience is not limited to our 99 acres. When you come to Gallaudet, you have come to Washington, D.C., the nation's capital and a great academic center. In addition to being near the institutions of the Federal government, you will be close to many important associations that deal with issues of importance to deafness-related fields. These include the Council for Exceptional Children, the National Education Association, the American Psychological Association, the American Coalition of Citizens with Disabilities, the National Association of State Directors of Special Education, the American Speech-Language-Hearing Association, the Alexander Graham Bell Association, and the National Association of the Deaf, as well as dozens more. They are all at hand, within a brief drive or a few minutes on Washington's excellent Metro subway system.

In addition, Gallaudet University is a member of the Consortium of Universities of the Washington Metropolitan Area. As a Gallaudet graduate student, you will have open to you the varied resources of American University, The Catholic University of America, Corcoran College of Art + Design, George Mason University, Georgetown University, The George Washington University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Southeastern University, Trinity University, the University of the District of Columbia, and the University of Maryland College Park.

Gallaudet's library contains the world's most complete collection of materials related to hearing loss and deaf people. If your needs extend beyond our campus resources, the Library of Congress—perhaps the world's greatest information depository—is only a short drive away, and the libraries of all the consortium universities are open to you as well.

At Gallaudet, we believe in learning by doing as well as by reading, listening, and observing. Many of our graduate programs offer outstanding opportunities for practicum and internship activities, and graduate assistantship activities. We also have excellent resources for getting involved in the

kinds of research you most want to pursue. We even have an internal grant fund, intended specifically for graduate students and faculty, that supports research projects in any of the many fields that brought you to Gallaudet.

Gallaudet is committed to providing students with the best educational experience possible. In any of the many fields related to deaf people, special education, rehabilitation, and disability, when you come to Gallaudet University, you have made the right choice.

## CAMPUS LOCATION

Gallaudet’s campus is located in Washington, D.C., within a short bus ride of the U.S. Capitol and the other cultural amenities of the city. The 99-acre campus, called Kendall Green, is home to undergraduate and graduate programs, a number of research units, and the Laurent Clerc National Deaf Education Center, a federally supported program for improving educational results for deaf and hard of hearing children across the nation. The Center includes the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf.

Gallaudet University's mailing address is:

800 Florida Avenue, NE  
 Washington, DC 20002-3695  
 (202) 651-5000  
[www.gallaudet.edu](http://www.gallaudet.edu)

## VISITING GALLAUDET

Visitors are welcome at Gallaudet University. The Visitors Center is located in the Edward Miner Gallaudet Building and can be reached by calling (202) 651-5050. The Center conducts tours of the campus Monday through Friday at 10 a.m. and 2 p.m. by appointment. Student Tour Guides greet thousands of visitors annually. A wide variety of visitors tour the campus, including prospective undergraduate and graduate students and their families, school groups, sign language clubs, educators of deaf students, and international visitors. For more information about scheduling a tour or for directions to the campus, go to our website: <http://pr.gallaudet.edu/visitorscenter>.

## HISTORY OF GALLAUDET

Gallaudet University had its beginnings in 1856 when Amos Kendall, postmaster general during the administration of President Andrew Jackson and a well-known journalist and philanthropist, established a school for deaf and blind children. He donated two acres of land and a house located on one corner of his estate in Northeast Washington. In 1857, he persuaded Congress to incorporate his Kendall School as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind. The President of the United States (then James Buchanan) was the school's patron. Congress also agreed to pay the expenses of poor children from the District of Columbia to attend the school.

Following Congress' action, Kendall hired Edward Miner Gallaudet to be superintendent of the institution. Gallaudet was the son of Thomas Hopkins Gallaudet, founder of the first school for deaf children in the United States. Both Gallaudets believed that a national college should be established for deaf students. In 1864, Congress, persuaded by Edward Miner Gallaudet and Amos Kendall, voted to authorize the Board of Directors of the Columbia Institution "to grant and confirm such degrees in the liberal arts and sciences . . . as are usually granted and conferred in Colleges."

President Abraham Lincoln signed the bill and became the first patron of the National Deaf Mute College. Edward Miner Gallaudet became president of both the institution and the college. In 1865, blind students attending the Columbia Institution were transferred to the Maryland School for the Blind, and the words "and the Blind" were dropped from the institution's title.

The first class to take the entire college course graduated in 1869. The diplomas of the three graduates were signed by President Ulysses S. Grant. Since that time, all Gallaudet diplomas have been signed by the President of the United States.

Women were first admitted to the college in 1887. In 1891, a graduate department was started to prepare hearing graduates of other colleges to become teachers of deaf children. At the request of the alumni, in 1894 the Board of Directors renamed the college Gallaudet College in honor of Thomas Hopkins Gallaudet. The corporation (including Kendall School) continued to be known as the Columbia Institution until 1954 when Public Law 420 of the 83rd Congress changed the name of the entire institution to Gallaudet College. Public Law 420 also stated Congress' intent to continue adequate financial support of Gallaudet

and affirmed the importance of higher education for deaf people.

In 1957, Gallaudet was granted accreditation by the Middle States Association of Colleges and Secondary Schools. Every 10 years Gallaudet is reexamined by this association. Over the years, the campus and its facilities have grown to meet the needs of its students, and its programs have evolved to serve deaf and hard of hearing individuals nationally and internationally. In 1969, the Model Secondary School for the Deaf was established on Kendall Green to devise, develop, and test innovative and exemplary courses of study for deaf and hard of hearing high school students.

In 1970, Congress passed the Kendall Demonstration Elementary School Act (P.L. 91-587), which transformed the historic Kendall School into a demonstration elementary school with programs for students from birth through eighth grade, expanding its role to include research and dissemination. The Education of the Deaf Act in 1986 reauthorized KDES and MSSD and established a national commission to study the education of students who are deaf and hard of hearing across the United States. The Education of the Deaf Act Amendments of 1992 (P.L. 102-421) not only reauthorized KDES and MSSD but also mandated the schools to maintain exemplary elementary and secondary educational programs and to institute projects and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, materials, and instructional techniques and strategies. The Laurent Clerc National Deaf Education Center ("Clerc Center") encompasses KDES, MSSD, and other units devoted to the research, development, and dissemination functions mandated.

Congress acted during the 1985-86 academic year to recognize the growth and development that has been an integral part of Gallaudet's history. On August 4, 1986, President Ronald Reagan signed into law the Education of the Deaf Act of 1986, which bestowed university status upon Gallaudet.

On March 6, 1988, Gallaudet students began a demonstration, now known as the Deaf President Now (DPN) movement, to protest the hiring of a hearing president of the University. What began as a student protest grew into a civil rights movement for deaf people. Within less than a week, the hearing president, Dr. Elisabeth Zinser, resigned her post, and Dr. I. King Jordan was selected by the Board of Trustees as the University's first deaf president. The effects of DPN culminated in July 1990 with the

signing of the Americans with Disabilities Act (ADA). This historic legislation bans discrimination against people with disabilities in employment, public transportation, general services, accommodations, and telephone services.

In September 2005, President I. King Jordan announced his retirement and Gallaudet University began a search for a new president early in 2006. Results of the search process were that University provost, Dr. Jane K. Fernandes, was named president designate by the Board of Trustees in the May 2006. Protests against her appointment, involving students, faculty, staff, and alumni, began shortly thereafter. These protests continued into the fall, culminating in a three day closure of the campus, and the termination of Dr. Fernandes' appointment by the Board of Trustees in October. Following this termination, a new search was begun for an interim president, resulting in the appointment of Dr. Robert R. Davila, a well known figure in the higher education of deaf students. Dr. Davila began his tenure in January 2007.

## ACCREDITATION

Gallaudet University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is a regional institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Many of the University's programs are also accredited by professional accrediting bodies, including the: American Psychological Association (APA); American Speech-Language-Hearing Association (ASHA); Association of Collegiate Business Schools and Programs (ACBSP); Council on Accreditation of Counseling and Related Programs (CACREP); Council on Education of the Deaf (CED); Council on Social Work Education (CSWE); and National Association of School Psychologists (NASP). In addition, programs that prepare graduates to be a licensed professional in schools are approved by the District of Columbia State Education Agency. These same programs, along with the Ed.S. in Change Leadership in Education and the Ph.D. in Special Education Administration, are part of Gallaudet's Professional Education Unit, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

## GALLAUDET'S GOALS AND MISSION

Gallaudet's goals and beliefs are guided by its formal statements of mission, vision, credo, sign communication, and diversity.

### *The Gallaudet University Mission Statement*

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

### *The Vision of Gallaudet University is to:*

- Provide the highest quality liberal and professional education through undergraduate and graduate programs for deaf, hard of hearing, and hearing students.
- Offer a welcoming, supportive, and accessible bilingual educational environment for teaching and learning through direct communication.
- Embrace diversity within the university community by respecting and appreciating choices of communication while guiding students through their process of linguistic and cultural self-actualization.
- Pursue excellence in research, pedagogy, scholarship, and creative activity.
- Lead the advancement of intellectual, social, linguistic and economic vitality in deaf people through educational, outreach, regional, international and leadership development programs.
- Preserve deaf history and use visual media to promote the recognition that deaf people and their signed languages are vast resources with significant contributions to the cognitive, creative and cultural dimensions of human diversity.
- Position our community to reach its full human potential and assume its role as a progressive global entity committed to civic responsibility and social justice.

### *Gallaudet Graduate School Mission Statement*

The Graduate School at Gallaudet University draws on Gallaudet's rich heritage, distinguished faculty and staff, and ASL-English bilingual environment to carry out its multifaceted mission to:

- (1) *prepare deaf, hard of hearing, and hearing scholars, leaders, and practitioners from diverse backgrounds to excel in their professions and disciplines; and*
- (2) *generate knowledge, via research and other scholarly activities to inform theory and practice in the professions and disciplines represented by graduate programs.*

*The knowledge, skills, and dispositions addressed in the various graduate programs are aligned with professional accreditation standards as well as the Graduate School's own high academic expectations.*

### *The Gallaudet University Credo*

*Gallaudet's Vision Statement expresses what the University aspires to become and achieve as the world's premier academic institution for deaf and hard of hearing people. Implicit in our vision are core values that serve as guiding principles for the way members of the campus community teach, study, work and live. The Gallaudet Credo identifies and realizes those core values.*

The Gallaudet University campus community includes students, faculty, teachers and staff, all of whom share certain common goals and values that we all believe enrich our academic environment. The community's primary goal is to prepare students to be informed, literate, productive and responsible citizens. In pursuit of this goal, community members pledge to uphold the following values: We believe that education is a dominant influence on our lives and recognize that learning is a lifelong quest. Therefore we will practice academic and personal integrity and work to create a positive and welcoming environment that is open to the free exchange of ideas among members of our community.

We believe that every person should be treated with civility and that our community is strengthened by the broad diversity of its members. Therefore, we will promote and applaud behaviors that support the dignity of individuals and groups and are respectful of others' opinions. We will especially discourage behaviors and attitudes that disrespect the diversity of individuals and groups for any reason including religion, race, ethnicity, gender, age, sexual orientation, disability, hearing status, or language and communication preference.

We believe that as members of the Gallaudet community we are the recipients of a proud and rich heritage, as well as contributors to and benefactors of our institution's bright future. Therefore, we will strive to bring credit to our community and ensure that the institution flourishes and succeeds in its mission.

### *Sign Communication at Gallaudet University*

*In February 1995, Gallaudet University adopted the following statement about sign communication:*

Since its inception as an institution of higher learning, Gallaudet University has endorsed direct visual communication among deaf, hard of hearing, and hearing members of the community. Clear, understandable signing is the responsibility of each of us. Because of the increasing social, cultural, and linguistic diversity of our students, we have reexamined and described what effective sign communication means at Gallaudet.

### **American Sign Language and English**

Gallaudet University is a bilingual community in which both American Sign Language and English thrive. We recognize that in our campus community ASL and English coexist in complex ways; accordingly, this statement reflects the attitudes, philosophies, and realities of sign diversity on campus.

### **Sign Communication**

The University is committed to creating a visual communication environment which best supports scholarship and the basic tenets of humanistic education. Three principles will be our guide as we work together to ensure that clear visual communication is the norm in every University unit and department.

*Principle 1: At Gallaudet, effective sign communication supports education.*

Each of us has the right and responsibility to understand and be understood. Clear and well-paced visual communication is a requirement for this learning community. Because Gallaudet is an institution of higher education, the primary mission of which is to educate deaf and hard of hearing individuals, understanding the content we wish to convey must guide our actions more than the mode of communication.

*Principle 2: Sign communication at Gallaudet will be inclusive, respectful, and flexible.*

Our community will incorporate and respect ASL, and recognize that students, faculty members, and staff members may each have different visual communication needs. We will respect the sign language style of every individual and use whatever is necessary to communicate in a given situation. We will know and practice deaf/hearing communication etiquette so that public discourse, both formal and informal, is fully accessible.

*Principle 3: Direct sign communication is central to the Gallaudet vision.*

Since effective visual communication in this bilingual community is fundamental to the successful achievement of our academic mission, Gallaudet will develop the training and assessment programs necessary to ensure that all of us have the opportunity to become fluent signers. We will each be assertive and sincere in our efforts to attain sign language proficiency so that we can all communicate directly with each other.

### *Diversity Statement and Guidelines*

Gallaudet University is a unique institution. Chartered by the United States Congress in 1864 with the mission of offering higher education to deaf and hard of hearing individuals, it has since become a global leader of a distinctive community. Gallaudet's charge is even more important now. Just as the population of the nation has changed and continues to change, so too the population of deaf and hard of hearing individuals has changed and continues to change. Deafness is diverse and dynamic. Deaf and hard of hearing persons include people of all experiences and backgrounds.

Given its mission, Gallaudet University has a responsibility to an increasingly diverse deaf and hard of hearing population. Although every university must address diversity to survive, Gallaudet University must be prepared to do more. Deaf and hard of hearing individuals were long denied equal opportunity, solely because they were deaf or hard of hearing. Such injustice was often compounded by further discrimination on the basis of race, gender, and other aspects of personal identity.

Building upon more than a century of traditions, Gallaudet University will take an active role in providing genuine equal opportunity to all deaf and hard of hearing persons. Gallaudet not only acknowledges the problems of the past and responds to the practical circumstances of

the present, but also understands that our shared future is guided by basic principles of fairness, mutual respect, and commitment to each other. The University will continue to strive to make its ideals concrete. Gallaudet will reach out, in the United States and around the world, to deaf and hard of hearing persons everywhere. Deafness knows no borders.

Gallaudet University as an institution embraces diversity. Deaf and hard of hearing individuals are best served by reaching deeply and widely into their experiences. Just as they seek to be heard, so must we listen to those with different views and beliefs. A university especially has an obligation to be a place where all views can be shared freely and any belief can be discussed respectfully, allowing the exchange of ideas to flourish. Accordingly, Gallaudet will integrate diversity into every aspect of its operations. This statement on diversity is only part of an ongoing process in which all members of the university participate. Gallaudet's excellence and survival depends on respecting, honoring and using the wealth of its diversity. The guidelines below are designed to frame university-wide efforts on diversity.

### *Guidelines*

The Gallaudet University Board of Trustees recognizes that the pursuit of excellence is intertwined with a commitment to diversity at all levels. To advance toward excellence with diversity, we instruct the administration to implement these guidelines which address three broad areas of action: 1) student diversity and learning; 2) faculty diversity and teaching, research and service and 3) a strong, safe and just campus community. The Board of Trustees expects that the administration will use these guidelines and will develop additional means of accomplishing these goals:

*The Gallaudet student body will be reflective of the different ways that deaf and hard of hearing individuals live in society.*

The University will actively seek to recruit students of color, and students with different communicative pursuits as well as other dimensions of diversity and will endeavor to provide a supportive environment on campus for all students.

*In the next century, deafness as a condition will change.*

Our plans for the university cannot be limited to within our national borders; we must broaden our outlook to include deafness on a global scale, to welcome individuals from societies outside the US and around the world.

*The education of young deaf and hard of hearing children has always been a part of Gallaudet University's mission.*

Gallaudet will continue to promote students' fundamental skills including communication, literacy, science,

mathematics and technology competence. Gallaudet is also committed to contributing to the well-being of our students, including strong emotional lives, an appreciation for cultural diversity, a sense of safety and justice, and support for their different life goals. The University is responsible for creating environments that nurture the development of young children into adults, and will recruit and support teachers whose skills make these environments possible.

*Gallaudet faculty will be recruited on the basis of excellence in scholarship and teaching.*

The University will endeavor to support the activities of faculty members toward this goal in a variety of ways, including but not limited to: creating post-doctoral fellowships for young deaf and hard of hearing scholars; providing institutional support for faculty research and for relationships with research bodies within and outside of the university; promoting professional development, including efforts to improve pedagogy; and recognizing academic service toward these goals.

*Gallaudet's commitment to excellence and diversity should extend to the recruitment and retention of students, selection and professional development of faculty and administrators, and the development of a pool of potential deaf and hard of hearing candidates for faculty positions at Gallaudet and elsewhere.*

*Gallaudet recognizes that its students and faculty are supported by a broad network of staff and other support personnel, and will endeavor to promote diversity among all staff and support personnel, as their influence and reach into all aspects of the campus are broad and meaningful.*

*Gallaudet recognizes a responsibility to gather and evaluate data showing both the progress that has been made and the work that is still to be done.*

Gallaudet will focus especially on generating data about the deaf and hard of hearing that does not exist elsewhere.

### *Equal Opportunity/Nondiscrimination*

As an equal opportunity educational institution, Gallaudet encourages applications from racial and ethnic minorities. Gallaudet is committed to a barrier-free environment and provides students who have physical disabilities (in addition to hearing loss) the assistance they need to participate fully in campus programs and activities.

# Academics

## DIFFERENT WAYS TO LEARN AT GALLAUDET

### Kinds of Programs

#### *Undergraduate and Graduate Programs of Study*

Gallaudet University offers programs of study for both undergraduate and graduate students. We offer B.A. B.S., M.A., and M.S. degrees as well as Ed.S. and Ph.D. degrees. In addition, we offer several professional degrees, such as the M.S.W., Psy. S., and Au.D. professional practice degrees. A complete listing of graduate programs can be found later in this catalog.

#### *Certificate Programs*

In addition to the traditional degrees mentioned above, Gallaudet University currently offers five graduate certificate programs. The graduate certificate is often called a “mini-degree” and consists of courses offered for graduate credit. These credits may be applied to graduate degree programs and are often taken in conjunction with a regular graduate degree.

#### *Summer Programs*

Summer Programs, located under the College of Professional Studies and Outreach (CPSO), offers an array of academic and enrichment programs and courses, including academic programs and sports camps for youth, programs for seniors, graduate and undergraduate courses, leadership and professional studies programs, ASL instruction, and special event planning. Programs may be offered on-campus, online, or on-site. CPSO also offers program opportunities for motivated learners throughout the academic year via its seminars, certificate programs, and workshops designed to promote career development and enhancement, personal growth and life-long learning.

### Kinds of Students

#### *Degree-Seeking Graduate Students*

This classification refers to a student who has completed the application process for a graduate degree or graduate certificate program and who has been accepted by the faculty of that program.

#### *Graduate Special Students*

This classification refers to students who are enrolled in courses offered by the Graduate School but are not pursuing a program of study leading to a graduate degree or certificate. The application process for graduate special students is described below.

The Assistant Dean for Graduate School Curriculum, Policy and Operations acts as advisor to graduate special students. All graduate special students must obtain the instructor’s permission to register for any course. In the absence of the instructor, the program director or the chair of the department may provide permission for a graduate special student to register for a course. The signature of the program director or the chair will constitute permission for the Assistant Dean to approve the registration of the student. The person who signs is obliged to inform the instructor of the additional student(s) enrolled in the class. Enrollment in some graduate courses is limited to degree students. Graduate special students may not enroll as a Gallaudet student in courses in other universities or colleges in the Consortium.

#### *Consortium Graduate Students*

Matriculated graduate students from other universities in the Washington Consortium may take courses at Gallaudet University under the rules and provisions of the Consortium. Class limits will permit regular Gallaudet University graduate students into the class before Consortium students.

### ***Professional Studies Students***

Professional Studies Courses (with a PST prefix) are offered widely at Gallaudet. Students who enroll for these courses are categorized as Professional Studies Students and will receive a separate transcript for these courses. Most sign language courses offered at Gallaudet are PST courses.

### **Kinds of Courses**

#### ***Undergraduate and Graduate Credit Courses***

Courses listed in this catalog and in the undergraduate catalog are credit courses which have been approved by the Faculty Governance process (either the Council on Undergraduate Education or the Council on Graduate Education). In general, they may be applied to Gallaudet University degrees and graduate certificate programs, unless there is a specific restriction linked to a particular course.

#### ***Professional Studies Courses***

Gallaudet University offers a wide range of professional studies courses. These bear the prefix PST and have been approved by the Advisory Panel on Professional Studies. PST courses carry Gallaudet University credit, but are not applied toward a Gallaudet University degree or certificate program. Some other universities and accrediting organizations do accept PST credits, however, so students should check to determine applicability of the coursework elsewhere. The grades of PST courses are recorded on a separate PST transcript and do not appear on the Graduate Transcript. Some PST courses are offered as clusters that lead to professional certificates.

#### ***Enrichment Courses***

Summer and Enrichment Programs offers learning-for-pleasure courses throughout the academic year. Some courses offer students Continuing Education Credits (CEU's). Enrichment courses may not be applied toward Gallaudet University degree programs.

#### ***Delivery Systems for Courses***

Gallaudet courses may be taken in a number of different formats. While most of our classes are offered as traditional face-to-face classes on campus, an increasing number of courses are involving some degree of technological transmission. Many of our teachers combine face-to-face teaching with materials and exercises posted to a website. In addition, we offer a variety of online courses, both for graduate credit and for PST credit. Through our extension programs, we can also bring credit courses or contract classes to requested sites given an adequate group of participants. Gallaudet University also has up-to-date facilities to provide tele-courses or video conferencing at the Gallaudet University Regional Centers in various parts of the United States.

## **ACADEMIC PROGRAMS AND SERVICES**

### ***Graduate Student Orientation***

Graduate Student Orientation (GSO) is a required program offered for all new degree-seeking students during the week before the fall semester begins. GSO provides an opportunity for new graduate students to become acquainted with other new and returning graduate students and to meet with their department advisors and faculty. During GSO, new graduate students will be welcomed by key administrative, staff, and faculty members and they will receive an introduction to campus services, acquire information about academic standards, and participate in culture and language activities. Graduate special students are welcome to attend the opening orientation meeting on Tuesday morning and to meet with the Assistant Dean for Curriculum, Policy, and Operations on Wednesday morning to receive advising.

### ***American Sign Language Proficiency Interview (ASLPI)***

The American Sign Language Proficiency Interview (ASLPI) at Gallaudet University is housed in the Assessment and Evaluation Unit of the College of Professional Programs and Outreach (CPSO). The precept in this type of evaluation is to find out, through a face-to-face interview, what an individual can do with the knowledge and skills the individual has in the target language at a given point in time. The ASLPI involves an interactive process between an interviewer and the individual being evaluated. This process is video recorded and holistically scored by a team of raters. The raters assign a proficiency level by considering the examinee's performance in five areas: visual-gestural production, ASL grammar, sign vocabulary, fluency and comprehension. Scheduling for Gallaudet University students occurs for a limited time (typically two weeks) at the beginning of the Spring, Summer and Fall semesters. Once the scheduling period has ended, students will not be permitted to sign up for an interview for that given semester unless extraordinary circumstances exist. For more information, e-mail [ASLPI@gallaudet.edu](mailto:ASLPI@gallaudet.edu).

Prospective students (i.e., not a current student at Gallaudet) applying for admission to Gallaudet and who are required to take the ASLPI as part of the interview/admission process, must pay a fee of \$150.00. New applicants are also evaluated on a different schedule. For scheduling information, new students should e-mail [ASLPI@gallaudet.edu](mailto:ASLPI@gallaudet.edu).

### ***ASL Assessment***

Diagnostic assessment of ASL is housed in the Assessment and Evaluation Unit of the College of Professional Programs and Outreach (CPSO). Assessment offers individuals feedback on signing strengths and weaknesses and provides suggestions for improvement. There is variation in the number (1-3) and length (30-50 minutes) of sessions depending on individual assessment needs. During an assessment, the diagnostician engages the individual in a conversational exchange and elicits a language sample using a variety of tasks and stimuli. This protocol is designed to obtain data about ASL production, grammar, lexical knowledge, usage, and comprehension. Assessments may also be conducted in the classroom, at a work site, or on location elsewhere by request. Classroom and work site observations capture not only aspects of ASL, but also discourse techniques/pragmatics, heuristic functions, and whether the environment is visually optimized. A classroom-based assessment would also note students' comprehension of the instructor, and the instructor's comprehension of the students. Generally, assessment sessions are video recorded and later reviewed by the diagnostician and the person being assessed. Feedback is provided on overall signing skills, specific strengths and areas needing improvement. This process promotes awareness of and ability to monitor ASL use. Finally, the individual is provided with a report and recommendations (e.g. classes, video materials, tutoring, signing opportunities, etc.) for addressing areas needing improvement. For more information about Diagnostic Assessment of ASL, e-mail [ASLAssessment@gallaudet.edu](mailto:ASLAssessment@gallaudet.edu).

### ***American Sign Language Classes***

Non-degree credit American Sign Language (ASL) classes are offered through the College of Professional Studies and Outreach. The ASL I to VI course sequence, Fingerspelling and Visual Gestural Communication are usually offered each semester, as are ASL Special Topics courses (e.g., classifiers, numbers, non-manual signals). Although all of the courses are non-degree credit at Gallaudet, they may meet foreign language requirements at some other post-secondary institutions. For class registration information, please visit the website at <http://extendedlearning.gallaudet.edu>.

### ***Classroom Notetaking Services***

Upon request from a registered graduate student, the Graduate School will provide a student notetaker for on-campus, face-to-face, graduate credit courses. Students who wish to have a notetaker in a class should inform the instructor, who will attempt to solicit a notetaker from

among the other students. Once a notetaker is identified, the requesting student will fill out a request form, available from each departmental office and bring it to the office of the Graduate Program Specialist in FH 202A. Notetakers then distribute a copy of their notes to those students who want them. Notetakers are reimbursed by the Graduate School for their service. In order to receive maximum compensation, students wishing to serve as a notetaker in their classes should complete the free notetaker training course, offered before fall classes begin. For more information, contact the Graduate Program Specialist at x5869.

### ***Office for Students with Disabilities (OSWD)***

The Office for Students with Disabilities (OSWD) provides individually tailored, comprehensive support services and programs for students with disabilities. OSWD empowers eligible students to succeed in their pursuit of higher education by striving to assure equal access and opportunity to curricular and extracurricular activities. Faculty and staff, administrators, alumni, paraprofessionals, and parents and families also benefit from services and programs.

Support services and programs are designed to meet the individual needs of those being served and are coordinated with services offered on campus and in the community. Support services that are provided and/or coordinated with other on- or off-campus offices/agencies include: psycho-educational and psychological evaluations which assess for Learning Disabilities, Attention Deficit Hyperactivity Disorders, and Psychological Disorders; individualized support service plan development, support service counseling/advising, advocacy training, academic advising, career development, interpreting, note taking, specialized testing, study lab, orientation and mobility training, reader/scribe services, and accessibility consultation. Information and referral services offer assistance in attendant care, wheel chair repair, Seeing Eye dog training, tutoring, mental health care, medical services, and legal advice. Programs and services that are offered by OSWD include: adaptive technology assessment and training, Braille/large print services, faculty development seminars, scholarships, public service and outreach, support groups and advisory boards, and compensatory/study skills training.

OSWD students are protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. These mandates include rules regarding the confidential treatment of disability related information. Because disability related information is treated as medical information, it is handled under the same strict confidentiality rules as other medical

information. Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professionals are not subject to free access under the Family Educational Rights and Privacy Act of 1974. In general, OSWD must have written permission from a student before releasing any information from the student's record.

Students may come directly to OSWD and request services. Faculty and staff may refer students to OSWD and request technical assistance from OSWD staff. Entering graduate students who feel that they may require an accommodation for a disability should contact OSWD soon after acceptance to begin the processes required to verify the disability. It is important to note that the request for services might require some time, so early filing of the documentation is critical if services are being requested for the first semester of attendance.

### ***Global Internship Program***

The Global Internship Program gives students opportunities to gain practical experiences and be involved in world affairs. It allows Gallaudet undergraduate and graduate students to do internships overseas, where they have the opportunity to work with deaf, hard of hearing, and/or hearing populations for various period of time, up to one full semester.. This program is administered by the Center for Global Education (CGE) under the direction of the Office of International Programs and Services (OIPS).

### ***International Visiting Scholar Program***

The Center for Global Education (CGE), under the direction Office of International Programs and Services (OIPS), also coordinates the International Visiting Scholar Program. This program is designed to provide an opportunity for scholars, researchers, professionals, and students from other countries to visit Gallaudet University, without pursuing an academic degree. Participants usually audit courses, gain practical experience, and visit schools, organizations and agencies serving people who are deaf. Areas of interest include the education of deaf children, teacher training, social work, career education, leadership development, sign language, and deaf studies. The duration of the program varies from one month to one academic year.

### ***English Works!***

English Works! provides feedback and guidance to students working on writing projects in any course in the undergraduate and graduate curricula. Though we do not edit or proofread student writing, we can assist students to edit and proofread their own writing.

### ***Online Professional Writing Course for Graduate Students***

The Graduate School and Professional Programs offers an online professional writing course, available to graduate students. It focuses on the organization and structure of writing at the graduate and professional level.

### ***Tutorial and Instructional Programs***

Tutorial and Instructional Programs (TIP) provides free tutoring to Gallaudet students who have academic difficulties or wish to improve their grades. The TIP tutor training program is certified by the College Reading and Learning Association's (CRLA) International Tutor Certification Program. Tutoring for graduate-level courses may be more difficult to arrange, so requests should be placed as soon as possible.

## ACADEMIC RESOURCES

### *Office of Academic Quality*

The Office of Academic Quality (OAQ) provides vision and leadership for institutional improvement processes through evidence-based decision making at Gallaudet University. Key components of OAQ include:

- (1) integration and coordination of academic planning and assessment;
- (2) continuous improvement of programs through systematic assessment of student learning outcomes;
- (3) accurate and timely analysis of institutional data for decision-making; and (4) coordination of the University's various accreditation processes.

### *ATLAS Learning Resources*

ATLAS Learning Resources (<http://atlas.gallaudet.edu>) supports the Gallaudet University community in the development and enhancement of information literacy and technological competence. ATLAS (Academic Technology, Library, and Archive Services) provides resources, services, and tools to support learning, teaching, and scholarly and research activities of the Gallaudet community. The ATLAS Dean oversees three units, each of which is led by a director: Academic Technology, Library Public Services, and Deaf Library Collections and Archives.

### *Academic Technology*

*Merrill Learning Center, Rooms 1120, B130, B205  
Hall Memorial Building, Room W-121*

Academic Technology (AT, <http://academictech.gallaudet.edu>) provides instructional and technical support for Gallaudet's online learning and academic systems and is dedicated to enhancing the Gallaudet community's academic success through uses of technology and video. AT promotes both technological competence and information literacy.

Academic Technology manages the GDOC (Gallaudet Dynamic Online Collaboration) online learning system (<http://my.gallaudet.edu>), provides technology training and support, provides media equipment delivery and loan services (<http://media.gallaudet.edu>), manages the Technology Help Desk system (<http://helpdesk.gallaudet.edu>) where requests for all campus technology services can be entered, maintains the Gallaudet Television system, produces original video programming and captioning for the campus community, and provides technical support for centralized computer labs, classrooms, and academic servers. Academic Technology also provides technology orientation in First Year Seminar courses and manages year-round e-Curriculum training for faculty.

[My.Gallaudet.edu](http://My.Gallaudet.edu) serves as the academic portal for new and current students, providing them access to information, course materials, and interactions with the Gallaudet community. [VideoCatalog.gallaudet.edu](http://VideoCatalog.gallaudet.edu) is an online portal to a collection of deaf-related videos, including the award-winning Deaf Mosaic TV shows from 1985-1995.

Academic Technology has four offices: Director's Office; e-Learning and Video Services; Help Desk, Media, and Classroom Technology; and Web Programming and Video Systems Support.

Resources for students include two computer labs: one in HMB W122 and the other in the Jordan Student Academic Center, Room 1100. Schedules for these labs are posted at [http://elearning.gallaudet.edu/Academic\\_Technology/Related\\_Links/Computer\\_Lab\\_Hours.html](http://elearning.gallaudet.edu/Academic_Technology/Related_Links/Computer_Lab_Hours.html).

The HMB W122 lab contains 35 PCs. The JSAC 1100 Lab, the Harkin Digital Learning Center, is open days, evenings, and weekends. During exam periods, it is open 24-hours. The Harkin Center is an interactive learning space with:

- 84 PC computers,
- 12 MAC computers,
- a student collaboration room (JSAC 1103) with a large plasma screen and 6 laptops for shared projects,
- a dedicated room for low-vision students (JSAC 1109), and four video editing suites (JSAC 1104-1108) for video recording, editing, and digitizing. The video suites include high-end PC and MAC computers, cameras, and DVD recorders.

The Technology Help Desk (<http://helpdesk.gallaudet.edu>) is a one-stop site for technology-related requests. Working collaboratively with Information Technology Services (ITS) and other technology units on campus, Academic Technology supports a broad range of student technology needs.

All residence hall rooms are Internet-accessible and have cable TV connections. The channel lineup for Gallaudet Television is online at [http://elearning.gallaudet.edu/Academic\\_Technology/Related\\_Links/Cable\\_TV\\_Channel\\_Line-Up.html](http://elearning.gallaudet.edu/Academic_Technology/Related_Links/Cable_TV_Channel_Line-Up.html).

Students may also download Gallaudet-licensed and free software from Academic Technology's software web site, <http://software.gallaudet.edu>. Students are encouraged to download free anti-virus software to protect their computers. Gallaudet participates in the Microsoft campus agreement (<http://www.microsoft.com/Education/CampusAgreement.msp>), meaning that students may install Microsoft Office and install upgrades to Microsoft Operating Systems on their personal computers. Details of how registered students can get these software installed is provided at <http://software.gallaudet.edu/licensed>.

University-level student technology services are provided by two units: Academic Technology and Information Technology Services (ITS).

### **University Library and Archive Services**

*Merrill Learning Center, Library Service Desk, Room 1000*

The Gallaudet University Library and Archive Services (<http://library.gallaudet.edu>, <http://archives.gallaudet.edu>), serves students, faculty, staff, and other researchers from around the world. The Library provides instructional, reference, and library collection services for the Gallaudet community, supporting uses of information resources and the development and enhancement of information literacy. The Library builds, maintains, and organizes the world's largest collection of deaf materials, as well as a collection of general materials, to support academic programs. Library hours are posted on the Library web site, <http://library.gallaudet.edu>.

Community members can access the Library catalog from the Library web site or directly at <http://aladin.wrlc.org> and can create bibliographies and reference lists online at <http://refworks.gallaudet.edu>. Librarians are available to answer questions and help students with research in person, through video phone (x5217), tty (x5212), or voice (x5217), through email ([library.help@gallaudet.edu](mailto:library.help@gallaudet.edu)) and through real-time chat accessible on the Library web site.

Through Gallaudet's participation in the Washington Research Library Consortium (<http://www.wrlc.org>), the Gallaudet community have full access to the Library collections at eight area universities, including the rights to borrow materials from those libraries. The shared catalog for the eight WRLC libraries includes more than 7 million volumes. New members of the Gallaudet community should stop by the Library to get a Library bar code added to their ID cards.

The Library has two units: Library Public Services and Deaf Library Collections and Archives. Together, the units provide services related to the deaf and general collections of books, manuscripts, journals, videos, and online resources, including full-text access to many journals and e-books. In addition to the many academic resources available, the Library also maintains a collection of popular videos and books for students' pleasure viewing and reading.

A new Deaf Library Research Center will open in MLC 1220 during Fall 2008. In that Center, scholars and students will be able to view deaf-related videos, and work individually and in small groups on research topics. Group private study rooms and individual study carrels are also

available on the basement level of the Library. Library maps are available online at <http://mlc.gallaudet.edu>.

The University Archives (<http://archives.gallaudet.edu>) preserves Gallaudet's unique educational, cultural, and historical heritage. Responsibilities include digitization, indexing, and accessibility of archival materials. The Archives also preserves the artifactual heritage of the Deaf community and provides services to researchers. The Archives is the world's largest repository of materials related to the deaf community in the United States and internationally. Archival collections include archival documents; deafness-related rare books; reports from various deaf schools, public buildings and private residences; films and videotapes; photographs; slides; and negatives.

The Archives offers primary source research material related to the deaf community, sign language, and deaf-related topics dating back to 1546. The Archives provides an online search engine to help researchers find more than 36,000 Deaf individuals between 1847 and 2007 for genealogical purposes. The Archives search engine is available through <http://archives.gallaudet.edu/search/>. The Archives' collections are listed in the ALADIN catalog, <http://aladin.wrlc.org>. Digital archival collections are online at <http://www.aladin.wrlc.org/dl/>. The Archives has also contributed to materials to the Gallaudet Video Library, <http://videocatalog.gallaudet.edu>.

### **Information Technology Services**

*Edward Miner Gallaudet Building, Room B-01*

[http://its.gallaudet.edu/Information Technology Services](http://its.gallaudet.edu/Information%20Technology%20Services) (ITS) provides essential technology resources and support to University students, faculty, staff and the Gallaudet campus community. ITS is made up of five units, each one committed to providing services that fulfill community needs and facilitate individual growth.

**Bison/PeopleSoft (PS)** is responsible for Bison (PeopleSoft Student Administration) and PeopleSoft Financials. The PS unit provides a web-based system that manages its student information, records, academic advisement, and admissions data. Moreover, the unit provides and maintains the university's Financial Management System.

**Computer Support Services (CSS)** is responsible for managing and troubleshooting computers, printers, and software installations for university owned computer equipment. The CSS team also supports Gallaudet Students by educating them on industry best practices for computer set-up, maintenance, repair, and troubleshooting procedures.

**Data Center Operations (DCO)** is responsible for the daily operations and management for most of Gallaudet servers, including network servers, and database servers.

The DCO team also ensures that all currently enrolled students, employees, Board of Trustees members, and other individuals approved by the University Administration, are granted appropriate electronic accounts in accordance with the University Administration and Operations Manual, while affiliated with Gallaudet. Electronic accounts include an email account and a campus domain account.

*Network Security & Services* is responsible for providing wired and wireless data network access, internet connectivity, firewalls, and campus cabling management. The Network team also monitors network traffic to identify unauthorized connections, illegal or dangerous activities, and traffic that may harm the network or the devices connected to it.

*Telecommunications* is responsible for managing the university's telephone system. The Telecommunications team provides central switchboard services and operator assistance to the campus community. Additional responsibilities include the installation and repair of university telephone equipment, local and long-distance services, and billing services.

### ***I. King Jordan Student Academic Center***

The I. King Jordan Student Academic Center is the most contemporary student academic center for deaf and hard of hearing students in the world. This deaf-friendly environment embraces visual technology providing each student full accessibility to the learning process. It houses nine electronic classrooms, technology services, academic programs and services, collaboration rooms, and computer labs. Video conferencing facilities include three cameras that support distance learning and workshop opportunities to students, faculty, and staff. Internet 2 capability allows for increased clarity of signed communication. Students wanting to benefit from a Gallaudet education will soon be able to participate from off-campus sites, and Gallaudet students can interact via video with off-campus guest lecturers. Other uses by students include interviews with prospective employers, and by faculty and staff to supervise student internships across the nation and worldwide.

### ***Consortium of Universities***

Gallaudet University is a member of the Consortium of the Washington Metropolitan Area. The Consortium is a powerful force for the advancement of higher education in and around the nation's capital. Comprised of thirteen universities and two colleges, the Consortium provides 130,000 students with opportunities to benefit from the combined resources of its members. Consortium institutions educate students from all 50 states as well as more than 14,000 from around the world. The Consortium

program provides Gallaudet students with opportunities to supplement their academic curriculum. Students can take advantage of diverse academic offerings, enhance their major curriculum, or explore new interests. In addition to Gallaudet University, members of the consortium include American University, The Catholic University of America, Corcoran College of Art + Design, George Mason University, Georgetown University, The George Washington University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Southeastern University, Trinity University, the University of the District of Columbia, and the University of Maryland College Park. For more information, visit [www.consortium.org](http://www.consortium.org). All class schedules and catalogs are on file in the Registrar's Office; all catalogs and class schedules are also available online. Registration rules and criteria for graduate students are detailed in the Enrollment section of this catalog. Opportunities to take additional consortium courses are contingent on successful performance in the student's currently enrolled consortium course. Students who are enrolled in consortium member institutions are able to attend certain classes at the other campuses and have the credit considered as resident credit at their own institutions.

### ***Gallaudet Interpreting Service***

Gallaudet Interpreting Service (GIS) provides professional interpreting services to students, faculty, staff and teachers for Gallaudet-sponsored events. GIS also provides close vision or tactile interpreting services to deaf/blind students, faculty, staff and teachers when requested. Although GIS is primarily a campus resource, it also provides interpreters to students attending the Washington area consortium of universities, for internships, and for other academic or work-related activities in the immediate Washington metropolitan area. GIS also provides workshops on a variety of topics and provides mentoring, training, and supervision to practicum and intern interpreting students and freelance interpreters.

GIS, in partnership with Sorenson VRS, also provides video-relay service (VRS) free to members of the deaf and hard of hearing community. Using video equipment, deaf and hard of hearing people are able to place calls to hearing family, friends, or businesses, using a remotely located qualified interpreter. Conversation flows instantaneously between callers making it possible to communicate easily and naturally. This service is available 24 hours per day/7 days per week.

GIS hours of operation are Monday through Friday, 8 a.m. to 4:30 p.m. You may contact GIS by telephone (202) 651-5199 (tty/v/vp), fax (202) 651-5752, or e-mail: [gis@gallaudet.edu](mailto:gis@gallaudet.edu).

# Enrollment: Admissions, Leaves, Withdrawals, Graduation

## ADMISSION TO THE GRADUATE SCHOOL

Application forms for all categories of graduate students can be accessed online from the Graduate Admissions homepage: <http://aaweb.gallaudet.edu/GradAdmissions.xml> or by calling 202-651-5647.

## ADMISSION TO A GRADUATE DEGREE PROGRAM

### *Medical History and Immunization*

In addition to the admissions requirements, all Gallaudet University students must submit a medical history form to Student Health Services (SHS) before enrolling. The medical history form can be printed from the following website <http://af.gallaudet.edu/shs/shs.asp>.

District of Columbia law also requires students under the age of 26 at the time of matriculation to provide proof of the following immunizations:

- Varicella (Chickenpox) or documentation of the disease
- Tetanus/Diphtheria booster within the past 10 years;
- Measles, Mumps, Rubella (MMR) twice at age 12 months or older or evidence of immunity by titre;
- Tuberculin (Mantoux) PPD 5 TU within twelve months prior to enrollment;
- Salk Polio vaccine within the past five years or evidence of oral polio vaccine (TOPV) series.

Students over the age of 26 at the time of matriculation are required to a Tetanus/Diphtheria booster within the past 10 years and the Tuberculin (Mantoux) PPD 5 TU within twelve months prior to enrollment.

It is now a requirement that students entering Gallaudet University for fall 2008 must show proof of Hepatitis B, and Meningococcal immunizations. For more information, call the Peter J. Fine Student Health Center at (202) 651-5090 (V/TTY) or visit the Student Health Service website at <http://af.gallaudet.edu/shs/shs.asp>.

### *Sign Language Proficiency*

Entry requirements for sign language proficiency differ by program. It is important to state, however, that Gallaudet University is a bilingual community in which American Sign Language and English exist side-by-side. Most classes are taught using sign language. In addition, much of the social interaction on the campus is conducted in sign language. Prospective graduate students are advised to prepare themselves as much as possible to participate in this environment. For students whose home institution does not provide sufficient sign language training, Gallaudet offers a wide selection of sign language courses each summer as well as in the evenings during the regular school year. Contact the Office of the Graduate School for more information about American Sign Language courses.

## ADMISSION REQUIREMENTS FOR U.S. DEGREE-SEEKING STUDENTS

1. Completed Graduate School Application Form, including a \$50 non-refundable application fee.
2. Official transcripts of all previous undergraduate and graduate work, to be sent by the college or university directly to the Office of Graduate Admissions. An applicant whose bachelor's degree is not completed at the time of application must submit an official transcript showing the work completed through the most recent semester. If offered admission, the applicant must submit a supplementary transcript showing completion of the degree before registration.
3. At least a B (3.0 on a 4.0 scale) cumulative grade point average (GPA) in undergraduate and previous graduate work. Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department. Most such students will be admitted on the condition that they achieve and maintain an appropriate level of performance in their first year of graduate study.

4. Official copies of scores indicating satisfactory performance on the General Test of the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), or the National Teachers Examination (NTE) (if applicable). Some programs do not require standardized tests; others accept only particular examinations. Please check the admission requirements of the program to which you are applying. GRE or MAT scores more than five years old are not acceptable.
5. Submission of the names of a minimum of three references—educators, employers, or others who will evaluate the candidate's personal and professional qualifications for graduate study and a professional career—who have agreed to send a letter of recommendation to the Graduate Admissions Office on the applicant's behalf.
6. Applicant interviews and/or attendance at a Graduate School open house are highly desirable. Some academic programs require interviews.
7. Several programs have other specific admission requirements. Refer to the application form or program descriptions, or contact the department for details.

Most programs use a wide range of materials and information in making admission decisions. Performance in any one area, while important, is usually not a sole determining factor.

## ADMISSION REQUIREMENTS FOR U.S. GRADUATE CERTIFICATE STUDENTS

1. Completed Graduate Certificate Student Application Form, including a \$50 non-refundable application fee.
2. Official transcripts of all previous undergraduate and graduate work, to be sent by the college or university directly to the Office of Graduate Admissions. An applicant whose bachelor's degree is not completed at the time of application must submit an official transcript showing the work completed through the most recent semester. If offered admission, the applicant must submit a supplementary transcript showing completion of the degree before registering.
3. Consult the program listing and the department to verify other program-specific requirements for admission to the certificate program.

## REAPPLICATION

Files of applicants not accepted for a program of study will be kept for two years from the initial date of application. Within those two years, applicants may reactivate their original files by submitting to Graduate Admissions updated materials for academic and professional information that has changed since the original application. The fee for reapplying is \$50.

## APPLYING TO MORE THAN ONE GRADUATE PROGRAM BEFORE MATRICULATION

1. Fill out an application form completely for each program to which you are applying.
2. The fee for the first application is \$50. Add \$25 for each additional application. Paper applications should be submitted at the same time, and online applications should be submitted within two days of each other to get the reduced rate.
3. Separate goal statements, letters of recommendation, and transcripts are required for each application.

## APPLYING TO A SECOND GRADUATE DEGREE PROGRAM AFTER MATRICULATION

1. If you are interested in receiving two degrees, read the requirements for Cooperative Simultaneous Degrees under the heading "Requirements for Degrees" in the next section.
2. Arrange for all agreements outlined in that section and provide documentation of permission from both departments involved.
3. Fill out an application form completely for the new program to which you are applying.
4. The application fee for the second degree is \$50.
5. New goal statements, letters of recommendation, and transcripts may be required for the new application. (Check with the program advisor of the new program.)

## APPLYING FOR A GRADUATE CERTIFICATE PROGRAM AFTER MATRICULATION

1. If you are interested in receiving a graduate certificate in addition to your degree, read the requirements for the certificate program.
2. Talk with your advisor and the representatives of the certificate program to be sure that you will be able to meet all requirements of both programs and that your degree program will not be negatively affected by the additional coursework.
3. Fill out an application form for the certificate program.
4. The application fee for the certificate program for matriculated students is \$25.
5. Certain new information may be required for the certificate application. Check with the program advisor of the new program.

## ADMISSION AS A DEGREE-SEEKING INTERNATIONAL STUDENT

### *Admission Requirements*

1. Applicants from countries where B.A.-level training is available in the area for which application is being made to Gallaudet should have bachelor's degrees to be considered for admission. In addition, applicants must meet admission requirements stated previously.
2. Applicants from countries where post-B.A. training is available in the fields applied for should have completed postsecondary training that would qualify them for professional employment or advanced study in their own countries. In addition, applicants must meet admission requirements stated previously.
3. Applicants from countries in which B.A.-level training is available but who do not have a B.A. may be considered for admission if they have taken the GRE or MAT or have had professional experience deemed to be appropriate to the area and level of intended study.
4. Prospective students from countries that do not have B.A.-level training in their fields must have completed the highest level training available in their countries.
5. Educational qualifications that allow individuals to teach in their countries will be considered and reviewed by the appropriate departments and/or the Office of the Dean of the Graduate School.

6. Competence in the English language must be demonstrated on the Test of English as a Foreign Language (TOEFL) examination. Exceptions may be considered on an individual basis.

### *Regulations*

The Bureau of Citizenship and Immigration Services (BCIS, formerly INS) of the federal government requires that all graduate students in the United States on student visas be full-time students (taking at least nine graduate credits per semester) and that they make satisfactory progress toward their academic goals. United States immigration regulations require that international students accepted for study at Gallaudet provide evidence of adequate financial support. The Immigration Form I-20 will not be released without sufficient financial certification.

## ADMISSION FOR FALL SEMESTER

Applicants are encouraged to apply early. It is best if applications and all supporting documents are received by the Graduate School by February 15. Although many departments will accept applications later than this date, most begin to fill their incoming classes in late February. Application by February 15 assures consideration of materials for placement in the next incoming class. (Applications to the Clinical Psychology program must be received by February 1, and applications from international applicants should be completed by the end of December in order to complete all requirements involved in issuing a student visa.) Specific application deadlines and other requirements are listed with the entry for each program in the second half of this catalog.

Applications received after the February 15 deadline will be accepted and reviewed only on a space-available basis. Please consult the program you wish to apply for if you are applying late.

In most cases, all supporting documents are required before the application will be reviewed by the department. The dean of the Graduate School and Professional Programs will notify applicants when program decisions are made regarding applications.

Gallaudet University has endorsed the Council of Graduate Schools agreement that potential students will not be asked to make a final decision to accept admission or financial support before April 15.

## JANUARY AND SUMMER ADMISSIONS

Although degree students are usually admitted in the fall semester due to the sequencing of courses, programs retain

the option to accept January applicants. Students interested in summer or January admission should contact the Office of Graduate Admissions and the individual program for details.

## ADMISSION AS A GRADUATE SPECIAL STUDENT

1. Submit a Graduate Special Application Form including \$50 application fee to the Graduate School office, to the the Office of Graduate Admissions.
2. Provide the Office of Graduate Admissions with one copy of undergraduate and graduate transcripts and evidence of a bachelor's degree with at least a B (3.0 on a 4.0 scale) cumulative grade point average and graduate study (if applicable). Copies of transcripts need not be official copies, but at a minimum must be copies of official transcripts. Computer-generated reports are not acceptable.

### *Admission as a Graduate Special Student During Summer Sessions*

Summer enrollment is handled by the Summer and Enrichment Programs. Contact that office, the summer catalog, or go to the <http://summer.gallaudet.edu> website for specific information.

### *Admission as a Graduate Special Student for International Students*

International applicants are defined as applicants who are neither a United States citizen nor a Permanent Resident of the United States. Admission as a graduate special student is available to international applicants in two ways. First, international applicants who wish to take a course(s) on campus or to take an extension course in the United States, and who will be physically present for the classes, must hold an appropriate visa, F-1 or J-1, during the semester the course is taken. Second, an international applicant who is not residing in the United States and who wishes to take only on-line courses from a department within Gallaudet University will be permitted graduate special student status without visa restrictions. In both cases, all other Gallaudet restrictions apply, including the tuition surcharge for international students.

## STUDENT CLASSIFICATION

### *Full-time Student*

A full-time graduate student has matriculated into a degree program and is registered for at least nine credit hours per semester. Students in programs that do not have summer course requirements, do not need to enroll for classes during the summer. Students enrolled for their final semester of coursework may enroll for fewer than nine credits and remain classified as full-time if they are completing remaining degree requirements. Certain other exceptions may be made by the Dean of the Graduate School and Professional Programs at the request of the appropriate department chair and associate dean.

### *Part-time Student*

Part-time students are those who have applied and been accepted to a graduate school degree or certificate program but who are enrolled for fewer than nine credit hours of courses during a particular semester. Students enrolled for fewer than nine credits are subject to certain restrictions on dormitory residency and financial aid. Typically, part-time study is negotiated with the appropriate program director and department chair. Part-time students typically must meet all statutes of limitations for their program.

### *Graduate Special Student*

This classification refers to students who are enrolled in courses offered by the graduate school but are not pursuing a program of study leading to a graduate degree. The Assistant Dean for Curriculum, Policy, and Operations acts as advisor to graduate special students. All graduate special students must obtain the instructor's permission to register for any course. In the absence of the instructor, the program director or the chair of the department may provide permission for a graduate special student to register for a course. The signature of the program director or the chair will constitute permission for the Assistant Dean to approve the registration of the student. It will be the obligation of the signing party to inform the instructor of the additional student enrolled in the class.

Enrollment in some graduate courses is limited to degree students. Graduate special students may not enroll as a Gallaudet student in courses in other universities or colleges in the Consortium and are not eligible for financial aid.

Admission as a graduate special student does not imply subsequent admission to a degree program. Graduate special students intending to become degree students should select courses in consultation with the appropriate graduate program and the Assistant Dean for Curriculum, Policy, and Operations. The appropriate academic department determines eligibility for future enrollment in a degree program as well as the potential application of credit hours earned as a graduate special student to future degree work.

## CONTINUOUS ENROLLMENT

Students enrolled in graduate programs must be registered for classes continuously from the time of admission until the completion of all degree requirements. Summer sessions in which there are no program requirements are not included. Students in “summers only” programs must be enrolled in fall, spring, and summer semesters. Students must be enrolled during the semester they complete the requirements of an incomplete course, take candidacy or qualifying examinations, take comprehensive examinations, or defend a thesis, dissertation proposal, or dissertation.

The only status options for a student wishing to take no courses during an academic semester are “leave of absence” (LOA) or “withdrawal” (WD) for their program of study and from the university. Information about leaves of absence and withdrawal can be found elsewhere in the graduate catalog. If the student withdraws from the program of study and the university, the student must re-apply if they want to return to the program and the university.

Individual departments have defined a status of “Continuous Enrollment” for masters (MA/MS/MSW) and doctoral (AuD/PhD) students. Masters students may register for GPS 798 and doctoral students may register for GPS 898 when they have met their department’s criteria for “Continuous Enrollment”. Registration for Continuous Enrollment must be completed through the Office of the Dean of the Graduate School with an approval signature from the student’s major advisor. The fee for Continuous Enrollment is \$100 for each semester of registration with Continuous Enrollment. Staff and faculty who register for Continuous Enrollment are also assessed the \$100 fee.

Students who register for Continuous Enrollment receive a grade of NG (no grade) at the end of each semester. GPS 798 or GPS 898 Continuous Enrollment earns a student no credit. Failure to enroll in courses in any given semester, including Continuous Enrollment, will result in termination from the program of study. A student wishing to return later will need to reapply to the program of study.

Continuous Enrollment instructions and forms are available from graduate department offices or from the Graduate Programs Specialist in the Office of the Dean of the Graduate School and Professional Programs, Fowler Hall 202A. Continuous Enrollment forms and instructions can also be found on the web at the Registrar’s site as well as on the Graduate School home page. After the student has been registered and paid the Continuous Enrollment fee, a copy of the registration form as well as a current semester “sticker” will be mailed to the address stated on the Continuous Enrollment form.

Continuous Enrollment Forms to be submitted to the Graduate School Dean’s Office):

- Graduate Student Form: Course Selection and Business Registration (for the Registrar’s Office)
- Continuous Enrollment Program: Business Registration and Promissory Note form (for Student Financial Services)
- Payments to the Graduate School form (for the Graduate School and Student Financial Services)

## UNDERGRADUATE STUDENTS IN GRADUATE CLASSES

Under certain conditions, undergraduate students may enroll for graduate classes. In general, this requires advanced undergraduate standing, permission of the academic advisor, and permission of the department and instructor offering the course. Undergraduate students in graduate classes must compete exactly the same requirements as graduate students. In addition, undergraduate students must have met all prerequisite requirements for the graduate course in which they wish to enroll.

If the graduate class is to be used to fulfill requirements of a bachelor’s degree, the same credits may not be applied to a graduate degree from Gallaudet University later. If the credits are to be applied to a graduate degree, they should be excluded from the undergraduate credit count.

## TAKING COURSES OUTSIDE GALLAUDET THROUGH THE CONSORTIUM OF WASHINGTON UNIVERSITIES

Degree-seeking graduate students who are in good academic standing may enroll in courses offered by another university in the Consortium if those courses are not available at Gallaudet during the given semester or year. In general, students may not take more than half of their coursework in any given semester at another Consortium university. This stipulation may be waived during a summer semester if the student must take Consortium courses but has no required courses to take on the Gallaudet campus that semester. In general, this exception will apply to no more than two courses.

Cross registration at the other university is managed by the registrar’s office. Note that requesting cross registration does not guarantee a place in the class. In addition, note that many courses in other universities exclude participation by Consortium students.

To be assured of the best chances of successful cross registration, begin early, meet all deadlines, be sure the course you want is not excluded, be sure that you have met all prerequisites and requirements for the course and that you have gotten required permissions from the visited school. If you will need an interpreter for the course, it is critical to begin the process early, as the scheduling of classroom interpreters in the Washington area is extremely difficult.

The deadline for cross registration for spring classes is the last day of final examinations in the preceding December.

The deadline for cross registration for summer classes is the last business day of the first week of May.

The deadline for cross registration for fall classes is the last day of the second summer session, usually in mid- to late July.

Applications for cross registration received after the deadline must be accompanied by a letter from the academic dean of the school or college in which the student is enrolled. This letter will document in detail the reasons that late registration is being requested.

## LEAVES OF ABSENCE AND WITHDRAWALS FROM THE UNIVERSITY

### *Leave of Absence Policy*

A student who is a U.S. citizen or a permanent resident of the U.S. and who intends to stop taking courses for a period of time may request a leave of absence from the program in which he or she is enrolled. Due to strict immigration laws, international students are not permitted to apply for leave of absence status. Such requests must be made in advance of leaving the university, and programs and departments may set their own additional requirements for granting a leave of absence. If the program and department recommend a leave of absence, the request is then forwarded to the dean of the Graduate School and Professional Programs who approves or denies it. Leave of absence will be automatically granted to students who apply within the first eight weeks of the current semester.

Students who are on leave of absence do not have access to university resources and faculty time and are not required to pay for continuous enrollment during the period that the leave of absence is in effect. The length time on the leave of absence does not count toward the maximum number of years allowed for completion of a degree.

Students on leave of absence are not enrolled at the university and must return to the university by the date specified on the leave of absence contract. Otherwise they will be dropped from student status and will have to reapply for readmission. The registrar reserves the right to verify all information provided on the leave of absence contract. The registrar will send an information packet to you prior to your expected date of return. Contact the registrar's office if you have any questions or have a change of address.

The actual length of time permitted for the leave of absence is determined by the department. However, the leave of absence may not exceed four semesters (including summer). If a student is granted a leave of absence before the semester ends, that semester will count as one of the semesters.

Students who plan to return to the University must notify the Department, the dean of the Graduate School and Professional Programs, and the registrar's office by the date determined at the time the leave of absence was granted. The department and the dean must approve the return before the registrar will permit the student to register. If the student does not notify these three offices by the agreed date, the student will be automatically dropped from student status and will have to reapply for readmission.

If a student receives any form of financial assistance, it is that student's responsibility to notify sources about the leave of absence status. The University is not in any way responsible for this. The office of the dean of the Graduate School reserves the right to verify all information provided on the leave of absence contract.

### *To Request a Leave of Absence*

1. Talk with your advisor and write your letter of justification.
2. Obtain a Leave of Absence Request Form from the Graduate Program Specialist (FH 202A).
3. Obtain all appropriate signatures, including that of the Financial Aid Office.
4. Submit it to the department chair and obtain signature.
5. Return the form and letter of justification with all signatures to the Graduate Program Specialist (FH 202A). After the LOA has been approved, the student receives a letter of approval with a copy of the form.
6. Keep a copy of the form for your records.

### *Medical and Emergency Withdrawal Policy*

A student who has a medical or other emergency may request permission from the Office of the Provost to withdraw from the University without academic penalty. The student will be required to provide full documentation of the reasons for withdrawal.

### *To Request a Medical or Emergency Withdrawal*

1. Talk with your advisor.
2. Obtain a Withdrawal Request Form from the Graduate Program Specialist (FH 202A).
3. Obtain all appropriate signatures, including that of the Financial Aid Office.
4. Submit it to the department chair and obtain signature.
5. Return the form with all signatures to the Office of the Graduate Program Specialist (FH 202A).
6. Keep a copy of the form for your records.

***Withdrawal from the University***

A student may withdraw from a program and from the university at any time. Withdrawal means terminating enrollment at the University. Students who leave the University and enroll at another college or university are automatically considered to have withdrawn. Students who withdraw from the university and later wish to return will need to apply for readmission through the Graduate School Admissions Office.

A withdrawal becomes official when the Registrar has accepted it. Students will remain responsible for all charges incurred during the semester in which the withdrawal occurs. All charges and refunds are based upon the date on which withdrawal becomes official. These dates are available from the Student Financial Services Office. Grades are dependent upon the last date of class attendance.

***To Request a Withdrawal from the University***

1. Talk with your advisor.
2. Obtain a Withdrawal Request Form from the Graduate School Office.
3. Obtain all appropriate signatures, including that of the Financial Aid Office.
4. Submit it to the Department Chair and obtain signature.
5. Return the form with all signatures to the Graduate Program Specialist (FH 202A).
6. Keep a copy of the form for your records.
7. Return all borrowed books to the Gallaudet Library.
8. File a change of address form with the Post Office and the Registrar's Office.
9. Contact campus life to start check out procedures.
10. Return your room key and I.D. card to the RA within 48 hours of withdrawal.
11. Return your I.D. card to DPS if you live off campus.

**WITHDRAWAL FROM A CLASS DURING THE SEMESTER**

Conditions and dates for withdrawal from a particular class during the semester are controlled by the Registrar's Office. The dates for timely withdrawal are recorded in the Academic Calendar each academic year. The process is described below in the section entitled Grading System.

Students must complete a University Withdrawal Request Form if they are withdrawing from all classes and leaving the University.

University employees who are taking courses and wish to drop a course should see the registrar and complete the normal drop or withdrawal process. In addition, if the course is being taken with tuition assistance from the university, the employee should notify the Student Financial Services Office that the course has been dropped.

**ACADEMIC PROBATION AND DISMISSAL*****Academic Probation***

A department chair may request that the dean of the Graduate School and Professional Programs place a student on academic probation. A student may be placed on academic probation for unsatisfactory performance in any area of required academic activity, such as coursework, comprehensive or qualifying examinations, field work, clinical, practicum, internship, or any applied area of professional study or failure to maintain minimum standards of scholarship.

A request for academic probation may only follow discussion of unsatisfactory performance with the student and must be accompanied a written letter to the student from the department, clearly specifying the conditions to be met and the time in which they are to be met.

A student is not officially on probation until the dean of the Graduate School and Professional Programs approves the department's request.

When probationary requirements are met, the department chair should inform the dean of the Graduate School and Professional Programs, who will inform the student. Not meeting the requirements for removal of academic probation within the specified time may be grounds for dismissal from the program.

***Dismissal***

Dismissal of a student from a graduate program is considered a very serious action. Files must show evidence of prior counseling with the student and other precautions taken and should contain written documentation of requests

to remediate the problem. The dean of the Graduate School and Professional Programs is responsible for dismissal of graduate students. The dean will act on recommendations from the department chair (and the CLAST Dean if appropriate) and will notify the student formally of the recommendation and explain the appeals process. These recommendations will be well documented and state clearly the justification for dismissal. The dean of the Graduate School and Professional Programs will obtain all information necessary in each case and, if necessary, make inquiries to the department chair. Dismissal from a program constitutes dismissal from the university, unless the student is actively enrolled in two programs simultaneously.

Disciplinary actions or dismissals for non-academic reasons are handled under the direction of the Provost. Appropriate department and campus officials will be notified of any dismissal.

## APPLICATION FOR DIPLOMA

An application to participate in Commencement and to receive a diploma must be filed with the Registrar's Office. The exact date is noted in the Academic Calendar. If for any reason students do not graduate at the end of the semester in which they apply for a diploma, they must contact the Registrar's Office and reapply for a diploma in the semester in which they expect to graduate.

## COMMENCEMENT

Academic attire is required of all candidates at Commencement exercises. Caps and gowns may be obtained at the bookstore. Orders for doctoral regalia can be filed in the bookstore during the annual "Graduation Fest" held the week following spring break. "Graduation Fest" provides an opportunity for potential graduates to meet in one location on one day with representatives from the Bookstore, Student Accounts, Campus Life, The Office of the President, Alumni Office, Career Center, Graduate School, and others to make sure they have made the necessary arrangements to graduate. Gowns may be picked up through Commencement Day. Recipients of Graduate Certificates do not participate in Commencement.

# Academic Standards Policies

## GRADING SYSTEM

The following grading system applies to graduate students who matriculate in their Gallaudet graduate program after August 1, 2002. Students who enrolled before this date, but who have been inactive in their program for an extended time, may be subject to the new grading system.

A+.....4.0 points	.....Exemplary
A.....4.0 points	..... Outstanding
A-..... 3.7 points	..... Commendable
B+ .....3.3 points	..... Exceeds Course Requirements
B ..... 3.0 points	.....Satisfactory Achievement
B-.....2.7 points	.....Marginal Satisfactory Achievement
C+ .....2.3 points.....	.....Unsatisfactory Achievement
C .....2.0 points.....	..... Unsatisfactory Achievement
F .....0.0 points	..... Failing
I .....	..... Incomplete
WP .....	..... Withdrawn Passing
WF .....	..... Withdrawn Failing
WD.....	..... Withdrawn, No Credit
XF .....	..... Academic Integrity Policy Violation
P .....	..... Pass
AU .....	..... Audit
NG .....	..... No Grade Reported

The following grading system applies to graduate students who matriculated in their Gallaudet graduate program prior to August 1, 2002.

A.....4.0 points	..... Outstanding
B+ .....3.5 points	
B .....3.0 points	..... Average
C+ .....2.5 points	
C .....2.0 points	..... Below Average
F.....0.0 points	..... Failing
I .....	..... Incomplete
WP .....	..... Withdrawn Passing
WF .....	..... Withdrawn Failing
WD.....	..... Withdrawn, No Credit
P .....	..... Pass
AU .....	..... Audit
NG .....	..... No Grade Reported

Cumulative grade point averages are figured only on the basis of those hours attempted for which letter grades were given. Courses for which the grade is Pass are not included in grade point averages.

Students who receive an unsatisfactory grade (e.g., C, F, or WF), in a course satisfying a program requirement, may repeat the same course, with permission of the department, only one time. A grade of Incomplete will be given only when the work of the course has been satisfactory. The reasons for an Incomplete will be decided by the instructor. To be eligible for credit in a course in which an Incomplete is recorded, students must complete the requirements of the course by the end of the final day of classes of the following semester or a date agreed upon in writing with the instructor; otherwise, the grade will automatically become an F. The student and the instructor must provide the Registrar's Office with written notification of the agreed upon date before the time limit indicated above.

Course withdrawals are initiated by the student and require signatures from the course instructor, the academic advisor, and the appropriate dean. Withdrawal from a degree program at any time must have the concurrence of the dean of the Graduate School.

WP indicates the grade recorded when a student withdraws passing from a course after the first four weeks of a semester. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WD indicates official withdrawal from a course before the end of the fourth week of a semester.

Graduate courses may be audited following the regular registration procedure. Students attend and participate in class activities without earning a grade or receiving credit toward a degree. To audit a course, the student must obtain permission from the instructor, register, and pay the normal tuition and fees. A change from audit to credit may not be made after the add/drop period. Should students wish to change from credit to audit, permission from the instructor must be obtained and appropriate forms submitted to the Registrar's Office by the end of the fourth week of the semester. Audited courses are not counted as credit courses and are recorded as AU on the student's transcript.

## ACADEMIC HONORS - PRESIDENT'S SCHOLAR

Graduate student presidential scholars are determined by a cumulative grade point average of 3.85 or above with a minimum of 30 credit hours in all programs except the M.S. degree programs in Administration or Leisure Services Administration. These two programs require a minimum of 15 credit hours.

## MINIMUM STANDARDS OF SCHOLARSHIP

An average of 3.0 is required as evidence of satisfactory work. A grade point average below a 3.0, two or more grades below B, or a grade of F are considered to be below the acceptable level of performance. Any of these conditions automatically calls for a review of a student's performance and may be grounds for dismissal.

### *Standards of Professional Behavior and Communication*

Knowledge of the theories and methodologies of a profession and their application to professional practice are major components of graduate study. In addition to academic accomplishments, which are evidenced in a student's grades, graduate students must also demonstrate behavior and communication skills that are consistent with professional standards. The principal elements of professional behavior vary by discipline, but include tact; sensitivity to the needs and interests of clients, colleagues, and supervisors; good judgment; and attention to professional responsibilities. Moreover, student conduct must conform to the codes of ethics established by the particular professional associations that certify practitioners and govern their professional behavior. The principal elements of required communication skills include, but are not limited to written, oral, and signed communication.

Adherence to these professional standards of behavior and communication are essential elements of professional competence. Failure to meet these standards reflects adversely upon the individual's suitability for professional service and may be grounds for dismissal from the Graduate School.

## COURSE NUMBERS

Courses offered in the University are numbered as follows:

- Below 100 are non-degree courses.
- 100 through 199 are primarily freshman courses.
- 200 through 299 are primarily sophomore courses.
- 300 through 499 are primarily junior and senior courses.

- 500-599 are courses designed for both upper division undergraduates and graduate students
- 600-699 are dual-listed graduate level courses.
- 700-799 are master's level graduate courses.
- 800-899 are doctoral level graduate courses.

Double numbers separated by a hyphen (321-322) indicate a two-semester course that must ordinarily be taken in sequence.

Double numbers separated by a comma (441, 442) indicate a two-semester course that may be taken for either one semester or both semesters. Figures in parentheses following course titles show credit in semester hours.

### *Dual-Listed Courses*

Dual-listed courses, listed in both undergraduate and graduate catalogs, are defined as graduate level courses that are open to advanced undergraduate enrollment. Dual-listed courses carry a 600-level number in both catalogs and have the same course descriptions. Requirements are identical for graduate and undergraduate students. Dual-listed courses may be included in graduate programs.

### *Cross-Listed Courses*

Cross-listed courses are courses that are defined at two different levels or that are defined and listed by two different programs or departments. There are several possibilities for cross listed courses. One is that the course may be listed as both 400-level and 700-level. In this case, there are different requirements for the 700- and 400-level courses, but they will meet together for lectures and thus be scheduled as one class.

A second situation is that the course may be cross listed as both 700-level (master's) and 800-level (doctoral) in order to make better use of departmental resources and to meet the need for topics that might not have sufficient enrollment in either level alone.

A third is when two departments cross list their courses in order to provide something that neither would be able to provide alone. Cross-listed courses appear in listings for each program with a notation that they are cross listed.

### *500-Level Courses*

500-level classes are open to upper division undergraduate and graduate students. They may be listed as program requirements for undergraduate or graduate programs and may be applied as electives in undergraduate or graduate programs, with permission of the department. Graduate students in 500-level classes will be expected to complete graduate-level work.

## REQUIREMENTS FOR DEGREES

Students are responsible for knowing all policies and procedures contained in this catalog and those procedures and requirements specific to the program of study. (Student handbooks are available in most academic departments.) Requirements for degrees above the master's level are listed with individual program descriptions.

A graduate degree is conferred primarily on the basis of the quality and scope of the candidate's knowledge and demonstration of competence in the chosen field of study.

Students must complete a minimum number of credit hours of graduate work (as described in program listings) with a grade point average of 3.0 or higher. A maximum of eight graduate credits at a grade of B or higher may be transferred (at the discretion of the department).

Students must also successfully complete the examination requirements of the program of study. All requirements for the master's degree must be met within five years from the date of matriculation in the program of study. The time limits of doctoral programs vary. Consult program chairs for details.

Degree candidacy is the benchmark by which departmental decisions are made regarding a student's continuation in a degree program. Acceptance into a graduate program does not imply admission to degree candidacy. Each program specifies the conditions to be met for advancement to candidacy. Typically these conditions must be met before the end of the first year of study. Students who have met these conditions must file an Application for Degree Candidacy with the dean of the Graduate School. Although advancement to candidacy is not a guarantee of a degree, it does indicate that the student is considered capable of meeting degree requirements.

### ***Minimal Graduate Degree Requirements***

Graduate students must meet the following graduate program minimal degree requirements:

#### **Progress Toward a Graduate Degree**

##### 1. *Residency:*

Every graduate program must involve at least the equivalent of two semesters of on-site study, unless a specific exemption is granted by the Council on Graduate Education for an experimental program.

##### 2. *Candidacy examinations:*

Each program must have some form of candidacy examination, occurring near the end of the second semester of full-time study (or equivalent). The extent

and nature of this exam will be determined by the department, but it must involve some active participation by the student (i.e., not solely a faculty review of past performance).

##### 3. *Candidacy:*

After completion of two semesters of coursework (or the equivalent) and the candidacy examination, the student may petition for candidacy. The petition is reviewed and approved by the student's advisor and department chair, and by the dean of the Graduate School. Advancement to candidacy implies that in the judgment of faculty and administration, the student has demonstrated the capability to complete the degree being sought. It further implies that the institution will make a good faith effort to see the student through to successful degree completion.

##### 4. *Comprehensive examination:*

This is required for doctoral and specialist-level degree programs. Near the end of the entire degree program, the student is asked to demonstrate mastery of the subject matter. The nature and extent of the examination are up to the department, but it is expected to be substantial. The comprehensive examination should also include a professional self-assessment and a program review by the student. The dean of the Graduate School may participate in comprehensive examinations in any department at his or her option.

##### 5. *Proficiency in ASL*

Graduates of Gallaudet University graduate programs are expected to have proficiency in American Sign Language. The Graduate School recognizes that professionals in different fields will be expected to demonstrate different levels of skill, depending on their professional setting. Therefore, each graduate department sets its own requirements for its candidates for graduate degrees, based upon these requirements. Students are encouraged to check with individual departments for the most current proficiency levels required for the particular program of interest.

### ***Graduate Thesis/Dissertation***

##### 1. *Thesis option at the master's level:*

Each master's-level program shall make explicit provision for a thesis option, unless the program includes a required master's thesis. Specific

requirements for design and format are available from the Office of the Dean of the Graduate School.

2. *Dissertation/doctoral research paper:*

Each Ph.D. program shall require a formal research-based dissertation. Specific requirements for design and format are available from the Office of the Dean of the Graduate School.

### ***Cooperative, Simultaneous Degrees***

Some students may wish to pursue two master's degrees simultaneously. Such programs of study are called *cooperative, simultaneous degree programs* and represent an elective activity of the student rather than a program planned by the faculty. Such programs are not offered as a matter of general practice, but rather meet the unique needs of specific students who wish to receive training in two fields.

Each of the two cooperating programs is considered to be a full and complete program; neither is to be considered as supplementary or minor in scope. Each degree received at the conclusion of the program will be considered to be the same degree as that received by a student pursuing only one degree.

### **Admission Procedures**

All students wishing to pursue cooperative, simultaneous degrees must be admitted to each program through normal application procedures.

Students not yet admitted to either program should file two application forms with their application package. In such cases, the desire to pursue a cooperative, simultaneous degree should not influence either admission decision; however, each of the programs for which the student is applying should be informed of the student's intent to pursue two degrees.

Students who are already matriculated in one of the programs must also apply to the second program, following normal application procedures. Although supporting documentation from the first application package may be reused at the request of the student, departments may require field-specific recommendations or documentation not contained in the original package. In addition to meeting the ordinary admissions requirements, students who are already enrolled in one of the programs must submit a letter of support from the chair of that department verifying good standing and indicating the willingness of that department to cooperate in the design and pursuit of the second degree. Such a letter of support does not guarantee admission to the second program.

### **Creation of Advisory Committee**

The student should consult with the advisors of each program and undertake the creation of an advisory committee, consisting of their academic advisor from each program. This committee will assist the student in planning a sequence of courses that provides adequate training in each field and that meets the requirements of each program.

### **Reduction of Credit Totals Resulting from Overlapping Core Courses**

In general, the pursuit of cooperative, simultaneous degrees will involve the completion of all the requirements of each degree and thus will normally require more credits than the completion of either degree singly. However, certain circumstances may result in a situation in which the total number of credits taken is less than the sum of the requirements of both programs.

One such situation results from identical core course requirements for each program or from core course requirements that are sufficiently close in content to justify the taking of only one. Such overlapping core courses will reduce the total number of hours the student must take by the number of credits of the course. These credits need not be substituted with additional credits. Some elective courses may also overlap with approval of each advisor. In all cases, the student's program must be approved by the chair of each department. Denial of approval by either chair constitutes denial of the pursuit of two simultaneous degrees.

The description of cooperative, simultaneous degree procedures is intended for students who wish to pursue two degrees simultaneously. Ordinarily, degrees taken in sequence are not eligible for the reduction of credits from overlapping courses taken as a part of the earlier program.

### ***Limitation on Number of Credits Taken in a Semester***

Students may not enroll for more than twenty-one (21) credits of graduate courses in any semester. Program committees should monitor courses being taken simultaneously at universities or colleges outside the Washington Consortium of Universities and intended for transfer into the program. Ordinarily, such outside courses are included in the computation of course load for a single semester. Sign language credits taken during the pre-fall session (sign language classes and the Culture and Language Colloquium) may account for a load above twenty-one credits in the fall semester.

The purpose of this requirement is to ensure that students obtain the full benefit of study at Gallaudet University, which is considered to include out-of-class reading, writing, and study appropriate to graduate level courses.

### ***Transcripts and Diplomas***

Students may obtain transcripts of their academic records from the Registrar's Office. There is a \$5 fee for each official transcript. Transcripts will be released only by signed request. No transcripts will be issued to a student who owes money to the University. Gallaudet will not make copies of transcripts on file from other colleges or universities.

Diplomas are issued one time only, and any errors must be brought to the attention of the Registrar's Office within 90 days of receipt.

## **ACADEMIC INTEGRITY POLICY**

### ***Academic Integrity Defined***

- Academic integrity grows from the longstanding traditions of the world university community.
- Academic integrity is defined as a firm adherence to the code or standard of values of the University and the individual professions.
- Academic freedom is a commitment on the part of students, faculty, staff, and administrators even in the face of adversity, to five fundamental values: honesty, truth, fairness, respect, and responsibility.
- Commitment to academic honesty encourages the mutual respect and moral integrity that our University community values and nurtures.

### ***Standards of the University and of the Individual Professional Disciplines Related to Graduate Students' Academic Integrity***

- Graduate students must demonstrate behaviors that are consistent with professional standards of the University (as published in the Gallaudet Graduate Catalog).
- Graduate students must also demonstrate behaviors that are consistent with their field of study.

*The principal elements of professional behavior vary by discipline. They include, but are not limited to:*

- Tact.
- Sensitivity to the needs and interests of clients, other students, faculty, staff, and supervisors.
- Sound judgment.
- Respect for other individuals.
- Timely attention to professional responsibilities.

Graduate student conduct must conform to the codes of ethics established by the particular professional organization governing the discipline being studied.

Adherence to these professional standards of behavior and communication are essential elements of professional competence.

- Failure to meet these standards reflects adversely upon the graduate student's suitability for professional service and may be grounds for dismissal from a graduate program.

### **Violations of Academic Integrity**

- Academic integrity encompasses many principles: intellectual property, fair use, and adherence to the canons of scientific inquiry and reporting.
- Violations of academic integrity reflect negatively on the academic program, the Graduate School, the University, and the graduate student; thus, academic dishonesty in all its forms cannot be tolerated.
- Academic integrity may be violated any number of ways.

*Common examples of academically dishonest behavior include, but are not limited to, the following:*

### **Cheating**

- Cheating involves the intentional use of or attempt to use unauthorized materials, information, or study aids in any academic exercise.

*Cheating may include, but is not limited to:*

- Copying from another student's work.
- Representing material prepared by another as one's own work.
- Submitting the same work in more than one course without prior permission of both instructors.
- Using electronic devices to communicate information during exams.
- Procuring or using stolen evaluation materials.
- Violating rules governing the administration of examinations.
- Violating any rules relating to academic conduct of a course or program.

### **Fabrication**

Any false information, data, or citation in an academic exercise.

### **Plagiarism**

Plagiarism is the representation of the words, ideas, or sequence of ideas of another as one's own in any academic exercise.

*Examples of plagiarism include, but are not limited to:*

- Copying another person's paper, article, or computer work and submitting it as one's own for an assignment; quoting, paraphrasing, or summarizing and utilizing someone else's ideas without attribution.
- Copying or downloading (cyber-plagiarism), in part or in whole, articles or research papers found on the Internet or using ideas or information found on the World Wide Web and not giving proper attribution.
- Information stored on a computer system or portable device or sent electronically over a network is the private property of the individual who created it. Dissemination of information, without authorization from the owner of said information, is a violation of the owner's right to control his or her own property and is considered a form of attempted theft.

#### **Misrepresentation of Academic Records**

- Misrepresentation of an academic record is knowingly making a false statement regarding one's academic credentials, concealing material information, or forging a University academic document or record.
- Misrepresentation extends to tampering with computer records and falsifying academic information on one's resume.

#### **Facilitation of Academic Dishonesty**

- Facilitating academic dishonesty is knowingly or negligently allowing one's work to be used by another without appropriate attribution.
- It includes participation in or the failure to report known or suspected instances of academic dishonesty.

#### **Impeding the Progress of Another Student or Scholar**

- It is a violation of academic integrity to deliberately impede the progress of another student or scholar.

*Examples of offenses of this type include, but are not limited to:*

- Denying access to scholarly resources.
- Giving students false or misleading information.
- Making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying materials.
- Altering computer files that belong to another without prior permission.

#### **Computer Misconduct**

- Computer misconduct consists of violating rules of usage set forth by Gallaudet University.

- A copy of these rules may be viewed at the following site: <http://gallaudet.edu/x4487.xml>

### ***Shared University, Department, Faculty, and Student Responsibilities Related to Academic Integrity***

#### **University Responsibilities**

- The University is an academic community whose fundamental purposes are to discover and impart knowledge and to educate students who ultimately will be in a position to provide appropriate service to the world about us.
- The University can function properly only if its members adhere to clearly established and articulated values related to academic integrity.
- Faculty, students, staff, and administrators share equally in the responsibility for maintaining standards related to academic integrity.

#### **Department Responsibilities**

- Academic departments will inform their graduate students of the standards of academic integrity and practices of responsible research and scholarship of their discipline. This information will be disseminated through combination of mediums such as student handbooks or the Gallaudet Graduate Catalog.

Standards of academic integrity will be modeled and reinforced in student-faculty meetings, conferences and the like.

*Specific departmental responsibilities include the following:*

- Inform students about their responsibility to be informed about the Academic Integrity Policy in the Gallaudet Graduate Catalog and to strictly adhere to it.
- Inform students about the departmental policy regarding violations of academic integrity.
- Inform students where the applicable professional code of ethics can be accessed and the need to adhere to those ethics.
- Inform students about the channels of communication within the department related to appeals.
- Identify a departmental faculty member and a graduate student who will serve as members of a pool for the Council on Graduate Education (CGE) student appeals committees as needed.

#### **Faculty Responsibilities**

- Faculty will determine the content, organization, and conduct of their courses.
- Courses will adhere to the published content as it appears in the current year's Gallaudet Graduate School Catalog.

- In the classroom, faculty will encourage students to engage in free inquiry and open expression of reasonably related content.
  - Faculty will inform students of the content, schedule, requirements, evaluation procedures, and grading policies employed in the course.
  - Faculty will inform students regarding times, outside of class, when they are available for student consultation.
  - Faculty will evaluate students fairly and without bias. Evaluation will adhere to the course goals, design, and timeframe described in the course syllabi.
  - Faculty will provide appropriate and timely feedback to the student about the quality of their work.
  - Faculty will model the appropriate application of the principles of academic integrity in the presentation of classroom materials.
  - Faculty will make all reasonable efforts to promote academic integrity through course and evaluation design, protection of materials, testing environment setup, and regular revision of evaluation materials.
  - Faculty will deal with suspected instances of academic dishonesty in accordance with Graduate School policy.

#### **Graduate Student Responsibilities**

- Graduate students are responsible for reading the Gallaudet Graduate School Catalog.
  - Graduate students will engage in free inquiry and open expression of subjects reasonably related to the content of the course.
  - Graduate students will familiarize themselves with the content, schedule, requirements, evaluation procedures, and grading policies employed in each of their courses.
  - Graduate students will participate in class activities, as defined by the faculty member, for purposes of facilitating academic or professional development.
  - Graduate students will complete course requirements on time and in a manner consistent with the course requirements.
  - Graduate students will submit work that meets the standards of graduate education and the profession that the student plans to enter.
  - Students will make all reasonable efforts to promote academic integrity, by refraining from dishonest practices and by reporting known instances of dishonesty to the appropriate faculty person.
    - Students are subject to the actions brought by faculty who suspect instances of academic dishonesty or other breaches of academic standards.
    - Students may appeal such faculty actions through the graduate student appeal process.

#### ***Departmental Procedures for Handling Suspected Violation(s) of Academic Integrity Occurring Within or Outside a Course***

##### **Suspected Violation(s) of Academic Integrity Occurring Within a Course.**

- A course instructor who suspects a student of academic dishonesty has the obligation to deal with the situation directly and quickly. The instructor will meet with the student immediately to discuss the perceived violation and to determine what, if any, extenuating circumstances exist.
  - If the issue is unresolved via meetings, then the instructor will prepare a written letter to the student that details the charge and the sanction or conditions to the student.
  - The letter generated by the instructor will be hand-delivered or sent by certified mail (electronic messages are not acceptable for this purpose) to the student within 10 business days after meeting with the student.

Copies of the letter will be sent to the program director of the department in which the course is being offered. If there is no program director, copies of the letter will be sent to the chair of the department in which the course is being offered. A copy will be sent to the program director (if there is one) and the chair of the department in which the student is seeking a degree, if different from the department in which the course is offered.

*The letter will state clearly the following:*

- The nature of the offense.
  - The date of the offense or the date it was discovered.
  - Evidence to support the offense.
- The sanctions or conditions imposed by the instructor depend upon the instructor's perception of the severity of the offense.
- Sanctions or conditions may include, but are not limited to: failing an assignment, requiring a substitute assignment, repeating the assignment under supervised conditions, receiving a reduced grade in the course, or other remedies felt to be appropriate by the faculty member.
    - Infractions judged to be more egregious might lead to more severe sanctions, such as: failure of the course, recording of the XF notation on the student's transcript, or recommendation for dismissal from the University.
- A recommendation to the program director of the student's department for dismissal may be initiated by the instructor teaching the course in question. If the recommendation is supported by the program director, the program director

sends the recommendation to the chair of the student's department. If there is no program director, the instructor sends the recommendation directly to the chair of the student's department. It is the chair of the student's department who recommends dismissal of a student to the Council on Graduate Education (CGE). After CGE completes the procedures, CGE then forwards its recommendation to the dean of the school in which the student resides.

- Students are responsible for their own academic integrity as well as helping maintain academic integrity in the community.

- A student who knows of another student's violation of academic integrity is responsible for reporting the alleged infraction, in writing to the instructor or other appropriate faculty member within 10 business days of discovering the offense.

- Students who cite another student for a breach of academic integrity policy may not do so anonymously (i.e., citations of academic dishonesty must contain the name of the person making the citation).

- The identity of the citing student will be held in confidence through the initial phases of the academic integrity process, but may become public if the process moves to the appeal stage.

- In all cases, students citing another person for breaches of academic integrity policy will be protected against retribution or harassment by the accused party.

- If a student reports another student for breaching the academic integrity policy, the reporting student needs to provide a written report of the violation, specifying:

- The nature of the offense.
- The date it occurred or was discovered.
- Any evidence to support the violation.

- Upon receipt of the written report, the instructor will evaluate the merits of the complaint by interviewing both the complainant and the student who is being accused. If the instructor deems the allegation to be substantiated, the instructor will proceed as described in this section in terms of preparing a formal letter detailing the violation, and proposed consequences or sanctions and copying the appropriate individuals.

- The student who is accused of violating academic integrity has 10 business days, upon receipt of a written complaint by the instructor, to deliver a written response to the allegation to the instructor who issued the sanction or conditions.

- The student's written response should indicate whether or not the student accepts the sanction or conditions proposed by the instructor. A lack of response by the student within 10 business days after receiving the letter will be deemed to

be acceptance of the sanction or the proposed condition or remedy.

- Copies of the accused student's written response to the allegation should be delivered by the graduate student to those individuals who were copied by the instructor who proposed the sanction or conditions.

- If a student does not accept the sanction or condition proposed by the instructor, the student can make a written appeal to the instructor's program director. If there is no program director, the student can make a written appeal to the department chair, following the procedures below.

- The student's appeal should state the reasons for the appeal.

- The program director evaluates the student's appeal in terms of:

- Whether treatment of the student by the instructor was arbitrary or capricious.
- Whether the instructor followed departmental guidelines.
- Whether the student had adequate advance notice and opportunity to respond.

- The program director decides whether or not to support the student appeal.

- The program director will respond in writing to the student and faculty member imposing the academic integrity sanction within 10 business days after receipt of the written appeal.

- Copies of the program director's decision will be sent to others copied by the instructor in the original letter to the student as well as the program director (if there is one) and the chair of the student's department if that is different from the department in which the course is offered.

- If the program director does not support the appeal, the student has the option of appealing to the chair of the department. If there is no program director, the student has the option of appealing directly to the chair of the department.

- The student's appeal should state the reasons for the appeal.

*The department chair evaluates the student's appeal in terms of:*

- Whether treatment of the student by the instructor was arbitrary or capricious.
- Whether the instructor followed departmental guidelines.
- Whether the student had adequate advance notice and opportunity to respond.

- The department chair decides whether or not to support the student appeal.

- The department chair will respond in writing to the student and faculty member imposing the academic integrity sanction within 10 business days after receipt of the written appeal.

- Copies of the department chair's decision will be sent to others copied by the instructor in the original letter to the student as well as the program director (if there is one) and the chair of the student's department if that is different from the department in which the course is offered.

- If the department chair does not support the appeal, the student has the option of appealing to the Council on Graduate Education (CGE) (*see Post Department Graduate Student Appeal Procedures below*).

- If the instructor who is accusing a student of a violation of academic integrity within a course is the department chair, the graduate student's appeal should be made to the CGE. (*See below*).

### **Suspected Violation(s) of Academic Integrity Occurring Outside a Course.**

- Procedures for addressing suspected violations of the academic integrity policy outside the context of a particular course are the same as those described above for suspected violations occurring within a course.

- The exception is that the complainant (i.e., faculty member, staff member, or student) contacts the chair of the department in which the student resides.

- Accusations of violations of academic integrity by externship or practicum supervisors are made to the university's instructor of record for the externship or practicum.

- The university's instructor of record for the externship or practicum will attempt to resolve the matter.

- If the matter cannot be resolved, the instructor contacts the chair.

- At the discretion of the department chair, input related to the complaint is sought from the program director, graduate coordinator, advisor, other faculty, student, externship or practicum supervisors, or other complainant.

- The department chair will meet with the accused student within 10 business days after receipt of the written complaint, share a copy of the written complaint (deleting the name of the fellow student as applicable), and ask the accused student to respond to the accusation.

- If the matter is not resolved in this meeting, the student who is accused of violating academic integrity is asked to submit a written response to the accusation within 10 business days after said meeting with the department chair.

- The response should be addressed to the department chair.

- The response should include any information the student deems to be important to counter the allegation of a violation of academic integrity.

- The department chair, after reviewing all presented information, makes a decision regarding the merits of the accusation.

- That decision will be communicated in writing to the student within 10 business days, after receiving written materials from the accused student.

- The severity of the sanction will depend upon the chair's perception of the severity of the offense, and could include a recommendation for dismissal from the program and/or from the University.

- The student has the option of appealing the department chair's decision to the CGE. (*See below*).

### **XF Transcript Course Grade Notation for Violations of Academic Integrity.**

- An instructor who determines that the appropriate sanction for a student who has violated academic integrity is a failing grade for the course may record a grade of "XF"

- For purposes of grade point average calculation, an "XF" will be treated in the same way as an "F"

- The XF grade shall be recorded on the student's transcript with the notation "Failure Due to Violation of the University's Academic Integrity Policy"

- XF grades should only be used in only the most egregious cases.

- The graduate student can appeal the instructor's decision to the program director, or if there is no program director, the graduate student can appeal the instructor's decision to the chair of the instructor's department by following the same procedures described above. If the program director does not accept the student's petition, the student has the right to appeal to the department chair. If the department chair does not accept the student's petition, the student has the right to appeal the chair's decision through the prescribed channels for graduate student appeal, beginning with the CGE level of review.

- After an XF grade has appeared on the graduate student's transcript for two academic semesters, excluding summers, the student may request to have the XF notation removed.

- The request to remove the XF grade is made by the graduate student to the department chair of the instructor who accused the student of breaching academic integrity.

- If the course instructor who gave the XF grade was the department chair, the student's request to remove the XF notation is made to the chair's academic dean (GSPP or CLAST).

- The request to remove the XF notation will only be considered by the department chair if:

- The student has not been found responsible for any other action of academic dishonesty or similar disciplinary offense at Gallaudet University or any other institution.
- The student provides evidence, after the infraction has occurred, of satisfactorily completing a course on academic integrity.
- The student completes an essay that explains what the student has learned from the experience of violating the University's academic integrity policy.
- The department is not obligated to approve the student's petition.
- If the appeal to remove the XF grade is approved, the student's XF course grade converts to an "F" grade.

## ACADEMIC APPEALS

A graduate student who wishes to appeal decisions involving the application of academic regulations to a program of study may do so by submitting a petition to the Council on Graduate Education Committee on Student Appeals through the office of the dean of the Graduate School. Such an appeal should be initiated by the graduate student and must be restricted to those matters directly affecting decisions that bear on the student's academic progress. A formal appeal should be initiated only after resolution of the issue has been attempted at instructor, program, and/or department levels. The specific kinds of decisions that may be appealed, and the appeals procedure, are described below.

Note that the appeals process is not a procedure for filing grievances. Grievances about the conduct of faculty or staff members, or other matters not directly related to academic decisions concerning a student's academic progress, should be directed to the appropriate department chair or, lacking resolution at that level, to the appropriate dean.

### ***Graduate Student Appeals Policy***

#### *I. Appeals Procedure*

Graduate students are expected to handle disagreements about grades or progress in a program of study with those most directly involved at the program, department, or school level. Ordinarily, the professional judgment of the instructor, program director, or department chair will be final. However, if the student feels that his or her treatment has been arbitrary and capricious, or that there was not reasonable procedural or substantive due process, he or she may appeal the decision by submitting a petition to the Council on Graduate Education through the office of the dean of the Graduate School.

#### *II. Actions Subject to Student Appeals*

Graduate students may appeal decisions regarding the application of academic regulations to a program of study. Appeals are restricted to those matters directly affecting the student's academic progress. Specific kinds of decisions that may be appealed include:

1. Grades that may lead to probation or dismissal.
2. Comprehensive or qualifying examination results.
3. Other performances that lead to probation or dismissal.
4. Accusations/penalties for infringements of the Academic Integrity Policy.
5. Faculty decisions concerning personal/ethical behaviors of the student, or student's personal suitability for work in the profession.

#### **The Post-Department Graduate Student Appeals Process for All Types of Academic Appeals, Including Violations of Academic Integrity.**

- Level 1 of the Post-Department Graduate Student Appeals Process: Review by the Council on Graduate Education Student Appeals Committee.

Graduate students are expected to handle disagreements about grades, progress in a program of study, academic integrity, or dismissal decisions with those most directly involved, in accordance with department policy.

Typically, the student approaches individuals in the following order: the faculty member, the program director/graduate coordinator and/or the department chair.

Ordinarily, the professional judgment of the department chair will prevail; however, a student has the right to appeal a department chair's decision.

- An appeal may only be undertaken after attempts to resolve the matter at the faculty or departmental level have failed.
- An appeal must be initiated by the graduate student. An appeal must be restricted to those matters directly affecting decisions that bear on the student's progress in their academic program.
- Specific kinds of decisions that may be appealed include, but are not limited to, the following:
  - Course grades, only if the student claims arbitrary or capricious application of standards or that procedures are not followed. Decisions about the quality of work will remain with the faculty member and the department.
  - Comprehensive or Qualifying Examination results.
  - Sanctions for violations of academic integrity.
  - Other actions that lead to program probation or dismissal.

- Other actions that lead to University probation or dismissal.
- Faculty decisions concerning standards of professional conduct.
- The appeals process is not a procedure for filing grievances against a faculty or staff member. Grievances about the conduct of faculty or staff members or other matters not directly related to academic decisions concerning a student's academic progress should be directed to the appropriate department chair or, lacking resolution at that level, to the appropriate dean.
- If the graduate student feels that his or her treatment within the department has been arbitrary and capricious or that processes were not followed correctly in the department, the student may appeal the department's decision to the Council on Graduate Education (CGE).
- The graduate student initiates the appeal by filing a petition with the Chair of CGE (See steps for filing below). The petition must be submitted within 10 business days after receiving written notification of the outcome of the department level of review by the department chair.
- The student initiates the appeal to CGE by filing a petition with the appropriate Dean within 10 business days after receiving written notification of the outcome of the departmental level of review by the department chair.

*The petition must include:*

- Documentation of efforts made by the graduate student to resolve the disagreement at the instructor, program, and department levels.
- All relevant written documentation from faculty and the department chair related to the appeal and all relevant communications with the parties involved.
- A statement of the graduate student's desired outcome of the appeal (e.g., dismissal of the charge, modification of sanction or conditions imposed) or, if the student is proposing it, alternative plans for remediation.
- The appropriate Dean reviews the petition to determine whether the graduate student has followed the communication protocol in terms of timeliness, completeness of the petition, and appropriateness.
  - If so, the petition is forwarded to the CGE Chair.
  - If not, a written explanation is sent to the student with a copy to the CGE Chair and all other parties involved.
- Upon receipt of the student's petition from the appropriate Dean, the CGE Chair appoints and convenes a CGE Student Appeals Committee.

The Committee is made up of five members: one member of the CGE, two graduate faculty members who are not CGE members, and two graduate students who are not representatives to CGE.

Graduate faculty and student members are appointed by the CGE Chair. Appointments are made from a list of faculty and students identified by departments as having an interest in serving on the committee and who have either received or agree to receive special training to serve on the Student Appeals Committee.

- The CGE Chair prepares, at the beginning of each academic year, a list of faculty and students from each department who have expressed interest in serving on a CGE Student Appeals Committee.
- The CGE Chair avoids appointing any faculty or student members who have an apparent vested interest in the outcome of the appeal.
- The term of service will expire with the resolution of the individual appeal.
- The petitioning student and the department involved each have the ability to challenge up to two proposed members of the committee for no cause.
  - Individual members who are challenged are dismissed.
  - An alternate member (student or faculty) are selected from the list of volunteers or nominations.
  - All records of the CGE Student Appeals Committee are held in strict confidence.
  - Records of the appeal, including the petition, are kept in the Office of the appropriate Dean.
  - Academic Integrity records are kept separate from the student's regular academic file.
- The Student Appeals Committee holds an organizational meeting.
  - A faculty chair is elected.
  - All documentation related to the appeal forwarded by the appropriate Dean is reviewed.
  - At this meeting, a decision is made about whether to support the appeal or to get additional information.
  - The Student Appeals Committee has the option of asking the graduate student, program director, or department chair to attend a hearing to provide additional information.
- The role of the Student Appeals Committee is to determine whether actions of the reviewers at lower levels of the appeal were arbitrary or capricious and whether processes were followed correctly.
- The outcome of the review by the CGE Student Appeals Committee will be determined by a secret ballot.

- The Committee will vote on whether there is any evidence to suggest that the actions of the faculty or professional staff member were arbitrary or capricious and whether processes were followed correctly.
- Based on the majority vote of the committee, the appeal will be supported fully, partially, or not at all.
- The majority vote of the members will govern a written recommendation to the dean of the school in which the department resides (i.e., GSPP or CLAST).
- In the event the appeal is related to a course outside of the school in which the student is enrolled, CGE's recommendation will be forwarded to the dean of the school in which the course resides with a copy sent to the student's academic dean.

- Level 2 of the Post-Department Graduate Student Appeals Process: Review by the GSPP OR CLAST Dean.

The GSPP or CLAST dean who receives the recommendation from CGE considers all of the documentation provided in the appeal and the recommendation of the CGE Student Appeals Committee and makes the decision about the appeal.

If the situation is as described above, the dean who governs the department whose course is in question will consult with the other dean who receives the copy before rendering a final decision.

The decision at the dean's level is final. No other appeals are possible.

The final decision made by the dean, along with a brief rationale for the decision will be conveyed in writing by the Dean of the Graduate School and Professional Programs to the student and all other concerned parties.

*This policy was based on an adaptation of a compendium of academic integrity policy information, reported (Winter 2004) on the websites of the following universities: University of Maryland, University of Maryland-Baltimore County; George Washington University, University of Pennsylvania, Rutgers University, and University of Alberta.*

*Additionally, the "XF Transcript Course Grade Notation for Violations of Academic Integrity" was adapted from a jointly published article, "Model Code of Academic Integrity" appearing in the Summer 1997 issue of Synthesis: Law and Policy in Higher Education (pp. 640-641 and the Journal of College and University Law) [as noted (p. 637) in the Summer 1997 edition of Synthesis: Law and Policy in Higher Education].*

## OTHER ACADEMIC REGULATIONS AND POLICIES

### **Protection Against Sexual Harassment**

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, as amended. The University is committed to providing an environment that is free of unlawful sexual harassment and does not condone sexual harassment in any form. Reports of sexual harassment are investigated thoroughly, promptly, and objectively.

The University policy for protection against sexual harassment applies to all faculty, staff, and students in all offices and divisions of Gallaudet University. Copies of the entire policy are available in the Personnel Office, College Hall, Room 106.

### **Student Right-to-Know Act**

The Student Right to Know and Campus Security Act, Public Law 101-542, is a federal law that requires that Gallaudet University make readily available to its students and prospective students the information listed below:

- Financial Aid
- Costs of Attending Gallaudet
- Refund Policy
- Facilities and Services for People with Disabilities
- Procedures for Review of School and Campus Accreditation
- Completion/Graduation Rates for Undergraduate Students
- Loan Deferral under the Peace Corps and Domestic
- Volunteer Services Act
- Campus Safety and Security
- Campus Crime Statistics

Should you wish to obtain any of this information, please send a letter to the following address:

Gallaudet University  
800 Florida Avenue, NE  
Washington, DC 20002-3695

### **Petition to March Policy**

A master's clinical doctoral, or specialist student who desires to participate in May commencement but has not completed all program requirements due to unavoidable circumstances is required to request that his/her respective department file a petition-to-march application with the Council on Graduate Education (CGE).

It is the sole discretion of the student's academic department to decide whether to proceed with a student's request to file a petition-to-march request with CGE. A department, for example, has the prerogative NOT to submit

an exception-to-march petition because the student has not completed ALL degree requirements.

Departments deciding to file an exception-to-march petition must attest that the student is in good standing and is expected to complete outstanding degree requirements before or on the forthcoming August graduation date (i.e., last day of summer session). These degree requirements should only be those requirements that were unavailable to the student during the regular program due to circumstances beyond the student's control.

CGE will consider exceptions-to-march petitions when ONE of the following extenuating circumstances exists:

- A. The student is completing an externship or internship that allows for an August graduation date. OR
- B. The student needs to complete ONE additional course. OR
- C. Significant progress has been made toward the completion of the thesis or dissertation/doctoral research project. The student's thesis or research advisor attests that the student is expected to complete a successful defense before the last day of the upcoming summer session.

Petitions to march must be delivered to the Chair of CGE by April 1st. Petitions received after this deadline will not be considered. Incomplete petitions will be returned and not considered again.

Students whose exception-to-march petition is approved by CGE will receive a special designation in the commencement program. A notation will indicate that fulfillment of program requirements is anticipated before or on the last day of the August summer session.

Students who are permitted to march will not be granted a diploma until all program requirements have been completed. It is the responsibility of the student's department to notify the Registrar's office when the student has successfully fulfilled all program requirements.

### ***Confidentiality of Student Records***

Gallaudet University follows the requirements of the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) regarding student records. Under this act, all official student records are considered confidential. The act applies to records of anyone who is enrolled as a student

or has in the past been enrolled as a student of Gallaudet University or Gallaudet College.

All University officers and personnel must observe the following policies:

1. Students have the right to inspect their own official records. Corrections or challenges to records may be presented by the student in writing to the office maintaining the record. Each office responsible for an official student record must have a policy for how and when students may read, copy, and, if necessary, challenge information in the record.
2. Gallaudet University personnel who need particular information in order to perform their assigned duties may have access to these records.
3. Disclosure of information contained in student records to other persons or agencies is prohibited, with the following exceptions.
  - 3.1. Information from a student record will be released upon written request of the student.
  - 3.2. Directory information (name, home address, local address, class, year, major, verification of enrollment) may be released to anyone upon request. Students who do not wish this information to be available may request in writing to have their names removed from the directory. Such requests should be made to the registrar.
  - 3.3. The University must release official records upon subpoena or court order. The University will attempt to notify the student that the records are being released.
  - 3.4. Auditors inspecting the operations of Gallaudet University offices may inspect student records.
  - 3.5. Information from student records may be released to parents who financially support a student (under IRS regulations).
  - 3.6. Information from student records may be released to individuals or organizations providing financial aid for a student, or evaluating a student's eligibility for financial aid.

### ***Information Included and Excluded from Student Records***

Only information directly related to the educational process is maintained in student records. Official student records do not include references to political or social beliefs and practices. Students may list memberships in professional associations, honorary societies, or student activities as part

of their student records. Memberships in other organizations not listed by the student will not be included in student records. Medical records, mental health records, and parents' financial statements are not subject to this law.

Such records are confidential and privileged and may not be reviewed or seen by anyone except as provided by

applicable law of the District of Columbia and the federal government. Questions about student records should be directed to the University officials indicated.

***Academic Transcripts and Grade Listings***

**Location:** Registrar's Office

**Official Responsible:** Mr. Randy Prezioso, Registrar's Office

***Academic Support Unit Files***

**Location:** Academic Advising, Tutorial and Instructional Programs

**Official Responsible:** Dr. Isaac Agboola, Dean College of Liberal Arts, Sciences, and Technologies

**Location:** Career Center, Office for Students with Disabilities

**Official Responsible:** Dr. Lauri Rush, Associate Dean of Student Support Services

**Location:** First Year Experience

**Official Responsible:** Ms. Judith Termini, Director, First Year Experience

***Disciplinary Records***

**Location:** Office of Campus Life

**Official Responsible:**

Ms. Susan Hanrahan, Director, Residence Life Office – Housing

***Campus Law Enforcement Records***

**Location:** Department of Public Safety

**Official Responsible:** Dr. Meloyde Batten-Mickens, Executive Director, Facilities,

***Financial Aid Records***

**Location:** Financial Aid Office

**Official Responsible:** Ms. Nancy Goodman, Director, Financial Aid

***Student Employment Records - Student Accounts***

**Location:** Finance Office

**Official Responsible:** Mr. Jeffrey Leach, Manager, Student Financial Services

***Student Insurance Information***

**Location:** Student Health Service

**Official Responsible:** Ms. Kim Lee-Wilkins, Director, Student Health Service

***International Student Files***

**Location:** Office of International Programs and Services

**Official Responsible:** Ms. Mona Blanchette-McCubbin, International Student Specialist

***Library Files Regarding Money Owed***

**Location:** Gallaudet University Library

**Official Responsible:** Ms. Sarah Hamrick

# Fees, Financial Aid, Student Employment

## ENROLLMENT FEES

Gallaudet University assumes a substantial portion of the cost of each student's education. The remainder of the cost is charged to the student. Gallaudet strongly urges that bills rendered to students for enrollment charges be paid in full at or before registration for a semester or summer term.

If financial assistance is needed to cover enrollment expenses, applications for aid from vocational rehabilitation agencies, Gallaudet's Financial Aid Office, Guaranteed Student Loans, or other financial aid organizations and agencies should be made well in advance of registration.

Payment of all charges is required at registration unless written authorization to cover student charges has been received from vocational rehabilitation agencies, Gallaudet's Financial Aid Office, or other supporting organizations. The student may sign a legally binding promissory note for the balance of the unpaid charges. If a promissory note is signed, payment must be made during the semester as stated in the note agreement. Failure to pay all charges during a given semester or summer term will result in the denial of future registration and the withholding of grades, transcripts, and degrees until full payment is received.

## GRADUATE TUITION AND FEE SCHEDULE

*Fall/Spring 2008-2009 Basic Costs per Semester*

<b>U.S. Citizens</b>	
Tuition .....	\$5,965
Unit Fee .....	138
Room .....	2,650
Board .....	2,020
Health Insurance Fee* .....	1,698
Health Service Fee.....	50
<b>TOTAL .....</b>	<b>\$12,521</b>

### International Students

Tuition .....	\$11,930
Unit Fee .....	138
Room .....	2,650
Board .....	2,020
Health Insurance Fee* .....	1,698
Health Service Fee .....	50
<b>TOTAL .....</b>	<b>\$18,486</b>

*\*Annual fee that is billed in the fall semester for the entire academic year.*

## TUITION

### *Tuition for U.S. Citizens*

Amount indicated is for full-time graduate students who are U.S. citizens or permanent residents. A full-time course load for graduate students is nine credits or more for billing purposes. The part-time rate per credit is \$663.00 for U.S. graduate students.

### *Tuition for International Students*

Amount indicated is for full-time international students. A full-time course load for graduate students is nine credits or more for billing purposes. The part-time rate per credit is \$1326.00 for international graduate students. These reflect the 100% tuition surcharge required by amendments to the Education of the Deaf Act. Students from developing countries may apply for a reduction in the percent of tuition surcharge.

## ROOM AND BOARD

### *Room*

Students are not required to live on campus. Students living off campus may buy meals individually at the University cafeteria or snack bar, or choose from a variety of board plans. Room arrangements on campus are made on the basis of a room contract covering the academic year. Rooms are available only to those who also pay board for meals served in student dining facilities. The room contract provides for a room and the necessary furnishings. The room fee for the

fall 2008 or spring 2009 semester is \$2,575 and does not include the winter recess. Room fees are based on two people per sleeping-study room.

University residence hall space is limited. For this reason, the application for housing is accepted only with the \$100 admission fee (\$50 nonrefundable, \$50 deposit to be credited to student's account after enrollment) and the \$200 room deposit. All applications should be received no later than June 1 for the fall semester. New and returning students accepted after June must return room applications as soon as possible and will not be guaranteed residence hall space. To be eligible for University housing, students must be carrying at least nine graduate credit hours. This academic load must be maintained throughout the semester.

**Board Plans**

Three meals per day are provided seven days a week in the University Dining Hall. Meal plans do not include spring and winter recesses. Board plans are:

*250 Block Plan = 250 Block Meals plus \$50 Dining Dollars:* This is the meal plan that offers the best value for the dollar, approximately 15 meals per week. Students have the opportunity to eat every day at Cafe Bon Appetit (University Dining Hall) or for a meal deal or \$50 in dining dollars in the Rathskeller, Starbucks, or Marketplace. Blocks can be utilized at the Cafe Bon Appetit any time, all semester, without restriction. Total cost per semester is \$2,095.

*220 Block Plan = 220 Block Meals plus \$50 Dining Dollars:* This meal plan is a great value for someone looking to eat daily with unlimited seconds along with some extra spending money to use at the Rathskeller, Starbucks, or Marketplace during off hours. Blocks can be utilized at the Cafe Bon Appetit any time, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace. Total cost per semester is \$2,020.

*190 Block Plan = 190 Block Meals plus \$150 Dining Dollars:* This plan provides the most flexibility, offering approximately 12 block meals per week. This plan works best for someone who usually goes off campus on weekends. This plan also offers \$150 in Dining Dollars to spend in either the Rathskeller, Starbucks, or Marketplace throughout the semester. Blocks can be utilized at the Cafe Bon Appetit any time, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace. Total cost per semester is \$2,020.

*150 Block Plan = 150 Block Meals plus \$150 Dining Dollars:* This plan provides approximately 10 block meals per week, along with \$150 to spend in the Rathskeller, Starbucks, or Marketplace throughout the semester. Blocks can be used at the Cafe Bon Appetit any time, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace. Total cost is \$1,930 per semester.

*100 Block Plan = 100 Block Meals plus \$125 Dining Dollars:* This plan provides approximately 7 block meals per week, along with \$125 to spend in the Rathskeller, Starbucks, or Marketplace throughout the semester. Blocks can be used at the Cafe Bon Appetit any time, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace. Total cost is \$1,860 per semester.

**Internship Plan**

Students on internships may qualify for an internship meal plan. Under this plan, students purchase dining dollars instead of purchasing a normal block based meal plan. To qualify for the plan, students will need a letter from their department advisor written on department letterhead indicating the nature of the internship, internship hours and the number of days per week required to be off campus. They will also need a letter from the place of the internship detailing the same information. Please contact the Supervisor of Student Services for more information.

**Room and Board Changes or Cancellations**

If a student moves out of Gallaudet housing during the semester, refunds will be made using the same criteria as for withdrawals. If a student moves into Gallaudet housing during the semester, charges will be made based on the number of weeks remaining in the semester.

**LIVING EXPENSES**

In addition to the charges made by the University, students will also incur expenses for transportation, books, supplies, clothing, and personal expenditures. The amount needed to meet such demands will vary with individual taste and the distance from home. It is suggested that students arrive with at least \$100 beyond known expenses at the start of a year; they can then determine what further allowance will be necessary.

**ADDITIONAL FEES**

Certain other fees are required, payable on or before the beginning of the applicable semester or summer term.

**Add/Drop Fee (\$5)**, per successful transaction during the period designated as Add/Drop.

**Admission Fee (\$100)**, required of all certificate or degree-seeking students. Fifty dollars (\$50) of that amount is a fee for the admissions process and is non-refundable. The other \$50 will be posted to the student's account (i.e., refunded) for students who enroll during the semester they originally applied for; otherwise, it will be forfeited. To ensure that a space is held for you, the Admission fee must be sent to the Graduate Admissions office before the deadline shown in your admission letter.

**Application Fee (\$50)**, must be submitted with completed application materials for all graduate applications. The fifty dollar fee is for application to one program; there is also a \$25 fee for application to *each* additional program submitted at the same time. Later submissions to a second program incur another \$50 fee.

**Books and Supplies (\$500)**, estimated amount a student needs each semester. Some classes charge additional fees to cover the cost of special services or class materials. The approximate amount needed for summer sessions is \$200.

**Criminal Background Checks for Student Training** are required for graduate students in programs that require practicum, internship, or student teaching training at sites on Gallaudet's campus. Those who pursue training experiences at off-campus sites may be required to complete another background check. Students will bear the cost of these inquiries. They are encouraged to discuss the cost and timing of background checks with their academic advisor as they begin their courses of study.

**Dissertation Fee (\$750 minimum)**, required of all doctoral candidates who must complete and bind a dissertation. The fee is not assessed until after the candidate successfully defends his or her dissertation and makes all required changes. The \$750 covers the printing and binding of five copies of the dissertation, plus microfilming and copyright fees. Some departments require or request that additional copies be bound for committee members, in which case the fee will be increased \$90 per copy. Consult department chairs to determine if committee copies should be included in the fee.

**Graduation Fee (\$50)**, required of all students applying for their diplomas.

**Graduate School Fee (\$10)**, required of all graduate students each semester.

**Health Insurance Fee (\$1,698)**, This subject-to-change annual fee is \$1,698 for U.S. citizens and international students. It applies to full-time or residential students enrolled during the full year unless proof of adequate insurance coverage is submitted to the Student Health Services. The annual fee is billed as a one-time charge in the fall semester for coverage from July 15, 2008 at 12:01 a.m. until 12:01 a.m. July 15, 2009 at 12:01 a.m. Students enrolling in spring semester 2009 are billed \$993 for coverage from December 15, 2008 to July 15, 2009.

**Health Service Fee (\$50)** The health service fee (\$50) is required for all full-time undergraduate and graduate students for fall and spring semesters. Every current registered student is eligible to use the Student Health Service. The purpose for this fee is for educational material and office visits.

**Late Registration Fee (\$50)**, required for all students who complete registration after the official registration dates. Master's Thesis Fee (\$600 minimum) required only if a graduate student wants to publish and bind their thesis. The fee is assessed when the student provides a final copy of the thesis to the Graduate Program Specialist in FH 202A. The \$600 fee covers printing and binding of five copies of the thesis, plus microfilming and copyright fees. Some departments may require additional copies, in which case the fee will be increased \$80 per copy.

**Master's Thesis Fee** (\$600 minimum), required only if a graduate student wants to publish and bind their thesis. The fee is assessed when the student provides a final copy of the thesis to the Graduate Program Specialist in FH 202A. The \$600 fee covers printing and binding of five copies of the thesis, plus microfilming and copyright fees. Some departments may require additional copies, in which case the fee will be increased \$80 per copy.

**Parking Fee (\$54 per semester)**, required for students who register their cars to park on campus.

**Recreation Fee (summer only-\$11 per week)**, required for all part-time and full-time students for student recreation activities.

**Registration Fee (\$10)**, required of all first-time students at Gallaudet University.

**Room Deposit (\$200)**, required of all new and returning students requesting a room for the fall semester; must be paid before the room application can be accepted. This deposit is refundable only when students leave school, move off campus, or graduate at the end of any semester, if all debts owed to Gallaudet have been paid.

**Service Charge for Dishonored Checks (\$25)**

**Unit Fee (\$138)**, required for all full-time graduate students. This fee covers some of the costs of student activities.

*Note:* All charges are subject to change without notice. For current list of enrollment fees, contact Student Financial Services.

## WITHDRAWALS AND REFUNDS

Termination of enrollment, at any time other than upon graduation or suspension, is contingent upon a signed official withdrawal form submitted by the student. A student wanting to withdraw should discuss plans to withdraw with his or her academic advisor and the dean of the Graduate School. Further instruction will be given at that time. All charges and refunds are based on the date the withdrawal is received in the Registrar's Office and should, in all cases, be made before the student leaves campus. Withdrawals will not be accepted after the last day of classes.

Withdrawal from individual courses shall be unrestricted for the first four calendar weeks of a semester. Forms for withdrawing from individual courses may be obtained from the Registrar's Office. WP or WF grades will be given for withdrawals after the first four weeks of the semester.

### Refunds for Fall and Spring Semesters

Refunds for the unexpired portion of the semester will be made according to the time of withdrawal as follows:

*Tuition and room charges—*

- During first week of classes, 80 percent of the charge.
- During second week of classes, 60 percent of the charge.
- During third week of classes, 40 percent of the charge.
- During fourth week of classes, 20 percent of the charge.
- Thereafter, no refund.
- Board—Pro rated refund.
- Fees—No refund.

### Refunds for Summer Session

Refunds for the unexpired portion of the summer session will be made according to the time of withdrawal as follows:

*Per three-week session—*75 percent of tuition and room charges are canceled if withdrawal is during the first week of class, 25 percent during the second week of class, and no refunds or cancellations thereafter.

- Board—*Pro rated refund based on full weeks only.
- Fees—*No refunds or cancellations.

## FINANCIAL AID

*Nancy Goodman, Director  
Chapel Hall, Room G02*

Gallaudet University makes every effort to provide financial aid to students who are able to demonstrate that they are in need of assistance to continue their education. With the exception of grant-in-aid and Gallaudet scholarships, which are limited to regular full-time degree-seeking students, financial aid is awarded to students who are degree-seeking and who are eligible for Title IV programs. Graduate special students are not eligible for financial aid.

### Financial assistance is based on the following calculation:

*Student Expense Budget, less student/family contribution, less other outside resources, equals financial need for which aid may be awarded.*

The student/family contribution is calculated using the Free Application for Federal Student Aid (FAFSA), which is a standard method of determining contributions from taxable and nontaxable income and assets. This includes the student's summer earnings and all types of Social Security. All applicants for financial aid must submit both the Free Application (FAFSA) and the Gallaudet Institutional Application for Financial Aid (IFAA). All applications are available for printing on line. <http://www.gallaudet.edu/x1308.xml>

Award offers are sent to eligible financial aid applicants as early as the spring or summer prior to the award year. The award notification letter must be accepted, signed, and returned to the Financial Aid office within a designated period of time. Any award not accepted is subject to cancellation.

Students determined to be ineligible for financial aid are notified after the applications are received and reviewed. All applications for financial aid may be accessed at: <http://www.gallaudet.edu/x1308.xml>.

### Deadlines

The Office of Financial Aid accepts applications at any time before or during the academic year; however, there are priority deadlines that are enforced for the awarding of any institutional grants and scholarships. The deadlines typically are the first Friday in July preceding the academic year (for students enrolling Fall semester), and the second week of January (for students who were not enrolled Fall semester and are planning to enroll for Spring). For the 2008-2009 academic year, these priority deadlines are July 1, 2008, and January 12, 2009. Funds are awarded on a first-come,

first-served basis; so it is important to apply long before the priority deadlines. Institutional funds may be exhausted before the priority deadline dates.

Applications received after the priority deadline dates will be reviewed for federal grant, work study, and loan eligibility (if a loan request has been made).

### ***Financial Aid for Online Coursework***

Students taking online courses may receive financial aid funding (if otherwise eligible). However, the cost of education used to determine financial aid eligibility for online class funding will include tuition, fees, and books only. Transportation costs, personal expenses, room, and board are not included in determining the amount of financial aid funding, and are not considered to be relevant costs associated with online study. Students may choose to live in University housing while taking online study. However, the expenses related to dorm residence will not be included in financial aid calculations.

In order to be considered for the full cost of education and applicable financial aid, students must be taking a minimum of six credits per semester (in their degree program) of resident (lecture) classes in combination with online classes.

### ***Satisfactory Academic Progress for Financial Aid***

In order to continue receiving any federal financial aid, students must: 1) be meeting the University's GPA standards of minimum scholarship and 2) be successfully completing a minimum number of credit hours per academic year.

Students enrolled in master's degree programs must complete their degree program within three years, if full time. The number of credit hours master's students must successfully earn each year must be one third (1/3) of the total required for program completion. Doctoral students are expected to earn one fourth of the total number of degree credits each year; four year limit (not including dissertation research). All graduate students are expected to maintain a cumulative GPA of 3.0. Students may be expected to earn a greater number of credit hours per year and to complete their degree programs in less than the maximum time indicated.

### ***Probation***

Students not meeting the standards outlined above will be placed on financial probation for one semester, during which aid may be received. If the minimum standards are not met by the end of the probationary semester, students will be ineligible for federal aid. This includes Federal Perkins, Stafford Loans, Graduate PLUS, and Federal College Work-Study. Students also cannot receive financial aid if

they have been on academic or Financial Aid probation for more than one semester (consecutive), or if they have been in a probationary status three or more times during their academic career. Students who fail all attempted credit hours (or "F" grades in combination with "WD"s) will be ineligible for financial aid for any subsequent regular term of enrollment. Financial aid eligibility will be reinstated only when a student meets the required GPA and earned credit standards, and is not on Academic Probation or Warning. Students who have completed the equivalent of five full-time years (not including conditional years) will be ineligible for federal financial aid unless the student can provide documentation that additional time is required for academic program reasons.

### ***Appeals***

Students who do not meet the academic standards for financial aid may submit an appeal to the Financial Aid Office if they feel that there were special circumstances that affected academic performance. Appeals must be submitted within the first four weeks of the semester following ineligibility. Further information is available from the Financial Aid Office regarding these regulations.

### ***Return of Financial Aid Funds/Student Withdrawal***

When a student leaves the University during a semester during which federal or institutional aid has been received, some or all of the financial aid received may have to be cancelled. The amount of aid which must be cancelled (refunded to the federal/institutional program) is calculated on a pro-rata basis according to the length of time (in days) a student has been enrolled. For example, if the semester is 110 days in length and a student withdraws on the 28th day, the student has attended 39% of the semester, and has "earned" 39% of his/her aid. ( $110 \text{ divided by } 28 = 39\%$ ) The remaining 61% (unearned amount) of the financial aid must be cancelled. In this example, a student who receives a total of \$5,000 in financial aid will keep \$1,950 (39%). The remaining \$3,050 will be refunded to the financial aid program source. If all or part of the financial aid was given to the student as a financial aid refund, the student may be responsible for repaying a portion of this "unearned" financial aid. Required financial aid refunds to Title IV Programs will be made in the following order: Federal Stafford and Plus Loans, Federal Perkins Loans, Federal Pell Grant, Federal SEOG, and other Title IV assistance.

Please be aware that the above required policy governing the return of financial aid funds as a result of student withdrawal is different than the University's policy for refunds of University charges. Financial aid refunds may be required even though there may be no reduction

to the student's charges. Please read the section titled, "Withdrawals and Refunds" for further information on adjustments to University charges.

### ***Unofficial Withdrawal***

All financial aid is awarded to students with the expectation that they will attend classes for the entire semester or award period. Students who cease attending classes but who do not officially withdraw (identified by failing grades for all attempted credits) will be considered as having "unofficially withdrawn" and will be subject to financial aid cancellation at a 50% unearned rate (or according to the date attendance ceased as provided by faculty). This means, regardless of charges for the period, a student who has ceased attending classes will be considered to have attended no more than one half the semester, will have 50% of his/her financial aid canceled, and may be subject to repayment of any financial aid disbursed. If any loans have been disbursed, repayment requirements will take effect as of the unofficial withdrawal date.

Students who cease attending classes and are considered as unofficial withdrawals will not be eligible for financial aid for the subsequent semester and/or until future semester courses have been completed and satisfactory academic progress standards are met.

### ***Campus Communications***

All students are issued, or may request, a campus post office box and e-mail account. Students are advised that all communications from the Financial Aid Office are sent to the campus post office box or via campus e-mail once the semester has started. Students need to check their paper mail and e-mail frequently in order to get essential information from this Office. Financial aid will be delayed or terminated if students do not respond to requests for information or other required activities sent to the post office box or through e-mail.

Gallaudet post office boxes, addresses, and e-mail accounts are maintained in Gallaudet's central database, and this information determines where our communications are sent. Students must be sure that this information is current and accurate. Any changes to this information should be made through the Registrar's Office.

### ***Overawards***

The Financial Aid Office is charged with the responsibility for compliance with federal aid program guidelines, which include ensuring that students do not receive more aid than that for which they are eligible (exceeding the "financial need" amount). In cases where a student has been awarded financial aid and other financial

assistance received exceeds the financial need amount, the Financial Aid Office must reduce or cancel any aid it has awarded to avoid "overawards" of federal aid. Students who are awarded institutional grants, and subsequently receive departmental Assistantships, Stipends, VR support, Waivers, or outside assistance, may have their institutional grants reduced. Institutional grants are limited, and if awarded without knowledge of "other" assistance, may be reduced to make grant funds available to students who do not receive such other assistance.

It is essential that students notify the Financial Aid Office of any assistance expected or received from outside sources (private scholarships, VR); or from other University departments or offices (such as tuition scholarships/waivers, stipends, grants, or other assistance/scholarships) in order to determine what effect, if any, this assistance will have on aid awarded by the Financial Aid Office.

## **TYPES OF FINANCIAL AID**

In order to establish eligibility for Title IV programs, such as Federal Work-Study (FWS), Federal Perkins Loans, and Federal (subsidized and unsubsidized) Stafford Loans, a student must be enrolled in a degree-seeking program at Gallaudet.

The student must meet the requirements of U.S. citizenship. All of these federal programs are based on need. In order to receive assistance from these programs, the student must (a) be making satisfactory progress toward the completion of his or her degree; (b) not be in default on a Perkins or Stafford loan; (c) not owe a refund on a Federal Title IV grant or Perkins loan; and (d) sign an affidavit of educational purpose stating that he or she shall use the funds solely for education-related expenses.

***Federal Work-Study (FWS):*** This program is designed to assist students who must earn part of their education costs by working part time. The amount a student can earn under FWS is determined on the basis of need and the amount of funds available in the program. Federal Work-Study funds awarded to students are paid as they are earned for employment. The salary begins at minimum wage and increases depending on the nature of the job and the job requirements. Eligibility for this program is determined by the Office of Financial Aid, while all job placement assistance is handled through the Career Center. A portion of FWS funds will be made available to students working in community service positions.

***Federal Perkins Student Loan Program:*** The Perkins Student Loan is a low-interest (5 percent) subsidized federal loan administered by Gallaudet. Perkins loans are available

to students who have "exceptional financial need." Graduate/professional students may borrow a maximum of \$6,000 per year, depending on availability of funds and individual financial need.

The aggregate Federal Perkins Loan Program limit is \$20,000 for a student who has not yet completed a program of undergraduate study and \$40,000 for a graduate or professional student, including loans borrowed at the undergraduate level.

Repayment begins nine months after a student graduates, withdraws, or drops below half-time. (Grace periods may vary for less-than-half-time students.) Students are allowed up to 10 years to repay, with a minimum monthly payment of \$30 to \$40 per month (depending on date of loan disbursement and aggregate amount borrowed). Deferments, forbearance, and/or cancellations of payments are available to eligible students and must be requested.

**Federal Stafford Loans:** The Federal Stafford Loan programs provide loans through lenders such as banks, credit unions, or savings and loan associations. In order to be considered eligible for Stafford Loans, students must be enrolled at least half time (a minimum of 6 credit hours) in course work that applies toward the graduate degree program. Non-degree credits (continuing education, PST, ASL) and undergraduate credits do not count toward half-time enrollment for loan purposes. Subsidized Stafford Loans are those for which the government pays the interest while a student is enrolled at least half-time or in applicable loan deferment. Unsubsidized Stafford Loans are those that are not need-based, and the student is responsible for paying the interest that accrues during in-school and loan deferment periods.

Interest rates vary, depending on Stafford Loan history and on the date on which the loan is disbursed. New borrowers are those with no outstanding balances on Federal Stafford, PLUS, Supplemental, or Consolidation loans. Variable interest rates are set each June. For prior borrowers with outstanding loan balances, interest rates will be the same as previous loans. For loans disbursed after July 1, 2006, interest rates are "fixed" at 6.8%. Graduate students may borrow up to \$8,500 subsidized and \$12,000 unsubsidized per year. (Actual loan amounts may be less, depending on individual student eligibility.)

Loans will be certified for the entire year (fall and spring), unless the student is planning to graduate in December of the award year; or the student is enrolled for Spring only. Loans are disbursed in two payments, one half each semester. All one-semester loans will be disbursed in two payments, the first after the official add-drop date, and the second not before the mid point of the semester.

The majority of loans are disbursed electronically and are automatically credited to students' accounts. Loans received in the form of a paper check must be endorsed by the borrower and must be paid to the University cashier to cover outstanding school charges. All loan funds in excess of those needed to cover charges will be refunded to the student borrower.

Stafford Student Loans are not automatically packaged by the Financial Aid Office. Students who wish to apply for a Stafford Loan must complete a Loan Request Form, available in the Financial Aid Office, or on line. <http://www.gallaudet.edu/x1308.xml>

**Loan Deadlines:** Loans requests must be submitted no later than November 21, 2008 for fall loan funds, or April 17, 2009 for spring loans funds. No loan applications (Stafford or Alternative) will be processed after those dates.

Repayment begins six months after a student withdraws, graduates, or drops below half-time attendance. Students with unsubsidized Stafford loans will be responsible for the interest that accrues during the six-month grace period. Deferments are available and depend on the loan date. Questions about your deferments should be directed to the holder of your loan.

**Master Promissory Notes:** Students who are first-time Federal Stafford Loan borrowers, or students who are borrowing at Gallaudet for the first time (e.g., transfer students) are required to complete and sign a Master Promissory Note (MPN). The Financial Aid Office will notify students when the MPN has arrived for their signature. Stafford Loans will be canceled for students who do not complete the MPN requirements within 30 days from notification. (Loan funds will not be approved or disbursed by the lender without a signed promissory note.)

**Student Loan Counseling:** Federal law requires institutions to inform students of their borrower rights and responsibilities. To meet this federal requirement, students may be required to complete an entrance interview/counseling session. This session can be completed on the web at <http://financialaid.gallaudet.edu/pdf/06-07/EntranceInterview.pdf>. Please complete only the entrance sections. Students cannot receive their Federal Stafford Loan funds until they have met this federal requirement. After linking to the website, students should follow the instructions carefully. If a student is unable to complete the entrance loan counseling session on the web, the student may complete it in the Financial Aid Office.

\* Entrance Loan Counseling session is required of all first-time Gallaudet loan borrowers at the time of application. Entrance counseling may also be completed in person or on the web: Student Loan Counseling. The loan request will not be processed until this requirement is satisfied.

\* Exit Loan Counseling is required of Stafford Loan borrowers who withdraw, drop below half-time (6 credits), or graduate. Exit Loan Counseling may also be completed in person, by mail, or on the web: Student Loan Counseling. Failure to complete exit interview/counseling requirements will result in a “hold” on transcripts, grades, and diplomas.

**Alternative Loan Program:** Students who do not qualify for Federal Stafford Loans (or who have reached annual maximum limits) may consider applying for an Alternative Student Loan. These loans are not subsidized, but offer competitive interest rates and deferment options. These loans also may be used to cover previous outstanding balances to the University, depending on the student’s last enrollment period. All applications for alternative loans must be requested by November 21, 2008 for the fall semester and April 17, 2009 for the spring semester. Qualifications and guidelines will vary among alternative loan providers. For more information, go to [www.gallaudet.edu/x977.xml](http://www.gallaudet.edu/x977.xml) for a selection of alternative loan resources.

**Federal Graduate Student PLUS Loan:** Graduate Student PLUS Loans are intended to provide unsubsidized loan assistance to graduate students who do not qualify for Federal Stafford Loans, or who have borrowed the maximum Stafford Loans allowed annually and still have remaining unmet educational costs for the academic year (based on their Cost of Attendance). Graduate PLUS Loan interest rate is fixed at 8.5% and payments may be deferred while the student is enrolled upon request from the lender. See the Financial Aid Office for further information.

**Gallaudet Grant-in-Aid (GIA):** Gallaudet makes available from its general income a limited number of grant-in-aid awards to full-time, regular degree-seeking graduate students who are U.S. citizens or permanent residents. These grants are used for tuition, unit fees, and campus-based living expenses (room and board). No student refunds may be made from GIA funds. These grants are supplemental to the student’s personal funds, the support provided by parents, and possible financial aid from state agencies. Included in the student’s resources are stipends, traineeships, FWS, and Perkins and Stafford loans.

Remaining funds from the academic year are used to provide summer session grants for students enrolled full time during either semester of the preceding academic year. Applications for summer are available during the spring semester.

**Scholarships:** As part of the total financial aid package, scholarships funded by clubs, organizations, individual donors, and foundations are awarded annually. Scholarships

are restricted based on donor requirements; however, most are based on financial need and academic performance. The Financial Aid office matches students with scholarship requirements. Awards vary with donations and donor restrictions. Applicants for scholarships should complete the appropriate applications (FAFSA, the Institutional IFAA, and the scholarship application supplement). Students applying for a scholarship must be full time and degree seeking.

**Emergency Loans:** The Office of Financial Aid provides short-term loans for students with emergencies. Emergency loans may not be used to cover charges made by the University, rent, automobile payments, usual living expenses, or books and supplies. These funds are for the purpose of covering unseen and necessary expenses only, those for which students cannot plan. Repayment is due within the semester for which the loan is given. The terms of the loan depend on the nature of the emergency. Applications are available in the Financial Aid Office.

**Graduate Assistantships:** Graduate assistantships for degree students are frequently available in academic departments and through the Office of the dean of the Graduate School. These positions are filled on a competitive basis. Students interested in graduate assistantships are encouraged to apply early to their department.

**Vocational Rehabilitation:** Vocational rehabilitation (VR) is a program that exists in each state to help individuals who are disabled become work ready. VR may be able to provide financial assistance to help with the cost of attending college and may also provide assistance for hearing aids, glasses, and other disability-related devices. To be eligible for VR, students must have a disability that limits their ability to obtain or advance in a job, and there must be some indication that VR services will be able to better prepare them for future employment. Students who think that they may be eligible for VR services should apply to the VR agency in their home state.

Many VR agencies have changed their policies and will not authorize support until they have received the results of all financial aid applications. This means that many students may start the semester without any VR authorization. It is absolutely necessary that students apply for all financial aid programs early and inform their VR counselor of the results as soon as they are known. Students should see that VR authorizations are sent to Gallaudet.

If a student's VR authorizations are not received by Gallaudet before registration, the student will be expected to pay his or her expenses or sign a promissory note before he or she can register. When the student's financial aid and VR assistance come through, the student will be reimbursed for any payments made. It is extremely important that each student talk with his or her VR counselor prior to each semester to find out what assistance he or she may or may not be receiving. Students should not assume that the VR assistance will automatically be sent to Gallaudet University.

If any agency is supplying funds or assistance directly to a student rather than to Gallaudet, Gallaudet considers that the student is paying for his or her expenses. Students will be requested to pay for charges on or before the beginning of the semester.

Students expecting any VR support for books and supplies should come prepared to buy these materials with their own money. Many times, the VR authorizations are not received in time for students to have credit at the bookstore. Students should keep all receipts received; they will be reimbursed by the Business Office. Gallaudet's Office of Financial Aid will not make loans for books and supplies.

Students or students' vocational rehabilitation counselors having any questions can contact the Office of Financial Aid, Chapel Hall, Room G02.

## PROCESSING OF FINANCIAL AID

Financial aid will not be processed until the University add-drop period is completed and student enrollment is verified. In addition, all required documentation must be received (e.g., tax forms) before aid will be released for individual students. All financial aid administered by the University must first be used to cover University charges; refunds of financial aid will not be given to students until all semester charges are satisfied. All grants and scholarships are credited directly to students' accounts. Loan checks for Federal Stafford, Perkins, and PLUS loans must be endorsed by the borrower and submitted to the University cashier so that charges can be credited. Loan checks may not be deposited into private checking or savings accounts or otherwise negotiated by students.

Since financial aid is not disbursed at the beginning of the semester or released to students as a refund until all charges are satisfied, it is essential that students be financially prepared to cover expenses for books and usual living costs with personal funds.

## FINANCIAL AID FOR INTERNATIONAL STUDENTS

Foreign students must document sufficient support from personal or private resources in order to obtain valid immigration permits; therefore, no aid is awarded to first-year international students. International students are expected to be responsible for meeting education expenses for the entire length of their programs. Very limited aid is available to foreign students. Assistance through the University is provided only with documentation of unexpected reductions or cancellations of previously planned support. Awards determined by the Gallaudet Financial Aid Office are made to eligible students who are full time and degree seeking only. These awards currently depend on availability of funds and individual need. Foreign students who are receiving ongoing family/private support or assistance through other University departments are not eligible for financial aid.

## FINANCIAL POLICIES AND PROCEDURES

### *Policy*

It is the policy of Gallaudet University that 1) charges to students for registration are due at the time of registration, and 2) all other charges are due and payable within 30 days of the date of assessment except where a satisfactory written agreement has been signed stipulating other terms. Central Administration recognizes its fiduciary responsibility to vigorously pursue the collection of all just debts owed to Gallaudet.

### *Student Financial Responsibility and Student Aid*

Gallaudet University recognizes its role in fostering personal initiative, planning, and responsibility in financial affairs as an integral part of the educational process. The administration believes each student has primary responsibility for arranging financing and payment of his or her charges. Each student will therefore be held responsible for his or her bill.

Gallaudet maintains an Office of Financial Aid to make every effort possible to provide financial aid to any deserving student eligible to attend the institution. This aid may be in the form of scholarships, grants-in-aid, loans, or part-time employment. Further, this office provides assistance to help the student as much as possible in his or her application for funds available from federal government programs, state vocational rehabilitation, and other agencies and organizations.

**Procedures**

- A. All registration charges to students are due and payable at the time of registration. Charges for which a student has a written authorization for payment from a vocational rehabilitation agency will be deferred. If a student is expecting an authorization from a vocational rehabilitation agency, and the authorization is not received, the student is responsible for payment of the bill. Students with a formal written authorization from a foreign government or agency will be given the same privilege as students with an authorization from a domestic vocational rehabilitation agency. However, as indicated above under the heading “Student Financial Responsibility and Student Aid,” each student has the primary responsibility for his or her charges. Therefore, the student is ultimately responsible for the bill.
- B. Each student is expected to complete registration promptly. In the event that a student does not complete the business portion of registration by the end of the first week of classes, the student will be denied admission to classes, and if living on campus, will be denied space in a dormitory. Reinstatement will be made only when written notification is received from the Business Office that the registration has been satisfactorily completed.
- C. If a student is unable to pay his or her current semester charges at the time of registration, he or she may be permitted to borrow the necessary money to pay the bill by signing a promissory note.
- D. All charges due from a student for a prior semester, including summer sessions, must be paid before the student will be permitted to register for a new semester. A student will be denied the privilege of preregistering for the following semester if he or she is currently delinquent in paying his or her account.

# Campus Life

Welcome to the Gallaudet experience, unique in its mission to provide full access and open communication to scholars and students who are deaf, hard of hearing, and hearing. The campus's "Main Street" can be found in the Jordan Student Academic Center (JSAC). The light-filled atrium of the Center welcomes the Gallaudet community and visitors to its high tech, state-of-the-art classrooms and labs. Connected to the SAC is the Student Union Building with its multimedia theatre, information desk, meeting rooms, the university bookstore ("Bison Shop"), post office, food court, and the Rathskellar Pub. The physical connection of academic and student life spaces establish this facility as the educational and social center of Gallaudet.

## CAMPUS LIFE

### *Residence Halls*

Students are not required to live on campus; however, living in one of the University's six residence halls offers students a unique opportunity to become an integral part of a campus community. While living in the residence halls, opportunities for social, mental, and emotional growth are greatly enhanced. Gallaudet encourages an appreciation of diversity, and residence life offers real-life opportunities to increase understanding and interactions with students from a variety of cultural, geographical, educational, and communication backgrounds.

Residents are also offered the opportunity to participate in theme floors, designed for students who want to develop a community based on similar interests or academic discipline. Theme floor communities establish their own rules, hold meetings, create community bulletin boards, and are responsible for the stability of their community. Students can apply to participate in theme floors at the Office of Campus Life.

Residence halls are staffed by teams of professional staff, graduate student paraprofessionals, and undergraduate student paraprofessionals. Eligibility criteria for on-campus housing are: Student must have a full-time course load in an academic program [defined as twelve (12) credits for

undergraduate students or nine (9) credits for graduate students per academic semester] in order to live on campus. Anyone carrying less than this number of credits must have permission from the Office of Campus Life in order to live on campus.

### *Housing for Students with Children and Married Students without Children*

Housing is available on a limited basis in unfurnished apartments located on the upper level of the Kendall Demonstration Elementary School for those students who have children. To reside in an apartment with a child, a parent must be a full-time student. Also, space permitting, special arrangements may be made in the fall/spring semester to provide residence hall housing for a limited number of married students without dependent children. In order to qualify for such housing, at least one of the partners must carry a full academic load. Double occupancy rooms with regular residence hall furniture and a private bath may be assigned.

Children may not live with parent(s) who are students residing in the residence halls.

### *Food Service*

The University's food services are provided by Bon Appetit Management Company. All students who live on campus are required to participate in the university Meal Program. Students who live off campus may participate in the Meal Program if they wish. There are eight different meal plans that include options at the student dining hall, and the Food Court and Rathskellar in the Student Union Building. Residents may sign up for a particular meal plan during business registration; students who do not sign up during business registration will be billed for the lowest meal plan. Special dietary plans can usually be arranged for those students who need them by contacting the Food Service Manager.

Commuter students wishing to dine on campus can sign up for "Dining Dollars" to be used at the Market Place, Rathskellar, Cafe Bon Appetit, Starbucks and The Bistro. A

minimum deposit of \$150 is required to start (an additional 15% is added on by food services). Dining Dollars carry over from semester to semester.

## DEPARTMENT OF PUBLIC SAFETY

The mission of the Department of Public Safety is to promote individual responsibility, community commitment, and involvement through dynamic crime prevention initiatives to create a safe, secure, and informed campus community. By the timely communication of current incidents on and about the campus, the community is enabled to make knowledgeable decisions and strategies to protect life and property. Officers are on duty 24 hours each day, 365 days a year, and patrol the campus on foot, on bicycles, on Segways and in marked and unmarked vehicles. Gallaudet’s public safety officers are considered “special police officers” and are commissioned by the District of Columbia. The Department of Public Safety emphasizes “community policing,” which means that the department works collaboratively with the community to prevent, identify, and resolve problems and causes of crime and disorder.

The Department of Public Safety offers a variety of services to assist the community such as escort service after dark, personal safety checks when students or employees are studying or working late, photos for passports, fingerprinting for job applications, Operation Identification, vehicle battery jumps, bicycle registration, and a lost and found.

### *Identification/Access Cards*

Identification cards, which also serve as access cards to many buildings and residence halls, are prepared by the Department of Public Safety.

### *Vehicle Registration*

The Department of Public Safety is also responsible for issuing parking permits. Full- or part-time employees or students must register their vehicle and display a parking permit. Visitors must obtain a short-term parking permit prior to parking on campus. There is a charge for parking on campus. Contact the Department of Public Safety for current parking rates.

## TRANSPORTATION SERVICES

The Transportation Department offers free daily shuttle bus service to both the Union Station and New York Avenue/Florida Avenue/Gallaudet University metro stations. Students, faculty, and staff are entitled to use the shuttle bus upon presentation of a Gallaudet University identification card. Visitors and family members of students are also invited to use the shuttle service. A temporary pass must

be secured from the Transportation Department. Shuttle service schedules, as well as web links to other metro transportation services, can be found on the Transportation Department website.

## CHILD CARE: THE CHILD DEVELOPMENT CENTER

The Gallaudet University Child Development Center (CDC) is one of the two early childhood programs at the Laurent Clerc National Deaf Education Center and is an accredited campus child care center. CDC serves children from 19 months through kindergarten, whose families work and study at Gallaudet, alumni parents, the deaf community, and the general metropolitan area community. CDC is a 12-month program which is inspired by the Reggio Emilia philosophy of education. Each classroom has deaf and hearing teaching team who use American Sign Language and spoken and written English with the children. A special 8-week summer program serves children up to age nine. CDC is accredited by the National Academy of Accredited Programs, a division of the National Association for the Education of Young Children. For more information, contact (202) 651-5130 (tty/v).

## STUDENT SERVICES

### *Student Health Services*

The Gallaudet University Student Health Services (SHS) is committed to providing students with high quality and efficient primary health care. In addition to treatment, the medical staff help students to understand the causes of medical conditions or injuries and how these might be avoided in the future. SHS also works closely with the Health and Wellness Program in Student Affairs to help students learn about reducing the risks for illnesses and injuries.

Services are provided Monday through Friday from 8 a.m. to 4:30 p.m. Student Health Services is closed weekends, University holidays, and Wednesdays from noon to 2 p.m. The student health fee entitles students to a number of basic health services without charge, including: 1) primary medical care visits; 2) tests conducted by SHS; 3) immunizations; 4) allergy injections (medication must be provided by the student with instructions from his/her physician); 5) HIV counseling and referral; 6) referral to medical specialists; 7) health education materials; and 8) screening and treatment for sexually transmitted diseases.

Health insurance is required for all full-time students. Students must waive or purchase the health insurance online through their bison account. To review the health insurance

policy for Gallaudet University, please visit the following website at <http://af.gallaudet.edu/shs/shsins.asp>. Any questions, contact Student Health Services at 202-651-5090 or visit <http://gallaudet.edu/af/shs.xml>.

### ***Mental Health Center***

The Mental Health Center (MHC) is a unit of Student Affairs that offers students comprehensive mental health services, including counseling, psychotherapy, assessment, psychiatric services, and prevention education. Through its training programs, it also provides mental health services to deaf and hard of hearing individuals and their family members in the Washington Metro area. Services are provided by supervised trainees and licensed staff who communicate effectively in American Sign Language and other modes of communication used by deaf and hard of hearing people, in order to provide effective diagnostic and therapeutic services. Trainees are graduate students from the departments of Counseling, Psychology, and Social work at Gallaudet University, as well as from other health care providers and programs outside of Gallaudet.

### ***Hearing and Speech Center (HSC)***

Students, faculty, and staff are provided a full range of audiological services, communication therapy services, and speech-language services at no cost.

Audiological services include hearing assessment, hearing aid evaluations and checks, central auditory tests, counseling and assistive devices consultations/ demonstrations/ evaluations. The HSC offers cochlear implant services that include mapping, troubleshooting and repairs. Hearing aids and molds may also be purchased. The HSC conducts walk-in service for hearing aid troubleshooting, ear mold fitting/ adjustment, hearing aid repairs, and loaner hearing aids.

Aural rehabilitation/communication therapy services are offered to students who want to improve their communication skills in one or more of the following areas: speech, voice, understanding English idioms/vocabulary, writing for communication, auditory training for cochlear implants/hearing aids, speech reading and communication strategies training. Services are offered in individual sessions (small group services are available on a limited basis).

The HSC also provides a full range of speech-language pathology services to hearing adults and children including assessment and treatment in the areas of articulation, stuttering, language delay/disorders, adult neurologic, voice, spoken language development of children with hearing loss, spoken language of bilingual children, including CODAs. For additional information, go to <http://hsls.gallaudet.edu/x2863.xml>.

### ***International Student Services***

(See International Internship Program under the heading "Academic Programs and Services" in the Academics section.)

### ***Student Financial Services Office***

The Student Financial Services Office is the main point of contact for all inquiries concerning students' accounts. There, students may check their current account balance, the status of third-party payments, pick up Tuition & Fees schedules, and obtain information about their accounts. Account balances can also be checked electronically using Gallaudet's Bison system. The Office coordinates paperwork related to Vocational Rehabilitation authorizations, tuition and fees calculations, and student billings.

### ***Postal Services***

#### **Student Union Building**

The Post Office is responsible for all incoming and outgoing U.S. mail. Services include certified or registered mail, meter mail, bulk mail, stamps, airmail, parcels, money orders, express mail, and UPS service. The Post Office is committed to assuring that mail is picked up and delivered in a timely manner. Mail is never left in the Post Office for longer than one business day. Hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m. Arrangements for money orders, express mail and registered mail must be made by 3 p.m. The Post Office is closed on Saturday and Sunday. Cash is required for all sales transactions.

An individual mailbox is provided to each registered full- or part-time Gallaudet undergraduate or graduate student. Mailboxes are assigned for the academic year. To receive a box and its combination, students must go to the Post office and show their current Gallaudet identification card.

## **STUDENT DEVELOPMENT PROGRAMS**

### ***Multicultural Student Programs***

#### **Ely Center, Room 103**

MSP is a cultural advocacy and resource unit under the Department of Student Affairs. It provides support to racial and ethnic minority students and their organizations. Resourceful with educational books, videotapes, and magazines focusing on race, culture and diversity issues, MSP also strives to educate our community through our student paraprofessionals (MSAs) and programs that we provide.

MSP supports Gallaudet in its effort to "value and nurture the wealth of cultural, linguistic and ethnic diversity that enriches our community. Those who want to expand their intellectual horizons beyond the classroom can attend a variety of programs that celebrate culture, present diverse viewpoints, and foster diversity awareness.

**Health and Wellness Programs**

Ely Center, Room 103

Health and Wellness Programs (HWP) is a unit of Student Affairs that seeks to enhance the well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices in accordance with their own values and belief systems. By supporting students on behavior and lifestyle change via the dimensions of wellness—physical, mental, emotional, spiritual, social, and environmental—HWP helps students become more successful members of the academic community.

Outreach to the campus community is achieved through several different programs

**Peer Health Advocates (PHAs)**

The Coordinator of HWP trains students as Peer Health Advocates (PHAs) in collaboration with on- and off-campus departments and organizations to educate their peers about current health issues through individual, group, and community initiatives.

**Health Promotion Events and Resources**

Health Promotion Events and Resources include a variety of educational workshops, awareness weeks, health booths, dramatic performances, role-plays, activities, health fairs, flyers, banners, bulletin boards, bathroom tips, brochures, publications, materials, health assessments, one-on-one sessions, and referrals to on- and off-campus health resources and services that are available free to the campus community.

**E-Mail Health**

E-Mail Health is a service available to individuals who need answers to health and wellness-related questions via [pha@gallaudet.edu](mailto:pha@gallaudet.edu).

**Sexual Misconduct Response**

The Coordinator of HWP serves as the central source of information and referral for students who may have experienced sexual misconduct on campus and for faculty and staff who desire assistance in helping a student who has come to them.

**Alcohol and Drug Education**

HWP provides alcohol and drug online courses, workshops, follow-up one-on-one sessions, and other educational activities for students who may need assistance with prevention or behavior-change strategies.

**Don't Cancel That Class**

This program encourages faculty who would otherwise cancel a class session to keep their students in class. HWP sends either PHAs or professional staff to conduct a workshop during the class time (with at least one week's notice), instead of cancelling it.

**Office of Student Conduct**

Ely Center, Room 103

As members of the University community, students have certain responsibilities and obligations, including satisfactory academic performance and responsible social behavior. The Office of Student Conduct handles alleged violation violations by students of the established standards of behavior set forth in the Student Code of Conduct and other University policies, through appropriate disciplinary processes. It is the intent of the student conduct program that the University, in handling disciplinary issues, will continue the use of discussion, counseling, mediation, and other existing procedures, as long as such measures are appropriate and prove to be effective in maximizing the educational experience of the student(s) involved. More information about the Student Conduct Program and the disciplinary processes can be found in the Gallaudet University Student Handbook.

**STUDENT ACTIVITIES****Athletics and Intramural Sports**

Gallaudet students have participated in intercollegiate sports since 1883. The University is a member of the Capital Athletic Conference and the National Collegiate Athletic Association (NCAA) Division III. Varsity sports at Gallaudet include men's and women's basketball, outdoor track and field, cross country, swimming, soccer, and cheer-leading. Exclusive women's sports are softball and volleyball. Exclusive men's sports are baseball and football.

The Athletics department also offers an intramural sports program including: women/men flag football, women/men volleyball, coed Wallyball, coed racquetball, men/women basketball, women/men softball, women/men indoor soccer, 3 on 3 Basketball, women/men wall dodgeball, Ping Pong, Chess, Wrestling, and Floor Hockey.

**Campus Ministries**

The Office of Campus Ministries, staffed by volunteer and part-time religious workers (Assemblies of God, Baptist, Episcopal, Lutheran, Jewish, Latter Day Saints, Methodist, Roman Catholic, and Seventh Day Adventist) offers regular religious services as well as these activities: counseling on religious matters; special discussion groups dealing with moral issues, world problems, and premarital concerns; special community service projects with student involvement; vocational counseling for students interested in work as clergy, lay workers, or workers in religious schools for deaf students; social activities; and student religious fellowship groups for the various denominations and faiths.

### **Graduate Student Association**

The Graduate Student Association (GSA), a division of the Student Body government, is the organization through which graduate students govern themselves, plan activities for the campus, and work with the faculty, staff, and administrators on matters of general interest to the graduate school. Students automatically become members of the GSA. The GSA has representatives from each department and presents many academic and cultural activities during the year. Through the GSA, graduate students sit on many faculty and university committees.

### **Student Organizations**

The Campus Activities unit supports a variety of student organizations including student government, student newspaper and year book, fraternities and sororities, and other organizations of students with similar interests or backgrounds.

### **Student Publications**

*The Buff and Blue* is an independent campus newspaper published weekly by University students from September to May. Students interested in reporting, writing, or editing can become members of the *Buff and Blue* staff. *The Tower Clock* is the University year book and offers opportunities for students who are interested in layout, photography, or editing.

## **CULTURAL ACTIVITIES**

### **Visual Arts**

The Washburn Arts Center houses the Art Department and boasts a beautifully designed, 2,500 square-foot gallery with hardwood floors, temperature and humidity controlled environment, and multi-directional lighting capability. The first floor also includes a large lobby area, 13 offices for faculty and staff members, an office work area, and an enlarged ceramics/sculpture studio. On the second floor are three technology-equipped classrooms, two large computer graphics labs, a full photography suite, painting and drawing studios, and a design studio.

Visiting artists offer master classes and lectures, and student art exhibitions are often on view. The Deaf Way II Arts Festival held during Deaf Way II in 2002 brought deaf artists from all over the world, who exhibited in Washburn as well as other galleries in the Washington, D.C. area. Deaf Way II art works can now be seen in many campus buildings.

The old Gate House, used as a residence for the school watchman until 1927, was also recently refurbished, and has become a studio where artists can work regardless of medium. It is also used for both student and visiting artist exhibits.

### **Performing Arts**

#### *Elstad Auditorium*

Gallaudet's Theatre Arts Department is well-known for its unique productions and the opportunities it provides for students to participate in the performing arts.

Productions for the 2007-08 school year included: *GOYA: En la quinta del sordo (in the house of the deaf man)* written and directed by Willy Conley and Iosif Schneiderman; *Deaf World Odyssey* written and directed by Angela V. Farrand; and Aeschylus', *Agamemnon*, adapted and directed by Ethan Sinnott.

Productions for the 2008-09 school year will be: "*Are Your Ears BLIND?*" directed by President Fellow, Monique Holt; August Wilson's *Fences* directed by Theatre Arts Department faculty member Ethan Sinnott; *The 1st One-Act Play Festival*, a showcase of student directors; and *Urinetown, The Musical* directed by President Fellow, Monique Holt.

### **Gallaudet Dance Company**

The Gallaudet Dance Company is a performing group of approximately 15 dancers, all undergraduate or graduate students at Gallaudet. Each dancer's background is different—in terms of hearing loss, preferred communication mode, secondary school education, and current major field of study as a University student. Regardless of background and experience, all the dancers are excellent communicators. They rely on their vision as their primary mode of communication and communicate through their dancing in a range of styles, including dance that uses American Sign Language as its foundation.

# Graduate School & Professional Programs

*Carol J. Erting, Ph.D., Dean  
Fowler Hall, Room 210*

The Graduate School and Professional Programs (GSPP) offers both undergraduate and graduate degrees and certificates leading to professional preparation and certification in a variety of fields. Students enter Gallaudet's graduate programs to receive advanced education to become leaders in their fields. A graduate degree from Gallaudet signifies the highest level of professional education available for individuals working in occupations serving deaf people. GSPP departments with graduate programs and the degrees or certificates they offer include:

#### **Administration and Supervision:**

- Ph.D. in Special Education Administration
- Ed.S. in Change Leadership in Education
- M.S. in Administration
- Certificate in Leadership
- Certificate in Management

#### **Counseling**

- M.A. in Mental Health Counseling
- M.A. in School Counseling and Guidance
- Combination M.A. in School Counseling with Deaf Students and a Certificate in Cultural Diversity and Human Services (Summers only)
- Certificate in Cultural Diversity and Human Services

#### **Education**

- Ph.D. in Deaf Education
- Ed.S. in Deaf Education
- M.A. in Deaf Education: Teacher Preparation Program (specializations in family-centered early education, elementary, secondary, and multiple disabilities)
- Master Arts in Teaching (M.A.T.) in American Sign Language/English Bilingual Deaf Education (K-12) Program
- M.A. in Deaf Education: Advanced Studies
- M.A. in Deaf Education: Special Programs in Deaf Education

#### **Educational Foundations and Research**

- M.A. in International Development
- Certificate in International Development

#### **Hearing, Speech, and Language Sciences**

- Au.D. in Audiology
- Ph.D. in Audiology
- M.S. in Speech-Language Pathology
- Non-clinical M.S. in Hearing, Speech, and Language Sciences

#### **Interpretation**

- M.A. in Interpretation

#### **Linguistics**

- Ph.D. in Linguistics
- M.A. in Linguistics

#### **Physical Education and Recreation**

- M.S. in Leisure Services Administration

In addition, GSPP houses centers and institutes of advanced studies, outreach, research and offices that support graduate education at Gallaudet. The Gallaudet Research Institute is world renowned for its studies of deaf and hard of hearing people in the United States and the Visual Language and Visual Learning (VL2) Center was funded in 2006 as a NSF Science of Learning Center. The Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement is a national project funded by the United States Department of Education, National Institute on Disability and Rehabilitation Research (NIDRR) in the Office of Special Education and Rehabilitation Services (OSERS). The objective of the project is to conduct research programs that promote technological solutions to problems confronting people who are hard of hearing. Funding for the RERC-HE began in 2003. GRI, VL2 and RERC offer opportunities for graduate students to become involved in research with interdisciplinary teams of scientists. The GSPP Enrollment Office coordinates all marketing, recruitment, and admissions, and financial aid for all graduate and professional studies courses and programs. The Office

of Graduate School Curriculum, Policy, and Operations coordinates the central functions of the Graduate School, student records, graduate student orientation, and commencement, and also serves as liaison between the office of the Dean and the Council on Graduate Education. The Office of Sponsored Programs coordinates efforts to acquire external grants and contracts for faculty and staff throughout the campus community.

The Dean of the Graduate School and Professional Programs has academic oversight of the nine departments making up the school, but also maintains oversight of the graduate programs offered in the College of Liberal Arts, Sciences, and Technologies in the Departments of American Sign Language and Deaf Studies, Government and History, Psychology, and Social Work. The Dean is an ex officio member of the Council of Graduate Education, which develops and maintains policies and standards for all Gallaudet graduate programs.

The Office of the Dean of the Graduate School and Professional Programs also offers courses in support of students at different stages in their graduate careers at Gallaudet. They are listed under "Graduate Professional Studies" in the Courses section of this catalogue.

## ADMINISTRATION AND SUPERVISION (ADM)

### Graduate Faculty:

William J. A. Marshall, Ed.D. (Chair);  
Francis M. Duffy, Ph.D.; Madan M Vashista, Ph.D.

### About the Department:

The Department of Administration and Supervision, established in 1975, prepares future leaders for positions in special education and deaf education administration at P-12 and postsecondary levels and in human service agencies. The department also prepares educators at the post-master's level to lead change in school systems. Programs are open to hearing, deaf, and hard of hearing students. In addition to a broad assortment of required and elective course offerings from the department, elective courses are available through the Consortium of Universities of the Washington Metropolitan Area.

The department currently offers the following degrees and certificates, which are described, along with admission requirements, on subsequent pages:

1. Doctor of Philosophy in Special Education Administration
2. Education Specialist in Change Leadership in Education
3. Master of Science in Administration
4. Certificate of Leadership
5. Certificate of Management

Faculty members have extensive practical experience in administration and are recognized for their national and international leadership in professional associations as well as for their research and publications in the field.

The department has established a consortium-like agreement with the University of Arizona's Ph.D. program in special education and rehabilitation. This program allows doctoral students from both institutions to take a semester of coursework at each other's campuses with no additional charge in fees or tuition. The department also has a joint-degree master's program with the University of New Hampshire at Plymouth, N.H., in Special Education Administration.

The Doctor of Philosophy and Education Specialist degree programs are part of Gallaudet's Professional Education Unit which is fully accredited by the National Council on Accreditation of Teacher Education (NCATE). Students who wish to qualify for an administrative or supervisory certificate from their state or from the Conference of Educational Administrators of Schools and

Programs for the Deaf (CEASD) must request a copy of their state department of education's or CEASD certification requirements and tailor their programs of study accordingly.

Students who have been enrolled in another Gallaudet graduate program for at least a semester may apply to enter the department's Master of Science or Education Specialist programs as "simultaneous degree students." According to Gallaudet's simultaneous degree policy they may transfer up to nine credits (three courses) from their "home" program. Since both the M.S. and Ed. S. degree programs are 30 credits long, the simultaneous degree option may allow students to obtain one of these degrees after earning 21 credits within the department (18 credits of coursework and a 3 credit internship or field experience). To exercise the simultaneous degree option, students must discuss the possibility with the Administration and Supervision faculty coordinator of simultaneous degrees, must secure signatures on a letter of agreement from a faculty advisor and the department chair of the "home program," and must complete and submit a new graduate school application and pay the appropriate fees. If a student accepted into the simultaneous degree program decides to resign from his or her home program, then he or she must also resign from the simultaneous degree program in the Department of Administration and Supervision.

### Ph.D. in Special Education Administration

The doctoral program in special education administration is available to experienced professional educators and human services professionals who meet admission requirements for this program. Applicants must have a master's degree in special education, deaf education, or human services. This program *is not* for applicants seeking an advanced degree in business administration.

The program of study for each student is designed in cooperation with a Program Advisory Committee (PAC) composed of faculty members and the student. The student selects his or her own PAC. A minimum of two members must be from the Department of Administration and Supervision, while other members may be from outside the department.

### Admission Requirements for the Doctor of Philosophy Program in Special Education Administration

#### Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.

- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

#### Checklist of requirements specific to this program:

##### Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three names + Phone Numbers and E-mail Addresses
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
	Videotape of Signing and/or English?	No

##### Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Recommended
<input type="checkbox"/>	Month of Interviews	No Set Dates
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI
<input type="checkbox"/>	English Evaluation?	TOEFL for Foreign Students

##### Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Yes, in Special Education or Human Services
	Required Undergraduate Major?	No
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Three Credits Each in Multicultural Education, Research, and Deafness 12 Credits in Special Education
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Minimum 5 yrs. Paid, Full-time Professional Experience in Special or Deaf Education, or Human Services

<input type="checkbox"/>	Prior Certification?	Yes for Education Administration Students
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	No Set Date
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Transfer Credit Hours**

Doctoral students may transfer a maximum of 12 credit hours from appropriate previous post-master’s coursework taken within the last five years. Decisions about transfer credit hours are made by the department chair in consultation with the student and concurrent approval by the PAC.

**Program of Study: Ph.D. in Special Education Administration**

1. Major Core (30 credit hours).

- ADM 788\* Organization and Administration of the American Education System (3)
- ADM 796 Executive Communication Skills (3)
- ADM 809 Theory of Management and Leadership (3)
- ADM 810 Public Policy and Persons with Disabilities (3)
- ADM 821 Issues in the Administration of Programs for People with Disabilities (3)
- ADM 822 Executive Management Skills (3)
- ADM 834 Program Development and Evaluation in Special Education and Human Services (3)
- ADM 837 Interpersonal and Group Behavior in Organizations (3)
- ADM 838 Organization Development and the Management of Change (3)
- ADM 880 Human Resource Administration (3)
- ADM 888 Higher Education Organization and Administration (3)

\*ADM 888 may be substituted for ADM 788

2. A minimum 12 credit hour sequence of Research Tools is mandated for all doctoral students. Students without prior graduate coursework in research are required to take EDF 720, Introduction to Basic Concepts and Methods of Educational Research, prior to beginning this sequence. Once the sequence is started, it must not be interrupted.

- EDF 801 Principles of Statistics I (3)
- EDF 802 Principles of Statistics II (3)
- EDF 810 Advanced Research Design I (3)
- EDF 811 Advanced Research Design II (3)

Students are encouraged to take EDF 803, Multivariate Statistics (3). If students are contemplating a dissertation study involving qualitative analysis methodology, then EDF 812, Qualitative Research Methods (3), is mandatory, in addition to the existing 12 credit hour core.

3. *Electives in the Major Field (15 credit hours)*. Students must select a minimum of 15 credit hours of electives that are in synchrony with the student’s professional goals and are approved by the student’s PAC. The following listing of courses is simply a representative sampling and is not meant to be all-encompassing:

- ADM 839 Organization Theory and Design (3)
- ADM 840 Organizational Diagnosis (3)
- ADM 841 Redesigning Organizations (3)
- ADM 842 Advanced Seminar in Educational Administration (Spring) (1-3)
- ADM 845 Curriculum Development (3)
- ADM 855 Field Experiences in Special Education Administration and Supervision (3)
- ADM 858 Supervising and Evaluating Teaching (3)
- ADM 860 Ethics in Management (3)
- ADM 862 Gender Issues in Management (3)
- ADM 865 School and Community Relations (3)
- ADM 888 Higher Education Organization and Administration (3)
- ADM 899 Independent Study (1-3)
- EDF 803 Multivariate Statistics (3)
- EDF 812 Qualitative Research Methods (3)

Students may also select courses from other departments at Gallaudet University or from the Consortium of Universities of the Washington Metropolitan Area (subject to approval of the Program Advisory Committee).

The Ph.D. program requires a minimum of 57 credit hours of coursework, plus three credit hours of internship, plus six credit hours of dissertation. This 66 credit hour total is in addition to whatever has not been satisfied by the 21 credit hours of prerequisites. Seventy percent of all credit hours (excluding the hours for the dissertation and

internship) must be taken at Gallaudet University. This percentage will satisfy the residency requirement.

4. *Internship* ADM 890 (3 credit hours). Students without substantial administrative experience must design and participate in an internship in special education administration. The internship is for a minimum of 360 clock hours. The internship requirement may be waived for students who have substantial documented administrative experience.

5. *Dissertation Research* ADM 900 (minimum of 6 credit hours). Every doctoral student must complete a dissertation. The dissertation must be an original and empirical effort that moves the frontier of knowledge forward in special education administration. During the fall and spring semesters wherein dissertation work is underway, the student must register for three credit hours of ADM 900, even if the minimum of six credit hours has already been reached. Summer registration is not required.

Students select their own Dissertation Advisory Committee (DAC). Each DAC is composed of exactly five members, who themselves possess earned doctorates. The student selects one member as the chair and one member as the research advisor. This latter member is approved in conjunction with the Dean of the Graduate School and Professional Programs (GSPP). Except for highly unusual circumstances approved by the department's chair and the Dean of the GSPP, the chair of the DAC is a faculty member of the Department of Administration and Supervision. A minimum of two members of the DAC must be from the Department of Administration and Supervision, and at least one member must be from outside the department and/or University.

The student works with the chairperson of the DAC and his or her research advisor to develop a defensible dissertation proposal using the guidelines in the *Gallaudet University Dissertation Handbook* available from the offices of the GSPP. Proposals consist of fully developed Chapters 1,2, and 3, including appendices of instruments and informed consent letters approved by Gallaudet's Institutional Review Board (IRB). When the DAC chair and the research advisor approve the draft proposal, the proposal is distributed to the remaining members of the DAC for their review and comments. Once the full committee has reviewed the proposal, the student schedules a defense. At the conclusion of a successful defense, the DAC members sign Form 05, approving the continuation of the dissertation research.

Students complete their dissertation research as described in their proposal, working with their dissertation committee chairperson and research advisor to develop a defensible

dissertation. Once the DAC chair and the research advisor approve the dissertation draft, it is then distributed to remaining members of the DAC for their review and comment. Permission of the chair of the DAC is necessary to schedule and announce the dissertation defense. The defense will only be scheduled when all members of the DAC have reviewed all chapters of the dissertation and all substantive and editorial changes have been incorporated into the document to the DAC chair's satisfaction. The student is responsible for coordinating with the department staff to schedule his or her defense. The student must assure that all timeliness and procedures for which he or she is personally responsible for are followed. Appropriate forms must be completed and submitted to the office of the Dean of GSPP.

The DAC and the Dean of the GSPP must receive the completed document a full 14 calendar days prior to the defense date. If participation in the public commencement event during May is expected by the student, the dissertation defense must occur no later than one calendar month prior to Study Day. Unless otherwise noted, the faculty of the department are under no obligation to participate in more than one defense per week. Thus, early scheduling of defenses must be tentatively made with the department's secretary, with the concurrence of the DAC. Actual permission to proceed with the scheduled defense is arrived at conjointly between the DAC chair and the Dean of the Graduate School and Professional Programs.

#### 6. *Other Mandatory Requirements for the Ph.D. Program.*

In addition to the curricular requirements for the program, each student must comply with the following requirements.

- a. *Pass the Qualifying Examination.* Students must successfully complete the seven-hour Qualifying Examination at the conclusion of 24 credit hours of coursework. Program Advisory Committee (PAC) permission is needed for further coursework beyond this milestone, pending results of the Qualifying Examination. Successful completion of the examination admits a student to Ph.D. candidacy status.
- b. *Achieve Candidacy.* To continue in the doctoral program, students must be admitted to candidacy. The PAC may grant candidacy on either a provisional or full basis. Provisional candidacy means the student has deficiencies that he or she must remediate. Full candidacy means the faculty believe the student is fully capable of completing the program successfully, including completing the dissertation.

- c. *Possess a Disposition for Leadership.* A student's disposition for leadership is an important part of the ongoing assessment of student attitudes, knowledge, and skills. A student's disposition is reflected in his or her demeanor with peers in class, in his or her expressed attitudes about leading people, and in his or her dominant personality traits as identified in a leadership assessment instrument administered in the program. If, in the opinion of the faculty, a student is not disposed to leadership, he or she may be dismissed from the program at any time.
- d. *Have Excellent Communication Skills.* Another important aspect of disposition for leadership is a student's communication skills, including verbal, nonverbal, written, and signed communication. Platform presentation skills are also important. Future leaders in special education, deaf education, and human services need superior communication skills and these will be evaluated throughout the program. It should be emphasized here that writing skills are of paramount importance to students wishing to successfully complete the doctoral program. Students with weak writing skills may be admitted to candidacy on a provisional basis, but they will need to develop a remediation plan and demonstrate proficiency in writing on their comprehensive examination to avoid dismissal following that examination. The PAC approves the evaluation of proficiency in sign language via the Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI). Proficiency levels are determined on a student-by-student basis according to his or her career goals. Oral/Written Competency is also evaluated. Evidence of competence in these areas is attested to by either (a) a paper presented at a professional conference or (b) a publishable article.
- e. *Maintain High Academic Performance.* Another obviously important criterion for admission to candidacy is a student's performance in courses. This criterion is discussed in the "Minimum Standards of Scholarship" section of the Academic Standards and Policies chapter in this catalog.
- f. *Avoid Dismissal from the Program.* Students must be aware that faculty have the authority to recommend the dismissal of a student from graduate programs if, in their professional judgment, that student does not possess the attitudes, knowledge, or skills, partially outlined above, that are needed to join a profession. The "Standards of Professional Behavior and Communication" in the Academic Standards and Policies section of this catalog describes other possible grounds for dismissal.
- g. *Pass the Comprehensive Examination.* Near the end of a student's program of study, each student must successfully pass a three-part comprehensive examination. Part 1 is an open book examination of six weeks duration. Part 2 is a timed, closed-book examination. Students must pass both parts. Students who fail the open book portion of the comprehensive examination may not proceed to the closed book portion of the comprehensive examination. Further, failing the open book portion of the examination may lead to a recommendation to the Dean of the Graduate School and Professional Programs that the student be dismissed from the program. Part 3 is an oral examination in which the student presents a paper on an approved topic reflecting his/her professional expertise. The oral component also allows for an opportunity to address any deficiencies noted in the written portions of the comprehensive examination process.
7. *Statute of Limitations Policy.* Once "Full Candidacy" status is granted at the completion of the Qualifying Examination, the student will have 60 months to mount a successful defense of the dissertation. An additional 12 months may be granted by petitioning the department chair. If, during that 12 months, the dissertation proposal is successfully defended, then an automatic additional 12 months is granted to complete and to defend the dissertation itself. Otherwise, this second 12 month extension is retracted.
- 7 (a). *Restrictive Re-Entry Option.* When all extensions of a student's program of study have been exhausted, a student may be dismissed from the doctoral program. However, the student may re-apply to the program within 12 months of the separation date. The department re-interviews the applicant, giving special attention to the applicant's ability to muster the financial and motivational resources necessary to complete a mandatory 15+ credit hour, 36 month re-entry program, with the following conditions:
- 9 credit hours of course work *within 12 months of re-entry* to update the applicant's knowledge base in: (a) special education policy; (b) administration or ethics; and, (c) advanced statistics or research methodology.

- 1 credit hour under *Continuous Enrollment* while taking *within 14 months of matriculation* a closed-book *Comprehensive Examination*, pending successful completion of all course work within the prescribed time period.
- 3 credit hours of *Dissertation Research* per semester, while successfully composing and defending a dissertation proposal *within 24 months of re-entry*, pending successful completion of the *Comprehensive Examination* within the prescribed time period.
- 3 credit hours of *Dissertation Research* per semester, while successfully completing and mounting the final dissertation defense *within 36 months of the matriculation*.

### Education Specialist (Ed.S.) in Change Leadership in Education

The Education Specialist (Ed.S.) Degree in Change Leadership in Education is a 30-credit hour program providing experienced educators from deaf education and special education settings with the dispositions, knowledge, and skills they need to lead transformational change in their school systems (which include programs, schools, and entire school districts). Applicants must have at least three years of teaching or school administration experience and they must have a current professional certificate from their State Department of Education. The Ed.S. degree program is also offered in collaboration with the Gallaudet Leadership Institute (GLI) for educators working in the field of deaf education. Applicants interested in the GLI should contact the director of that program for admission information. A brief description of the GLI follows the description of this program.

### Requirements for the Ed.S. Program in Change Leadership in Education

#### Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

#### Checklist of requirements specific to this program:

##### Are additional application materials required?

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Names + Phone Numbers and E-mail Addresses
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
	Videotape of Signing and/or English?	No

##### Are there additional application requirements?

	On-Campus Interview?	No
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI
<input type="checkbox"/>	English Evaluation?	TOEFL for Foreign Students

##### Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Deaf Education or Special Education with GPA of B or Better
<input type="checkbox"/>	Required Undergraduate Major?	Special Education or Deaf Education
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Three Credits Each in Deafness, Multicultural Foundations of Education and Basic Education Research
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	3+ Years Paid, Full-Time, Licensed (Certified) Experience in Deaf or Special Education
<input type="checkbox"/>	Prior Certification?	Yes (Teaching or Administrative Certificate)
	Health Certification Requirements?	No
	Police or Other Background Check?	No

#### Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	No Set Date

<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes

### Program of Study: Education Specialist in Change Leadership in Deaf Education

#### 1. Major Core of Courses (15 credit hours).

- ADM 821 Issues in the Administration of Programs for People with Disabilities (3)
- ADM 837 Interpersonal and Group Behavior in Organizations (3)
- ADM 838 Organization Development and the Management of Change (3)
- ADM 839 Organization Theory and Design (3)
- ADM 841 Redesigning Organizations (3)

#### 2. Supporting Courses (12 credit hours).

Students must select 12 credit hours of supporting courses from the following list. Six of these 12 credits may be transferred from previous graduate study. Transfer credits must be approved by program faculty.

- ADM 711 Basics of Management (3)
- ADM 796 Executive Communication Skills (3)
- ADM 809 Theory of Management and Leadership (3)
- ADM 810 Public Policy and Persons with Disabilities (3)
- ADM 834 Program Development and Evaluation in Special Education and Human Services (3)
- ADM 840 Organizational Diagnosis (3)
- ADM 845 Curriculum Development (3)
- ADM 858 Supervising and Evaluating Teaching (3)
- ADM 860 Ethics in Management (3)
- ADM 862 Gender Issues in Management (3)
- ADM 865 School and Community Relations (3)
- ADM 880 Human Resource Administration (3)
- ADM 895 (Special Topic Course) Principles of Finance and Budget (3)
- ADM 895 (Special Topic Course) Educational Leadership Issues (6) (Gallaudet Leadership Institute students only)

#### 3. Internship/Field Experience (3 credit hours)

- ADM 890 Internship (for students without administrative experience) (3); OR,
- ADM 855 Field Experiences (for students with documented, substantial administrative experience) (3)

Total: 30 Credit Hours

#### 4. Final Change Leadership Project.

All students must design and submit a final change leadership project that reflects what they learned in the program.

### The Gallaudet Leadership Institute (GLI)

The Ed.S. Program in Change Leadership in Education has a unique and vital partnership with the Gallaudet Leadership Institute. The GLI was established in October of 2002 as an institute uniquely qualified to provide deaf, hard of hearing, and hearing professionals working in the field of deaf education with programming specifically tailored to their personal and professional needs. The GLI was also chartered to address acute leadership shortages in education and other social service professions, including "deaf-centric" for-profit and non-profit agencies and corporations.

GLI participants enrolled in the Ed.S. Program in Change Leadership in Education are engaged in a variety of non-traditional learning experiences, including cohort building and leadership development activities, online courses, and web-based and other forms of experiential learning. An extensive six-week summer residency is required, followed by an internship or field experiences, as well as the design of a final change leadership project. Questions about specific GLI admission requirements should be directed to Dr. Joseph Innes at: joseph.innes@gallaudet.edu.

### Master of Science in Administration

This program is designed to prepare students for entry-level leadership positions in nonprofit human service organizations, special education, and deaf education. Only applicants with undergraduate degrees in special education, deaf education, or human services will be considered. This is not a business administration program.

### Admission Requirements for the M.S. Program in Administration

#### Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	<b>Standardized Test Scores?</b>	<b>GRE or MAT</b>
<input type="checkbox"/>	References?	Three Names + Phone Numbers and E-mail Addresses
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

	On-Campus Interview?	No
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI
<input type="checkbox"/>	English Evaluation?	TOEFL for Foreign Students

**Are there additional background requirements?**

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	Special Education Deaf Education Human Services (Only people with a degree in one of these areas may apply)
<input type="checkbox"/>	Prerequisite Coursework (Required)?	3 Credits Coursework in Deafness (may be added to program after admission) 2 courses in Sign Language (must be completed during student's first year in the program)
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Prior Professional Experience?	Minimum 3 Years Paid, Full-time Professional Experience in Special Education, Deaf Education, or Human Services
<input type="checkbox"/>	Prior Certification?	Yes (for people interested in education administration)
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	No Set Date
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes

**Program of Study: Master of Science in Administration**

*A. Prerequisite Areas*

A course on deafness  
Sign language skill (students must complete a minimum of 2 sign language courses during their first year in the program)

*B. Core Requirements (18 credit hours)*

- EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)
- EDF 730 Multicultural Foundations of Education (3)
- ADM 711 Basics of Management (3)
- ADM 796 Executive Communication Skills (3)
- ADM 821 Issues in the Administration of Programs for People with Disabilities (3)
- ADM 837 Interpersonal and Group Behavior in Organizations (3)

*C. Electives in the Major Field (9 credit hours)*

- ADM 788 Organization and Administration of the American Education System (3)
- ADM 810 Public Policy and Persons with Disabilities (3)
- ADM 834 Program Development and Evaluation in Special Education and Human Services (3)
- ADM 838 Organization Development and the Management of Change (3)
- ADM 839 Organization Theory and Design (3)
- ADM 840 Organization Diagnosis (3)
- ADM 841 Redesigning Organizations (3)
- ADM 845 Curriculum Development (3)
- ADM 858 Supervising and Evaluating Teaching (3)
- ADM 860 Ethics in Management (3)
- ADM 862 Gender Issues in Management (3)
- ADM 880 Human Resource Administration (3)
- ADM 899 Independent Study (1-3)

**D. Internship/Field Experience (3 credit hours)**

An internship of a minimum of 360 clock hours is required of all students without substantial administrative experience. Students with substantial administrative experience are required to design a set of field experiences.

- ADM 890 Internship (for students without documented substantial administrative experience) (3)  
 ADM 855 Field Experiences (for students with documented substantial administrative experience) (3)

**E. Comprehensive Examination**

All master's degree students must pass a comprehensive examination in their last semester. This examination is designed in collaboration with the student's faculty advisor.

**Certificates in Administration****Certificate of Leadership**

This is a 24-credit learning experience designed in collaboration with an advisor from the Department of Administration and Supervision. There are no examination requirements for the certificate (although specific courses taken may have examination requirements).

**Certificate of Management**

There are two kinds of Certificates of Management: general and specialized. The general Certificate of Management is a 12-credit learning experience composed of 4 courses selected by the student. All courses must be from the Department of Administration and Supervision. The specialized Certificate of Management focuses on organization improvement. To qualify for this special certificate, applicants must have a minimum of three years of paid, full-time employment in special education, deaf education, or human services. The courses for this special certificate are ADM 838, ADM 839, ADM 841, and ADM 837 or ADM 840.

**COUNSELING (COU)****Graduate Faculty:**

Roger Beach, Ed.D. (*Chair*); Jeffrey Lewis, Ph.D.; Linda Lytle, Ph.D.; Kendra Smith, Ph.D.; LaShaun Williams, Psy.D.; Cheryl Wu, Psy.D.; Frank R. Zieziula, Ph.D.

**Adjunct Faculty:**

Nancy Grant, M.S.W.; Alexis Greeves, M.A.; Ruth M. Schilling, M.A.; Rachel St. John, MD.

**About the Department:**

Gallaudet University's Department of Counseling, founded in 1971, prepares highly qualified M.A.-level counselors eligible for licensure as professional counselors in most states. The training provided in this department uniquely prepares graduates to work with individuals who are deaf and hard of hearing, with or without additional disabilities, by developing a core set of competencies in all students with specializations in school and mental health counseling. Since 1971, the department has graduated and placed more than 700 outstanding counselors now working in a wide range of counseling settings throughout the United States.

The department offers the following M.A. programs:

1. M.A. in Mental Health Counseling
2. M.A. in School Counseling and Guidance (Full-time)
3. Combination M.A. in School Counseling with Deaf Students and a Certificate in Cultural Diversity and Human Services (Summers only)
4. Certificate in Cultural Diversity and Human Services

The programs of study are broadly designed to include formal classes and extensive supervised practicum and internship experiences leading to the master of arts degree. The curriculum includes courses from the departments of Counseling; ASL and Deaf Studies; Educational Foundations and Research; and Hearing, Speech, and Language Sciences. Elective courses are also available through the Consortium of Universities of the Washington Metropolitan Area. All counseling programs are open to deaf, hard of hearing, hearing, physically disabled, and physically able people who are eligible for admission to the Graduate School. Provisions are made to facilitate participation of deaf and hard of hearing students in all phases of the programs, via the use of sign language and notetakers.

In addition to the teaching faculty, a large number of outstanding professionals from the Washington, D.C., area lecture and participate in the training programs. Practicum sites are available on and off campus. They include mainstream, day, and residential schools for deaf students as well as public and private agencies serving deaf people. Internship sites are located around the country and include residential schools and postsecondary programs,

community-based counseling centers, and mental health agencies.

Federal grant funds, stipends, and tuition assistance have been made available for students in the mental health counseling program through the Rehabilitation Services Administration, and for school counseling and guidance majors (including summers-only) through the U.S. Department of Education.

Successful communication with deaf, deaf-blind and hard of hearing clients who utilize sign language as their preferred mode of communication requires professional counselors to achieve a minimum ASL proficiency level. Therefore, all Department of Counseling students are expected to demonstrate a required level of proficiency in American Sign Language on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before being allowed to begin fieldwork.

### Mental Health Counseling

This program prepares counselors for placement in mental health agencies, facilities, and programs serving deaf people. Practicum and internship resources include state, local, and federal mental health agencies, addiction programs, psychiatric hospitals, and educational programs serving the needs of emotionally disturbed deaf children, adolescents, and adults. The master's degree program suggests a minimum of 65 credit hours and requires two academic years and one summer semester to complete. The program offers students the opportunity to have a clinical or community counseling emphasis through the fieldwork placement.

Students from this program may participate in practicum activities with the Gallaudet University Mental Health Center. Students who undertake or intend to undertake a practicum experience with the MHC may not also receive clinical services from the center. Such students need to seek practitioners not associated with the MHC and would be responsible for the costs of such services. The MHC maintains a listing of outside service providers, many of whom have reduced fees for Gallaudet students. We recommend that students applying to this program carry health insurance with sufficient mental health benefits to cover the cost of such outside services.

In addition to the Graduate School requirements, the mental health counseling program requires nine undergraduate or graduate credit hours in psychology, including, a course in child development and one in abnormal psychology before entering the program.

The Mental Health Counseling Program is accredited by the Council on Accreditation of Counseling-Related Educational Programs (CACREP). Students are eligible to sit for the National Counselor Examination during their last semester of studies.

### Admission Requirements for M.A. Program in Mental Health Counseling

#### Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

#### Checklist of requirements specific to this program:

##### Are additional application materials required?

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Reference Citing Sign Language Skills?	Yes
<input type="checkbox"/>	Special Essay?	Yes, 3 Essays
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

##### Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Highly recommended
<input type="checkbox"/>	Month of Interviews	Rolling
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI on enrollment
	English Evaluation?	No

##### Are there additional background requirements?

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
	Recommended Undergraduate Major?	Psychology, Social Work

<input type="checkbox"/>	Prerequisite Coursework (Required)?	Child or Human Development Abnormal Psychology Three Additional Credits in Psychology
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	ASL I & II
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	Possible

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
<input type="checkbox"/>	First Date for Consideration of Application?	November 15
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**School Counseling and Guidance**

This program prepares school counselors for placement in educational settings serving deaf and hard of hearing children and deaf children with additional special needs. The program gives a mental health emphasis to the training of school counselors. The age range of deaf students with whom trainees work varies from preschool through postsecondary. The master’s degree consists of a minimum of 65 credit hours and requires two academic years to complete, including the summer between the first and second year of study.

A special summers-only track (60 credit hours) exists for current professionals who are seeking a career change or additional educational credentials. Preference is given to applicants having prior experience in educational programs serving deaf and hard of hearing people and to those with a degree in education to facilitate certification at the state

level. Federal grant funding is provided to students for most tuition and room and board during three summer semesters.

Both programs of study are accredited by the National Council on Accreditation of Teacher Education Programs (NCATE) and the Council on Accreditation of Counseling-Related Education Programs (CACREP). In addition to the Graduate School requirements, the school counseling and guidance program requires undergraduate or graduate courses in child or human development and abnormal psychology, and one additional course in psychology (nine hours total).

**Admission Requirements for M.A. Program in School Counseling and Guidance (Including Requirements for the Summer-Only Option)**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor’s degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor’s degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to these programs:**

**Are additional application materials required?**

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Reference Citing Sign Language Skills?	Yes
<input type="checkbox"/>	Special Essay?	Yes, 3 Essays
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Highly Recommended
<input type="checkbox"/>	Month of Interviews	Rolling

<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI on Enrollment
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	Psychology, Social Work
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework Required for full-time students?	Child or Human Development Abnormal Psychology Three Additional Credits in Psychology
<input type="checkbox"/>	Prerequisite Coursework Required for summers-only students?	General Psychology Abnormal Psychology Audiology
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	ASL I and II
<input type="checkbox"/>	Prior Professional Experience?	Experience Working With Children Desired
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Prior to Practicum Placement

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
<input type="checkbox"/>	First Date for Consideration of Application?	November 15
<input type="checkbox"/>	Summer Admission Possible?	Only for Summer-Only Option
<input type="checkbox"/>	Fall Admission Possible?	Yes (except Summers-Only)
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
	Weekend and Evening Study Possible?	No

**Core Program of Study**

Here is a listing of core courses required of students majoring in either school counseling and guidance or mental health counseling. Students usually take 12-15 credit hours per semester.

**Required Courses for Mental Health Counseling Majors**

*Semester I - Fall*

- COU 710 Orientation to the Profession of Mental Health Counseling (3)
- COU 717 Lifespan Development (3)
- COU 721 Foundations in Helping Skills I (3)
- COU 732 Theories and Approaches in Counseling and Psychotherapy (3)
- EDF 730 Multicultural Foundations of Education (3)

*Semester II - Spring*

- COU 709 Psychosocial Aspects of Deafness (3)
- COU 714 Adult Psychopathology (3)
- COU 716 Psychopharmacology for Counselors (1)
- COU 740 Practicum in Counseling Deaf People (3-4)\*
- COU 748 Principles of Assessment in Counseling (3)
- COU 753 Group Psychotherapy (3)

*Summer Session*

- COU 728 The Cycle of Substance Abuse (3)
- COU 736 Organization and Administration of Human Services (3)
- COU 740 Practicum in Counseling Deaf People (3-4)\*

*Semester III - Fall*

- EDF 720 Introduction to Basic Concepts and Methods of Educational Human Services (3)
- COU 715 Family Therapy (3)
- COU 734 Lifestyles and Career Development (3)
- COU 740 Practicum in Counseling Deaf People (3-4)\*
- COU 768 Techniques and Skills in Psychotherapy (3)

*Semester IV - Spring*

- COU 790 Internship in Counseling Deaf People (8-12)\*

\*Each student will be required to take a Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) and attain a rating of Intermediate before being allowed to enter COU 740: Practicum. A rating of Intermediate Plus must be attained before beginning COU 790: Internship.

**Required Courses for School Counseling and Guidance Majors**

- Semester I - Fall*
- COU 712 Orientation to the Profession of School Guidance Counseling (3)
- COU 717 Lifespan Development (3)
- COU 721 Foundations in Helping Skills I (3)
- COU 732 Theories and Approaches in Counseling and Psychotherapy (3)
- EDF 730 Multicultural Foundations of Education (3)
- Semester II - Spring*
- COU 709 Psychosocial Aspects of Deafness (3)
- COU 748 Principles of Assessment in Counseling (3)
- COU 751 Group Counseling with Deaf Students in Schools (4)
- COU 758 Counseling Deaf Students with Additional Special Needs (3)
- COU 716 Psychopharmacology for Counselors (1)
- COU 740 Practicum in Counseling Deaf People (3-4)
- Summer Session*
- COU 702 Play Therapy (3)
- COU 703 Substance Prevention for Children and Youth (3)
- Semester III - Fall*
- HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (2)
- COU 734 Lifestyles and Career Development (3)
- COU 737 Organization and Administration of School Guidance Programs (3)
- COU 740 Practicum in Counseling Deaf People (3-4)\*
- EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)
- COU 715 Family Therapy (3)
- Semester IV - Spring*
- COU 790 Internship in Counseling Deaf People (8-12)\*

- First Fall*
- COU 772 Cultural Diversity Encounter (3)
- First Spring*
- COU 717 Lifespan Development (3)
- Second Summer*
- COU 709 Psychosocial Aspects of Deafness (3)
- COU 732 Theories and Approaches in Counseling and Psychotherapy (3)
- COU 751 Group Counseling with Deaf Students in Schools (4)
- Second Fall*
- COU 740 Practicum in Counseling Deaf People (3-4)\*
- Second Spring*
- COU 703 Substance Prevention for Children and Youth (3)
- Third Summer*
- COU 734 Lifestyles and Career Development (3)
- COU 737 Organization and Administration of School Guidance Programs (3)
- COU 748 Principles of Assessment in Counseling (3)
- Qualifying Examination
- Third Fall*
- COU 790 Internship in Counseling Deaf People ( 8-12)
- Third Spring*
- COU 716 Psychopharmacology for Counselors (1)
- EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)
- Fourth Summer*
- COU 715 Family Therapy (3)
- COU 773 Multicultural Interviewing and Assessment (3)
- COU 774 Multicultural Strategies and Interventions (3)

**Required Courses for Summers-Only Combination Masters Degree in School Counseling with Deaf Students and a Certificate in Cultural Diversity and Human Services**

- First Summer*
- COU 712 Orientation to the Profession of School Guidance Counseling (3)
- COU 721 Foundations in Helping Skills I (3)
- COU 770 Diversity Foundations I (3)
- COU 771 Diversity Foundations 2 (3)

Total Number of Core Hours Required: 69

**Certificate Program in Cultural Diversity and Human Services**

Effective multicultural work requires practitioners to develop continuing awareness of self and increased knowledge and practical understanding of others' world views and consequent behaviors. Work with multicultural clients and communities requires skills for engaging increasingly diverse clients, colleagues and organizations. Multiculturalism includes deaf culture as one of many cultural reference groups.

The Certificate program is a two year, 15 credit program of studies. Students complete two courses, over a two week period, during each of two consecutive summers. In addition, students complete a three-credit field experience (cultural encounter) during the academic year between their two summers of study.

This certificate program offers opportunities for study on three inter-related areas. These are: (1) to study cultural identity and its implications from theoretical, personal and experiential perspectives; (2) to provide intensive student-focused learning about specific multicultural issues and groups utilizing a wide range of learning techniques; and (3) to address complex multicultural approaches, skills, tools, resources, and alliance-building in handling multiculturally competent assessments and interventions. The application of this knowledge is with clients aged birth through young adults and their families in which deafness/hearing loss and cultural diversity are present. Areas (1) and (2) focus on increased multicultural awareness and knowledge base; area (3) focuses on skill development.

The certificate program includes five 3-credit courses.

*Summer I: Consecutive classes, M-F*

- COU 770 Diversity Foundations 1 (3 credits, first week )  
 COU 771 Diversity Foundations 2 (3 credits, second week)

*Fall*

- COU 772 Cultural Diversity Encounter (online discussions and supervision) (3 credits)  
 Includes a de-briefing of this experience over the mid-winter weekend (Martin Luther King weekend).

*Summer II: Consecutive classes, M-F*

- COU 773 Multicultural Interviewing and Assessment (3 credits, first week)  
 COU 774 Multicultural Strategies and Interventions (3 credits, second week, plus Saturday morning culminating activity and evaluation)

## EDUCATION (EDU)

### Graduate Faculty:

Cynthia Neese Bailes, Ph.D. (*Chair*); Barbara Bodner-Johnson, Ph.D.; Carol J. Erting, Ph.D.; Maribel Garate, Ph.D.; Simon I. Guteng, Ph.D.; Jan Hafer, Ed.D; Amy Hile, M.A.; Patricia L. Hulsebosch, Ph.D.; Joseph Innes, Ph.D.; Brenda Kruse-McConville, M.A.; Richard Lytle, Ph.D.; Fred R. Mangrubang, Ph.D.; Julie Mitchiner, M.A.; Marilyn Sass-Lehrer, Ph.D.; Laurene Simms, Ph.D.; Helen R. Thumann, Ph.D.; Lillian Tompkins, Ph.D.; Florence Vold, M.A.; Christina Yuknis, M.A.

### About the Department:

The history of Gallaudet University's Department of Education dates back to 1891 when a "Normal Department" was established on campus to train teachers of deaf children. Although the department values its history, it prides itself primarily on its ability to adapt to changing times and new challenges in the field of educating deaf and hard of hearing students.

The department today offers graduate and postgraduate programs to prepare professional personnel to work with all ages of deaf and hard of hearing children in various kinds of educational programs and settings. Programs are designed to meet students' individual needs and interests and are open to hearing, deaf, and hard of hearing individuals.

The department currently offers the following graduate professional preparation programs:

1. Ph.D. in Deaf Education.
2. Ed.S. (Education Specialist) in Deaf Education. (available only by special arrangement).
3. M.A. in Deaf Education: Teacher Preparation Program (specializations in family-centered early education, elementary, secondary, or multiple disabilities).
4. Master of Arts in Teaching (M.A.T.): American Sign Language/English Bilingual Deaf Education (K-12) Program.
5. M.A. in Deaf Education: Advanced Studies (for experienced teachers of deaf and hard of hearing students).
6. M.A. in Deaf Education: Special Programs in Deaf Education (for individuals not seeking teacher certification).

Both coursework and practicum experiences are important preparation components. All programs involve exposure to professional organizations, agencies, and educational facilities related to the education of deaf and hard of hearing students, and provide for involvement in schools and classes. The department strongly recommends that students have both a car and a computer in order to benefit fully from course work and field experiences.

The department has highly qualified and experienced full-time faculty members with national and international reputations in the education of deaf and hard of hearing students. Publications and presentations based on faculty research and other scholarly activities contribute to the advancement of knowledge and techniques for working with deaf and hard of hearing children and youth.

The department's conceptual framework reflects an overall theme of excellence and appreciation of diversity; emphasizes the right of deaf individuals to maximum participation and leadership in all aspects of life as well as the right to access language, communication, and education which will enhance the development of the necessary knowledge, skills, and dispositions for decision-making and assuming responsibilities in all aspects of society.

*Connection is at the heart of Gallaudet's education programs. At Gallaudet we emphasize that all of our professional work in deaf education is embedded in multiple contexts, and we promote connections to and among these contexts. These contexts include: Cultures, Communities, Families, Schools, Universities, and Professions. Graduates of our programs are able to communicate with, respond to and build on lives in and out of schools to assure that all students learn to their highest potentials.*

The Department of Education's model of professional preparation and development values American Sign Language and English as equally important for facilitating curriculum content and cultural literacy; the model supports the development of reflective professionals who review the teaching-learning process and engage in critical appraisal and problem-solving. The Department of Education prepares professionals to interact and communicate fluently with deaf and hard of hearing people and with children and youth with diverse family backgrounds and learning characteristics. The department's programs prepare graduates for advocacy and leadership roles, and to establish partnerships with deaf adults, parents, colleagues from multiple disciplines, and community and professional organizations.

Students desiring licensure by state education agencies should seek advisement about meeting the requirements for a particular state. These requirements vary, and it is the responsibility of the students to be familiar with them and to develop a plan for meeting them. Students who complete the Department of Education's state-approved programs of preparation are eligible for District of Columbia licensure with reciprocity in most states.

Financial assistance may be available to qualified applicants through both the Department of Education and the Office of Financial Aid at Gallaudet. Students are responsible for practicum-related costs. These costs vary, but it is recommended that students be prepared to spend an average of \$1,000 for expenses related to practicum activities. Many opportunities for part-time employment on campus are available to graduate students.

All teacher preparation programs at Gallaudet University are approved by the District of Columbia Board of Examiners under the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The graduate programs are also approved by the Council on Education of the Deaf (CED) and the Council for Exceptional Children (CEC). Gallaudet University is accredited by the Middle States Association of Colleges and Secondary Schools.

There is a one-time fee of \$125 for access to TK20, the Professional Education Programs Unit's online assessment management system. This fee is required for all candidates in programs leading to professional licenses. This fee will be charged during the first semester of enrollment in an educational program.

### **Ph.D. in Deaf Education**

The Department of Education offers the doctor of philosophy degree in deaf education with an emphasis on language and literacy as the foundation for the education of deaf children and youth. The program is available for experienced educators who meet the University's Graduate School admission requirements and those of the department. The program is designed to prepare future teacher educators, with expertise in research, who will provide exemplary leadership in programs preparing teachers of deaf children and youth. Programs of study are cooperatively designed by the student, the student's advisor, and the Department Doctoral Studies Committee (DDSC) to include a concentration area of study under the mentorship of scholars in Deaf Education.

### Admission Requirements for the Ph.D. Program in Deaf Education

#### Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate and graduate study from accredited universities.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

#### Checklist of requirements specific to these programs:

##### Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Indication of American Sign Language Fluency?	Yes
<input type="checkbox"/>	Special Essay?	No
<input type="checkbox"/>	Resume?	Yes
<input type="checkbox"/>	Writing Sample?	Yes (on site during interview)
<input type="checkbox"/>	Indication of Written English Language fluency?	Yes/ASLPI

##### Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Yes
<input type="checkbox"/>	Sign Language Evaluation?	No
<input type="checkbox"/>	English Evaluation?	No

##### Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Deaf Education or Related Field
<input type="checkbox"/>	Required Undergraduate Major?	Education or Related Field
<input type="checkbox"/>	Prerequisite Coursework	EDF 720 or equivalent
<input type="checkbox"/>	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Minimum of 3 years successful classroom teaching experience with Pre-K-12 deaf children and youth

<input type="checkbox"/>	Prior Certification?	CED or the equivalent
<input type="checkbox"/>	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	No

#### Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	April 15
<input type="checkbox"/>	First Date for Consideration of Application?	as reviewed
<input type="checkbox"/>	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	No
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes, Evening Study

#### Transfer Credit Hours

A maximum of 12 post-master's semester credit hours taken *before admission* to Gallaudet's Ph.D. program may be transferred to Gallaudet's Ph.D. program on the condition that: (1) course grades are B or better; (2) courses are relevant to the planned program; and (3) credits have been earned within five years prior to admission into the doctoral program. A maximum of 12 additional credits of coursework may be transferred into the Ph.D. program *after admission* on the condition that: (1) the coursework was preplanned and preapproved by the Department Doctoral Studies Committee, and (2) the sum of all transfer credits applied toward Ph.D. core coursework does not exceed 24 credits.

#### Residency Requirements

A minimum of two consecutive semesters, excluding summer sessions, must be spent at Gallaudet University in full-time study.

#### Program of Study: Ph.D. in Deaf Education

##### 1. Core Courses\*

- All students admitted to the program must complete the core program of studies with grades of B or better:
- EDU 707 The Structures and Applications of American Sign Language and English in the Classroom (4)
  - EDU 820 Proseminar: Doctoral Studies in Education (4)
  - EDU 830 Doctoral Seminar in University Teaching in Education (2)

EDU 831	Doctoral Seminar in Pre-Service Teacher Supervision (2)
EDU 880	Doctoral Studies in Deaf Education (3)
EDU 881	Doctoral Studies in General and Special Education (3)
EDU 885	Language, Culture, and Literacy: Issues in Deaf Education (3)
EDU 886	Theory and Research: Reading and Writing Instruction for Deaf Students (3)
EDU 889	Curriculum and Assessment of Deaf Children and Youth (3)
EDU 893	Practicum in University Instruction (2)
EDU 897	Research Internship (2; repeated four semesters)
EDF 720	Introduction to Basic Concepts and Methods of Educational Research (3) (prerequisite)
EDF 801	Principles of Statistics I (3)
EDF 810	Advanced Research Design I (3)
EDF 812	Qualitative Research Methods (3)

A minimum of one of the following:

- EDF 802 Principles of Statistics II (3)
- EDF 811 Advanced Research Design II (3)
- EDF 895 (Special Topics course) Advanced Qualitative Research (3)

#### 2. *Concentration Area Coursework*

Students take 15-18 semester hours of coursework in their concentration area of study. Concentration area coursework may be taken through universities in the Consortium of Universities of the Washington Metropolitan Area or other accredited universities.

#### 3. *Practica/Internships*

Students complete a 2 credit practicum in university instruction and four 2-credit research internships designed to develop competencies in teaching and research.

#### 4. *Dissertation*

Every student must complete a dissertation for the doctor of philosophy degree. The dissertation must incorporate a research design capable of addressing a theoretical problem in education of deaf children and youth. Over the course of the program, students must register for a total of nine credits (EDU 900). After nine hours are accrued, the student must register for a continuous enrollment until the dissertation is successfully defended to remain in the program.

#### 5. *Qualifying Examination*

The qualifying examination consists of written and oral components and is scheduled after two semesters of

full-time study or when the student has accrued between 18-30 hours.

#### 6. *Comprehensive Examination*

The comprehensive examination consists of written and oral parts and is scheduled on completion of formal coursework, including practicum in university instruction, and the research internships. It must be passed prior to the dissertation proposal defense.

#### 7. *Advancement to Candidacy*

To be eligible for candidacy, students must have completed all program requirements except the dissertation, including: (a) completion of all core and concentration area coursework with grades of B or better, (b) successful completion of both the qualifying and comprehensive exams, (c) completion of the practicum in university teaching and the research internship requirements, (d) meeting the department's residency requirement, and (e) attaining a grade point average of 3.25, excluding transfer credits. Full-time students must reach candidacy within three years and complete all program requirements within seven years after matriculation.

### **Specialist (Ed.S.) in Deaf Education**

The education specialist degree (Ed.S.) is offered only by special arrangement. The Ed.S. in deafness provides specializations in family-centered early education, multiple disabilities, and reading. The Ed.S. program is designed for teachers who have master's degrees in education of deaf and hard of hearing students and who wish to advance their careers.

#### *Admission Requirements*

1. The general admission requirements of the Graduate School described in this catalog.
2. A master's degree from an accredited institution with a grade point average of 3.0 or better.
3. At least two years of successful teaching experience with deaf and hard of hearing students (as shown in supporting documentation from applicant's supervisor).
4. Provisional-level CED certification in the education of deaf and hard of hearing students or equivalent coursework and practicum.
5. Completion of a survey course on the nature and needs of people with disabilities and completion of any prerequisite courses for the student's major.
6. Verification of sign skills sufficient to converse with deaf individuals.

**Program of Study: Specialist (Ed.S.) in Deaf Education**

The 30-35 credit hour program is designed to be completed in three consecutive semesters (fall, spring, summer) or four summers, and includes professional issues courses (5 credit hours); major field or specialization courses (15 credit hours); expanded major, minor, or elective courses (9 credit hours); internship (1-6 credit hours); and proficiency in ASL. A major research project and paper are also required. Possible minor study areas include linguistics, supervision, counseling,

**Residency Requirements**

Eight credit hours of graduate-level coursework meeting requirements of the program may be transferred from another college or university if approved by the student's advisor and the department chair. The education specialist professional issues course and at least 9 credit hours toward the major must be taken at Gallaudet. Remaining courses must be taken at Gallaudet or at schools in the Consortium of Universities of the Washington Metropolitan Area.

**Master of Arts in Deaf Education: Teacher Preparation Program**

The M.A. teacher preparation program prepares entry-level educators seeking state licensure in the area of deaf and hard of hearing students and CED certification in the education of deaf and hard of hearing students. Students may follow a course of study in one of four areas of specialization: family-centered early education, elementary, secondary, and multiple disabilities.

Applicants who need prerequisites may have to take an additional year of studies. Since all undergraduate Education courses at Gallaudet are conducted in ASL, students who wish to fulfill prerequisites courses in education at Gallaudet are only able to do so if they possess adequate ASL skills. It is strongly recommended that applicants complete prerequisites before entering the M.A. teacher preparation program.

The Graduate School admission requirements and program requirements below are essentially the same for all four specializations. Prerequisites and plans of studies vary by specializations, as described below.

**Admission Requirements for the M.A. Teacher Preparation Program in Deaf Education (Including Elementary or Secondary Courses of Study and Specializations in Multiple Disabilities and Family-Centered Early Education)**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to these programs:**

**Are additional application materials required?**

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Special Essay?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	B.A. in Education or appropriate coursework
<input type="checkbox"/>	Prerequisite Coursework (Required)?	(Coursework prerequisites for the various specializations within the M.A. teacher preparation program in deaf education are listed separately in subsequent pages under the "Program of Study" descriptions for each specialization.)
	Standardized Testing Substitute for Prerequisite?	No

<input type="checkbox"/>	Prior Professional Experience?	At least 200 hours of successful paid or volunteer work with infants, children, or adolescents, corresponding to the level for which the applicant is applying.
<input type="checkbox"/>	Prior Certification?	Preferred
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No deadline, but applicants are strongly encouraged to apply by February 15th
	First Date for Consideration of Application?	February 15
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Program Requirements**

To complete the M.A. degree in the teacher preparation program, students must satisfy the following requirements.

1. Completion of graduate degree requirements, as described in the appropriate section of the catalog.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education. Prerequisite coursework for each specialization should be completed prior to the beginning of Practicum II.
3. Successful completion of student teaching or internship (grade of “B” or better). All required coursework must be successfully completed prior to the start of student teaching or internship.
4. A *minimum* of one year of full-time enrollment in the program (usually the last year) is necessary to complete the master’s degree program in teacher preparation due to practicum requirements and the integration of these with coursework. Although students may begin the program on a part-time basis, they cannot obtain the master’s degree in the teacher preparation program through part-time study only.

5. Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of 2+ prior to advancing to candidacy and beginning the second year of graduate study.

The M.A. teacher preparation program is designed to be completed in two academic years, excluding summers. Students are strongly encouraged to take sign language or other prerequisite coursework during the summer prior to beginning the program, however. In addition, some students may elect to take courses during the summer between the two years to lighten the course load during the academic year or to meet American Sign Language proficiency requirements. The table on page 73 shows the typical program length and professional credential outcomes for each of the four M.A. teacher preparation programs.

**Family-Centered Early Education Specialization**

The family-centered early education (FCEE) specialization in education of deaf and hard of hearing children prepares specialists to work with children from birth through 5 years of age who are deaf, hard of hearing, or have multiple disabilities, and their families. Graduates are prepared to fill a variety of roles including early childhood specialist, parent/family educator and consultant, family-child advocate, program developer and manager, and transdisciplinary team member. As such, graduates are qualified to work in public school, clinic, and special school settings with home or center-based early education programs. The course of study in the family-centered early education specialization leads to state licensure in Special Education/Deaf and Hard of Hearing (K-12) and to Council on Education of the Deaf (CED) certification in infant/preprimary. An endorsement in Early Childhood Special Education may be recommended if the candidate has obtained an initial D.C. license in Early Childhood Education (P-3).

**Program of Study**

Students must satisfactorily complete a prescribed course of study for the family-centered early education specialization teacher certification program. The required program of studies requires two full years plus two summers; a three-year plan of studies is recommended for students who lack coursework in Early Childhood Education. The program consists of course work in the following areas (credit hours indicated in parentheses are approximate): education and deafness (3); infant development and assessment (4); working with families and other professionals (5-8); American Sign Language (9); linguistics and language acquisition (7); audiology

and speech development (6); curriculum, instruction, and classroom management (10-16); research and foundations in education (6); field experiences and seminars (12). Copies of the complete sequence of study for the family-centered early education specialization are available from the Department of Education.

**Prerequisite Coursework (or other evidence of knowledge in each area) for Family-Centered Early Education Specialization**

- ❑ Child Development OR Child Psychology
  - Introduction to Exceptional Children
  - General Psychology
  - Educational Psychology or Learning Theory
  - Foundations of Education
  - Curriculum Development
  - Early Childhood Instructional Methods (a minimum of 6 credits covering language arts, mathematics, science, and social studies on early childhood level)
  - Methods of Teaching Reading OR Emerging Literacy
  - Children's Literature
  - World Literature
  - Art
  - Philosophy
  - Mathematics (6 credits college-level)
  - Science (6 credits college-level)
  - Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
  - Deaf Culture (a course or demonstrated experience)
  - Sign Language (2 semesters or demonstrated proficiency)

**Practicum**

An integral part of the family-centered early education specialization is the fieldwork with families and early education programs, undertaken during four semesters of the program. Supervision and coordination with the campus-based course work facilitates the development of skills for working with families in each practicum. The practica are developmental both in terms of the amount of time in the field, which ranges from 42-60 hours the first semester to 350 hours the fourth semester, and the increased responsibility and skill level required of the students.

Practicum sites are chosen to provide students with the opportunity to work with young children, from birth through 5 years and with different disabilities including deafness, and their families, to provide experience in a variety of programs (e.g., school, agency/clinic), and in different types of settings, e.g., home and/or center-based. Programs frequently used as practicum sites in the Washington, D.C., area include the Kendall Demonstration Elementary School (on the Gallaudet University campus), the Maryland School for the Deaf,

early intervention centers and public schools in Prince George's County and Montgomery County, Maryland, and Fairfax County, Virginia.

In addition, students are usually placed in programs out of the area for their final 10-week, full-time internship. These programs include the Pennsylvania School for the Deaf; Virginia School for the Deaf; Colorado Home Intervention Program; Boys Town National Research Hospital in Omaha, Nebraska; and the New Mexico School for the Deaf.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

***Deaf Education at the Elementary or Secondary Level***

Students may follow courses of study that build on backgrounds of various levels and focus on elementary or secondary (junior and senior high school) levels. Graduates are qualified to accept teaching positions in residential, day school, and day class programs and to teach in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in education of deaf and hard of hearing children and to Council on Education of the Deaf (CED) certification in elementary or secondary education.

***Program of Study***

Students must satisfactorily complete prescribed courses of study for the elementary or secondary specialization. The program typically consists of work in these areas (credit hours in parentheses are approximate): education and deafness (3); audiology and speech development (6); sign communication (9); language development (10); curriculum and instruction (9); research and foundations in education (6); and practicum (10). Copies of the complete sequence of required courses for each level are available from the department.

**Prerequisite Coursework (or other evidence of knowledge in each area) for Elementary Deaf Education Specialization**

- ❑ Child or Adolescent Psychology (or Development), OR
  - Developmental Psychology
  - Introduction to Special Education
  - General Psychology
  - Educational Psychology OR Learning Theory
  - Foundations of Education
  - Curriculum Development

Instructional Methods (a minimum of 6 credits covering language arts, children's literature, mathematics, science, and social studies)  
 Instructional Development  
 Educational Technology, OR Media Production  
 Methods of Teaching Reading  
 World Literature  
 Art  
 Philosophy  
 Mathematics (6 credits college- level)  
 Science (6 credits college-level)  
 Social Sciences (12 credits, including one course in world history or cultures and one course in American history)  
 Deaf Culture (a course or demonstrated experience)  
 Sign Language (2 semesters or demonstrated proficiency)

### **Prerequisite Coursework (or other evidence of knowledge in each area) for Secondary Deaf Education Specialization**

- ☐ Child or Adolescent Psychology (or Development), OR
  - Developmental Psychology
  - Introduction to Special Education
  - General Psychology
  - Educational Psychology OR Learning Theory
  - Foundations of Education
  - Curriculum Development
  - Instructional Methods for applicant's content area
  - Instructional Development, Educational Technology, OR Media Production
  - Content Area Courses (thirty or more credits)
  - Methods of Teaching Reading
  - Children's Literature
  - World Literature
  - Art
  - Philosophy
  - Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
  - Deaf Culture (a course or demonstrated experience)
  - Sign Language (2 semesters or demonstrated proficiency)

### **Practicum**

Practical, classroom-based experiences are incorporated into each semester of the program. These experiences include directed observation in school programs and at various agencies and organizations for deaf and hard of hearing people; directed participation during which students serve as teacher aides for two or three half-days per week; and one 10-week period of full-time student teaching. Practicum sites are chosen to provide students with a variety of experiences in settings of different types—day/residential, mainstreamed/self-contained/departmentalized—and in classes using a variety of communication modes and instructional approaches. Programs typically used in

the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George's and Montgomery counties, Maryland. Students are also placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf students in Arizona, California, Colorado, Massachusetts, New York, Texas, and Virginia. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

### **Multiple Disabilities Specialization**

The multiple disabilities specialization prepares teachers to work with deaf and hard of hearing students with accompanying disabilities such as mental retardation, learning disabilities, behavior problems, physical disabilities, or visual disability. The noncategorical preparation addresses needs of students with multiple disabilities across a range of developmental levels and ages. Graduates may obtain positions as teachers in self-contained classes, resource rooms, or as internet teachers for students with multiple disabilities, working in day or residential programs in mainstream or special school settings. The course of study in this specialization leads to dual state licensure in "Special Education/Deaf" and "Multiple Disabilities" and Council on Education of the Deaf (CED) certification in Multiple Disabilities.

### **Program of Study**

Students must satisfactorily complete a prescribed course of study for the multiple disabilities specialization. The program typically consists of coursework in the following areas (credit hours indicated in parentheses are approximate): education and deafness (3); nature and needs of students with multiple disabilities (3); audiology and speech development (6); American Sign Language (9); language development (10); curriculum and instruction for students with multiple disabilities (15); working with families (3); research and foundations in education (6); and practicum (10). Copies of the complete sequence of required courses for the multiple disabilities specialization are available from the department.

Program	Credits	Typical Time Frame	Licensure and Certification
Family-Centered Early Education	68-69	Two calendar years, excluding summers.	An initial licensure in Special Education: Deaf/Hard of Hearing (K-12); Council on Education for the Deaf (CED) certification in Infant/Primary Special Education. (see page 70 regarding the endorsement in ESCE.)
Elementary	57-59	Two academic years, excluding summers.	State licensure in deaf education; CED certification in Elementary.
Secondary	57-59	Two academic years, excluding summers.	State licensure in deaf education; CED certification in Secondary.
Multiple Disabilities	63-65	Two academic years, excluding summers.	State licensure in both deaf education and multiple disabilities; CED certification in Multiple Disabilities.

**Prerequisite Coursework (or other evidence of knowledge in each area) for Multiple Disabilities Specialization**

- ❑ Child or Adolescent Psychology (or Development), OR Developmental Psychology
- Introduction to Special Education
- General Psychology
- Educational Psychology OR Learning Theory
- Foundations of Education
- Curriculum Development
- Instructional Methods (a minimum of 6 credits covering language arts, children's literature, mathematics, science, and social studies)
- Instructional Development
- Educational Technology, OR Media Production
- Methods of Teaching Reading
- World Literature
- Art
- Philosophy
- Mathematics (6 credits college- level)
- Science (6 credits college-level)
- Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
- Deaf Culture (a course or demonstrated experience)
- Sign Language (2 semesters or demonstrated proficiency)

**Practicum**

An integral part of the multiple disabilities specialization is the practicum undertaken during four semesters of the program. Supervision and coordination with the campus-based coursework facilitate the development of instructional and management competencies in each practicum. The practica are developmental both in terms of the amount of time in the field, which ranges from 42-60 hours the first semester to 350 hours the fourth semester, and the increased

responsibility and skill level required of the students. Many practicum facilities are used to provide students with a variety of experiences in settings of different types and with students with different developmental levels, combinations of disabilities, and ages. Programs frequently used in the Washington, D.C., area include the Kendall Demonstration Elementary School (on the Gallaudet University campus), the Maryland School for the Deaf, and day schools, classes, resource rooms, and itinerant placements in Fairfax County, Virginia, and Prince George's County, Maryland, public schools. In addition, students may be placed in programs out of the area for their final 10-week, full-time student teaching placement. These programs include the Arizona School for the Deaf and Blind, Texas School for the Deaf, and The Learning Center. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

**Master of Arts in Teaching (MAT): American Sign Language/English Bilingual Deaf Education (K-12) Program**

While designed for graduates of the Gallaudet university undergraduate programs in Educations, applicants with an NCATE accredited Bachelor's Degree in Education in Early Childhood Education, Elementary and/or Secondary Education from other universities may also qualify. The

MAT: ASL/English Bilingual Deaf Education Program emphasizes the equal importance of ASL and English in the classroom, in the school, in the community, and in society in general. The requirements for the MAT: ASL/English Bilingual Deaf Education Program can be completed in one calendar year (including summer) after completion of a Bachelor's Degree in Education. Candidates in the program will major in Deaf Education at the elementary (K to 8th grade) or secondary (junior and senior high school) level. Graduates are qualified to accept teaching positions in residential, day school programs, and in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in education of deaf and hard of hearing students and to Council on Education of the Deaf (CED) certification in elementary or secondary education.

**Admission Requirements for the M.A.T.: American Sign Language/English Bilingual Deaf Education K-12) Program**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year must submit a final transcript after completing their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Special Essay?	Portfolio of related work experiences and education courses
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Yes
<input type="checkbox"/>	Sign Language Evaluation?	ASLPI score 2+ or higher
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	B.A. or B.S. (from an NCATE accredited program) in Education: ECE, Elementary, or Secondary
<input type="checkbox"/>	Standardized Testing Substitute for Prerequisite?	Praxis I
<input type="checkbox"/>	Prior Professional Experience?	200 or more hours of Education related experiences with deaf/hard of hearing children
<input type="checkbox"/>	Prior Certification?	Preferred
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Yes

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	February 15
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes

	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Program of Study**

Students must satisfactorily complete the prescribed course of study for the MAT program. The program typically consists of work in these areas (credit hours indicated in parentheses are approximate): education and deafness (3); language development (10); curriculum and instruction (9); research and foundations of education (6); practicum (8) and optional work in audiology and speech development (6).

**Practicum**

Practical, classroom-based experiences are incorporated into the fall and spring semesters of the program. These experiences include directed participation during which the students work in classrooms for three half-days per week, and one 10-week period of full-time student teaching.

Practicum sites provide students with a variety of experiences in settings of different types—day/residential, main-streamed/self-contained/departmentalized—and in classes using a variety of communication modes and instructional approaches. Programs typically used in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George’s and Montgomery counties, Maryland. Students are also placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf students in Alabama, Connecticut, Delaware, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New York, South Dakota, Texas, and Wisconsin. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

**Master of Arts in Deaf Education: Advanced Studies**

The Advanced Studies in Deaf Education master of arts program is a 34-36 semester hour program designed

specifically for teachers of deaf and hard of hearing students who have state licensure in deaf education or provisional CED certification (or the equivalent) and who are currently working in the field. Each student follows an individually tailored course of study based on educational background and teaching experience with deaf and hard of hearing students.

The program is designed to provide experienced teachers an opportunity to acquire additional knowledge and skills in deafness and a related area. Graduates may be prepared for an additional specialization and/or certification area.

**Admission Requirements for the M.A. Program in Deaf Education: Advanced Studies**

**Checklist of requirements for application to any Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor’s degree from an accredited university. (Those applying during their final undergraduate year must submit a final transcript after completing their bachelor’s degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Special Essay?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	Deaf Education
<input type="checkbox"/>	Recommended Undergraduate Major?	Deaf Education
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Deaf Education
<input type="checkbox"/>	Standardized Testing Substitute for Prerequisite?	Praxis
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Two Years in Deaf Education
<input type="checkbox"/>	Prior Certification?	Provisional CED or State in Deaf Education
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Yes

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	February 15
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Program of Study: M.A. in Deaf Education: Advanced Studies**

The advanced studies course of study is individually designed by the student and advisor within the following framework (approximate credit hours indicated): advanced foundations in education (9); education and deafness (11-12); cognate area (11-12); independent study (3); and proficiency in ASL.

The cognate areas from which a student may select an area of specialization or related study include multiple disabilities, family-centered early education, language, reading, supervision, and counseling. The independent study is usually done in the cognate area and involves the

development of a project or research paper. A Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of Intermediate Plus is required prior to being advanced to candidacy.

The program may be completed by attendance through full- or part-time study during the academic year and summer. Eight hours of graduate-level coursework meeting the requirements of the program may be transferred from another college or university.

**Special Master of Arts Programs in Deaf Education (42-hour Special Program)**

Special M.A. degree programs are provided, at the discretion of the department, for full-time or part-time students who do not wish to pursue the standard teacher preparation curriculum, (e.g., graduates of undergraduate programs majoring in education of deaf and/or hard of hearing students; teachers of deaf and hard of hearing students seeking professional-level CED certification; teachers who wish to pursue further study; international students). These programs are designed in consultation with the individual student and do not lead to teacher certification or licensure. For a master's degree, the student must satisfy general admission requirements of the Graduate School and the Department of Education, complete the individually planned program, and fulfill all Graduate School degree requirements as listed in this catalog. In addition, a Gallaudet University American Sign Language Proficiency Interview rating of Intermediate Plus is required prior to being advanced to candidacy.

**Admission Requirements for Special M.A. Programs in Deaf Education**

**Checklist of requirements for application to any Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to these programs:**

**Are additional application materials required?**

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	B.A. in Education or Appropriate Coursework
	Prerequisite Coursework (Required)?	No
	Other Undergraduate Coursework?	No
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Yes
<input type="checkbox"/>	Prior Certification?	Preferred
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	February 15
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
	Weekend and Evening Study Possible?	No

**A Summary of Gallaudet University's Title II Report for the Academic Year 2006-2007 Cohort, and a Summary of the Follow-Up Report for the Academic Year 2003-2004 Cohort**

Title II of the federal government's Higher Education Act requires institutions of higher education that receive federal funding to report each year to their state education agency and to the general public about the performance of their teacher preparation program completers on the state teacher licensure tests that are required for the jurisdiction in which they are located.

Although the stated goal of this Title II legislation is to shed light on the quality of teacher preparation programs by demonstrating performance of their program completers on state-required teacher licensure tests, many standardized testing experts in the field of education, including the Committee on Assessment and Teacher Quality, a 17-member panel of testing experts convened in 2001 by the prestigious National Research Council, believe that the quality of teacher preparation programs cannot be judged solely by performance on teacher licensure tests, and many of these experts question the appropriateness of using teacher licensure test scores and institutional pass rates for that purpose. A more in-depth discussion concerning the validity of using teacher licensure test scores and pass rates as a measure of the quality of a teacher preparation program, as well as some important and unique considerations concerning the performance of Gallaudet University's program completers on these required state teacher licensure tests, may be found at the following web site, which includes the full April 2008 Gallaudet University Title II Institutional Report for Academic Year Cohort 2006-2007, and the Title II Follow-Up Report for Academic Year Cohort 2003-2004, that were submitted to the District of Columbia in April 2008: [gradschool.gallaudet.edu/gradschool](http://gradschool.gallaudet.edu/gradschool).

Gallaudet University is the world's leading university educating deaf and hard of hearing students and the professionals who serve them. In accordance with its federally-mandated mission to provide access to a postsecondary education for deaf and hard of hearing students, Gallaudet offers a unique teacher preparation program for undergraduate deaf and hard of hearing students who wish to become teachers in regular education settings. Gallaudet also prepares graduate students (who may be deaf, hard of hearing or hearing) to become teachers of deaf and hard of hearing students. The university is unique and especially suited for its role because it provides the educational opportunities in a setting that values American

FROM GALLAUDET UNIVERSITY'S TITLE II REPORTS, <i>Submitted April 2008</i> TABLE C-1 <i>Single-Assessment Institution-Level Pass-Rate Data: Regular Teacher Preparation Program</i>	Assessment Code Number	# Taking Assessment for Current Report Year Cohort AY 2006-07	# Passing Assessment for Current Report Year Cohort AY 2006-07	Institutional Pass Rate for Current Report Year Cohort AY 2006-07	Statewide Pass Rate for Current Report Year Cohort AY 2006-07	# Taking Assessment -- Follow-Up Report for Cohort AY 2003-04	# Passing Assessment -- Follow-Up Report for Cohort AY 2003-04	Institutional Pass Rate -- Follow-Up Report for Cohort AY 2003-04	Statewide Pass Rate -- Follow-Up Report for Cohort AY 2003-04
<b>Total Number of Program Completers</b> Title II Report for Cohort AY 2006-07 = 11 Follow-Up Report for Cohort 2003-04 = 14									
<b>TYPE OF ASSESSMENT</b>									
<i>Basic Skills</i>									
PPST Reading	710	6	***	***	97%	10	8	80%	98%
PPST Writing	720	7	***	***	98%	10	10	100%	99%
PPST Mathematics	730	7	***	***	94%	11	10	91%	92%
Computerized PPST Reading	5710	4	***	***	99%				
Computerized PPST Writing	5720	3	***	***	99%				
Computerized PPST Mathematics	5730	3	***	***	96%				
<i>Professional Knowledge</i>									
Mathematics Pedagogy	065	1	***	***	***				
<i>Academic Content Areas</i>									
Elem. Education: Curriculum, Instruction, Assessment	011					2	***	***	100%
Elementary Education: Content Area Exercises	012	4	***	***	94%	5	***	***	93%
Elementary Education: Content Knowledge	014	4	***	***	***				
Early Childhood Education	020	1	***	***	100%	3	***	***	100%
Education of Young Children	021	1	***	***	100%				
Mathematics Content Knowledge	061	1	***	***	***				
Math Proofs Models Problems Part I	063	1	***	***	***				
<i>Teaching Special Populations</i>									
Ed Exceptional Students: Core Content Knowledge	353	3	***	***	98%				
Special Education	350					3	***	***	96%

FROM GALLAUDET UNIVERSITY TITLE II REPORTS, <i>Submitted April 2008</i> TABLE C-2 <i>Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program</i>	# Taking Assessment For Current Report Year Cohort AY 2006-07	# Passing Assessment For Current Report Year Cohort AY 2006-07	Institutional Pass Rate for Current Report Year Cohort AY 2006-07	Statewide Pass Rate for Current Report Year Cohort AY 2006-07	# Taking Assessment -- Follow-Up Report for Cohort AY 2003-04	# Passing Assessment -- Follow-Up Report for Cohort AY 2003-04	Institutional Pass Rate -- Follow-Up Report for Cohort AY 2003-04	Statewide Pass Rate -- Follow-Up Report for Cohort AY 2003-04
<b>Total Number of Program Completers</b> Title II Report for Cohort AY 2006-07 = 11 Follow-Up Report for Cohort 2003-04 = 14								
<b>TYPE OF ASSESSMENT</b>								
<i>Aggregate: Basic Skills*</i>	10	8	80%	95%	13	10	77%	94%
<i>Aggregate: Professional Knowledge*</i>	1	***	***	90%	1	***	***	90%
<i>Aggregate: Academic Content Areas*</i>	6	***	***	95%	8	***	***	94%
<i>Aggregate: Teaching Special Populations*</i>	3	***	***	98%	3	***	***	96%
SUMMARY OF INDIVIDUAL ASSESSMENTS**	11	9	82%	91%	14	10	71%	91%

\* *Aggregate Pass Rate - Numerator:* Number who passed all the tests they took in a category (and within their area of specialization). *Denominator:* Number of completers who took one or more test in a category (and within their area of specialization).

\*\* *Summary Pass Rate - Numerator:* Number who passed all the tests they took within their area of specialization. *Denominator:* Number of completers who took one or more tests used by the state (and within their area of specialization).

\*\*\* *Institutional Pass Rate* is not calculated if the cohort taking the assessment is fewer than 10.

Sign Language and English, Deaf culture, and a diverse, multicultural community.

The concept of "unparalleled access for deaf and hard of hearing students" has served to build and maintain Gallaudet's worldwide reputation as a leader in the field of education of deaf and hard of hearing students. Unlike at most other teacher education programs in the country that prepare teachers to work with deaf and hard of hearing students, at Gallaudet instruction in the classroom is bilingual (classroom interactions in ASL with written English accessible to all through the use of electronic technologies) in a setting where all but a few undergraduate students, a large number of graduate students, and many faculty and staff are themselves deaf or hard of hearing, thus providing on one campus the largest number of deaf and hard of hearing professional role models found anywhere in the world. It is imperative that this concept of "unparalleled access for deaf and hard of hearing students" – which is at the core of Gallaudet's federally mandated mission – be kept in mind when one attempts to interpret the institutional pass rates found in Gallaudet University's Title II Reports each year.

**A Note about the Absence of Institutional Pass Rates for Some Assessments for the 2006-2007 Title II Report Cohort and for the 2003-2004 Title II Follow-Up Report Cohort:**

The Title II reporting procedures that are used in calculating institutional and state pass rates for how well program completers performed on state licensure assessments is mandated by the U.S. government. According to Title II legislation, if the number of test-takers for an individual assessment is fewer than 10, then that number of test-takers is not statistically significant, and therefore no pass rate will be calculated for that assessment, in that report year. For the 2006-2007 Title II Report Year at Gallaudet, the cohort (number of test-takers) for nearly every assessment was fewer than 10. The same was true for the 2003-2004 Follow Up Report cohort. For these reasons, the individual assessments and some of the aggregate or summary assessments do not have a calculated pass rate for these two report years.

## EDUCATIONAL FOUNDATIONS AND RESEARCH (EDF)

### Graduate Faculty:

Thomas E. Allen, Ph.D.; M. Diane Clark, Ph.D.; Barbara Gerner de Garcia, Ed.D. (*Chair*); Cynthia M. King, Ph.D.; Thomas N. Kluwin, Ph.D.; Donna M. Mertens, Ph.D.; Amy T. Wilson, Ph.D.

### About the Department:

Offering foundations courses is the major role of the Department of Educational Foundations and Research (DEFER). In providing foundations courses in educational psychology, multicultural education, social science statistics, research methods, school law, and other areas, DEFER provides required and elective courses in areas that provide underpinning for various professional preparation programs.

Each of the courses offered by the department has a multi-disciplinary orientation and each speaks broadly to the needs of students who are training for professional roles in education and human services settings. Whether students are seeking to become teachers, counselors, or administrators, they will have to work collaboratively with professionals from other fields. In order to be effective, DEFER recognizes that its faculty must model what they teach by being leaders in their own fields. This leadership is evident in a number of ways: by the research and publication records of the faculty, by the number and scope of funded projects they have led, by their influence in professional organizations and on campus, and by their work with education and human services agencies. In all that they do, the faculty seek ways to apply scholarship so that it can make a difference in the lives of the members of the community Gallaudet seeks to serve.

DEFER is a pioneer department in the integration of technology in its own teaching practices. The faculty employ state-of-the-art instructional techniques involving multiple formats and delivery systems. The goal in doing so is to provide an intellectually stimulating interactive environment that challenges students to become active agents in their own professional development. Whether the formats involve the use of advanced communication systems in the DEFER laboratory classrooms or the creative use of on-line course delivery systems, the object is to promote student learning in an exciting way that points to the future.

### Master of Arts in International Development

The International Development Masters of Arts Degree prepares present and future professionals to work with federal agencies, international organizations and non-governmental organizations in their overseas assistance programs. Students study topics such as: a)

the theories and strategies of international development over the past sixty five years, b) the micropolitical issues of development, focusing on the actors, processes, and varied agendas that underlie development theories and ideologies, c) international relations which affect economic and social development, d) the political, social and developmental issues surrounding the marginalization of minority groups that result in their continual oppression throughout the developing world, e) program development, implementation, and evaluation within an empowering transformative paradigm, f) project design techniques utilizing participatory models with feasibility, sustainability, and human resources in mind, g) practical methods to gather research data in developing countries, and, h) ways in which gender, poverty and disability have an impact on the development process. Two unique aspects of this degree are that: a) the first year of coursework is completed online and that, b) graduates will learn how to write and implement inclusive policies and practices inclusive of people with disabilities into their own development agency and in overseas foreign assistance projects and programs.

**Admissions Requirements and Standards:**

The student must meet the general admission requirements of Gallaudet University’s Graduate School as specified in the Graduate School catalog.

*Other requirements:*

- A basic understanding of economics and introductory statistics are necessary to complete coursework in Economic Development and Micropolitics. Therefore, students must have passed an introductory course in economics and an introductory course of statistics.
- The ability to communicate across cultures in more than one language is both a distinguishing and expected skill of the international development professional. Therefore, novice ability in reading and writing another language or willingness to obtain novice ability in the first year.
- A videotaped response in American Sign Language to one of two questions asked by the department for review to demonstrate the ability to participate in discussion in a classroom setting.
- Three current letters of recommendation
- Interview with the Department

**Program requirements**

Field work will consist of EDF 780 – Supervised Practicum for Master of Arts Degree in International Development, and EDF 781 – Supervised Internship for Master of Arts Degree in International Development.

Students’ progress will be monitored throughout the program by their advisor. Milestone steps will be the completion of the first year of study, mid-degree portfolio, and their capstone project.

**Portfolio**

The proposed program will require a portfolio which will be posted on the GDOC Blackboard Content System at the completion of course work prior to the initiation of the internship or practicum. The portfolio will be graded as pass/fail and will include:

- a. Essay on their philosophy of development
- b. Selected major papers written for their required courses
- c. Selected presentations prepared for their required courses
- d. Summary of three on-campus or off-campus lectures related to international development and approved by the Program Director
- e. Review of one journal article in the field of International Development
- f. A country study completed in EDF 770
- g. One interview with a professional in the field of International Development completed in EDF 772

**Graduate Certificate Program in International Development**

This graduate certificate program, consisting of five courses, introduces professionals to the field of international development and prepares them to work with federal agencies and non-governmental organizations in fashioning, implementing, and evaluating programs with people with disabilities in developing countries domestically or overseas. All courses are offered online.

**Admission Requirements for the Graduate Certificate Program in International Development**

- Evidence of having received a bachelor's degree from an accredited university.
- Transcripts of all graduate study.
- An application fee of \$50.
- A completed graduate certificate application form.

**Are additional application materials required?**

Standardized Test Scores?	No
References?	No
Reference Citing Sign Language Skills?	No
Special Essay?	No
Resume?	No
Writing Sample?	No
Videotape of Signing and/or English?	No

GRADUATE SCHOOL AND PROFESSIONAL PROGRAMS

Sequence	Course Name	School	Department	Format	Credits
<b>Year One Fall</b>	Introduction to International Development	GSPP	EDF 770	Online	3
	International Relations and Development	CLAST	GOV 791	Online	3
	Introduction to Basic Concepts and Methods of Educational Research	GSPP	EDF 720	Online	3
<b>Year One Spring</b>	Economic Development	GSPP	ECO 714	Online	3
	International Development with People with Disabilities in Developing Countries	GSPP	EDF 772	Online	3
	Project Design and Implementation	GSPP	EDF 835	Online	3
<b>Year Two Fall</b>	Program Development and Evaluation in Special Education and Human Services	GSPP	EDF 834	On campus	3
	Micropolitics of Development	GSPP	ECO 725	On campus	3
	Supervised Practicum for Master of Arts Degree in International Development	GSPP	EDF 780	Off campus	3
<b>Year Two Spring</b>	Gender, Disability and Development	CLAST	EDF 773	Online	3
	Supervised Internship for Master of Arts Degree in International Development	GSPP	EDF 781	Off campus	6

**Are there additional application requirements?**

On-Campus Interview?	No
Sign Language Evaluation?	No
English Evaluation?	No

**Are there additional background requirements?**

Prior Master's Degree?	No
Required Undergraduate Major?	No
Recommended Undergraduate Major?	No
<input type="checkbox"/> Prerequisite Coursework (Required)?	Yes, EDF 730 or equivalent
Standardized Testing Substitute for Prerequisite?	No
Recommended Prior Coursework?	No
Prior Professional Experience?	No
Prior Certification?	No
Health Certification Requirements?	No
Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

Last Date to Submit Completed Application?	No Deadline
First Date for Consideration of Application	No Set Date
Summer Admission Possible?	No
<input type="checkbox"/> Fall Admission Possible?	Yes
<input type="checkbox"/> Winter Admission Possible?	Yes
<input type="checkbox"/> Part-time Study Possible?	Yes
Summers-Only Study Possible?	No
<input type="checkbox"/> Weekend and Evening Study Possible?	Yes, Distance Education Format

**Required Courses for Certificate**

- EDF 770 Introduction to International Development (3)
- EDF 772 International Development with People with Disabilities in Developing Countries (3)
- EDF 834 Program Development and Evaluation in Special Education and Human Services (3)
- EDU 727 Educational Implications of Cognitive, Vision, and Physical Disabilities in Deaf Students (3)
- GOV 791 International Relations and Development (3)

## HEARING, SPEECH, AND LANGUAGE SCIENCES (HSL)

### Graduate Faculty:

Steven Ackley, Ph.D.; Matthew Bakke, Ph.D.; Scott Bally, Ph.D.; Corine Bickley, Ph.D.; Cynthia L. Compton Conley, Ph.D.; Karen Garrido-Nag, M.S.; Wendy Hanks, Ph.D.; Carol LaSasso, Ph.D.; James Mahshie, Ph.D. (Chair); Mary June Moseley, Ph.D.; Chizuko Tamaki, Ph.D.

### Adjunct Faculty:

Claire Bernstein, Ph.D., Gallaudet University; Carmen Brewer, Ph.D., National Institutes of Health (NIH); Maj. Eric Fallon, Ph.D., US Army Center for Health Promotion and Preventative Medicine; Peter Fitzgibbons, Ph.D., Gallaudet University; Amy Georgeadis, M.S., National Rehabilitation Hospital; Kenneth Henry, Ph.D., Professional Hearing Services; Alice Kriesle, Au.D., Prince Georges County Public Schools; Valerie List, M.S., Hospital for Sick Children; Gloria Nathanson, M.S., Gallaudet University; Meredith Ouellette, M.S., The River School; Laura Verdun, M.A., Otolaryngological Associates; Patricia Zebrowski, Ph.D., University of Iowa.

### Clinical Educators:

Antoinette Allen, M.A., (Clinical Services Coordinator), Karen Cotton, M.S.; Lisa Devlin, M.S.; Robin Goffen, M.A.T.; Andrea Hanscomb, M.A.; James Lee, M.S.; Michelle Malta, Au.D.; Jim McCann, M.S.; Kristin Roush, Ph.D.; Rala Stone, M.A.; Mary Pat Wilson, M.S.

### About the Department:

The Department of Hearing, Speech and Language Sciences has offered graduate courses since 1957. It currently offers the following graduate degree programs:

1. Au.D. in Audiology
2. Ph.D. in Audiology
3. Master of Science in Speech-Language Pathology
4. Non-Clinical M.S. in Hearing, Speech, and Language Sciences

The department's M.S. degree program in speech-language pathology was established in 1987. A clinical doctorate in Audiology (Au.D.) was initiated in 1998 to replace a long-standing M.S. program in audiology. Both programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The programs prepare highly trained audiologists and speech-language pathologists for a variety of educational, clinical, and rehabilitative settings.

Each graduate program offers unique opportunities for instruction and independent study within a framework designed to meet the goals and needs of the individual student. Close interaction among students, clinical educators, and faculty is provided in a setting that offers a wide array of academic and clinical experiences. The clinical practicum varies from student to student. On-campus sites include the University's Hearing and Speech Center, the Child Development Center, Kendall Demonstration Elementary School, and the Model Secondary School for the Deaf. Housed in the Hearing and Speech Center are the audiology, speech-language pathology, and aural rehabilitation clinics. The center's professional staff provides the highest quality supervision for students in audiology and speech-language pathology, while also providing services to the Gallaudet and metropolitan D.C. communities.

In addition to the variety of on-campus sites, off-campus affiliations offer the student an opportunity to gain experience through exceptional clinical internships. Among those facilities available are DeWitt Army Medical Center, Kennedy-Krieger Institute, Professional Hearing Services, Montgomery County Society for Crippled Children and Adults, Easter Seal Treatment Center, Maryland School for the Deaf, Arlington-Fairfax Hearing and Speech Center, Fairfax County Health Department, Georgetown University Hospital, Veterans Administration Hospital, hospitals in Mount Vernon, Fairfax County, and Prince George's County, the Listening Center at Johns Hopkins University, and several additional hospital, private practice and public school sites.

### The Doctor of Audiology Program (Au.D.)

The Au.D. program is designed to produce audiologists who are able to function independently in all diagnostic and rehabilitative settings, serving individuals of all ages, including those who are deaf or hard of hearing. The program offers an intensive, broadly based academic curriculum together with integrated sequential clinical experience. The curriculum was developed in accordance with the recommendations and guidelines of the American Speech-Language-Hearing Association (ASHA), the American Academy of Audiology (AAA), and the Academy of Rehabilitative Audiology (ARA).

In addition to providing traditionally strong academic and clinical experience, the Gallaudet University Au.D. program has the unique charge of training audiologists who are proficient in American Sign Language (ASL), who possess extensive understanding of deafness, and who have particular expertise in serving members of the deaf community.

Students accepted into the Au.D. program have the option of selecting a pediatric-educational audiology emphasis (PEAE). The curriculum for students who select this emphasis includes: substituting two required courses for the two program electives, adapting assignments in 12 required courses to pediatric populations, and adapting required practica, internship, and residency experiences to serve pediatric populations. The PEAE option comprehensively addresses the competencies of the Educational Audiology Association as well as the knowledge and skills acquisition (KASA) competencies required for ASHA's Certification of Clinical Competence in Audiology.

The Au.D. staff includes 10 full-time faculty and clinical supervisors, with additional contributions from members of the Speech-Language Pathology faculty, faculty of other University departments, and outstanding adjunct faculty from throughout the Washington, D.C. area.

**Admission Requirements for the Au.D. Program in Audiology**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three Letters (application may be initially reviewed following receipt of two letters)
	Reference Citing Sign Language Skills?	No
	Resume?	No
	Writing Sample?	No

	Videotape of Signing and/or English?	No
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**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Recommended for applicants offered admission*
	Sign Language Evaluation?	No
	English Evaluation?	No

\*phone interview possible

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
<input type="checkbox"/>	Recommended Undergraduate Major?	Speech-Language pathology Audiology or related discipline Communication Sciences/ Disorders
<input type="checkbox"/>	Prerequisite Coursework (Required)?	(Contact department for details)
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Sign Language Course
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	For some practicum settings

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
<input type="checkbox"/>	First Date for Consideration of Application?	February 15
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
	Part-time Study Possible?	No
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Program of Study: Au.D. in Audiology**

Total Credits for Year II: 34

*Year I - Fall*

HSL	814	Acoustics and Instrumentation (3)
HSL	817	Anatomy and Physiology of the Auditory & Vestibular System (3)
HSL	822	Speech and English Language Characteristics of Deaf and Hard of Hearing Individuals (2)
HSL	834	Diagnostic Audiology I (3)
HSL	840	Introduction to Practicum (1)*
ASL	—	Sign Language (2-3)

*Year I - Spring*

ASL	—	Sign Language (3)
HSL	784	Research Methodology in Hearing, Speech, and Language Sciences (3)
HSL	815	Psychoacoustics (3)
HSL	835	Diagnostic Audiology II (3)
HSL	840	Introduction to Practicum (1)
HSL	846	Clinical Applications of Sign Communication I (1)
HSL	850	Amplification I (3)

*Year I - Summer Session*

HSL	824	Aural Rehabilitation I (3)
—	—	Elective (2-3)

Total Credits for Year I: 39-41

*Year II - Fall*

HSL	821	Informational Counseling and Interviewing Skills for Audiologists and Speech Language Pathologists (3)
HSL	841	Clinical Practicum (Diagnostics Audiology) (2)
HSL	842	Clinical Practicum (Aural Rehabilitation) (1)
HSL	847	Clinical Applications of Sign Communication II (1)
HSL	852	Amplification Systems and Hearing Aids II (3)
HSL	861	Pediatric and Educational Audiology (3)

*Year II - Spring*

HSL	826	Aural Rehabilitation: Pediatric (3)
HSL	841	Clinical Practicum (Diagnostics Audiology) (2)
HSL	842	Clinical Practicum (Aural Rehabilitation) (1)
HSL	848	Clinical Applications to Sign Communication III (1)
HSL	855	Communication Technology (3)
HSL	862	Central Auditory Processing Disorders - Evaluation and Remediation (3)
HSL	883	Research Project in Audiology (1) (optional)

*Year II - Summer Session*

HSL	880	Internship in Audiology (2-6)*
HSL	883	Research Project in Audiology (1)
HSL	895	(Special Topics course) Cultural Diversity (1)

\*Students are required to enroll for 4 credits of HSL 880.

*Candidacy Exam**Year III - Fall*

HSL	849	Clinical Applications of Sign Communication IV (1)
HSL	858	Cochlear Implants (2)
HSL	863	Community and Industrial Audiology (3)
HSL	880	Internship in Audiology (2-6)*
—	—	Elective (2-3)
HSL	883	Research Project in Audiology (1)

\*Students are required to enroll for 4 credits of HSL 880.

*Year III - Spring*

HSL	860	Aging and Hearing Loss (3)
HSL	866	Electrophysiological Measures in Audiology (3)
HSL	870	Seminar in Medical Audiology (2)
HSL	880	Internship in Audiology (2-6)*
HSL	883	Research Project in Audiology (1)

\*Students are required to enroll for 4 credits of HSL 880.

*Year III - Summer Session*

HSL	873	Private Practice Development/Clinic Management (3)
HSL	875	Professional Issues (1)
—	—	Elective (if not taken in fall) (2-3)

Total Credits for Year III: 31-33

*Year IV - Fall and Spring*

HSL	890	Residency (6 credits per semester) (12)
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Total Credits: 114-116

**Additional Requirements for the Au.D. Program**

Students must take a minimum of two electives following the first semester of the program. Following the third semester of the program, students must register for HSL 883 (Research Project in Audiology) for each semester until the research project is formally completed.

Also, students must: 1) complete all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Audiology, 2) successfully complete candidacy exams, 3) adhere to the provisions of the ASHA and AAA code of ethics, and 4) successfully complete ASL III and demonstrate ability to effectively communicate with clients.

**Ph.D. in Audiology**

The Ph.D. program in audiology is a post-Au.D. degree program that is primarily designed to prepare candidates for faculty and research positions in universities and other research facilities. The program is unique in that Gallaudet students will be afforded a six-year Au.D.-Ph.D. option,

which is similar to the M.D.-Ph.D. degree in medicine. Candidates who are graduates of the four-year clinical doctoral (Au.D.) program and who possess sign language skills are given priority. Individuals from traditionally under-represented groups (deaf or hard of hearing, and individuals from underrepresented racial-ethnic groups) are especially encouraged to apply. The Ph.D. program is unique in that it has a sign language requirement for both its students and faculty, thereby ensuring that all classes will be fully sign-accessible to deaf and hard of hearing students. Students in the Audiology Ph.D. program will have excellent research opportunities within the department as well as through extensive established clinical and research associations regionally.

Students entering the Ph.D. program from Gallaudet's Au.D. program are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed ASL IV with a grade of B or better. Au.D. students entering the Ph.D. program from non-Gallaudet programs, who have limited sign language skills, are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed ASL III with a grade of B or better. In addition, all Ph.D. students are required to complete the professional sign sequence by the Department.

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three Letters (application may be initially reviewed following receipt of two letters)
<input type="checkbox"/>	Reference Citing Sign Language Skills?	No

	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Recommended
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

<input type="checkbox"/>	Prior Post-graduate Degree?	Au.D. Degree
	Required Undergraduate Major?	No
<input type="checkbox"/>	Recommended Undergraduate Major?	Speech-Language Pathology Audiology or related discipline Communication Sciences/Disorders
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Biology Psychology Linguistics (Contact dept. for details)
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Sign Language Course
	Prior Professional Experience?	No
<input type="checkbox"/>	Prior Certification?	ASHA CCC-A certification
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	For some practicum settings

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
<input type="checkbox"/>	First Date for Consideration of Application	February 15
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
	Part-time Study Possible?	No
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Program of Study: Ph.D. in Audiology***Prerequisites*

- EDF 801 Principles of Statistics I (3)  
EDF 802 Principles of Statistics II (3)

*Year I - Fall*

- EDF 810 Advanced Research Design I (3)  
HSL 888 Advanced Topics in Audiology I (2)  
HSL 891 Ph.D. Professional Issues Seminar I (1)  
HSL 893 Seminar in University Instruction and Supervision (3)

*Qualifying Examination at end of semester*

*Total Credits for fall semester: 9*

*Year I - Spring*

- EDF 811 Advanced Research Design II (3)  
or  
EDF 812 Qualitative Research Methods (3)  
HSL 889 Advanced Topics in Audiology II (2)  
HSL 892 Ph.D. Professional Issues Seminar II (1)  
HSL 894 Seminar in Higher Education Publishing, Grant Writing and Presentation Skills (3)  
HSL 896 Practicum in University Instruction (2-3)

*Total Credits for spring semester: 11-12*

*Year I - Summer*

- HSL 897 Ph.D. Internship (1-6)\*

\*Students are required to enroll for 4-6 credits of HSL 897.

*Year II - Fall*

- HSL 900 Dissertation Research (proposal expected) (1-10)\*

*Comprehensive Exam before proposal defense*

*Year II - Spring*

- HSL 900 Dissertation Research (oral defense expected) (1-10)\*

\*Students are required to enroll for a total of 10 credits.

**Additional Requirements for the Ph.D. Program**

Students must have completed an Au.D. or equivalent to be considered for regular Ph.D. admission. Other applicants may be considered for conditional Ph.D. admission. There is a 2-year Ph.D. program residency requirement. The comprehensive examination must be successfully completed. All dissertation requirements must be completed and the dissertation must be successfully defended.

**The Speech-Language Pathology Program**

This two-year (including one summer) program involves coursework and practicum experience designed to provide a broad background in speech and language disorders with a special emphasis on the communication needs of deaf and hard of hearing individuals.

The program involves coursework in normal aspects of speech, language, and hearing; aural rehabilitation; voice; organic and swallowing disorders; phonological disorders; fluency; language disorders; neurogenic disorders affecting speech and language; and other areas important to the development of a well-trained speech-language pathologist. An equally important part of the program is the supervised clinical practicum experience, obtained through a combination of practica on campus and at various sites throughout the Washington, D.C. area.

Students accepted into the SLP program may also apply for a pediatric-aural rehabilitation emphasis option. The curriculum for students who apply for this emphasis includes: the addition of two required courses, (e.g., HSL 826: Aural Rehabilitation: Pediatric; HSL 958: Cochlear Implants), adapting assignments in 13 required courses to pediatric populations or aural rehabilitation, and adapting required practicum and internship experiences to serve pediatric populations. The pediatric aural rehabilitation emphasis option comprehensively addresses the *Recommended Competencies Required for the Practice of Aural Rehabilitation for SLPs (2001)* of the American Speech, Language and Hearing Association.

Opportunities are provided for conducting a master's thesis and for elective coursework in other departments or through the Consortium of Universities of the Washington Metropolitan Area.

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three Letters (application may be initially reviewed following receipt of two letters)
	Reference Citing Sign Language Skills?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Recommended
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
<input type="checkbox"/>	Recommended Undergraduate Major?	Speech-Language Pathology Audiology or related discipline Communication Sciences/ Disorders
<input type="checkbox"/>	Prerequisite Coursework (Required)?	(Contact department for details)
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Sign Language Course
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	For some practicum settings

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No Deadline
<input type="checkbox"/>	First Date for Consideration of Application?	February 15

	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
	Part-time Study Possible?	No
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Typical Program of Study: Master of Science in Speech-Language Pathology**

*Semester I - Fall*

- HSL 713 Advanced Topics in Normal Language Development (2)
- HSL 714 Advanced Topics in Speech Science (3)
- HSL 763 Clinical Procedures for Communication Disorders (3-4)\*
- HSL 765 Seminar in Diagnostics in Speech-Language Pathology (1-2)\*\*
- HSL 774 Clinical Practicum: Speech-Language Pathology (1)
- HSL 746 Clinical Applications of Sign Communication (1)
- ASL \_\_\_ American Sign Language II (or equivalent) (3)

\*Students are required to enroll for 3 credits of HSL 763.

\*\*Students are required to enroll for 2 credits of HSL 765.

*Semester II - Spring*

- HSL 755 Neurogenic Speech and Language Disorders (3)
- HSL 764 Language Disorders (3)
- HSL 765 Seminar in Diagnostics in Speech-Language Pathology (1-2)\*\*
- HSL 771 Clinical Practicum: Aural Rehabilitation (1)
- HSL 784 Research Methodology in Audiology and Speech-Language Pathology (3)

ASL \_\_\_ American Sign Language III (or equivalent) (3)

\*\*Students are required to enroll for 2 credits of HSL 765.

*Summer*

- HSL 720 Seminar in Assessment and Habilitation with Deaf and Hard of Hearing Children (3)
- HSL 716 Audiology: Educational and Habilitative Implications (3)
- HSL 774 Clinical Practicum: Speech-Language Pathology (1) [optional]

*Semester III - Fall*

- HSL 719 Aural Rehabilitation II (3)  
 HSL 760 Organic and Swallowing Disorders (3)  
 HSL 771 Clinical Practicum: Aural Rehabilitation (1-4)  
 (May alternatively be taken during Semester IV)  
 HSL 791 Internship in Speech-Language Pathology (4)  
 HSL 821 Informational Counseling and Interviewing  
 Skills for Audiologists and Speech Language  
 Pathologists (3)

*Semester IV - Spring*

- HSL 750 Voice Disorders (3)  
 HSL 751 Stuttering (2)  
 HSL 754 Seminar in Phonology/Articulation (3)  
 HSL 791 Internship in Speech-Language Pathology (4)

**Additional Requirements**

Students must take a minimum of one elective following the first semester of the program. For students opting for the M.S. thesis, thesis credit may be substituted for the elective.

**Department Requirements**

1. Completion of the academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology.
2. Successful completion of candidacy examination.
3. Adherence to the provisions of the ASHA Code of Ethics.
4. Successful completion of ASL III and demonstrated ability to effectively communicate with clients.

**Non-Clinical M.S. Degree in Hearing, Speech, and Language Sciences**

The non-clinical M.S. in Hearing, Speech, and Language Sciences provides, at the discretion of the department, a degree in Hearing, Speech, and Language Sciences for full-time students who will not pursue the standard curriculum in audiology or speech-language pathology that would lead to obtaining the credentials required for clinical practice (e.g. ASHA certification, state licensure, etc.). This degree is available to two groups of students: 1) newly admitted students who wish to obtain a non-clinical master's degree in hearing, speech, and language sciences, and 2) students who start in the Clinical Audiology (Au.D.) or Speech-Language Pathology program, who have satisfactorily completed at least forty-nine credit hours of non-clinical coursework and have satisfied all other non-clinical requirements of the program. Students should contact the department for details about this program.

**INTERPRETATION (INT)****Graduate Faculty:**

Steven D. Collins, Ph.D., CDI (*Chair*); Valerie L. Dively, Ph.D.; Rachelle Harris, M.A.; Melanie Metzger, Ph.D., CT; Risa Shaw, M.S., CSC, CI, SC:L.; Cynthia Roy, Ph.D., CSC; Mary Thumann, M.A., CSC

**About the Department:**

The Department of Interpretation offers undergraduate and graduate programs in interpretation to educate Deaf, hard of hearing, and hearing students in the field of interpretation and prepare them for interpreting work in a variety of settings. Settings include medical, educational, business, mental health, and legal interactions where there may be direct, relay and/or Deaf/Blind interpretation. The department prepares graduates to interact and interpret effectively with Deaf, hard of hearing, deaf-blind, and hearing people, with an appreciation of diversity in a variety of communities in which they will work.

The department faculty are highly qualified and experienced with national and international reputations in the fields of interpretation and interpreter education. Publications and presentations based on faculty research and development work contribute to the advancement of knowledge in interpretation and interpreter education and of quality interpreting services in deaf and hearing communities. These endeavors also contribute to the advancement of knowledge in the fields of signed language and spoken language interpretation, translation, linguistics and sociolinguistics.

**Master of Arts in Interpretation**

The M.A. in Interpretation program is designed to prepare and educate Deaf, hard of hearing and hearing persons in working as interpreters in Deaf and hearing communities. The program provides a multidisciplinary and interdisciplinary approach to interpretation instruction. This program is recognized by the Conference of Interpreter Trainers for meeting interpreter graduate education standards. The M.A. in Interpretation program consists of a comprehensive, sequenced, and integrated series of courses and experiences in five core areas: education, business and government, medical, mental health, and legal settings. These courses and experiences are intended to provide students with the necessary mastery of knowledge, techniques, and skills required for entry to professional work in the field of interpretation or advanced graduate study.

Close interaction among students, mentors, and faculty is provided in a setting that offers a wide array of academic and interpreting experiences. This includes an interpreting practicum and rotation, along with an internship, which is developed on an individual basis for each student. The M.A. interpreter preparation program follows in a two-year format, consisting of four semesters followed by a summer internship. The program requires the completion of 54 credit hours of course work. An accelerated program is also available for students with a Gallaudet B.A. in Interpretation degree, requiring the completion of 36 credit hours of course work. The program also is available in a three-year format for students who need an additional year of advanced language classes. Part-time study is also available.

**Admission Requirements for the M.A. Programs in Interpretation**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Reference Citing ASL Skills?	One of the three letters should cite ASL skills
	Special Essay?	No
	Resume?	No
	Writing Sample?	No
<input type="checkbox"/>	DVD of ASL and/or English?	Required

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Yes
<input type="checkbox"/>	ASL Evaluation?	Required

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
<input type="checkbox"/>	Recommended Undergraduate Major?	ASL Studies Deaf Studies Interpretation Linguistics Social Sciences English
	Prerequisite Coursework (Required)?	No
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 15
	First Date for Consideration of Application?	No Set Date
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Core Courses for M.A. in Interpretation**

1. Core Courses

*All students admitted to the two-year program must complete the following core courses with grades of B or better:*

- INT 701 History of Interpreting (3)
- INT 707 Structure of Language for Interpreters: American Sign Language and English (3)
- INT 714 Formal American Sign Language (3)
- INT 720 Discourse Analysis for Interpreters (3)
- INT 726 Fundamentals of Interpreting (3)
- INT 734 Interpreting Legal Discourse (3)
- INT 735 Interpreting Mental Health Discours (3)

INT	736	Professional Practice I (3)
INT	744	Interpreting the Discourse of Education (3)
INT	746	Interpreting Business and Government Discourse (3)
INT	748	Professional Practice II (3)
INT	750	Research Methods in Interpretation (3)
INT	754	Interpreting Medical Discourse (3)
INT	777	Guided Research Project I (3)
INT	778	Guided Research Project II (3)
INT	781	Field Rotation (3)
INT	785	Internship (3)
LIN	741	Sociolinguistics of the U.S. Deaf Community (3)

All students admitted to MAI program who have completed a BAI at Gallaudet University must complete the following core courses with grades of B or better:

INT	701	History of Interpreting (3)
INT	707	Structure of Language for Interpreters: American Sign Language and English (3)
INT	714	Formal American Sign Language (3)
INT	744	Interpreting the Discourse of Education (3)
INT	746	Interpreting Business and Government Discourse (3)

Students select two of the three following core courses

INT	734	Interpreting Legal Discourse (3)
INT	735	Interpreting Mental Health Discourse (3)
INT	754	Interpreting Medical Discourse (3)
INT	750	Research Methods in Interpretation (3)
INT	777	Guided Research Project I (3)
INT	778	Guided Research Project II (3)
INT	781	Field Rotation (3)
INT	785	Internship (3)

## 2. Fieldwork and Internship

Practical classroom-based and fieldwork experiences are incorporated into each semester of the program. These experiences include directed observation and interpreting of events and interactions on the university campus and communities in the wider DC metropolitan area. The internship experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the M.A. in Interpretation program. Students work with the course instructor to develop a suitable site, supervision, and plan of activity. Internship sites can be in any state in the U.S. and/or in other countries.

## 3. Examinations

### Qualifying Examination

At the end of the first year (in the two-year format), all students must successfully complete a qualifying examination including a conceptual component and a skills component. Students unable to achieve a passing score will be asked either to do remedial work and retake the examination or to withdraw from the program. Failure on this examination may be grounds for probation.

### Comprehensive Examination

During the final semester of full-time coursework, all students must successfully complete a comprehensive examination that will include a conceptual component and a skills evaluation. This examination is offered to students in the final semester of the program each spring semester. Students must take this exam in the semester immediately preceding internship. Enrollment in internship is contingent on passing this exam.

## 4. Lab Fee

Students enrolled in the M.A. in Interpretation program must pay a lab fee for using the program's classroom and laboratory equipment and facilities.

### Typical Program of Study

#### Semester I

INT	701	History of Interpreting
INT	707	Structure of Language for Interpreters: American Sign Language and English (3)
INT	714	Formal American Sign Language (3)
INT	720	Discourse Analysis for Interpreters (3)
INT	726	Fundamentals of Interpreting (3)

#### Semester II

INT	734	Interpreting Legal Discourse (3)
INT	735	Interpreting Mental Health Discourse (3)
INT	736	Professional Practice I (3)
INT	750	Research Methods in Interpretation (3)

#### Semester III

INT	744	Interpreting the Discourse of Education (3)
INT	746	Interpreting Business and Government Discourse (3)
INT	749	Professional Practice II (3)
INT	777	Guided Research Project I (3)

#### Semester IV

INT	754	Interpreting Medical Discourse (3)
INT	778	Guided Research Project II (3)
INT	781	Field Rotation (3)
LIN	741	Sociolinguistics of the U.S. Deaf Community (3)

*Semester V*

INT 785 Internship (3)

**Typical Program of Study for students admitted to MAI program who have completed a BAI at Gallaudet University**

*Semester I*

INT 701 History of Interpreting (3)  
 INT 707 Structure of Language for Interpreters: American Sign Language and English (3)  
 INT 714 Formal American Sign Language (3)  
 INT 744 Interpreting the Discourse of Education (3)  
 INT 746 Interpreting Business and Government Discourse (3)

*Semester II*

INT 750 Research Methods in Interpretation (3)  
 INT 781 Field Rotation (3)

*Students select two of the three following core courses*

INT 734 Interpreting Legal Discourse (3)  
 INT 735 Interpreting Mental Health Discourse (3)  
 INT 754 Interpreting Medical Discourse (3)

*Summer*

INT 785 Internship (3)

*Semester III*

INT 777 Guided Research Project I (3)

*Semester IV*

INT 778 Guided Research Project II (3)

## LINGUISTICS (LIN)

### Graduate Faculty:

Deborah Chen Pichler, Ph.D.; Paul G. Dudis, Ph.D.; Robert E. Johnson, Ph.D.; Ceil Lucas, Ph.D. (*Chair*); Susan Mather, Ph.D.; Gaurav Mathur, Ph.D.; Kristin Mulrooney, Ph.D.; Miako Villanueva, M.A.

### About the Department:

Gallaudet's Department of Linguistics offers the following graduate degrees:

1. M.A. in Linguistics
2. Ph.D. in Linguistics

The department is unique in that all students and faculty in the department share an abiding interest in the study of American Sign Language (ASL) and its use. The ongoing, innovative research carried out by the linguistics faculty is contributing substantially to what is known about the structure and use of sign languages. ASL and other sign languages are not only the subject of faculty and student research, but ASL is also the language of communication in the classroom. Deaf graduate students do not have to deal with the issue of finding competent interpreters for classroom lectures, meetings with faculty members, and meetings with other students. Normal day-to-day interaction with fellow graduate students happens easily in an environment where all students are skilled ASL signers.

### 500-Level Elective Courses

Except for LIN 521 and LIN 541, Linguistics graduate students (both M.A. and Ph.D.) may take 500-level linguistics courses as electives. These 500-level courses are also offered to students in the undergraduate Linguistics minor and graduate students in other programs.

### Graduate Special Students

Non-degree graduate special students may take courses in the linguistics program provided that they meet the course pre-requisites, have the necessary sign language skill, and have the permission of the instructor. Completion of courses as a special student does not guarantee later admission to a degree program.

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**Note:** Students who enter the Ph.D. program in linguistics with a Gallaudet M.A. in Deaf Studies focusing on language teaching will be able to complete Ph.D. coursework in four semesters rather than six, since as many as 25 of their M.A. credits may be credited toward the Ph.D.

## Master of Arts in Linguistics

Students may seek an M.A. in Linguistics either as their terminal degree or as a step toward the Ph.D. It should be kept in mind that to proceed from the M.A. to the Ph.D. program in linguistics at Gallaudet, students must submit a Ph.D. application portfolio which must be unanimously approved by the faculty.

The M.A. program is appropriate for students seeking linguistic knowledge as a foundation for work in such allied professional fields as language teaching, interpreter education, language planning, bilingual education, and language assessment. Graduates of this program are sought for positions in interpreter training programs, faculty teaching posts at the college level, or, given the appropriate educational background, as teachers of Deaf children.

Students pursuing the M.A. in Linguistics at Gallaudet get a solid grounding in linguistic theory, methods, and research with a special emphasis on sign language linguistics. The program includes core courses in linguistic theory (both generative and cognitive), core courses in the structure of American Sign Language, courses in sociolinguistics, language and culture, research methods, and field methods. In addition, students select two elective courses according to their interests. The M.A. program requires 38 credit hours of coursework. A full-time graduate student should complete the program in four semesters. The program is designed to be completed during the fall and spring semesters, with no weekend or summer course offerings.

### Core Courses in Linguistics (M.A.)

LIN	521	Introduction to Cognitive Linguistics (3)
LIN	701	Introduction to Phonological Theory (3)
LIN	702	Introduction to Syntactic Theory (3)
LIN	703	Proseminar I (1)
LIN	704	Proseminar II (1)

### Core Courses in Sign Language Linguistics (M.A.)

LIN	731	American Sign Language Phonology (3)
LIN	732	American Sign Language Morphology (3)
LIN	733	American Sign Language Syntax (3)
LIN	741	Sociolinguistics of U.S. Deaf Community (3)
LIN	745	Languages and Cultures in Deaf Communities (3)
LIN	771	Field Methods I (3)
LIN	772	Field Methods II (3)
		Elective Courses in Linguistics (6)

### Elective Courses in Linguistics

Students must complete at least 6 credit hours of elective graduate courses in linguistics. Elective courses are chosen by the student in consultation with the student's advisor. Elective courses may be taken through the consortium and

should focus on aspects of linguistic theory or research related to the student's professional goals.

### Sign Language Fluency

All applicants to the program must have sufficient skill and experience in American Sign Language (ASL) to participate fully in classroom discussions conducted in ASL. Applicants are requested to provide a brief video in ASL as part of their application materials.

### Qualifying Examinations

All students must take qualifying examinations during the first year of coursework. Students who do not achieve a passing score will be asked either to take remedial work and retake the examination or withdraw from the program.

### Typical Program of Study (M.A.)

#### Semester I - Fall

LIN	521	Introduction to Cognitive Linguistics (3)
LIN	702	Introduction to Syntactic Theory (3)
LIN	703	Proseminar I (1)
LIN	731	American Sign Language Phonology (3)

#### Semester II - Spring

LIN	701	Introduction to Phonological Theory (3)
LIN	704	Proseminar II (1)
LIN	732	American Sign Language Morphology (3)
LIN	745	Languages and Cultures in Deaf Communities (3)*
		or
LIN	795	Special Topics (3)*

\*LIN 745 will be offered in odd years and LIN 795 in even years.

#### Semester III - Fall

LIN	733	American Sign Language Syntax (3)
LIN	771	Field Methods I (3)
		Elective (3)

#### Semester IV - Spring

LIN	741	Sociolinguistics in Deaf Communities (3)
LIN	772	Field Methods II (3)
		Elective (3)

## Ph.D. in Linguistics

Gallaudet's Ph.D. program in linguistics, with a focus on sign language, opened its doors in the fall semester of 2002. Students may specialize in a range of theoretical and applied areas related to sign language, including phonology, syntax, morphology, cognitive linguistics, sociolinguistics, first language acquisition, and second language acquisition. Successful students will receive an M.A. degree after two years of coursework, advance to candidacy to the Ph.D. after

another three semesters of courses, and receive the Ph.D. after completion of a dissertation. Transition from the M.A. program to the Ph.D. program is not automatic. Students are required to submit a portfolio in the fourth semester of the M.A. The decision to admit a student to the Ph.D. program is made by the entire linguistics faculty. Required courses may be waived on a case-by-case basis for students with previous work in linguistics. All courses taught by linguistics faculty are conducted in ASL.

The doctoral curriculum consists of a total of 71 credits of coursework plus dissertation research. This means that those who have taken the 38 credits required by the M.A. curriculum must complete another 33 credits of advanced linguistics courses. All students must complete the following advanced courses: Guided Research Project (LIN 880), Advanced Topics in Phonology (LIN 801), Advanced Topics in Syntax (LIN 802) or Cognitive Grammar (LIN 827), and Dissertation Proposal Development (LIN 890). An additional 18 credits of elective courses must also be completed.

Since the first two years of required coursework are the same for both the M.A. and Ph.D. degrees, students are encouraged to enter the program at the beginning M.A. level. Students who already have an M.A. in linguistics can apply directly for admission into the Ph.D. program, but will be required to take first and second year courses that were not included in the previous degree work. For those who have received an M.A. in language teaching from Gallaudet's American Sign Language and Deaf Studies Department, the entire second year of language teaching coursework will be applied toward the doctoral program, reducing required coursework from five to three semesters. Students who earned the M.A. from Gallaudet's linguistics program more than ten years before the date of application may be required to retake the comprehensive examination and earn a score of "high pass" prior to admission.

#### ***Elective Courses in Linguistics***

Students must complete at least 24 credits of elective graduate courses in linguistics. Elective courses are chosen by the student in consultation with the student's advisor. Some courses may be taken through the Consortium of Colleges and Universities. Electives should focus on aspects of linguistic theory, application, or research related to the student's professional or academic goals.

#### ***Qualifying Examination***

All students must take the qualifying examination in the spring semester of the first year of coursework. Students must achieve a passing score in order to continue in the program. Part time students may take the qualifying examination upon completion of the full sequence of courses ordinarily completed during the first year of full time study.

#### ***Comprehensive Examination***

All students must pass a comprehensive examination designed to evaluate their grasp of the major principles and important content of the program of study. This examination is administered in the spring semester of the third year of coursework, i.e., the first year of the Ph.D. program.

#### ***Qualifying Papers***

During the second year of study, students seeking a Ph.D. will prepare the first of two qualifying papers. The second qualifying paper will be completed during the third year of study. These papers will be the products of substantial data-based research projects on topics of relevance to sign languages. The student will prepare a thorough review of the literature, collect and analyze data, and report on the analysis. Successful completion of these papers qualifies students to begin work on their dissertation proposal.

#### ***Concept Paper***

During the third year of study, students seeking a Ph.D. will prepare a concept paper on their proposed dissertation topic. This paper will include a statement of the research question, a review of the literature and a research plan. Upon admission to the Ph.D. program, the student will have identified a faculty member with expertise in their research area to serve as chair of their dissertation committee and will have obtained the faculty member's agreement. The dissertation chair must approve the concept paper before the student may begin work on the dissertation proposal.

#### ***Dissertation***

Each student seeking a Ph.D. will be required to complete a research-based dissertation in an area acceptable to his or her doctoral committee. Upon completion of the dissertation, the student will defend it before the doctoral committee.

#### ***Core Courses in Linguistics (Ph.D.)***

LIN	521	Introduction to Cognitive Linguistics (3)
LIN	701	Introduction to Phonological Theory (3)
LIN	702	Introduction to Syntactic Theory (3)
LIN	703	Proseminar I (1)
LIN	704	Proseminar II (1)
LIN	801	Advanced Topics in Phonology (3)
LIN	802	Advanced Topics in Syntax (3)
LIN	827	Cognitive Grammar (3)

#### ***Core Courses in Sign Language Linguistics (Ph.D.)***

LIN	731	American Sign Language Phonology (3)
LIN	732	American Sign Language Morphology (3)
LIN	733	American Sign Language Syntax (3)
LIN	741	Sociolinguistics of U.S. Deaf Community (3)

- LIN 745 Languages and Cultures in Deaf Communities (3)\*  
or  
LIN 795 Special Topics (3)\*  
*\*LIN 745 will be offered in odd years and LIN 795 in even years.*
- LIN 771 Field Methods I (3)  
LIN 772 Field Methods II (3)  
Elective Courses in Linguistics (6)

**Core Courses in Statistics (Ph.D.)\*\***

- EDF 801 Principles of Statistics I (3)  
EDF 802 Principles of Statistics II (3)

*\*\*Note: These courses are required for students whose Ph.D. specialization requires statistical work. If taken, they replace two elective courses.*

**Typical Program of Study (Ph.D.)**

*Year I - Fall*

- LIN 521 Introduction to Cognitive Linguistics (3)  
LIN 702 Introduction to Syntactic Theory (3)  
LIN 703 Proseminar I (1)  
LIN 731 American Sign Language Phonology (3)

*Year I - Spring*

- LIN 701 Introduction to Phonological Theory (3)  
LIN 704 Proseminar II (1)  
LIN 732 American Sign Language Morphology (3)  
LIN 745 Languages and Cultures in Deaf Communities (3)\*  
or

- LIN 795 Special Topics (3)\*

*\*LIN 745 will be offered in odd years and LIN 795 in even years.*

*Year II - Fall*

- LIN 733 American Sign Language Syntax (3)  
LIN 771 Field Methods I (3)  
Elective (3)

*Year II - Spring*

- LIN 741 Sociolinguistics of the U.S. Deaf Community (3)  
LIN 772 Field Methods II (3)  
Elective (3)

*Year III - Fall*

- LIN 802 Advanced Topics in Syntax (3)  
or  
LIN 827 Cognitive Grammar (3)  
LIN 880 Guided Research Project (3)  
Elective (3)  
Elective (3)  
Elective (3)

- Year III - Spring*
- LIN 801 Advanced Topics in Phonology (3)  
LIN 880 Guided Research Project (3)  
Elective (3)  
Elective (3)  
Elective (3)  
Concept Paper

*Year IV - Fall*

- LIN 890 Dissertation Proposal Development (3)

*Year IV - Spring (and onward)*

- LIN 900 Dissertation Research (1-9)

**Admission Requirements for the M.A. and Ph.D. Programs in Linguistics**

*Admission requirements for the M.A. and Ph.D. degrees are the same.*

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Reference Citing Sign Language Skills?	One of the three letters should cite sign language skills
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	Yes - ASL

**Are there additional application requirements?**

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No
<input type="checkbox"/>	Ph.D. application Portfolio: Letter of interest, CV, 10-20 pg sample of written work from a Gallaudet M.A. linguistics course	For all students completing their M.A. in linguistics at Gallaudet and wishing to continue in the Ph.D. Program.

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
<input type="checkbox"/>	Recommended Undergraduate Major?	Language Math Science
	Prerequisite Coursework (Required)?	No
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Introduction to Linguistics Logic Foreign Language
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 15
	First Date for Consideration of Application?	No Set Date
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**PHYSICAL EDUCATION (PED) AND RECREATION (REC)**

Ronald E. Dreher, Ph.D. (*Chair*)

**Graduate Faculty:**

Carol Cutler Riddick, Ph.D. (*Coordinator*); Gina Oliva, Ph.D.; Anne Simonsen, Ph.D.

**About the Department:**

In addition to its extensive undergraduate course offerings, the Department of Physical Education and Recreation offers a Master of Science degree in Leisure Services Administration.

**Master of Science in Leisure Services Administration**

The M.S. in Leisure Services Administration is designed for persons who aspire to administrative, supervisory, and leadership positions in the leisure services profession. The curriculum focuses on how to administer and supervise leisure services for clientele who are deaf, hard of hearing, and/or hearing in either inclusive or separate settings.

This is an interdisciplinary program with coursework required in the Departments of Physical Education and Recreation, Administration and Supervision, and Social Work. A student who graduates from the program will have earned an M.S. degree in Leisure Services Administration. Additionally, students admitted to this program are eligible to pursue a graduate Certificate in Management (see Administration and Supervision's course offerings).

Faculty members affiliated with this program have varied practical experience backgrounds. The faculty is also nationally and internationally recognized for involvement in professional organizations as well as for their research and publications.

**Admission Requirements for the M.S. Program in Leisure Services Administration**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three letters from educators, employers, or other professionals who are able to evaluate applicant's ability to do graduate level work
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
<input type="checkbox"/>	Videotape of Signing and/or English?	Yes (Demonstrate signing skills by identifying and providing details about your favorite hobby)

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Strongly encouraged
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<input type="checkbox"/>	Sign Language Evaluation?	Yes (Applicants need to possess an intermediate level of sign language ability. This competency is assessed by Department graduate faculty who will view the videotape (of the applicant's favorite hobbies) that is submitted as part of required application materials. The first semester enrolled in the M.S. in Leisure Services Administration program the student must register for the ASLPI. In the event the student receives a score of less than a "2" on the ASLPI, then she/he will be required to enroll each semester in a sign language course. This requirement will be in place until which time the student is able to attain a score of "2" or higher on the ASLPI.
<input type="checkbox"/>	English Evaluation	Yes (Responses to questions in Graduate School's Application Booklet)

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major in Recreation?	No
<input type="checkbox"/>	Prerequisite Coursework? (for non-recreation undergraduates deficiency coursework is required)	Special Populations in Therapeutic Recreation OR Leisure in Later Life AND Leisure Education and Facilitation Techniques
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Yes (See prerequisite coursework above)
<input type="checkbox"/>	Prior Professional Experience?	Experience in leisure services field and in interacting with deaf or hard of hearing people
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	Yes

**Application Deadlines and Program Scheduling**

	Last Date to Submit Completed Application?	No deadline, rolling admission
	First Date for Consideration of Application?	No set date
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes

**Transfer Credit Hours**

Approval may be sought for having up to three graduate credits at a grade of B or higher, transferred from other universities, counted toward the graduate degree. A minimum, however, of 27 credits toward the M.S. in Leisure Services Administration MUST be in residence at Gallaudet.

**Program of Study**

The M.S. in Leisure Services Administration requires the completion of a minimum of 30 credit hours that can be pursued on either a part-time or full-time basis. Candidates for the M.S. in Leisure Services Administration must complete the following requirements, earning a grade average of 3.0 or higher:

- 1. Major Recreation Core (9 credit hours):**
  - REC 705 Leisure Research Methods (3)
  - REC 710 Programming Leisure Services for Deaf and Other Populations (3)
  - REC 720 Administrative Issues in Recreation Programs for Deaf and Other Populations (3)
- 2. Related Courses (9 credit hours):**
  - ADM 711 Basics of Management (3)
  - ADM 796 Executive Communication Skills (3)
  - ADM 837 Interpersonal and Group Behavior in Organizations (3)
- 3. Core Course (3 credit hours):**
  - SWK 756 Data Analysis (3)
- 4. Graduate Internship in Leisure Studies Administration REC 780 (3 credit hours).** Students must design and participate in an internship experience that provides them with the opportunity to demonstrate and

synthesize the knowledge and skills acquired in the courses taken to fulfill degree requirements for an M.S. in Leisure Services Administration. Students cannot undertake an internship until: (a) all credit hours (except professional paper or thesis credits) for the degree have been successfully completed; and, (b) the graduate faculty in the Department of Physical Education and Recreation have evaluated and determined the student's "readiness" to enroll in the internship. A student is expected to complete a minimum of 200 contact hours in an approved agency during the semester enrolled for the internship credits.

- 5. Guided Professional Paper (REC 790, 6 credits minimum) or Thesis (REC 791, 6 credits minimum) or 6 credits of graduate level electives related to student's career goals and approved by the Graduate Coordinator.** Students pursuing a professional paper will have two foci from which to choose. First, over several semesters, the M.S. candidate can elect to read and synthesize information on a topic of interest to him/her using either one of three themes—an integrative literature review, a theoretical literature review, or a methodological literature review. Or the M.S. candidate can elect to design, implement and evaluate a service project related to leisure services administration (such as designing, conducting, and evaluating a workshop on "Personnel Performance Appraisal in a Recreation Organization" or developing a grant proposal). The service project approach must have the written endorsement of at least a public or private recreation organization. Regardless of the approach chosen, the professional paper must demonstrate a high level of critical thought and serve as evidence of the ability to draw together an area of knowledge.

Students choosing the thesis approach undertake an original and empirical study. The purpose of the thesis is to promote knowledge regarding leisure (e.g., leisure attributes and/or impact of leisure activity on the health of individuals who are deaf or hard of hearing) or the administration of leisure service delivery for deaf and other populations.

The student selects his/her own professional paper or thesis committee. Each committee is composed of three members, each of whom possesses an earned doctorate. The student selects one member as the chair. A minimum of two members of the committee must be graduate level faculty from the Department of Physical Education and Recreation, and at least one member must be from outside the department and/or University. This third member must have earned a doctoral degree or equivalent or be a member of the graduate faculty.

The permission of the chair of the committee is necessary to schedule and announce a professional paper or thesis defense. This defense will only be scheduled when the committee chair has reviewed all chapters of the professional paper or thesis, and all changes of a substantive and/or an editorial nature have been incorporated into the document to the satisfaction of the committee chair. The committee must receive the completed document a full 14 calendar days prior to the defense date. If participation in the public commencement event during May is expected by the student, the defense must occur no later than one calendar month prior to Study Day. Unless otherwise agreed to by all members of the committee, members of the committee are under no obligation to participate in more than one defense per week. Consequently, early scheduling of a defense is strongly encouraged. Permission to proceed with a scheduled defense ultimately rests with the committee chair and the dean of the Graduate School.

6. *Other Requirements for the M.S. Program.* In addition to the curricular requirements for the program, each student must comply with the following requirements:
  - a. Before embarking on an internship, a candidate must attain a rating of "2" on the ASLPI.
  - b. In the event a student makes a C or lower in ADM 796 (Executive Communication Skills), he/she will be required to develop a written remedial plan for improving his/her written communication skills. This plan must be presented no later than the end of the first week of classes the following semester to the instructor of ADM 796 for his/her approval. Students **may not** be permitted to enroll for any other degree-related courses until they have demonstrated acceptable improvement in their written English skills (as assessed by the graduate faculty in the Department of Physical Education and Recreation and the instructor of ADM 796). When this occurs, the student will be reinstated into the M.S. Program and may resume her/his degree-related coursework.
  - c. Abiding by rules stated in Gallaudet University's *Graduate School Catalog*, all requirements for the Master's degree must be met within five years from the date of matriculation in the program of study.
7. Students may also be eligible to earn a Certificate in Management. To earn this certificate, a M.S. in Leisure Services Administration candidate must submit a separate application for the Certificate program and take an additional course (a fourth course) in the Department of Administration and Supervision.

# College of Liberal Arts, Sciences, & Technologies

Isaac Agboola, Ph.D., Dean  
*Hall Memorial Building, Room 150*

The College of Liberal Arts, Sciences, and Technologies (CLAST) offers majors in diverse disciplines of the humanities, the sciences, technologies, and social sciences. Students select a major from a wide variety of fields and often supplement their studies by taking courses offered at other universities through the Consortium of Universities of the Washington Metropolitan Area. Upon completion of general studies and major coursework, graduates of the College are prepared to enter the job market or to pursue professional and graduate studies at Gallaudet or other universities.

Through a variety of faculty research projects and grants, the College has strengthened the educational experiences of students. Some examples are financially supported student research projects, student co-op work experience and internships, equipment and instructional materials for science and computer labs, scholarships and opportunities for collaboration with faculty and students at other institutions. Academic departments, businesses, and federal institutions foster an intellectually challenging environment by sponsoring writing contests, theatre productions and theatre-for-young audience performances, study abroad and work-study programs, visual and fine art shows, scholarly lectures series, and a wealth of enriching experiences in and out of the classroom.

The College features a variety of special facilities. Among these are a fully-equipped 762-seat proscenium theatre, a 96-seat lab theatre, photography darkrooms and studios, and a state-of-the-art digital media studio.

Departments and programs housed in the College of Liberal Arts, Sciences, and Technologies include:

- American Sign Language and Deaf Studies
- Art
- Biology
- Chemistry and Physics
- Communication Studies
- English
- Family and Child Studies
- Foreign Languages, Literatures, and Cultures
- Government and History
- Mathematics and Computer Science
- Philosophy and Religion
- Psychology
- Social Work
- Sociology
- Theatre Arts

The following CLAST departments offer degrees or certificates on the graduate level:

**American Sign Language and Deaf Studies:**

- M.A. in Deaf Studies

**Government and History**

- Certificate in Deaf History

**Psychology**

- Ph.D. in Clinical Psychology (may include a M.A. in Psychology)
- Psy.S. in School Psychology (includes M.A. in Developmental Psychology)

**Social Work**

- M.S.W. in Social Work

## AMERICAN SIGN LANGUAGE (ASL) AND DEAF STUDIES (DST)

### Graduate Faculty:

Ben Bahan, Ph.D. (Chair); H-Dirksen L. Bauman, Ph.D. (*Director of M.A. program*); MJ Bienvenu, Ph.D.; E. Lynn Jacobowitz, Ph.D.; Arlene Kelly, Ph.D.; Mike Kemp, Ed.D.; Carolyn McCaskill, Ph.D.; Gene Mirus, Ph.D.

### About the Department:

The Department of American Sign Language and Deaf Studies offers an M.A. degree that provides an interdisciplinary approach to the field of Deaf Studies. Students engage Deaf Studies through a critical exchange with related fields, including cultural studies, anthropology, history, literature, critical theory, linguistics, philosophy, critical pedagogy, and visual media production. Students complete the core curriculum in their first year of coursework, then select a specific area of concentration for their second year. These areas include Cultural Studies, Sign Language Teaching, and Deaf History. This degree will prepare students for employment and future study in signed languages instruction, humanities, social sciences, advocacy, and post-secondary education.

### Cultural Studies Concentration

Students in this concentration gain a critical understanding of the position of the Deaf World within the context of human cultures by using a variety of theoretical approaches to the concepts of identity, ideology, resistance, and culture. Students will work a full academic year toward the completion of their Cultural Studies Research project which may take the form of a thesis or a creative, media related project. Research projects will be conducted under the guidance of faculty who instruct Cultural Studies Research Project I and II. Graduates of the Cultural Studies concentration will be prepared to teach Deaf Studies at the post-secondary level, enter fields of advocacy, and pursue further research and education in anthropology, cultural studies, sociolinguistics, disability studies, and critical theory.

### Sign Language Teaching Concentration

This concentration is designed to prepare students for a career in teaching sign languages. Students will be introduced to the key theoretical and methodological issues involved in sign language instruction, including curriculum development, assessment, and incorporating Deaf culture into the language curriculum. In addition, students will undertake an internship in which students will teach a sign language course on their own, under the supervision of a mentor. A portfolio is also

required at the completion of the program which represents the culmination of students' academic performance. The Sign Language Teaching concentration may count toward a full year's worth of coursework in Gallaudet's Ph.D. in Linguistics program.

### Deaf History Concentration

This concentration provides courses in history research methods and content, emphasizing how the approaches of social and cultural history can be applied to the histories of deaf people and communities in the United States and Europe. The Deaf History Concentration requires a comprehensive examination as a means of assessing the student's familiarity with the field. Students may request a thesis project and defense in lieu of a comprehensive examination. These students will be guided in this project through the support of an advisor who will instruct the History Research Project I and History Research Project II courses. Graduates of the Deaf History concentration will be prepared to teach Deaf Studies at the post-secondary level, work in human service and archival related fields, and pursue further research and education in history, anthropology, historical linguistics, and disability studies. *For a list of faculty in the Deaf History concentration, see Graduate Faculty list under Government and History department listing in this section of this catalog.*

### Admission Requirements for the M.A. Program in Deaf Studies

#### Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three letters
	Reference Citing Sign Language Skills?	No
	Special Essay?	No
	Resume?	No
	Writing Sample?	No
<input type="checkbox"/>	Videotape of Signing?	Yes

**Are there additional application requirements?**

	On-Campus Interview?	No
<input type="checkbox"/>	Sign Language Evaluation?	Yes
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Recommended Undergraduate Major?	No
	Prerequisite Coursework (Required)?	No
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Introduction to Deaf Culture Introduction to ASL Structure
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 15
<input type="checkbox"/>	First Date for Consideration of Application?	November 15
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Program of Study**

**Core Curriculum**

All students admitted to the program must complete the following core courses with grades of B or higher.

*Semester I (Fall)*

- DST 701 Deaf Cultural Studies (3)
- DST 705 Sign and the Philosophy of Language (3)
- LIN 707 The Structure of Language: English and American Sign Language(3)
- ASL 709 ASL Media Production (3)

*Semester II (Spring)*

- DST 710 Literary Traditions in the Deaf Community (3)
- DST 712 Enforcing Normalcy: Deaf and Disability Studies (3)
- DST 714 Critical Pedagogy (3)
- HIS 731 History of the American Deaf Community (3)

**Cultural Studies Concentration**

*Semester III (Fall)*

- DST 733 Theory and Identity in Deaf Studies (3)
- DST 735 Deaf Visual Culture: Art, Theory and Resistance (3)
- DST 780 Cultural Studies Research Project I (3) Elective (3)
- SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)  
(Or ADM 810 in Semester IV)

*Semester IV (Spring)*

- DST 750 Seminar in Deaf Cultural Studies (3)
- DST 780 Cultural Studies Research Project II (3)
- ADM 810 Public Policy and Persons with Disabilities (3)

**Sign Language Teaching Concentration**

*Semester III (Fall)*

- ASL 741 Methods of Second Language Teaching (3)
- ASL 743 Curriculum Development for Second Language Instruction (3)
- LIN 812 Language Learning by Adults (3) Elective (3)

*Semester IV (Spring)*

- ASL 760 Assessing Second Language Skills (3)
- ASL 762 Seminar in Sign Language Teaching (3)
- ASL 790 Sign Language Teaching Internship (3)

**Deaf History Concentration**

*Note: Actual offerings may change from semester to semester, but the work load and number of course offerings will stay the same.*

*Semester III (Summer)*

- HIS 732 History of Mass Media and the Deaf Community (3)
- HIS 733 Topics in European Deaf History (3)
- HIS 735 History of Disability in the United States (3)
- HIS 755 Deaf Women's History (3)

*Semester IV (Fall or Spring or both)*

- HIS 793 History Research Project I
- HIS 794 History Research Project II
- HIS 799 Independent Study

*Semester V (Summer) (pick 2 from the following)*

- HIS 734 Deaf People in Hitler's Europe (3)
- HIS 787 Introduction to Historical Methods and Research (3)
- HIS 795 Special Topics in History (3)

*With permission from the History advisor, you may choose one from the following in lieu of a History course:*

- DST 733 Theory and Identity in Deaf Studies (3)
- DST 735 Deaf Visual Culture: Art, Theory, and Resistance (3)
- DST 750 Seminar in Deaf Cultural Studies (3)

**GOVERNMENT (GOV)  
AND  
HISTORY (HIS)**

**Graduate Faculty:**

Barry H. Bergen, Ph.D. (*Chair*); Brian H. Greenwald, Ph.D. (*Director of Graduate Certificate Program in Deaf History*); Donna F. Ryan, Ph.D.

**About the Department:**

The Department of Government and History houses two disciplines and two undergraduate majors: government and history. On the graduate level, it began offering a Graduate Certificate Program in Deaf History in the summer of 2000.

**Graduate Certificate Program in Deaf History**

The Graduate Certificate Program in Deaf History offers training in the growing field of deaf history. It provides graduate level courses in a broad range of related topics, including Deaf American, European, Media, and Disability history. Our courses promote history research methods and content, emphasizing how techniques of social and cultural history can be applied to the history of deaf people and communities around the world. Professionals who learn about the history of deaf people will bring new insights and scholarship to their teaching, sign language interpreting, researching, writing, counseling, and social work.

**Admission Requirements for the Graduate Certificate Program in Deaf History**

**Checklist of requirements for application specific to this graduate certificate program:**

- Transcripts (official or unofficial) of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50
- A completed graduate certificate application form.

**Are there additional application materials required?**

Standardized Test Scores?	No
References?	No
Reference Citing Sign Language Skills?	No
Special Essay?	No

	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
	Recommended Undergraduate Major?	No
	Prerequisite Coursework (Required)?	No
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Sign Language (or experience using sign language)
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

<input type="checkbox"/>	Last Date to Submit Completed Application?	April 18
	First Date for Consideration of Application?	No Set Date
<input type="checkbox"/>	Summer Admission Possible?	Yes
	Fall Admission Possible?	No
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
	Weekend and Evening Study Possible?	No

**Program Curriculum**

The fifteen credits required to complete the program will allow students to develop skills and awareness regarding the present state of knowledge and research in Deaf history.

**Required Courses for Certificate**

HIS 731 History of the American Deaf Community (3)

One U.S. history course from the following electives (3)

One European history course from the following electives (3)

Two additional electives (6)

**Electives**

HIS 732 History of Mass Media and the Deaf Community (3)

HIS 733 Topics in European Deaf History (3)

HIS 734 Deaf People in Hitler's Europe (3)

HIS 735 History of Disability in the United States (3)

HIS 755 Deaf Women's History (3)

HIS 787 Introduction to Historical Methods and Research (3)

HIS 793 History Research Project I (3)

HIS 794 History Research Project II (3)

HIS 795 Special Topics in History (3)

HIS 799 Independent Study (3)

## PSYCHOLOGY (PSY)

### Graduate Faculty:

Lynne Blennerhassett, Ed.D. (*Director of School Psychology*); Patrick J. Brice, Ph.D. (*Director of Clinical Psychology*); Carolyn Corbett, Ph.D.; Irene Leigh, Ph.D. (*Chair*); Bryan Miller, Ph.D.; Donna Morere, Ph.D.; Tania Thomas-Presswood, Ph.D.

### About the Department:

Psychology is a scientific field concerned primarily with human behavior and related sensory, motor, cognitive, and physiological processes. The Department of Psychology at Gallaudet University has existed for more than 40 years, originally teaching aspects of this field to undergraduate students. In 1978, a graduate program in school psychology was established to train psychologists interested in working in educational settings with deaf and hard of hearing students (as well as with hearing students). In 1990, a doctoral program in clinical psychology began to train graduate students in clinical and research skills applicable to hearing and deaf populations, but with a focus on deaf and hard of hearing individuals.

The department offers graduate degrees in school psychology and clinical psychology. The clinical psychology program offers a doctoral degree (Ph.D.), which includes a master's degree (M.A.); the school psychology program offers a specialist degree (Psy.S.) in school psychology, which includes a master's degree (M.A.) in developmental psychology.

The department currently has 15 full-time faculty plus several adjunct and part-time faculty members. Faculty are active in graduate and undergraduate teaching, research, and various professional and service activities. Students and faculty often engage in collaborative research efforts with other academic departments and with the Gallaudet Research Institute.

### Specialist Program in School Psychology

The Department of Psychology offers a specialist degree program in school psychology (Psy.S.) with a subspecialization in deafness. The program provides a comprehensive plan of studies that integrates respect for diversity, basic psychology, practitioner skills, and educational planning. The faculty is committed to developing competent school psychologists who serve diverse students, including specialization in the area of deafness. The program has a solid core of academic and applied courses supplemented by extensive practica and a one-year internship.

*The core curriculum consists of credit hour requirements in the following eight core competency areas:*

1. Knowledge of human development (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, and perceptual-motor areas), academic mastery, educational curriculum, and learning environments.
2. Knowledge of varied models and methods of service delivery, including standardized and non-standardized assessment, consultation, intervention, outcome evaluation, and family systems models, incorporating data-based decision-making information technology and empirically based professional service.
3. Knowledge of school psychology history and professional issues, administrative and supervisory procedures related to school psychology and school systems, family systems, and legal and ethical standards guiding service delivery at individual, group, family, school, and system levels.
4. Standardized and non-standardized assessment, evaluation, and interpretation of human development and learning domains (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, perceptual-motor, and academic mastery) within a collaborative, data-based decision-making frame, respecting diversity of student strengths, needs, learning styles, and cultures.
5. Use of behavioral and observational strategies in individual diagnosis linked to developing effective instruction and enhancement of individual growth and development.
6. Use of systematic therapeutic approaches (e.g., behavior management, FBA, RTI, consultation, counseling, conferencing) to address identified needs at the individual, group, family, and system levels.
7. Function as the resource specialist in the school attuned to, and skilled in, achieving mental health goals, prevention services, home-school collaboration, crisis intervention, and crisis intervention teamwork.
8. Design, implement, and evaluate in-service, staff development, parent education, and system level programs.

*The additional program objective of training students with an expertise in deafness is framed within the following five special competency areas.*

1. Communication and meeting the communication needs of all individuals whom one serves, which includes the development of American Sign Language (ASL) skill, as well as the ability to assess one's communication skills and adapt communication modalities to meet the specific needs

- of each child (ASL, manually coded English, oral/aural approaches, etc.).
2. Knowledge of deafness issues, including research, technological innovations, deaf culture, diversity within the Deaf community, and resources for families and the professional.
  3. Psychoeducational considerations for children who are Deaf or hard of hearing, including modifications needed in use of standardized and non-standardized test instruments, interpretation of results, socialization issues, family issues, and the impact of additional disabilities.
  4. Specialized psychological assessment and observational strategies for students who are Deaf or hard of hearing across diverse cultural, economic, linguistic, and personal-developmental domains.
  5. Knowledge of educational intervention techniques and curriculum adaptations for students who are Deaf or hard of hearing.

Supervised practicum and internship experiences are available at school and educational programs for deaf, hard of hearing, and hearing children in the metropolitan Washington area and across the United States. A background check is frequently a requirement of practicum and internship sites and will be the financial responsibility of the student before placement is made.

The graduate program in school psychology requires the completion of 72 graduate hours including practicum and internship experiences. The program generally takes three years: two years of course study (including practicum experiences) and a one-year internship. The first year of the program includes a 30-credit sequence of courses in psychology and related areas, additional sign communication courses, and successful completion of comprehensive examinations in three areas (language, cognition, and behavior disorders). Successful completion of these requirements results in a master of arts degree in developmental psychology. The master's degree is usually awarded at the end of the first year of study.

The second year includes an additional 30-credit sequence of courses emphasizing school psychological services, successful completion of a comprehensive examination case study and an extensive practicum experience. The third program year is a full-time school psychology internship placement (12 credits), which may be served in a school or school/clinical setting anywhere in the United States. Upon successful completion of the internship year the specialist degree in school psychology is awarded.

The school psychology program is fully approved by the National Association of School Psychologists (NASP) and recognized by the National Council for Accreditation of Teacher Education (NCATE) ; therefore, graduates of the Gallaudet program may receive certification as school psychologists in the many states that recognize NASP/ NCATE accredited training programs. The program identifies six NCATE Transition Points that serve as benchmarks for monitoring progress through the program: Entrance Into the Program, Awarding the M.A. in Developmental Psychology, Advancement to Practicum II, Advancement to Internship, Awarding the Specialist Degree in School Psychology, and Alumni Status. In keeping with national accreditation practices, school psychology students participate in the university TK20 Assessment System which requires a one-time fee. The completion of the specified school psychology program satisfies the training requirements for school psychology certification in the District of Columbia Public Schools.

**Admission Requirements for the M.A. and Psy.S. Program in School Psychology**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Resume?	No
	Writing Sample?	No

Videotape of Signing and/or English?	No
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**Are there additional application requirements?**

On-Campus Interview?	No
Sign Language Evaluation?	No
English Evaluation?	No

**Are there additional background requirements?**

Prior Master's Degree?	No
<input type="checkbox"/> Required Undergraduate Major?	Psychology Major or Minor or Related Field
Recommended Undergraduate Major?	No
<input type="checkbox"/> Prerequisite Coursework (Required)?	Statistics Child Development Abnormal Psychology
Standardized Testing Substitute for Prerequisite?	No
Recommended Prior Coursework?	No
Prior Professional Experience?	No
Prior Certification?	No
Health Certification Requirements?	No
<input type="checkbox"/> Police or Other Background Check?	Not required for admission, but required prior to practicum

**Application Deadlines and Program Scheduling**

<input type="checkbox"/> Last Date to Submit Completed Application?	February 1
First Date for Consideration of Application?	No Set Date
Summer Admission Possible?	No
<input type="checkbox"/> Fall Admission Possible?	Yes
Winter Admission Possible?	No
<input type="checkbox"/> Part-time Study Possible?	Yes
Summers-Only Study Possible?	No
Weekend and Evening Study Possible?	No

**Core Courses**

Courses that must be taken at Gallaudet in the school psychology program:

- PSY 701 Legal, Ethical, and Professional Issues in School Psychology (3)

- PSY 743 Assessment I: History and Theory of Assessment (3)
- PSY 746 Assessment II: Intellectual Assessment (3)
- PSY 765 Assessment III: Social, Emotional and Behavioral Assessment (3)
- PSY 770 Practicum in School Psychology I (3)
- PSY 771 Practicum in School Psychology II (3)
- PSY 772 Psychological Consultation: Externship (1)
- PSY 790 Internship: Individual Case Study (3)
- PSY 791 Internship: Teacher Consultation and Counseling (3)
- PSY 792 Internship: System Consultation and In-Service (3)
- PSY 793 Internship: Advanced Case Conference (3)

**Required Courses**

- PSY 732 Child Psychopathology and Behavior Disorders (3)
- PSY 748 Psychoeducational Assessment and Programming for Exceptional Children (3)
- PSY 754 Biological Psychology: Brain and Behavior (3)
- PSY 766 School Psychology and Prevention Services (3)
- PSY 767 Psychological Consultation: Theory and Practice (3)

**Additional Requirements**

Students must pass a comprehensive examination in each of these areas: language development, cognitive development, behavior disorders, and comprehensive case study.

Students must take at least one course in each of these areas: educational methods or curriculum, multicultural education, audiology, statistics, and psychology and deafness.

Students must demonstrate sign language proficiency by passing six credit hours of coursework in the area of sign communication (or waiver).

**Doctoral Program in Clinical Psychology**

The Department of Psychology offers a doctorate (Ph.D.) in clinical psychology, with specialization in working with deaf and hard of hearing populations. The program has a life-span development philosophy and offers courses and opportunities for supervised practice with deaf people, with both early- and late-onset hearing loss. Students also develop general clinical skills through work with hearing populations.

The clinical program trains psychologists in both clinical and research skills. It prepares them to contribute to the field both by providing clinical services to deaf and hard of hearing individuals and by expanding the knowledge base in areas of psychology important for working effectively with these populations. The doctoral program typically requires

a minimum of five years for completion, one year of which is a full-time clinical internship. Students may apply to be awarded an M.A. in Psychology after completion of their predissertation research project and the comprehensive examination. This is usually awarded after the third year of study and is not a terminal degree.

Students complete approximately 100 hours of academic credit, including the following areas: biological bases of behavior, social bases of behavior, cognitive and affective bases of behavior, human development, research and analytic methods, ethics, psychological assessment, and psychological interventions. The program includes supervised practicum experiences and a research-based dissertation.

Students must attain prescribed levels of sign language competency to enter their first practicum and to be permitted to apply for internship. Students are required to score 2+ or above on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before beginning their practicum, and a 3 or above before beginning their internship. Students from this program may participate in practicum activities with the Gallaudet University Mental Health Center. Students who undertake or intend to undertake a practicum experience with the MHC may not also receive clinical services from the center. Such students need to seek practitioners not associated with the MHC and would be responsible for the costs of such services. The MHC maintains a listing of outside service providers, many of whom have reduced fees for Gallaudet students. We recommend that students applying to this program carry health insurance with sufficient mental health benefits to cover the cost of such outside services.

The Clinical Psychology Program is accredited by the American Psychological Association. Information, comments, or questions about our accreditation can be directed to the Committee on Accreditation at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Their phone number is (202) 336-5500 and their web address is [www.apa.org](http://www.apa.org).

**Admission Requirements for the Ph.D. Program in Clinical Psychology**

**Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final

transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)

- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE (required) General Test
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Special Essay?	Narrative Statements
<input type="checkbox"/>	Resume?	Required
<input type="checkbox"/>	Writing Sample?	Paper
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Recommended (by invitation)
<input type="checkbox"/>	Months of Interviews	February/March
<input type="checkbox"/>	Sign Language Evaluation?	During Interview: GU-ASLPI
	English Evaluation?	No

**Are there additional background requirements?**

<input type="checkbox"/>	Prior Master's Degree?	Psychology M.A. Preferred
<input type="checkbox"/>	Required Undergraduate Major?	Psychology Major or Minor or Equivalent
<input type="checkbox"/>	Recommended Undergraduate Major?	Psychology
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Statistics Developmental Psychology Abnormal Psychology Experimental Psychology
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	18 or more hours of Undergraduate Psychology Courses

<input type="checkbox"/>	Prior Professional Experience?	Preferred
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Required Prior to Practicum

**Application Deadlines and Program Scheduling**

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 1
<input type="checkbox"/>	First Date for Consideration of Application?	February 1
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
	Part-time Study Possible?	No
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Typical Program of Study**

**First Year**

*Semester I - Fall*

- PSY 711 Principles of Statistics (3)
- PSY 712 Research Methods in Psychology (3)
- PSY 733 Child Development (3)
- PSY 749 Intellectual Assessment: Measurement Principles and Applications (4)
- PSY 781 Clinical Psychology Ethics and Practice I (2)
- ASL class as needed (3 each semester)

*Semester II - Spring*

- PSY 703 Research Seminar (1)
- PSY 713 Psychological Statistics II (3)
- PSY 782 Clinical Psychology Ethics and Practice II (2)
- PSY 834 Adult Psychopathology (3)
- PSY 865 Personality Assessment: Projective Techniques (3)

*Summer*

- PSY 866 Personality Assessment: Objective Techniques (2)
- PSY 704 Research Seminar (1)

**Second Year**

*Fall Semester*

- PSY 783 Foundations of Psychotherapy I (2)
- PSY 785 Clinical Psychology Practicum (3)
- PSY 800 Individual Research (1-12)
- PSY 833 Adult Development and Personality (3)
- PSY 836 Methods of Adult Psychotherapy (3)

- PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)

*Spring Semester*

- PSY 723 Psychology and Deafness (3)
- PSY 784 Foundations of Psychotherapy Lab II (1)
- PSY 786 Clinical Psychology Practicum (3)
- PSY 800 Individual Research (1-12)

*One of the following three PSY courses:*

- PSY 751 Psychology of Perception (3)
- PSY 752 Cognitive Psychology (3)
- PSY 815 Psycholinguistics (3)

*One elective 800-level PSY course on psychological intervention (3)*

*Summer*

- Complete Predissertation Project
- PSY 800 Individual Research (1-12)
- PSY 900 Dissertation Research (1-12)
- PSY 985 Advanced Clinical Psychology Externship (1-6)

*Third Year*

*Fall Semester*

*One elective 800-level PSY course on psychological intervention (3)*

*One of the following two PSY courses:*

- PSY 809 Social Psychology and Human Diversity (3)
- PSY 820 History and Systems (2)
- PSY 885 Clinical Psychology Externship (3)
- PSY 900 Dissertation Research (1-12)

*Spring Semester*

*One of the following two PSY courses:*

- PSY 843 Neuropsychological Foundations and Assessment (3)
- PSY 854 Psychopharmacology (3)

*One of the following three PSY courses:*

- PSY 751 Psychology of Perception (3)
- PSY 752 Cognitive Psychology (3)
- PSY 815 Psycholinguistics (3)

*One elective 800-level PSY course on psychological intervention (3)*

- PSY 886 Clinical Psychology Externship (3)
- PSY 900 Dissertation Research (1-12)

*Complete first draft of dissertation proposal*

*Summer*

*Comprehensive Examinations*

- PSY 800 Individual Research (1-12)
- PSY 900 Dissertation Research (1-12)
- PSY 985 Advanced Clinical Psychology Externship (1-6)

*Fourth Year**Fall Semester*

*One elective 800-level PSY course on psychological intervention (3)*

*One of the following two PSY courses:*

PSY 809 Social Psychology and Human Diversity (3)

PSY 820 History and Systems (2)

PSY 900 Dissertation Research (1-12)

PSY 985 Advanced Clinical Psychology Externship (1-6)

*Complete dissertation research proposal*

*Complete qualifying examination*

*Apply for internship*

*Spring Semester*

*One of the following two PSY courses:*

PSY 843 Neuropsychological Foundations and Assessment (3)

PSY 854 Psychopharmacology (3)

*One elective 800-level PSY course on psychological intervention (3)*

PSY 900 Dissertation Research (1-12)

PSY 986 Advanced Clinical Psychology Externship (1-6)

*Summer*

PSY 900 Dissertation Research (1-12)

*Fifth Year**Fall-Spring-Summer*

*Complete and defend dissertation*

*Complete clinical internship*

*Degree awarded in August*

**SOCIAL WORK (SWK)****Graduate Faculty:**

Beth Betman, M.S.W.; Carol Cohen, Ph.D.; Elizabeth Moore, M.S.W. (*M.S.W. Program Director*); Teresa Mason, Ph.D. (*Chair*); Janet Pray, Ph.D.; Martha Sheridan, M.S.W., Ph.D.; Barbara White, Ph.D.

**Professional Staff:**

Marcia Schweitzer, M.S.S. (*Director of Field Instruction*)

**About the Department:**

The Department of Social Work offers the master's in social work (M.S.W.) degree and the baccalaureate degree with a major in social work. The M.S.W. program admitted its first class in 1989.

The M.S.W. program prepares deaf, hard of hearing, and hearing students to assume leadership positions in the provision of social work services for deaf and hard of hearing people throughout the United States and internationally. Graduates are employed in child welfare agencies, schools and universities, mental health settings, family service agencies, correctional facilities, and programs for people with developmental disabilities, among many others. Graduates are providing clinical services and are engaged in advocacy, administration, program and policy development, community development, consultation, research, and publication.

The Department of Social Work has seven faculty and one professional staff who are highly qualified and experienced in their fields. Department members are engaged in research, are active in community service projects, and present regularly in professional conferences, workshops, and colloquia.

Social work faculty are engaged in program development efforts on behalf of deaf and hard of hearing people throughout the metropolitan Washington area. In addition, the department sponsors guest lectures and colloquia by professional social work practitioners from the Washington, D.C., metropolitan area as well as from other areas of the country.

The master's program is accredited by the Council on Social Work Education. The baccalaureate program in social work has been accredited by the Council on Social Work Education since 1976 and was reaccredited in 1994.

**Master of Social Work Program**

The master of social work program at Gallaudet University prepares students for advanced social work practice with deaf and hard of hearing populations. Graduates possess the knowledge and skills to enter the profession as practitioners

in various settings, such as schools, health care agencies, family and child welfare agencies, mental health settings, disability organizations, corrections agencies, organizations that provide services to senior citizens, etc. Graduates possess knowledge and skills in areas of direct generalist practice with individuals, families, groups, organizations, and communities. Graduates may practice in areas such as policy, research, program development, and agency and community work.

The M.S.W. program consists of 62 credit hours of study. The foundation curriculum consists of courses in eight core curriculum areas: human behavior and the social environment, social welfare policy and services, social work practice, research, field education, values and ethics, diversity, and populations at risk, including social and economic justice. Foundation students attend a concurrent field practicum with courses, entering the field of practice for two eight-hour days a week at an internship site. Students complete the first year of study with approximately 500 hours of field practicum experience in addition to course and lab credit.

The advanced curriculum concentration courses consist of advanced content in all of the curriculum areas. Graduates expand and deepen knowledge and skills acquired during the foundation year and develop special knowledge and skills needed for practice with deaf and hard of hearing populations. Students in the advanced year have a full semester of courses in the fall semester and a full block placement in the spring semester with two online courses. During the spring semester, students are placed in settings that require advanced social work practice skills. Students work at their internship sites for four eight-hour days, totaling thirty-two hours per week or 512 hours for the semester in addition to two online courses. At the completion of the second year of study, students graduate with 12 credits of field practicum (approximately 1012 hours of field practicum) and 50 course credits.

Students in the M.S.W. program may apply to participate in a school social work specialization which is accredited by the National Council for the Accreditation of Teacher Education. Students take courses specifically related to school social work, including school social work policy and school social work practice. Internship experiences during both years take place in school settings or in other education-related agencies. A student may take an approved elective course in order to enhance preparation to work with deaf and hard of hearing children in schools. Participants in this program may apply to take part in a U.S. Department of Education grant, which provides half tuition waivers and stipends during all four semesters. Students selected for the

grant opportunity must commit to work in a school setting after graduation.

M.S.W. students must achieve an ASLPI rating of 2 by the end of their foundation curriculum, prior to taking the qualifying examination and prior to admission into the concentration curriculum. Students are responsible for scheduling their ASLPI evaluations by appointment with the Center for American Sign Language Literacy (CASLL) on the second floor of the Merrill Learning Center early in the fall semester of their first year in the program. ASLPI scheduling at the CASLL only occurs during a two-week sign-up period only at the beginning of the semester. This is the only time during a given semester that M.S.W. students may secure individual interviews.

Students not reaching the ASLPI rating of 2 in the fall semester must meet with their advisors to develop a plan of activities (ASL classes and interaction activities) which will facilitate skill and rating advancement. It is the students's responsibility to register for these classes and activities, and to schedule subsequent ASLPI evaluations until the required rating is achieved. A rating of 2+ is required for graduation. Students not achieving the ASLPI rating of 2+ are required to provide a portfolio of documentation which would include the ASLPI or SCPI proficiency level(s) obtained and three letters of recommendation from individuals (internship supervisor, academic advisor, or others), along with everything else the students have done to improve their skills. Then the Social Work Department will make a decision based on that information, the student progress in the M.S.W. program, and the population and setting in which the student aims to work.

### **Admission Requirements for the M.S.W. Program in Social Work**

#### **Checklist of requirements for application to every Gallaudet University graduate program:**

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor's degree and before enrolling in their first semester of graduate study.)
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

**Checklist of requirements specific to this program:**

**Are additional application materials required?**

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Special Essay?	Narrative
	Resume?	No
<input type="checkbox"/>	Writing Sample?	Recommended
	Videotape of Signing and/or English?	No

**Are there additional application requirements?**

<input type="checkbox"/>	On-Campus Interview?	Recommended
<input type="checkbox"/>	Months of Interviews	February-March
	Sign Language Evaluation?	No
	English Evaluation?	No

**Are there additional background requirements?**

	Prior Master's Degree?	No
	Required Undergraduate Major?	No
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework (Required)?	30 Hours Liberal Arts or Humanities Coursework in Human Biology
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

**Application Deadlines and Program Scheduling**

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 15
	First Date for Consideration of Application?	No Set Date
	Summer Admission Possible?	No

<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Only with advanced standing
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

**Conditional Admission**

Occasionally, a student who is unable to satisfy a particular admission requirement but otherwise gives evidence of ability to succeed in a graduate social work program may be awarded admission conditionally. The student then has until the end of the first semester to remove those conditions. If the student does not remove those conditions, he or she will not be allowed to continue in the program.

**Advanced Standing**

Students who have graduated with bachelor's degrees in social work from Council on Social Work accredited programs may be eligible for advanced standing through the waiver of first semester courses. Up to 15 credits may be waived if students have received a grade of B or better in their undergraduate courses and are recommended for advanced standing by their undergraduate program. Waiver of field practicum credits requires the recommendation of the field practicum director. Admission with advanced standing is decided on an individual basis and is designed to prevent duplication of material learned in the applicant's undergraduate social work program. Students are encouraged to take electives up to the 62 credit limit.

**Curriculum**

The M.S.W. program consists of 62 credit hours distributed among: a) required foundation courses; b) concentration course areas in deaf and hard of hearing populations; and c) elective credits. The full-time program is designed to be completed in two years. The elective credits can be taken in any graduate department at Gallaudet or through the consortium. Students specializing in school social work are expected to choose electives, with the approval of their advisors, that relate to the specialization. ASL courses do not satisfy the elective requirement. All students are required to take HSL 707 (3 credits).

**Part-time Options**

Students may wish to enroll on a less than full-time basis. Part-time options are available on a three-year schedule. The program must be completed within three years. The course plans are designed to preserve sequential learning.

\*May be taken during summer or any semester of the program.

**Field Instruction**

The Field Practicum component of social work education is a central feature of social work training because it provides the opportunity for the student to apply and integrate knowledge and skills learned in the classroom with professional practice opportunities in human service agencies.

The first year of field practicum offers students opportunities for learning experiences, including responsibility for working with individual clients and their families; development and leadership of a client group; and organizational/program development and community interventions.

In the advanced year, the field practicum provides students with learning opportunities in an agency that focuses on services for deaf and hard of hearing clients or in an organization developing those services. Advanced year internships occur during the final spring semester and are structured so students can benefit from strong experiences across the nation and internationally. Students engage in internships four days per week in order to provide consistent service to clients and to gain an in-depth understanding the agency setting. Students gain 500 hours of practicum experience following this block internship format.

The director of field instruction selects agencies able to provide students with rich learning opportunities and supervision by a qualified M.S.W. social worker. The field instructor fills a dual role as practitioner and educator and is chosen on the basis of social work practice competence, supervisory experience, and commitment to student learning. The students' interests, career goals, and learning needs are considered in the selection of internship sites. Students specializing in school social work have internship sites in schools or education-related organizations.

Some settings that have provided foundation year internships are:

- Advocates for Justice and Education
- Arlington County Public Schools
- Baltimore City Public Schools
- Buea School
- Child and Family Service Agency
- Deaf-REACH, Inc.
- Fairfax County Public Schools
- Family Service Foundation-Institute on Deafness
- Girls and Boys Town of Washington, DC
- Jewish Social Service Agency
- Kendall Demonstration Elementary School for the Deaf
- Maryland State Office of the Deaf and Hard of Hearing
- Maryland School for the Deaf
- Model Secondary School for the Deaf
- National Association of Social Workers
- Prince Georges County Department of Social Services
- Sasha Bruce Youthworks
- Washington Urban League, Senior Day Program
- Washington Hospital Center

Some settings used to date for advanced year block placements are:

- American School for the Deaf, Hartford, CT
- California School for the Deaf, Fremont, CA
- JFK Partners, Colorado University Health Services Center, Denver, CO
- Community Counseling Center, Portland, ME
- The E.C. Drury School for the Deaf, Toronto, Canada
- G.R.E.A.T. Day, Inc., Atlanta, GA
- Hawaii Center for the Deaf and Blind, Honolulu, HI
- International Deaf Education Association, Bohol, Philippines
- Lexington School for the Deaf, New York, NY
- Mental Health Center, Gallaudet University
- The National Deaf Academy, Mt. Dora, FL
- New Mexico School for the Deaf, Santa Fe, NM
- San Diego Deaf Mental Health Services, San Diego, CA
- Tennessee School for the Deaf, Knoxville, TN
- University of California Center on Deafness, San Francisco, CA
- Virginia School for the Deaf, Staunton, VA

**Typical Two-Year Program of Study**

(Foundation Year)

*Semester I - Fall*

SWK 705	Human Behavior in the Social Environment I (3)	
SWK 711	Social Policy and Social Services (3)	
SWK 741	Social Work Practice I (includes lab) (5)	
SWK 755	Research Methods I (3)	
SWK 771	Foundation Field Practicum I (3)	
		Total: 17 credits

*Semester II - Spring*

SWK 706	Human Behavior in the Social Environment II (3)	
SWK 742	Social Work Practice II (3)	
SWK 756	Data Analysis (3)	
SWK 772	Foundation Field Practicum II (includes lab) (3)	
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals (3)	
	Elective (3)*	
		Total: 18 credits

(Advanced Concentration Year)

*Semester III - Fall*

SWK 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)	
SWK 751	Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)	
SWK 752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)	
SWK 791	Research Practicum I: Deaf and Hard of Hearing Populations (3)	
	Elective (3)*	
		Total: 15 credits

\*May be taken during summer or any semester of the program.

*Semester IV - Spring*

- SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations [online] (3)
  - SWK 780 Advanced Practice Seminar (3)
  - SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (6)
- Total: 12 credits  
Grand Total: 62 credits

**Typical Two-Year Program of Study with School Social Work Specialization**

(Foundation Year)

*Semester I - Fall*

- SWK 705 Human Behavior in the Social Environment I (3)
  - SWK 711 Social Policy and Social Services (3)
  - SWK 741 Social Work Practice I (includes lab) (5)
  - SWK 755 Research Methods I (3)
  - SWK 771 Foundation Field Practicum I (3)
- Total: 17 credits

*Semester II - Spring*

- SWK 706 Human Behavior and the Social Environment II (3)
  - SWK 742 Social Work Practice II (3)
  - SWK 756 Data Analysis (3)
  - SWK 761 School Social Work Policy (3)
  - SWK 772 Foundation Field Practicum II (includes lab) (3)
  - HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)\*
- Total: 18 credits

(Advanced Concentration Year)

*Semester III - Fall*

- SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
  - SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
  - SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)
  - SWK 760 School Social Work Practice (3)
  - Elective (3)\*
- Total: 15 credits

*Semester IV - Spring*

- SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)
  - SWK 780 Advanced Practice Seminar [online] (3)
  - SWK 781 Field Practicum with Deaf and Hard of Hearing Populations I (3)
  - SWK 782 Field Practicum with Deaf and Hard of Hearing Populations II (3)
- Total: 12 credits  
Grand Total: 62 credits

**Typical Three-Year Program of Study**

(First Year: Foundations)

*Semester I - Fall*

- SWK 705 Human Behavior in the Social Environment I (3)
  - SWK 711 Social Welfare Policy and Services (3)
  - SWK 755 Research Methods I (3)
- Total: 9 credits

*Semester II - Spring*

- SWK 706 Human Behavior and the Social Environment II (3)
  - HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)
  - Elective (3)\*
- Total: 9 credits

(Second Year: Foundations, continued)

*Semester III - Fall*

- SWK 741 Social Work Practice I (includes lab) (5)
  - SWK 771 Foundation Field Practicum I (3)
  - Elective (3)\*
- Total: 11 credits

*Semester IV - Spring*

- SWK 742 Social Work Practice II (3)
  - SWK 756 Data Analysis (3)
  - SWK 772 Foundation Field Practicum II (includes lab) (3)
- Total: 9 credits

(Third Year: Advanced Concentration)

*Semester V - Fall*

- SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
  - SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
  - SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)
  - SWK 791 Research Practicum I: Deaf and Hard of Hearing Populations (3)
- Total: 12 credits

*Semester VI - Spring*

- SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (online) (3)
  - SWK 780 Advanced Practice Seminar (3)
  - SWK 781 Field Practicum with Deaf and Hard of Hearing Populations I (3)
  - SWK 782 Field Practicum with Deaf and Hard of Hearing Populations II (3)
- Total: 12 credits  
Grand Total: 62 credits

**Typical Three-Year Program of Study with School Social Work Specialization**

(First Year: Foundations)

*Semester I - Fall*

- SWK 705 Human Behavior in the Social Environment I (3)  
 SWK 711 Social Welfare Policy and Services (3)  
 SWK 755 Research Methods I (3)

Total: 9 credits

*Semester II - Spring*

- SWK 706 Human Behavior and the Social Environment II (3)  
 SWK 756 Data Analysis (3)  
 SWK 761 School Social Work Policy (3)  
 HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)\*

Total: 12 credits

(Second Year: Foundations, continued)

*Semester III - Fall*

- SWK 741 Social Work Practice I (includes lab) (5)  
 SWK 771 Foundation Field Practicum I (3)  
 SWK 760 School Social Work Practice (3)

Total: 11 credits

*Semester IV - Spring*

- SWK 742 Social Work Practice II (3)  
 SWK 772 Foundation Field Practicum II (includes lab) (3)  
 Elective (3)\*

Total: 9 credits

(Third Year: Advanced Concentration)

*Semester V - Fall*

- SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)  
 SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)  
 SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

Total: 9 credits

*Semester VI - Spring*

- SWK 780 Advanced Practice Seminar [online] (3)  
 SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (6)  
 SWK 791 Research Practicum: Deaf and Hard of Hearing Populations [online] (3)

Total: 12 credits

Grand Total: 62 credits

# Courses

## ADMINISTRATION AND SUPERVISION (ADM)

### ADM 711 Basics of Management (3)

Presents basic management principles and concepts. Topics include: the historical evolution of management thought and practice; effective techniques for planning, decision making, problem solving, information management, and reporting; organizing and staffing; and principles of budget administration. Technology in the workplace, supervision of diverse individuals and groups, and interpersonal communication styles are featured.

*Prerequisite:* Permission of the instructor.

### ADM 788 Organization and Administration of the American Education System (3)

Provides an introduction to the organizational structure of the American educational system at the federal, state, and local levels; governance patterns; policy; finance; administrative roles and relationships; and current trends and issues. Particular attention is given to the organization and administration of deaf and hard of hearing people within the context of the larger system.

### ADM 794 Successful Grant Writing: From Ideas to Proposals (3)

Working in a highly interactive environment, participants will gain hands-on experience in how nonprofits, state agencies, and other can develop successful applications for federal, state and private funding. Topics will include: Dos and Don'ts of proposal writing; importance of building relationships with funders; researching funding opportunities; creating a needs statement; defining goals and objectives; developing an evaluation plan; establishing an action plan; preparing a budget; tailoring proposals to specific audiences; and keeping track of grant requests.

### ADM 795 Special Topics (1-3)

Grading System: letter grades only.

### ADM 796 Executive Communication Skills (3)

Grammar is not the problem! Attitude is! This seminar helps the administrator avoid the tics plaguing his or her memos, letters, and position papers--tics such as taking forever to get to the point at hand; using marathon sentences to say what could be said in a dash; mixing metaphors and misplacing modifiers; burying the antecedents of pronouns in the underbrush of prose; and masquerading behind the obscurity of the passive voice. Analysis of style and tone of writing are the focus.

*Prerequisite:* Permission of the instructor.

*Course fee:* \$150

### ADM 799 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### ADM 809 Theory of Management and Leadership (3)

Theory follows practice. The application of classical management thought; the conundrum of power, authority, and responsibility; the principles of motivation; the option of Japanese management thought; the influence of personality type; and the ingredients of leadership training--all are interwoven into a masterful tapestry that contributes to the development of each participant's emerging management philosophy. Leadership styles are measured and demonstrated in weekly events.

*Prerequisite:* Permission of the instructor.

*Course fee:* \$250

### ADM 810 Public Policy and Persons with Disabilities (3)

The focus of this course is on the history, development, implementation, and analysis of those social policies designed to reconcile concerns and to overcome obstacles faced by those citizens of this democracy who happen to have disabilities. The major activity of the seminar will be

the analysis of a national policy relative to the provision of services to people with disabilities.

*Prerequisite:* Permission of the instructor.

### **ADM 821 Issues in the Administration of Programs for People with Disabilities (3)**

This course focuses on current issues of import and emerging trends in the management of special education programs from federal, state, and local perspectives. Concentration is on the broadest understanding of disabilities. Each topic covered in the seminar will begin with a review of the historical trends, theoretical underpinnings, philosophical foundation, and sociological bases of that topic in order to develop management practices that can be coherently and consistently implemented on a daily basis.

*Prerequisite:* Permission of the instructor.

### **ADM 822 Executive Management Skills (3)**

The theory and application of the following managerial skill repertoires are presented: interviewing techniques, resume writing, time management, stress management, meeting management, parliamentary procedure, conflict management, and assertiveness training. Several case study leadership events are presented. Attention is given to actual management problems that are currently being experienced by the participants.

*Prerequisite:* Permission of the instructor.

*Course fee:* \$225

### **ADM 834 Program Development and Evaluation in Special Education and Human Services (3)**

This course focuses on the design, development, and evaluation of programs for individuals with disabilities. Topics to be covered in this course include interpreting policy statements into relevant programmatic goals and objectives; determining organizational components and functions; establishing staffing patterns; setting up program-based budgets; and formulating ongoing process evaluation, product evaluation, and cost analysis plans. Students will be required to submit a proposal in response to a Request for Proposals (RFP), thereby increasing their managerial skills through simulation of an actual grant-writing experience.

*Prerequisite:* Permission of the instructor.

### **ADM 837 Interpersonal and Group Behavior in Organizations (3)**

The emphasis of the course is on interpersonal and group behavior in organizations. Through experienced-based learning activities, small group discussions, and short lectures, students learn about interpersonal

interactions and dynamics in an organization setting. Topics include power and politics, decision making, conflict, and organizational culture.

*Prerequisite:* Permission of the instructor.

### **ADM 838 Organization Development and the Management of Change (3)**

This course focuses on the processes of organization development and the management of change. In the course students learn how to diagnose organizational problems and how to plan ways to solve the problems. The process of change management is explored in depth. The course uses a combination of structured activities, small group discussions, and short lectures. Because of the nature of the course, active student participation is essential. It is designed for current or future administrators in schools, universities, and public sector organizations.

*Prerequisite:* Permission of the instructor.

### **ADM 839 Organization Theory and Design (3)**

Students are introduced to principles of organization theory and design. They examine topics such as organization design; the external environment of organizations; the impact of organizational goals on organizational effectiveness; organizational technology; organizational bureaucracy; classic organizational structures; the impact of structure on innovation, change, information, and control; decision-making in organizations; power and politics; integrating all parts of an organization; and organizational learning and renewal. This course, when combined with ADM 838, ADM 840, and ADM 841, provides students with solid preparation for managing the process of organizational improvement.

*Prerequisite:* ADM 838 or permission of the instructor.

### **ADM 840 Organizational Diagnosis (3)**

This course teaches students how to plan and conduct a comprehensive organizational diagnosis for the purpose of improving organizational performance. The classic diagnostic procedures of interviewing, surveying, observing, and artifact analysis are taught. Students learn to diagnose 'root' problems related to an organization's work processes, its social 'architecture,' and its relationship with a broader environment. Students also learn how to choose effectiveness criteria for diagnosing organizational performance, accessing the quality of work life, how to reorganize and diagnose data into useable feedback for decision makers, and how to conduct a feedback/action planning meeting. The ethics and politics of organizational diagnosis are also examined. When combined with ADM

838, ADM 839, and ADM 841, this course provides future managers of education and human service organizations with solid preparation for managing organizational improvement processes.

*Prerequisites:* ADM 838 and ADM 839 or permission of the instructor.

### **ADM 841 Redesigning Organizations (3)**

This course is an advanced course in organization improvement that expects students to apply what they learned from ADM 838, ADM 839, and ADM 840. Students learn a systemic and systematic model for transforming professional organizations into high performing learning organizations by making simultaneous improvements in three sets of key organizational variables; the organization's work processes, its social "architecture," and its relationship with its external environment. Students design an organizational improvement intervention in a real or fictitious organization.

*Prerequisites:* ADM 838, ADM 839, and ADM 840 or permission of the instructor.

### **ADM 842 Advanced Seminar in Educational Administration (1-3)**

This seminar focuses on issues and trends in educational administration and supervision. The particular issues and trends are determined at the beginning of each course in collaboration with the students.

*Prerequisite:* Permission of the instructor.

### **ADM 845 Curriculum Development (3)**

This course is designed for the educational leader and deals in-depth with the place of schooling in the American experiment (which is American society), the nature of curriculum, theories of curriculum, and important trends at the early childhood, elementary, and secondary levels in general education; provides a curricular and instructional basis for educational courses which are a part of the future leader's program of studies; and includes trends and issues in classroom organization, program development, curriculum design, instructional options, and strategies of assessment. With this knowledge, the curriculum leader can be an agent of change.

### **ADM 855 Field Experiences (3)**

An individual set of experiences designed to give the graduate student in administration an understanding of the operation of several different education-related organizations.

### **ADM 858 Supervising and Evaluating Teaching (3)**

This course provides students with an introduction to concepts and principles for supervising and evaluating teaching. Through experienced-based learning activities, small group discussions, and short lectures, students examine basic models of supervising teaching, two advanced models of supervision (clinical and diagnostic), basic supervisory skills for observing teaching, and basic skills for conducting supervisory conferences. The course also provides students with an introduction to concepts and principles of teacher evaluation and staff development. Through experienced-based learning activities, small group discussions, and short lectures, students learn about evaluating teaching, conducting performance evaluation conferences, and developing staff development plans based on the results of evaluation.

*Prerequisite:* Teaching experience and permission of the instructor.

### **ADM 860 Ethics in Management (3)**

A classical seminar offered spring semester during even-numbered years by a team of three to four instructors. The nine-evening, once-a-week seminar covers the gamut of ethical concerns dealt with by line and staff administrators. Instead of traditional papers and examinations, the seminar requires class participation.

*Course fee:* \$125

### **ADM 862 Gender Issues in Management (3)**

A classical seminar that alternates with ADM 860 and is offered spring semester during odd-numbered years by a team of three to four instructors. The nine-evening, once-a-week seminar involves outside lecturers addressing various issues confronting women administrators. Instead of traditional papers and examinations, the seminar requires class participation.

### **ADM 865 School and Community Relations (3)**

This course focuses on current issues of importance and emerging trends in the creative leadership and management of the school, community and homes in order to achieve successful support for programs. Concentration is on the broadest understanding of special program relations and diverse publics, including people who are disabled. Each topic in the seminar will begin with an overview of the theoretical underpinnings, current practices and strategies in order to develop effective public relations practices that can be coherently and consistently implemented.

*Prerequisite:* Permission of the instructor.

**ADM 880 Human Resource Administration (3)**

Designed to assist school administrators and educators in developing legal literacy skills through an orientation to the U.S. legal system: local, state, and federal government roles in education; church-state controversies in schools; law in compulsory education and curriculum; student rights; desegregation; mainstreaming; teacher rights; collective bargaining; tort law in education; and school finance law. Considerable reading and class participation are expected.

*Prerequisite:* Permission of the instructor.

**ADM 888 Higher Education Organization & Administration (3)**

The historical development of universities, colleges, and community colleges; philosophies and objectives of the various kinds of institutions; governance of public and private higher education; organizational structures; funding of higher education; administrative roles and functions; improving administrative effectiveness; and standards, accrediting bodies, and evaluation criteria and processes will be covered.

**ADM 890 Internship (3)**

The internship requirement for the degree programs within the department is sometimes waived in the advisory process, pending evidence the student can produce. The advisor(s) reserve the right to determine the weight of such written evidence attesting to breadth and depth of administration experience prior to entry into the program. The internship itself involves a minimum of 360 clock hours of work within an administrative context in any education or human services setting. A written proposal on how the internship will be designed is required before the start of the semester in which it will be done. The department has proposal guidelines available.

**ADM 895 Special Topics (1-3)**

Grading System: letter grades only.

**ADM 899 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**ADM 900 Dissertation Research (3-6)**

Available only to Ph.D. students in the Department of Administration and Supervision. Minimum of six credit hours required.

**AMERICAN SIGN LANGUAGE (ASL)****ASL 601 Communication in Gestures I (1)**

This course is taught in five 3-hour sessions which provide an introduction to communicating with gestures. Students learn to describe objects, ask for and give directions, and discuss limited hypothetical issues through the use of gestures. The instructor uses gestures throughout the course.

**ASL 602 Communication in Gestures II (1)**

This course is taught in five 3-hour sessions which build on the skills learned in ASL 601. Students learn to paraphrase, describe floor plans, and develop a skit through the use of gestures. The instructor uses gestures throughout the course.

**ASL 661 American Sign Language Curriculum (3)**

This course teaches curriculum planning and specialized adaptations in teaching ASL for various types of students. The course features reading and analysis of other ASL curricula. Focus is on tailored lesson planning, material and method selection and type of evaluation tools.

**ASL 695 Special Topics (1-3)**

Grading System: letter grades only.

**ASL 699 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**ASL 701 American Sign Language I (3)**

The student will have the opportunity to learn the basic language functions found in American Sign Language (ASL) such as asking simple questions, confirming, correcting, and responding to information, apologizing, giving reasons and opinions as well as suggesting activities. In addition, the student will learn personal, possessive, and dual pronouns, spatial referencing, negation, numbers, non-manual markers, noun-verb pairs, basic classifiers, and time signs. Comprehension skills will be emphasized throughout the course, although expressive skills will be strongly encouraged.

**ASL 702 American Sign Language II (3)**

This is a continuation of ASL I. The student will have the opportunity to learn the basic language functions found in American Sign Language (ASL) such as asking simple

questions, explaining need, interrupting conversations, expressing uncertainty, confirming and correcting information, identifying people, giving locations and commands, offering assistance, accepting/declining offers, asking for clarification, explaining relationship, asking/telling how long and how old, contradicting opinions, solving conflicts and telling time. In addition the student will learn ordinal numbers, topic/comment structure spatial referencing, descriptive classifiers, spatial and inflecting verbs, role shifting and temporal sequencing. Both expressive and comprehension skills will be emphasized throughout the course.

*Prerequisite:* ASL 701 with a grade of B or better or permission of the department.

### **ASL 703 American Sign Language III (3)**

This is a continuation of ASL II. The student will have the opportunity to learn the language functions found in American Sign Language (ASL) such as giving reasons, making requests, giving specific locations, opening conversations, asking for permission, expressing concern, telling about life events and correcting and elaborating. In addition, the student will continue to learn ordinal numbers, topic/comment structure, spatial referencing, classifiers, spatial and inflecting verbs, conditional sentences and temporal sequencing. Both expressive and comprehensive skills will be emphasized throughout the course.

*Prerequisite:* ASL 702 with a grade of B or better or permission of the department.

### **ASL 704 American Sign Language IV (3)**

This course will focus on an advanced use of classifiers, non-manual grammar, and modifiers. Use of space will also be emphasized in class. Both expressive and comprehensive skills will be emphasized throughout the course.

*Prerequisite:* ASL 703 with a grade of B or better or permission of the department.

### **ASL 705 American Sign Language V (3)**

This is a continuation of ASL IV, with a focus on discourse. This course will enhance the students' abilities to recognize and use various types of discourse in ASL. This course includes introduction to types, features and goals in various types of discourse. The course also introduces the concept of discourse sequentiality (time order in a text). Also, students will recognize and understand transitions in a text. Both expressive and comprehension skills will be emphasized throughout the course.

*Prerequisite:* ASL 704 with a grade of B or better or permission of the department.

### **ASL 706 American Sign Language VI (3)**

This is a continuation of ASL V, with a continuing focus on discourse and the addition of dealing with complex concepts in ASL. This course will focus on advanced discourse. It will focus on how people communicate in different discourse types: e.g., negotiating and planning an event. Students will also look at registers in ASL and advanced classifier use. Some advanced ASL stories will be analyzed and discussed in class. Both expressive and comprehension skills will be emphasized throughout the course.

*Prerequisite:* ASL 705 with a grade of B or better or permission of the department.

### **ASL 709 ASL Media Production (3)**

This course introduces students to the tools and skills necessary to produce a variety of moving visual media. First, this course will cover the basics of planning and capturing moving images; second, it will explore possibilities of assembling rhetorically motivated images, and third, it will explore a number of media, such as interactive CD/DVD, WWW page design, and short documentary essays.

### **ASL 731 Visual-Gestural Communication (2)**

This course will develop capabilities in nonverbal/visual-gestural communication that will expand functional communication of graduate students in the various disciplines they are pursuing.

### **ASL 741 Methods of Second Language Teaching (3)**

This course focuses on principled approaches to developing and implementing classroom methods and strategies for language teaching. It also investigates linguistic, psychological and attitudinal factors that influence student-teacher interaction in the classroom. The course examines in detail the most important teaching methodologies that have evolved over the past thirty years. Following a thorough analysis of each methodology in terms of its theoretical justification and supporting empirical research, students will endeavor to teach and learn some aspect of a second language through the implementation of each of the methodologies.

### **ASL 743 Curriculum Development for Second Language Instruction (3)**

This course examines the philosophical and historical foundations of curriculum. It also outlines curriculum decisions confronting educators, starting with the consideration of significant human needs and ending with the implementation of curriculum innovation in

the classroom. The conceptual bases for the principles and procedures are described to provide a clear, step-by-step guide for curriculum practitioners, whether they are designing curricula for individual Sign Language classes or for entire educational programs. Also, reading and analysis of other ASL curricula will be featured in this course.

*Prerequisites:* ASL 741.

### **ASL 760 Assessing Second Language Skills (3)**

This course examines factors involved in developing and administering an assessment of Sign Language students' linguistic proficiency and socio-cultural competence. Topics include the role and function of assessment, assessment validity, assessment reliability, the use of measurement instruments, current approaches to assessing language learning, and an analysis of current tools for testing Sign Language skills and knowledge. Students will develop samples of assessment tools.

*Prerequisite:* ASL 741.

### **ASL 762 Seminar in Sign Language Teaching (3)**

This concentration course will explore the current issues related to pedagogy of Sign Language instruction. The first part of the seminar will be devoted to incorporating culture in language classroom. The second part will be devoted to current research/studies on the language of instruction. Students will be assigned to look into issues and bring them to class for class discussion. The third part will be left open for any current studies on second language teaching.

*Prerequisites:* Matriculation into the M.A. in Deaf Studies.

### **ASL 790 Sign Language Teaching Internship (3)**

During internship, each student will be assigned to teach a Sign Language class. Each student will be required to meet with her/his supervisor ( faculty with the department ) on a weekly basis to discuss upcoming classes for the week. The supervisor will observe the classes that the student teaches at least 3 times. At end of the semester, the student will hand in her/his full course work, which includes lesson plans, sample quizzes and tests and her/his self-analysis.

*Prerequisite:* ASL 741.

### **ASL 795 Special Topics (1-3)**

Grading System: letter grades only.

### **ASL 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

## **BIOLOGY (BIO)**

### **BIO 711 Human Genetics (3)**

An in-depth examination of the mechanisms involved in producing genetic variation in humans and medical/clinical aspects of genetic variation and disease. Topics include human cytogenetics and chromosomal disorders, nontraditional inheritance, genetic counseling, and the ethical, legal and social impact of genetics technology. This course is cross-listed with BIO 411; the courses share a lecture but have different requirements.

### **BIO 795 Special Topics (1-3)**

Grading System: letter grades only.

## COMMUNICATION (COM)

### COM 795 Special Topics (1-3)

In many professional fields, communication and networking is probably the major factor in creating opportunities for job success and promotion. This course, designed for Deaf and Hard of Hearing professionals, will enable participants to analyze, identify, and recognize issues enabling them to become more aware of their communication and networking paradigm. This will enable them to better understand the challenges they face in the workplace and gives them an opportunity to develop goals and objectives in their work plan to address challenges and issues faced by them. Enrollees in this course will cover some aspects of communication theories and how these apply to where they work. Learning modules, examinations, reading assignments and group projects will be conducted online. Group projects will involve development of action plans for each individual through feedback among members of the group and can serve as a road map for their communication and managerial goals.

## COUNSELING (COU)

### COU 695 Special Topics (1-3)

Grading System: letter grades only.

### COU 701 Seminar on Loss: Death, Dying, and Living (3)

This course is intended to better understand LIFE, particularly as it is affected by serious loss -- that is, loss related to life-threatening illness, loss related to disability, and the ultimate loss caused by death. It is the intent of the professor that the course provide a solid theoretical and practical knowledge base about the topic of serious loss. More importantly, this course will provide an opportunity for hearing and deaf people to discuss issues of loss as they are related to our professional responsibilities. Topics of loss and thanatology are multidisciplinary; therefore, the course will be designed for professionals from a variety of fields, including education, counseling, social work, psychology, audiology, and administration.

### COU 702 Play Therapy (3)

This course is designed to give the candidate exposure to the various play therapies: play room, sand tray, art, movement and psychodrama. Through reading, lecture, class discussion, case presentations, and role play simulations, candidates will become familiar with various techniques used with children in therapy and counseling. Candidates will discuss the applicability of these theories in working with deaf and hard of hearing children and youth; as well as in working with children and youth with differing cultural and ethnic backgrounds.

### COU 703 Substance Prevention For Children and Youth (3)

This course will review current practice in the area of substance abuse prevention for children and youth, and will focus on current research in this area. Through readings, lectures, class discussions, class projects and presentations and role play simulations, candidates will become familiar with different methods and programs to use with children and youth of different ages.

### COU 709 Psychosocial Aspects of Deafness (3)

An investigation of psychological and sociological aspects of growth and development among major disability groups. Includes an in-depth analysis of adaptive and maladaptive behaviors of deaf individuals and implications of these behaviors for mental health. Areas of adjustment include family, school, social, vocational, leisure, sexual, marital, old age, and interpersonal relations contexts. Emphasis is given to compensatory techniques and intervening measures used in achieving adjustment.

**COU 710 Orientation to the Profession of Mental Health Counseling (3)**

The course provides an orientation to basic mental health counseling principles, processes, counselor roles and functions, professional ethics, issues, organizations, and publications. Specific emphasis will be placed on mental health counseling with deaf individuals and deaf people with multiple disabilities, networking with other agencies, advocacy, and professional responsibilities.

**COU 712 Orientation to the Profession of School Guidance Counseling (3)**

Overview of the issues and techniques involved in providing guidance and counseling services to children and young adults in elementary, secondary, and postsecondary educational settings. Includes an introduction to the profession of school counseling, theories, and organizations and publications related to the field. Emphasis will be placed on identifying the roles and functions of school counselors who serve deaf and hard of hearing children.

**COU 714 Adult Psychopathology (3)**

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV, will be discussed. Treatment implications of various diagnostic categories will be included.

*Prerequisite:* COU 732.

**COU 715 Family Therapy (3)**

This course is designed to examine the major contemporary theories and approaches in couples, marital and family therapy. From this framework, candidates will also consider the applicability of these theories in working with deaf children, adolescents, adults and families with deaf members. Examined will be major concepts of family dynamics and the family life cycle, with additional emphasis on families with deaf members. Candidates will be introduced to key concepts involving 1) the understanding of functional and dysfunctional relationships which often occur within couples and families and which also may occur between the client/family and therapist or other professionals involved with deaf persons, 2) the formulation and implementation of clinical intervention techniques to modify dysfunctional individuals, couples or families and larger than family dynamics. Activities will include lecture, class discussion, case presentations, and role playing simulation sessions with post-session discussions. A major emphasis is placed on the development and becoming of the couples, marital and family therapist.

*Prerequisite:* COU 732.

**COU 716 Psychopharmacology for Counselors (1)**

This is an introduction to current psychoactive medications used most often in schools and counseling/psychiatric settings today. The course will explore the conditions which respond best to psychoactive drugs, the specific drugs used to treat specific conditions, and the typical dosages used. In addition, it will explore when it is appropriate to suggest medication and also alternative medication, side effects to be aware of, and the benefits gained from the use of psychoactive drugs.

*Prerequisites:* Graduate level standing.

**COU 717 Lifespan Development (3)**

This course is designed to review theories and principles of human development across the lifespan, and to familiarize students with current knowledge and research in the field. This course also covers areas of childhood disabilities, as well as current issues regarding deafness and human development. Developmental issues across the life span related to culture, gender, heredity and environment will also be included.

*Prerequisites:* Undergraduate course in child/adolescent development and an undergraduate course in abnormal psychology.

**COU 721 Foundations in Helping Skills I (3)**

This is an introductory course focusing on basic human relations skills necessary to be an effective helper. Activities will include lecture and discussion of components of positive interpersonal skills related to helping as well as role playing and videotaping of helping relationships. A specific interpersonal relations model for the purpose of helping will be presented, demonstrated, and analyzed. The course will discuss multicultural issues. Emphasis will be placed on developing human relations skills needed to provide services to deaf and hard of hearing individuals.

**COU 723 Counseling Deaf Students with Special Needs (3)**

This course is designed to expose school counseling majors to the deaf child with special needs and low incidence disabilities in the school program. During the semester, school counseling graduate students will study the various medical and psychosocial issues of deaf students who have multiple disabilities. Additionally, the graduate student will discuss various approaches to providing both preventative and remedial mental health services to deaf students with special needs, and consultation services to parents, families, teachers, and staff members when appropriate. Specific instruction in developing the social/emotional component of the IEP, developing behavior plans,

and providing consultation in behavior management, social skills development, independent living skills training, and transition planning will also be discussed.

*Prerequisites:* COU 717, 721, 732.

### **COU 728 The Cycle of Substance Abuse (3)**

The goal of this course is to help professionals working with deaf and hard of hearing people understand the impact of drug and alcohol abuse throughout the individual's life span as well as within family and social systems. The course will examine current trends in alcohol and drug abuse; legal implications; street names and drug symptom identifiers for counselors; the medical implications for prescription and non-prescription drug abuse; substance abuse terminology; the historical context of substance abuse in American society; community responses to substance abuse; essentials of substance abuse prevention; deafness, family dynamics, and substance abuse; and substance abuse treatment strategies and service accessibility.

*Prerequisities:* Graduate level standing.

### **COU 730 Law and Ethics Seminar (3)**

This course is designed to give students an academic orientation to the U.S. legal system and important topics intersecting legal and ethical issues in the field of counseling. The course includes legal aspects of client confidentiality, civil and criminal liability, privacy rights, as well as legal and ethical developments involving special education students and disabled Americans. Particular attention will be given to these topics as they apply to deaf and hard of hearing individuals.

### **COU 732 Theories and Approaches in Counseling and Psychotherapy (3)**

This course is a general introduction to the major philosophical systems and theoretical viewpoints used in counseling and psychotherapy. The key facets of various theories such as phenomenology, behaviorism, psychoanalysis, Gestalt, person-centered, and existentialism are discussed, and each theory is evaluated as to its applicability with deaf clients.

*Prerequisites:* COU 710, 712.

### **COU 734 Lifestyles and Career Development (3)**

This course is designed to provide students with knowledge of theories, materials, programs, and practices in the career development area. It specifically seeks to identify practices used with or potentially useful with deaf people. A central theme is the recognition of the role of career and work

with the integration of personality. The course will discuss multicultural issues. Emphasis will be placed on discussing the career needs of deaf and hard of hearing people.

*Prerequisite:* COU 710.

### **COU 736 Organization and Administration of Human Service Programs (3)**

This course focuses on the principles and procedures for establishing and maintaining guidance and counseling services in a variety of educational settings. Special emphasis is given to the systems approach and to the process of needs assessment, program development, and program evaluation.

### **COU 737 Organization and Administration of School Guidance Programs (3)**

This course focuses on the principles and procedures for establishing and maintaining counseling services in a variety of school settings. Special emphasis is given to the systems approach, needs assessment, program development, and program evaluation of effective guidance programs in schools.

*Prerequisite:* COU 712.

### **COU 740 Practicum in Counseling Deaf People (3-4)**

Under close supervision, students perform intake interviews, counsel with clients, prepare reports, and work directly with experienced counselors in the school and agency setting. Emphasis is placed on developing counseling skills in one-to-one situations and in small groups.

*Prerequisites:* COU 710, 712, 721, 732.

### **COU 748 Principles of Assessment in Counseling (3)**

Introduction to the purposes, concepts, and techniques of psychological, vocational, and educational assessment and how assessment information is used in counseling. Includes a review of fundamental statistical concepts, an overview of assessment procedures, ethics, and legal implications. Emphasis will be placed on describing assessment techniques including a variety of psychological tests used widely with deaf and hard of hearing people.

*Prerequisite:* Permission of the instructor.

### **COU 751 Group Counseling with Deaf Students in Schools (4)**

This course includes the theory and application of group counseling as related to the problems of individuals who are deaf and hard of hearing. The experience of conducting an ongoing group in a school setting is required.

**COU 752 Counseling Individuals with Multiple Disabilities (3)**

This course addresses the counseling needs of deaf/hoh individuals with chronic illness and disabilities. These include persons who are Deaf-Blind and those with developmental disabilities, ADD, AIDS, chronic pain, cancer and other life-threatening illness, neurological problems, and orthopedic problems. Emphasis will be placed on understanding the counseling needs and available resources for these individuals and their families. Issues of advocacy, self-help, and accessibility will also be addressed.

*Prerequisites:* 9 credits of undergraduate psychology.

**COU 753 Group Psychotherapy (3)**

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

*Prerequisites:* COU 710 , 732.

**COU 758 Counseling Deaf Students with Additional Special Needs (3)**

This course is designed to expose school counseling majors to the deaf child with special needs and low incidence disabilities in the school program. During the semester, school counseling graduate students will study the various medical and psychosocial issues of deaf students who have multiple disabilities. Additionally, the graduate student will discuss various approaches to provide both preventative and remedial mental health services to deaf students with special needs, and consultation services to parents, families, teachers, and staff members when appropriate. Specific instruction in developing the social/emotional component of the IEP, developing behavior plans, and providing consultation in behavior management, social skills development, independent living skills training, and transition planning will also be discussed.

*Prerequisites:* COU 717, 721, 732.

**COU 768 Techniques and Skills in Psychotherapy (3)**

This is an advanced course in techniques and skills in psychotherapy, designed expressly for second year or advanced students in mental health counseling and related disciplines. Emphasis will be on the application of selected theoretical constructs in working with clients in general and with deaf and hard of hearing clients in particular. An important aspect of the course is on therapist attitude, techniques, and skills essential in effective treatment of

clients with specific psychological problems and disorders. Psychotherapy approaches with difficult clients or those resistant to treatment will be an integral aspect of the course. It is a student therapist-centered course, attentive to his or her development and growth as a therapist. The method of instruction is primarily hands-on experiential activities and will include supervised simulated therapy sessions, role play, student-therapist videotape replay and feedback, videotapes of actual therapy sessions featuring real clients and master therapists, psychotherapy case presentations, demonstrations, and live observations. The didactic aspect will include reviewing and analyzing psychotherapy research.

**COU 770 Diversity Foundations 1 (3)**

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues and agencies. This class offers the opportunity to study cultural identity and its implications from theoretical, experiential and personal perspectives. It addresses impacts and interactions of multiple cultures on individuals and groups. It examines power in relation to cultures. It takes a meta-model approach to identity, and views people as being multifaceted, potentially members of multiple cultural/language groups, including racial, ethnic, regional, deaf, gay, transgender and more.

*Prerequisite:* Acceptance to Program.

**COU 771 Diversity Foundations 2 (3)**

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues, agencies and systems. Successful completion of this course requires that the student have awareness, knowledge, and skills for understanding and addressing the impact of culture and power on organizations and systems. This class builds on the prerequisite course entitled Diversity Foundations 1 by addressing issues of inter-cultural relationships, and the interactions of culture and power structures, and the impact of culture on organizations and systems. In addition to readings and didactic teaching, course methodology incorporates experiential and simulation learning activities including, field trips, guest presentations, and use of media.

*Prerequisite:* Acceptance to Program.

**COU 772 Cultural Diversity Encounter (3)**

Over the course of a semester period ( 15 weeks ) in their home communities, students will engage in an interactive cultural diversity experience (through combined

observation and actual interactions) with a cultural group/ community different from their own. The design and approval for this study will take place during Diversity Foundations 2 in the summer prior to the fall semester in which this practicum experience begins. The objectives of the practicum are to develop deeper awareness, knowledge and appreciation for another cultural group. Students will notice the skills that they have/need to develop in order to work effectively with culturally different groups. They will continue to reflect on themselves as cultural beings and how their own identities and worldviews impact the way in which they perceive, understand and interact with people who are culturally different from themselves.

*Prerequisites:* COU 770, 771.

**COU 773 Multicultural Interviewing and Assessment (3)**

This class provides an understanding of the importance, history and ethical/legal issues related to culturally/ linguistically competent assessment. Its focus is on ethnic/ racial diversity; however, deafness issues are woven into the discussion. The class will provide frameworks, approaches, considerations and strategies for engaging diverse clients, conducting culturally appropriate intakes and clinical interviews, and gathering assessment information through a variety of means. We will explore strategies for helping the client/family understand the purpose of our questions. We will look at establishing allies in the cultural communities who can help interpret culturally and linguistically. We will review the major assessment tools and tests used with standard, culturally diverse and special need populations, focusing on understanding the appropriateness and usefulness of the instruments relative to the backgrounds of the clients, the protocols utilized, potential biases and how validity might be affected. We will examine use of the results, including feedback to the client and family, recommendations and referrals.

*Prerequisites:* COU 770, 771, 772.

**COU 774 Multicultural Strategies and Interventions (3)**

Utilizing learning from the previous certificate program classes, this fifth and final course explores a range of culturally appropriate intervention strategies at the levels of client, agency and colleagues, community and systems. Some approaches include: non-western and indigenous approaches, and culture-specific strategies. Since no one can know it all, we'll explore how to create culturally relevant resources, and build collateral, collaborative relationships with community cultural agencies and experts.

*Prerequisites:* COU 770, 771, 772, COU 773.

**COU 790 Internship in Counseling Deaf People (8-12)**

Advanced fieldwork experience in an approved setting. Supervised work in diagnosis, individual and group counseling, program planning, and case study. The major goal of this course is to provide practical application for the training that has preceded the internship.

*Prerequisite:* COU 740.

**COU 795 Special Topics (1-3)**

Grading System: letter grades only.

**COU 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

## DEAF STUDIES (DST)

### DST 695 Special Topics (1-3)

Grading System: letter grades only.

### DST 699 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, Permission of the instructor and Special Independent Study Form.

### DST 701 Deaf Cultural Studies (3)

This course will explore the Deaf World through the various theoretical lenses provided by the multidisciplinary field of Cultural Studies. Students will be asked to inquire into the diversity, complexities and commonalities of Deaf cultural experiences through ethnographic research. This course serves as a cornerstone course that provides students with the theory and content that subsequent courses will build upon.

### DST 705 Sign & the Philosophy of Language (3)

This course will examine the role that manual languages and deafness have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, deafness and manual languages have played an important role in the history of ideas and the philosophy of language. We will explore how both hearing and Deaf thinkers, artists, and writers have viewed manual languages and deafness throughout history, with special emphasis on 17th century England, 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background for understanding how deafness manual languages and deaf education have been constructed throughout history, and how 21st century issues of education, language and identity are informed by the evolution of philosophical perspectives.

### DST 710 Literary Traditions in the Deaf Community (3)

This course is designed as a thorough exploration of the literary traditions in the Deaf community. Attention will be given to the unique face-to-face nature of signed literature and its numerous traditional forms. Students will become versed in the stylists, poetics, and cultural contexts of signed literature in its live and video-text formats.

### DST 712 Enforcing Normalcy: Deaf and Disability Studies (3)

This course will introduce students to the field of Disability Studies. In this course, we will explore the historical, medical, social, political, religious, philosophical, and cultural influences that construct the categories of “normalcy,” “disability,” and “deafness.” We will inquire into the complex relation between Deaf and disability rights groups as well as examine how Deaf and disabled persons resist the coercion to be “normal” through art, film, literature and personal narrative.

### DST 714 Critical Pedagogy (3)

This course focuses on the field of inquiry known as Critical Pedagogy, which examines the role that education plays in shaping and transmitting the ideology of those in power. This course also inquires into the use of education as a means of resistance and emancipation. Particular focus will be given to the disparate conditions relating to the education of those populations considered to be in the margins because of class, race, ethnicity, gender, and disability.

### DST 733 Theory & Identity in Deaf Studies (3)

This course is designed to explore the various issues and complexities inherent in d/Deaf identity constructions. By drawing on contemporary theoretical practices, including Marxism, postcolonialism, feminism, structuralism, poststructuralism, queer theory and phenomenology, students will be encouraged to engage in a critical exchange between Deaf Studies and these theoretical lenses.

### DST 735 Deaf Visual Culture: Art, Theory, and Resistance (3)

This course investigates the role of vision and visual art in the Deaf Community. By drawing on theoretical approaches emerging in the field of Visual Culture, this course will explore, among other topics, Deaf visual practices, visual theory, architecture, public spaces, museums, memorials, film, video, and the emergence of the Deaf View Image Art. Students will gain a critical understanding of the role of vision and art in staking out a Deaf space within a phonocentric world.

### DST 750 Seminar in Deaf Cultural Studies (3)

This course allows the opportunity to offer courses on a variety of topics of concern to Deaf Cultural Studies.

### DST 780 Cultural Studies Research Project I (3)

Students who select the Cultural Studies track will take Cultural Studies Research Project I during the Fall semester of the track and Cultural Studies Research Project

II during the Spring semester for a total of six credit hours. Appropriate research methodologies will be taught, with particular emphasis on ethnographic research and qualitative analysis. In addition, students will be guided in their writing and videotaped projects. By the end of the spring semester, students will submit their Cultural Studies Research Project. While there will be a mandatory written component, projects may also incorporate visual media components. If granted permission, students may create, for example, works of sign language literature, documentary films or an interactive website. All Creative Projects will have a written theoretical component.

**DST 781 Cultural Studies Research Project II (3)**

Students who select the Cultural Studies track will take Cultural Studies Research Project I during the Fall semester of the track and Cultural Studies Research Project II during the Spring semester for a total of six credit hours. Appropriate research methodologies will be taught, with particular emphasis on ethnographic research and qualitative analysis. In addition, students will be guided in their writing and videotaped projects. By the end of the spring semester, students will submit their Cultural Studies Research Project. While there will be a mandatory written component, projects may also incorporate visual media components. Students may also choose to select the “Creative Project Option.” If granted permission, students may create, for example, works of sign language literature, documentary films or an interactive website. All Creative Projects will have a written theoretical component.

**DST 795 Special Topics (1-3)**

Grading System: letter grades only.

**DST 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**ECONOMICS (ECO)**

**ECO 714 Economic Development (3)**

This course will be a survey of the major issues in economic development. There will be an overview of the central questions in economic development, including the very definition of development itself; the problem of how to measure economic development; the causes and consequences of differences in economic growth rates among countries; and a review of the history of international development policymaking. Topics covered will include international trade policy, international capital flows, exchange rate policy, inflation, public finance, monetary policy, agriculture, population, and the environment. The class will end with a synthesis of these diverse fields into the theory of development economics as a tool for promoting growth and reducing poverty.

*Prerequisite:* Acceptance into the Master’s Program.

**ECO 725 Micropolitics of Development (3)**

The primary goal of this course is to help students attain an understanding of the struggles for survival that groups, individuals and organizations face, and the strategies they use to combat those challenges. This course will focus on the project level in which development takes place, and will introduce the main categories that affect the development and political process and how those impact on individual choices. Those key classifications include but not limited to disability status, ethnicity, religion, gender, caste, and other differences inherent within the national framework.

*Prerequisites:* EDF 770, 772.

## EDUCATION FOUNDATION AND RESEARCH (EDF)

### EDF 695 Special Topics (1-3)

Grading System: letter grades only.

### EDF 699 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### EDF 714 Critical Pedagogy (3)

This course focuses on the field of inquiry known as Critical Pedagogy, which examines the role that education plays in shaping and transmitting the ideology of those in power. In addition, this course also inquires into the use of education as a means of resistance and emancipation. Particular focus will be given to the disparate conditions relating to the education of those populations considered to be in the margins, by reason of class, race, ethnicity, gender, or disability.

### EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)

This course is intended for professionals in the fields of education and human services including classroom teachers, counselors, and school psychologists. Research, as a strategy of inquiry, will be the guiding theme throughout instruction. The critical, major steps in the research process, along with related methodological issues, will be examined. These include consideration of a variety of research methodologies and related problems of measurement, statement and clarification of research problems, research studies, and basic statistical methods for describing data. Emphasis will be placed upon the application of major concepts of specific research studies through the process of reading, describing, and interpreting actual reports.

### EDF 730 Multicultural Foundations of Education (3)

This course focuses on the importance of multicultural education and culturally pluralistic educational practices for all students, and considers the impact of personal, social, political, educational and cultural factors on school success or failure. Topics include: educational equity, anti-racist education, bilingual education, school reform, and diversity in U.S. society and the Deaf community in particular. This course considers the Deaf to represent a separate cultural

and linguistic group, and furthermore that the situations of multicultural deaf children and adults, based in two distinct communities, differ from the majority Deaf experience. Emphasis will be on the communities of multicultural deaf children and adults and their families that we as professionals and practitioners are most likely to come into contact with, including African Americans, Hispanic/Latinos, Asian/Pacific Islanders and Native Americans. Additionally, issues of class, gender, sexual orientation, ethnic origin, religious diversity, and disability will be considered.

### EDF 732 Teaching Latino Deaf and Hard of Hearing Students (3)

The course addresses critical topics relating to the education of Latino deaf and hard of hearing students. It provides teachers and other service providers with the knowledge base they need to help meet the needs of Latino deaf and hard of hearing students. The knowledge base for this course is grounded in multicultural foundations. Latino deaf and hard of hearing students are currently one-fourth of all the school-age deaf and hard of hearing Pre-K-12 population, and their numbers grow yearly. A majority of these students are from Spanish-speaking homes, and many are immigrants, or children of immigrants. Topics addressed include: the diversity of Latino deaf and hard of hearing learners, home language issues, collaboration with Latino families, culturally responsive pedagogy, assessment issues, curriculum and materials, working with Spanish-dominant students, and under-schooled students, and improving school achievement. This course has a multidisciplinary orientation and is an elective offering for graduate students studying deaf education, school counseling, school psychology, social work, educational administration, and other disciplines. It is also designed for professionals currently working with deaf and hard of hearing students as teachers, school counselors, school psychologists, school social workers, administrators, and special educators, particularly those who work with (or will work with) deaf/hard of hearing Latino students and their families.

### EDF 740 Introduction to Statistical Analysis (3)

This course covers the univariate and bivariate statistical techniques frequently used by human service professionals. Students will be given the opportunity to gain statistical skills regarding analysis and interpretation of data. Practical applications of these techniques will be emphasized. This course presumes no statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories

underlying statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

*Prerequisite:* EDF 720

### **EDF 760 School Law (3)**

This course provides participants with the historical context of law in schools, as well as information regarding current educational/special education legal issue, that will contribute to legal literacy essential for leadership in general education and special education settings. Topics to be addressed include: overview of U.S. legal system; historical context of law in schools; state/federal roles in education; local governance in education; schools and the church-state relationship; compulsory education and curriculum; student rights; desegregation; mainstreaming; teacher rights; collective bargaining; tort law in education; and school finance law.

### **EDF 770 Introduction to International Development (3)**

This course introduces students to the theories and strategies of international development from the end of the Cold War until the current era of globalization. Development organizations possess varying theoretical assumptions and strategies about development. The students will study and critically analyze these assumptions in order to understand how these theories influence the strategies and programming overseas and the positive and negative outcomes of following these strategies. The students will learn to analyze which strategies work best and to create their own theory of development. Special attention will be given to the effect of development on people with disabilities in developing countries.

### **EDF 772 International Development with People with Disabilities in Developing Countries (3)**

This course introduces professionals to the political, social and developmental issues surrounding disability that result in the continual oppression and marginalization of disabled people throughout the developing world. Drawing upon disability studies, models of development, current overseas development assistance programs, case studies, and reflections from leaders in the field, the course examines issues and conditions that impact people with disabilities in developing countries. Strategies are discussed which include and empower people with disabilities at both the international and grassroots level.

### **EDF 773 Gender, Disability and Development (3)**

This course addresses the social structural and cultural aspects of gender roles and of disability in traditional societies. It discusses family and work roles and how disability affects these. It also examines religious and cultural expectations of gender and of disability, social structural issues specific to males and to females, disability policies and issues in developing countries, the women's and disability movements, and the relationships between industrialization, economic development and globalization, on the one hand, and gender roles, disability, and disability policy, on the other.

### **EDF 780 Supervised Practicum for Master of Arts Degree in International Development (3)**

The supervised practicum is a field experience observing and working in a development assistance organization, federal agency, or nonprofit organization and is an important part of the M.A. Program in International Development. The supervised field practicum is the first experience that provides the opportunity for students to integrate the interdisciplinary coursework and learned theory into an on-site experience. Supervision, collaboration, and guidance are provided by the on-site supervisor and university-based supervisor to support and assist the student in developing practical knowledge of international development issues. The supervised practicum in the field of international development requires a minimum of 40 clock hours per credit hour or 120 hours.

### **EDF 781 Supervised Internship for Master of Arts Degree in International Development (3)**

An important part of the M.A. Program in International Development is a field experience working in a development assistance organization, federal agency, or nonprofit organization. The field internship integrates the student's interdisciplinary coursework and learned theory into an on-site practice either in the United States or overseas. Supervision, collaboration, and guidance from the fieldwork supervisor facilitates the students skills in working in a formal work setting, providing appropriate assistance, practicing skills learned through coursework, and developing their own abilities.

### **EDF 795 Special Topics in Educational Foundations and Research (1-3)**

Grading System: letter grades only.

**EDF 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDF 801 Principles of Statistics I (3)**

This introductory course sequence develops the primary statistical concepts and techniques needed to conduct research. This course presumes no previous statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

*Prerequisite:* College-level algebra.

**EDF 802 Principles of Statistics II (3)**

The purpose of this second course in statistics is to develop specific concepts and techniques to conduct basic inferential statistical analysis. The course emphasizes application skills, i.e., the ability to fit the appropriate analysis to a particular data set. Students will learn to conduct and interpret the most often used inferential tests for research and evaluation projects. Computer-assisted analysis (such as SPSS) will complement course work.

*Prerequisite:* EDF 720 or equivalent and EDF 801 or equivalent.

**EDF 803 Multivariate Statistics (3)**

EDF 803 is the third course in a statistics sequence. The purpose of the course is to develop statistical concepts and techniques needed to conduct research. This course presents a theoretical basis as well as a rationale for and practice with selected multivariate and longitudinal statistical techniques. Techniques that are offered in this course include linear and logistic regression, both exploratory and confirmatory factor analysis, structured equation modeling, latent class analysis, cluster analysis, and longitudinal data analysis. Discussions will focus on both manifest and latent variables analyses. Computer-assisted analysis (such as SPSS) will complement coursework.

*Prerequisites:* EDF 801, EDF 802 or permission of the instructor.

**EDF 810 Advanced Research Design I (3)**

This course is designed to develop the ability to locate, review, and critically evaluate research studies. The course focuses on the proper format for research proposals and reports, ethics in research, measurement issues, and sampling. In addition, the student is introduced to quantitative and qualitative approaches to research. The student will develop critical analysis abilities using the criteria of internal and external validity as explicated in experimental design principles.

*Prerequisite:* EDF 720 or equivalent and EDF 801 or equivalent.

**EDF 811 Advanced Research Design II (3)**

This course is intended to develop professional competencies in two areas: (a) knowledge and use of the following approaches to research: experimental, quasi-experimental, causal-comparative, qualitative, correlational research, and survey research; and (b) development of formal research proposals. This course completes a four-course sequence designed to develop knowledge of research design options for evaluators and researchers.

*Prerequisite:* EDF 810.

**EDF 812 Qualitative Research Methods (3)**

This course will introduce graduate students to the major concepts, issues, and techniques of qualitative research methods. Students will practice interview and participant observation skills and will analyze and interpret data. Class topics will include formation of research questions, ethics of fieldwork, descriptive validity, and theory building. Case study methods, content, history, and foundations will be addressed.

*Prerequisite:* Advanced research methods classes or permission of professor.

**EDF 834 Program Development and Evaluation in Special Education and Human Services (3)**

This course focuses on the design, development and evaluation of programs for individuals with disabilities. Topics to be covered include interpreting policy statements into relevant programmatic goals and objectives; determining organizational components and functions; establishing staffing patterns; setting up program-based budgets; and formulating ongoing process evaluation, product evaluation, and cost analysis plans. Students will be required to submit a proposal in response to a Request for Proposals (RFP), thereby increasing their managerial skills through simulation of an actual grant-writing experience.

*Prerequisite:* Permission of the instructor.

**EDF 835: Project Design and Implementation (3)**

The course covers the design, planning, and implementation of education and community development projects for and by disabled people and other disenfranchised groups in developing nations. The theoretical framework will include the nature of social change in traditional societies and the implications for minority peoples. Students will acquire planning and management skills while being encouraged to develop the sense of reflection, flexibility, and determination that underpins effective work in international development assistance.

**EDF 895 Special Topics (1-3)**

Grading System: letter grades only.

**EDF 899 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDUCATION (EDU)**

**EDU 603 ASL/English Bilingual Education: Level I Language and Learning (3)**

This course addresses the current research in bilingual and ESL education, culture, and the bilingual child, first and second language acquisition and learning, and language use. Participants reflect on the concepts of bilingualism presented as well as their own bilingual experiences. They apply their reflections and learning through on-line and group activities and assignments designed to promote the creation of optimum bilingual classrooms for diverse groups of deaf and hard-of-hearing children.

**EDU 604 ASL/English Bilingual Education: Level II Methodology and Applications (3)**

This course address the bilingual and ESL (English as Second Language) instructional methodology in the general literature and its applications to a diverse group of deaf and hard-of-hearing children. Students will apply various instructional strategies they learn during their practicum experiences and reflect on these applications through on-line and group activities and assignments designed to promote the creation of optimum bilingual classrooms.

**EDU 605 ASL/English Bilingual Education: Level III Assessment: Language and Literacy (3)**

This course will focus on the current research on and links between bilingual/ESL methodology and assessment in language and literacy instruction. Preservice teachers will apply various ASL and English assessment tools to explore ways of assessing diverse deaf and hard-of-hearing students' language and literacy acquisition and learning at home and at school. Based on the results of these assessments, the preservice teachers will reflect on and identify bilingual methodology approaches to meet the ASL and English language and literacy needs of students. They will apply these strategies to lesson and unit planning and within their practicum settings.

**EDU 609 Home, School and Community Partnerships (3)**

This course focuses on the dispositions, experiences, knowledge and skills necessary for home/school and interprofessional collaboration for young children and their families. It prepares students to use effective strategies and workable plans to support collaboration for providing integrative services to young children and their families. 20 hours of related field experience is required.

*Prerequisite:* Admission to the Education program or permission of the instructor

**EDU 665 Children's Literature (3)**

An in-depth study of children's literature primarily for early childhood and elementary education majors, this course focuses on the evaluation, selection, and sharing of children's books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. It emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's literature in schools.

**EDU 695 Special Topics (1-3)**

Grading System: either letter grades or pass/fail at the option of the instructor

**EDU 699 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDU 706 Development of the Young Child (2)**

Development of the young child (0-5 years) and differences that may result from deafness. The interrelationship of physical, perceptual, cognitive, social, and emotional development and the impact of deafness on the family. Emphasis on aligning theory to practice with young children in diverse cultural and family contexts from an early intervention specialist's perspective.

**EDU 707 The Structures and Application of American Sign Language and English in the Classroom (4)**

This course is designed to provide the students with the knowledge of the specific linguistic structures and introduce them to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Examining categories from a universal perspective, the linguistic contrastive analysis is accomplished by focusing on phonological and morphological processes, syntactic properties, discourse types, word classes, and linguistic variation in Deaf and Hearing communities in the United States. Also, the students will examine the basic phonological, morphological, syntactic, and semantic features of ASL and English. Application of the instructional ASL/English linguistics and structures in the classroom and activities will be presented. Students will develop activity plans and will adapt and implement the methodologies and

materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Prerequisites:* Students must be admitted to the ED or Deaf Ed program and be in good standing.

**EDU 708 Assessment of the Young Child: A Transdisciplinary Approach (2)**

The examination of various approaches to assessment of the young child with particular emphasis on adaptations for children who are deaf or hard of hearing. An emphasis on development of transdisciplinary team-building skills, assessment, and parent involvement.

*Prerequisite:* EDU 706.

**EDU 709 Literacy and Deaf Students: Theories, Issues and Applications (3)**

Theories and issues of literacy learning and teaching and their applications for deaf learners, including assessment and instructional strategies for home and school applications.

*Prerequisites:* LIN 707

*Corequisite:* Basic Reading Methods Course.

**EDU 711 Field Experience and Seminar: Early Education (1)**

This course provides introductory information and experience relating to early education programs for infants and preschoolers with special needs and their families. The field experience component includes directed visits and participation in early education programs; visits with families/caregivers; and supervised observation and interaction assignments. The seminar component focuses on educationally relevant inquiry-based topics related to professional practices and work in family-centered early education programs, observation strategies, reflective journaling, and student-professional portfolio building.

**EDU 713 Language Acquisition and Cognitive Development (3)**

This course addresses several theories and theorists on language acquisition and cognitive development, with a focus on educational applications with deaf children. The instructor presents information, facilitates cooperative learning activities, and models educational strategies. Class participants fully participate in cooperative learning activities, complete required readings and journal response activities, and complete projects/assignments, individually or in teams.

*Prerequisite:* LIN 707

*Corequisite:* Basic Reading Methods Course.

**EDU 714 Family-Professional Collaboration in Early Communication Planning (3)**

Knowledge and skills for establishing parent-professional partnerships and interdisciplinary collaboration in the early identification of hearing loss and the management of communication development for infants and toddlers who are deaf or hard of hearing. Knowledge of communication and language approaches and interventions. Understanding the audiologic/oral and visual/motor development and assessment process; skills for facilitating parent/caregiver decision making, collaborative planning and implementation of goals; and facilitating family and parent-child communication.

*Prerequisite:* HSL 707

*Corequisite:* EDU 713 or permission of the instructor.

**EDU 719 Deaf People, Education and Community (3)**

Orientation to cultural, historical, and philosophical, psychological, and social aspects of diverse deaf and hard of hearing individuals and the deaf community. Introduction to issues and research in the education of deaf and hard of hearing children, and youth, including historic, and current objectives, techniques, and results.

**EDU 721 Applied Behavior Analysis for Teachers (2-3)**

Classroom application of reinforcement, contingency management, and related techniques of observing, describing, and modifying social, linguistic, academic, and personal behaviors. Application especially focuses on students with multiple disabilities.

**EDU 727 Educational Implications of Cognitive, Vision, and Physical Disabilities in Deaf Students (3)**

An overview of accompanying disabilities frequently found in infants, children, and youth who are deaf or hard of hearing, how such disabilities interact with deafness to create unique educational needs, and implications for teachers of students with such needs. In addition to an overview of normal vision functioning and the application of learning theory to students with cognitive disorders, the course addresses a variety of disabilities including common vision impairments, mental retardation, learning disabilities, cerebral palsy, and other physical disabilities.

**EDU 733 Teaching Thinking Skills, Level I (2)**

The theoretical and methodological background for teaching the first level of the thinking skills curriculum, lifelong learning for deaf and hard of hearing students. Research results with deaf learners will be discussed.

**EDU 734 Teaching Thinking Skills, Level II (2)**

The theoretical and methodological background for teaching the second level of thinking skills curriculum, "Instrumental Enrichment," a program that focuses on teaching cognitive skills such as categorization, sequencing temporal relationships, verbal instructions, and hierarchical relationships. Applications of these skills to all subject areas and to lifelong learning for deaf and hard of hearing students.

*Prerequisite:* EDU 733.

**EDU 735 Teaching Thinking Skills, Level III (2)**

Theoretical and methodological background for teaching the thinking skills curriculum, "Instrumental Enrichment," a program that focuses on teaching such cognitive skills as orientation in geographic space, symbolic logic, syllogisms, and general cognitive synthesis. Analysis of the changes in teacher behavior required for teaching cognitive skills.

*Prerequisites:* EDU 733, 734.

**EDU 737 Development of Self-Help and Motor Skills in Students with Severe Disabilities (2)**

Educational assessment, planning, and programming in the curricular areas of gross and fine motor development, self-help, and orientation and mobility.

**EDU 744 Life Skills Training for Secondary Age Students with Multiple Disabilities (3)**

General case programming, individualized program planning, instructional methods, transition issues, and classroom operations for secondary age students with multiple disabilities. Issues relating to vocational, leisure, and independent living domains which are age-appropriate, community-referenced, and future-oriented.

*Prerequisite:* EDU 727.

**EDU 745 Teaching Academics to Students with Multiple Disabilities (2)**

An overview of the flexible modifications that can be introduced to the traditional curriculum in order to meet the needs of moderately involved deaf and hard of hearing children and youth with multiple disabilities. Special emphasis on the functional adaptations that enhance achievement.

*Prerequisite:* EDU 727.

**EDU 746 Developing Relationships with Families and Children (2)**

This course provides graduate-level students in education with basic knowledge and skills needed for establishing effective and nurturing relationships with parents, families, children, and students. During this course, students will read

about and discuss a model for helping relationships, and will engage in group processes and practice the component skills that define a helping relationship.

### **EDU 747 Families with Deaf Children (3)**

The family as the child's most significant resource and support system, the impact on the family of the diagnosis of hearing loss, procedures and strategies for developing relationships with families with deaf children, and designing family programs and approaches based on theory, research, and current practice in family development and function.

### **EDU 754 Methods of Developing Writing for Deaf Students (3)**

This course is composed of two components: the instructional component, and the writing workshop component. In the instructional portion of each class session, the instructor presents information, facilitates cooperative learning activities, and/or models the writing process steps. In the writing workshop component of each class, class members participate as a community of learners in a writing workshop, processing personal writing "pieces" from rehearsal to publication.

### **EDU 756 Communication & Collaboration w/Families and Other Professionals in Early Education w/Deaf Children (2)**

Communication, collaboration, and microcounseling principles and skills for early education specialists. Focus is on team and family interactions, group processes, and problem-solving techniques. Interdisciplinary approach is taken to working with families through a collaborative teaching model including faculty in related academic departments, parent consultants, and professionals in the field working with young children who are deaf and hard of hearing and their families, and early education specialists and clinicians specializing in family interventions.

### **EDU 757 Curriculum and Instruction for Young Children: An Interdisciplinary Approach (3)**

The planning of learning experiences, information, and techniques needed to develop curriculum and instruction for parent-infant/early childhood programs. Practical applications based on the integration of theories and research and the fields of infant/child and family development, early childhood special education, education of deaf children, and curriculum. An emphasis on interdisciplinary planning, instruction, and program implementation.

*Prerequisites:* EDU 706, 708, 713.

*Corequisite:* EDU 772.

### **EDU 759 Assessment, Curriculum, and Instruction for Deaf Learners: Elementary (3)**

Course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf learners in elementary educational programs. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings provide focus for the deaf. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective instructional practices are demonstrated through classroom and field-based experiences.

*Prerequisite:* EDU 713.

*Corequisites:* EDU 709, 789.

### **EDU 760 Computers and Related Technologies for Early Childhood Special Education (2)**

This lecture/laboratory course provides a review of instructional and assistive technology for very young children (0-5 years old). Developmentally appropriate assistive technology and high tech computer-based technology are explored. A range of developmentally appropriate software is reviewed. Students apply a variety of developmental and educational technology solutions to case study examples of young children who are deaf or hard of hearing and/or have developmental disabilities.

### **EDU 761 Individualizing Instruction for Students with Special Needs (3)**

This course will prepare students to work with deaf and hard of hearing children and youth with a broad range of disabilities and educational needs. The course is designed to foster acceptance of diversity among individuals and to develop skills in writing appropriate Individualized Education Programs (IEPs). Cognitive and behavioral theories, legal issues, functional academics, and life skills will be addressed.

### **EDU 762 Assessment, Curriculum, and Instruction for Deaf Learners: Secondary (3)**

Course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf learners in secondary educational programs. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings provide focus for the deaf. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective instructional practices are demonstrated through classroom and field-based experiences.

*Prerequisite:* EDU 713.

*Corequisites:* EDU 709, 789.

**EDU 769 Field Experience and Seminar: Multiple Disabilities (1)**

Directed observation and participation in educational programs for students with multiple disabilities; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics.

**EDU 771 Practicum I and Seminar: Early Education (1)**

Supervised practicum in an assigned program for youngsters from birth through 5 years of age and their families for a period of 10 weeks. Practicum experiences with an assigned family that has a child who is deaf or hard of hearing. Seminars focus on practicum experiences and application of knowledge in areas such as child observation, communication and language acquisition and use, family involvement, and cultural perspectives.

*Prerequisites:* EDU 706, 711.

*Corequisites:* EDU 708, 713.

**EDU 772 Practicum II and Seminar: Early Education (2)**

Supervised practicum in an assigned program for young children from birth through age 5 who are deaf or hard of hearing and their families for a period of 10 weeks. Practicum experiences with an assigned family that has a child who is deaf or hard of hearing. Seminars offer opportunities to focus on practicum experiences and share applications of knowledge in areas such as child development, assessment, behavior management, instructional approaches, interdisciplinary teaming, family involvement, and cultural diversity.

*Prerequisites:* EDU 711, 771.

*Corequisites:* EDU 727, 757.

**EDU 781 Practicum I and Seminar: Multiple Disabilities (1)**

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 60 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

*Prerequisite:* EDU 769.

*Corequisites:* EDU 713, 737.

**EDU 782 Practicum II and Seminar: Multiple Disabilities (2)**

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 90 clock hours). Experiences

include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

*Prerequisite:* EDU 769, 781.

*Corequisites:* EDU 744, 745.

**EDU 785 Field Experience and Seminar: Deaf Education (1)**

Directed observation and participation in educational programs for deaf children; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics.

**EDU 786 Seminar for Student Teachers: Early Education (1)**

A seminar involving students and faculty practicum supervisors for discussions related to student teaching and professional activities. Provides for an exchange of ideas on family-centered early education practices. Emphasis on interdisciplinary and interagency collaboration.

**EDU 787 Practicum I and Seminar: Deaf Education (1)**

Supervised practicum in an assigned program for deaf children, at the early childhood, elementary, and secondary levels, for a period of 10 weeks (minimum of 60 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as communication methodologies, language acquisition and use, and multi-cultural considerations.

*Prerequisite:* EDU 785.

*Corequisites:* EDU 713 and matriculated student status.

**EDU 789 Practicum II and Seminar: Deaf Education (3)**

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 90 clock hours). Experiences include observation and instruction. A series of seminars involves discussion of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

*Prerequisites:* EDU 785, 787.

*Corequisites:* EDU 759 or EDU 762.

**EDU 792 Student Teaching Seminar (1)**

This course provides opportunities for graduating students in deaf education to participate in discussions and activities that pertain to their anticipated professional responsibilities as teachers. The course includes topics and

activities such as student teaching experiences, discussion of health risk factors for teachers, building collaborative relationships with families and related service personnel, surviving the death of a student with disabilities, creating the classroom environment, survival strategies for the beginning teacher, and preparing an interviewing for jobs in deaf education.

**EDU 793 Field Experience in Education: Deafness (1-6)**

Supervised experience of an advanced nature and in a variety of settings related to the education of students who are deaf and hard of hearing.

*Prerequisite:* Matriculated student status.

**EDU 795 Special Topics (1-3)**

Grading System: letter grades only.

**EDU 797E Student Teaching w/Deaf Students: Elementary (8)**

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

*Prerequisites:* An Approved Student Teaching Application and permission of the department.

**EDU 797F Internship in Family-Center Early Education (8)**

Supervised internship in a family-centered early education program for a minimum of 40 clock hours per credit hour.

*Prerequisite:* EDU 786.

**EDU 797M Student Teaching with Deaf Students: Multiply Disabilities (8)**

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

*Prerequisite:* EDU 792.

**EDU 797S Student Teaching with Deaf Students: Secondary (8)**

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

*Prerequisite:* EDU 792.

**EDU 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDU 820 Proseminar: Doctoral Studies in Education (4)**

The proseminar is designed to introduce first year doctoral students to scholarly thinking and writing by providing a foundation for inquiry about educational issues through critical reading, analytical writing, and thoughtful, collegial discussion.

*Prerequisite:* Admission to a Gallaudet University doctoral program.

**EDU 830 Doctoral Seminar in University Teaching in Education (2)**

This seminar is first in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to teaching undergraduate and graduate university education courses. Topics include course design, course preparation and presentation, use of appropriate technology and media, organizing effective participatory learning, developing and using effective teaching strategies and standards-based assessment techniques, and mentoring for reflective teaching/learning. In addition to seminars, the doctoral student will complete a minimum of 20 hours of field experience comprised of classroom observation and conferencing with Department of Education faculty members.

*Prerequisite:* Admission to a Gallaudet University doctoral program or permission of the instructor.

**EDU 831 Doctoral Seminar in Pre-Service Teacher Supervision (2)**

The seminar is second in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to clinical supervision of teachers, including observation and conferencing techniques, record-keeping, and supporting, guiding, and evaluating pre-service teachers in practica. In addition to seminars, the doctoral student will complete a minimum of 30 hours of guided field experience in educational supervision comprised of observations of practicum and student teaching seminars taught by Department of Education instructors, observations of pre-service teachers in student-teaching practica and their supervisory conferences; and meetings with the course instructor to review observation notes.

*Prerequisite:* EDU 830 or permission of the instructor.

**EDU 840 Professional Issues Seminar (2)**

A variety of professional issues in the education of students who are deaf or hard of hearing related to the student's major field of study. Guidance in selecting problems related to the student's specialization and planning a method for studying one problem in depth. An Ed.S. course.

**EDU 844 Guided Professional Studies (3)**

Guidance in the review, analysis, and synthesis of data relating to the problem the student identified in EDU 840. A manuscript comparable to the quality of professional journal articles is to be produced.

*Prerequisite:* An Ed.S. course.

**EDU 845 Curriculum Development (3)**

This course is designed for the educational leader and deals in-depth with the place of schooling in American society, the nature of curriculum, theories of curriculum, and important trends at the early childhood, elementary, and secondary levels in general education; provides a curricular and instructional basis for educational courses which are a part of the future leader's program of studies; and includes trends and issues in classroom organization, program development, curriculum design, instructional options, and strategies of assessment. With this knowledge the curriculum leader can be an agent of change.

**EDU 880 Doctoral Studies in Deaf Education (3)**

This core course provides incoming doctoral students with a broad overview of the history of deaf education and current trends and issues in the field as well as an introduction to the essential skills of doctoral study and scholarship. This course serves as the foundation for ensuing doctoral core courses in the areas of curriculum, language, culture, literacy, assessment and instruction with deaf and hard of hearing children and youth. This course provides significant preparation for the content and skills addressed by the Qualifying Examination. Students will be exposed to the literature related to demographics, contextual issues in Deaf Education (including legal, public policy, and placement issues), and interdisciplinary trends and issues related to home, school, professional organizations, advocacy groups, the Deaf Community, funding sources, research units, and legislative bodies.

*Prerequisite:* Program Director permission.

**EDU 881 Doctoral Studies in General and Special Education (3)**

This course is designed for future educational leaders in Deaf Education whose primary focus is addressing needs of deaf and hard of hearing children and youth. The course deals in-depth with the history and role of schooling in American society. It addresses the nature and roots of curriculum as well as trends and issues at the early

childhood, elementary and secondary levels in general education, including special education. Students in the course will be expected to critically analyze and synthesize the professional literature related to trends and issues in general and special education that impact on deaf education and to develop and defend positions on controversial issues.

*Prerequisite:* Program Director permission.

**EDU 885 Language, Culture and Literacy: Issues in Deaf Education (3)**

This course examines the complex relationships among language, culture, and literacy and the implications for education in a diverse society. The course specifically addresses language and literacy issues in the education of a diverse population of deaf students.

*Prerequisite:* Program Director permission.

**EDU 886 Theory and Research: Reading and Writing Instruction for Deaf Students (3)**

This course addresses current trends and issues in reading and writing instruction for deaf students. Students are exposed to the literature pertaining to theory and research related to the nature of fluent reading and writing processes for deaf and hearing readers, including deaf learners from diverse cultural backgrounds. Topics addressed include the relationship between speech, language, cognition, memory, background knowledge, and reading; the role of ASL in developing literacy; methods for developing conversational forms of print English for deaf students; the role of parents in literacy development, readability and reading assessment for deaf learners; alternative instructional frameworks for instruction; instructional reading and writing strategies for deaf students; and trends and issues in reading instruction in bilingual-bicultural programs.

*Prerequisite:* Program Director permission.

**EDU 889 Curriculum and Assessment of Deaf Children and Youth (3)**

This course addresses curricular trends and issues related to educating deaf children and youth in the full spectrum of educational programs. Students will become familiar with the journal literature in this area as well as the literature pertaining to academic achievement of deaf students.

*Prerequisite:* Program Director permission.

**EDU 890 Internship (1-6)**

Provides an intensive field-based experience for Ed.S. students who are expanding their teaching skills into specialized areas. Minimum of 60 clock hours per credit hour.

**EDU 893 Practicum in University Instruction (2)**

The student assumes a major role for teaching a graduate course within the Department of Education under the supervision of a faculty mentor. The primary purpose of this practicum is to develop the doctoral student's ability to plan, teach, and evaluate the effectiveness of a graduate-level course in a content area in which the student has expertise. Students earn one to three credits for the practicum depending on the level of involvement in designing and/or teaching the course.

**EDU 895 Special Topics (1-3)**

Grading System: letter grades only.

**EDU 897 Research Internship (2)**

Field work in related research in education under the mentorship of an experienced researcher, 50 clock hours/credit hour; supervision provided by a Department of Education faculty member. Student assumes gradually increasing responsibilities for research-related activities on projects which are in the student's areas of expertise/interest and are approved by the student's advisor and the Department Doctoral Studies Committee.

*Prerequisite:* Must be a doctoral student in the Department of Education and approved for a research proposal by DDSC.

**EDU 899 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**EDU 900 Dissertation Research (9)****ENGLISH (ENG)****ENG 670 Comparative Poetics: ASL and English (3)**

This course studies comparative poetics using poems in ASL and English. ASL poems on videotape will be analyzed for their poetic devices and elements, and ASL poetry and English poetry will be compared. Guest lecturers will demonstrate related forms of expression, such as sign lore, signing for the stage, and nonverbal communication.

**ENG 721 The Literary Experience I (3)**

Studies in the nature of the literary art through its best examples.

**ENG 722 The Literary Experience II (3)**

Studies in the nature of the literary art through its best examples.

**ENG 761 The Literary Experience III (3)**

Studies in the nature of the literary art through its best examples.

**ENG 771 Rhetoric (3)**

The art of using language with effect; emphasis on the principles with some attention to their use in teaching composition. Use of models of great writings for extensive studies of such forms as the essay.

**ENG 788 Seminar in English (4)**

Opportunity to select a topic for individual study and research and, in weekly meetings, to discuss common problems and share results. Tutorial sessions in addition to the weekly meetings.

**ENG 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

## GOVERNMENT (GOV)

### GOV 791 International Relations and Development (3)

Students are introduced to significant topics in international relations that affect economic and social development. Among the topics to be included will be: theories of the nation-state; theories of peace and war; theories, perspectives and measures of economic and social development; the role of international organizations and international law related to conflict resolution and development; case studies of development reflecting various perspectives; and the role of women and disabled people as both participants and subjects of the development process.

## GRADUATE PROFESSIONAL STUDIES (GPS)

### GPS 798 Continuous Enrollment (0)-

This course provides continuous enrollment for master's students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Coordinator of Enrolled Student Services in the Graduate School Office to enroll in this course.

*Course fee:* \$100.

### GPS 898 Continuous Enrollment (0)

This course provides continuous enrollment for doctoral students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Coordinator of Enrolled Student Services in the Graduate School Office to enroll in this course.

*Course fee:* \$100.

## HEARING, SPEECH, AND LANGUAGE SCIENCES (HSL)

### HSL 690 Introduction to Cued Speech (2)

This course covers the history and development of Cued Speech (CS) with a focus on learning the CS system. Topics include: CS interpreting; application of CS to various populations; compatibility of CS with methodologies designed for deaf and hard of hearing people; benefits of CS to speechreading, pre-reading skills, auditory training techniques, and oral language development.

### HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)

This course is designed for professionals who work or are preparing to work with individuals with hearing loss. Using an ecological perspective, this course facilitates an understanding of the biological aspects of hearing loss as well as implications for the psychosocial systems. Areas examined include the scope of practice for audiology, sound and hearing, the anatomy and physiology of the hearing mechanism, etiologies of hearing loss, hearing measurement, audiometric interpretation, aural rehabilitation, and hearing technology including hearing aids, group listening systems, cochlear implants, telecommunication devices and alerting systems which facilitate communication in educational and social contexts. Practical applications of these topics for education and the counseling professionals are explored.

*Prerequisite:* Permission of the instructor.

### HSL 709 Speech Science (2)

A study of the speech mechanism, speech production, and the acoustics of speech.

### HSL 710 Aural Rehabilitation--Educational and Psychosocial Implications (3)

Principles and methods of aural rehabilitation with children. Hearing aids, classroom amplifiers, and acoustics will be discussed.

*Prerequisites:* HSL 707, 709.

### HSL 712 Cued Speech Seminar (1)

Seminar on instruction of the entire Cued Speech system: History, theory, and practical application of Cued Speech.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### HSL 713 Advanced Topics in Normal Language Development (2)

Advanced study of the development of language in the normal child. Emphasis will be given to the cognitive and social bases of language development in the preschool child.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 714 Advanced Topics in Speech Science (3)**

This course provides basic information about how speech is produced, the nature of the speech signal, linguistic and phonetic frameworks for viewing speech, the anatomy and physiology of the speech production and auditory system, and processes of speech perception.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 715 Pediatric Audiology and Auditory Habilitation of Deaf and Hard of Hearing Children (3)**

This course is intended for parent-infant majors and is co-taught with the Department of Education with a focus on theory and practice of auditory habilitation with children.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 716 Audiology: Educational and Habilitative Implications (3)**

Study of the fundamentals of hearing, diagnostic audiologic procedures, special diagnostic procedures for infants, children, and difficult-to-test clients, and interpretation of audiologic test data for communication, psychosocial, and educational purposes.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 719 Aural Rehabilitation II (3)**

The study of the speechreading, auditory and nonauditory assistive technology, and educational management of deaf and hard of hearing children; advanced discussion of techniques of aural rehabilitation. A laboratory is required.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 720 Seminar in Assessment and Habilitation with Deaf and Hard of Hearing Children (3)**

Study of the characteristics, process, and procedures of assessment of and intervention for speech, language, and communication problems of deaf and hard of hearing children. The class will present an interdisciplinary integrative approach to habilitation of the deaf or hard of

hearing child and will be accompanied by a practicum.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 721 Seminar in Assessment and Rehabilitation with Deaf and Hard of Hearing Adults (3)**

Study of the characteristics, processes, and procedures of assessment of and intervention for speech, language, and communication problems for deaf and hard of hearing adults. The class will present an interdisciplinary integrative approach to habilitation of the deaf or hard of hearing adult and will be accompanied by a practicum.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 725 Applied Phonetics (2)**

Theories of the history of language; development of the English language; the International Teaching Alphabet; analysis and transcription of American English.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 746 Clinical Applications of Sign Communication (1)**

This course focuses on the clinical application of the principles of sign communication in the field of Speech-Language Pathology/Aural Rehabilitation.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 750 Voice Disorders (3)**

Study of normal phonatory processes, disruption in phonation caused by organic and nonorganic factors, procedures for assessing phonatory disorders, remediation of phonatory disruptions in various ethnic populations.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 751 Stuttering (2)**

Study of the etiology, theory, nature, development, and treatment of fluency disorders.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 754 Seminar in Phonology/Articulation (3)**

Study of the research and principles associated with symptomatology, etiology, diagnosis, and treatment of phonological/articulation disorders in children and adults.

Emphasis is on a broad understanding of the effect of phonology/articulation disorders, including multicultural issues.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 755 Neurogenic Speech and Language Disorders (3)**

Provides information concerning etiology, assessment, and treatment of speech and language disruptions associated with various neurological disorders. Areas to be addressed include: review of neural anatomy and physiology, description of right hemisphere communication disorders, cognitive language disorders secondary to head injury and dementia, and apraxia of speech.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 760 Organic and Swallowing Disorders (3)**

This course is designed to provide information regarding etiology, assessment, and treatment of organic and swallowing disorders. Primary emphasis will be given to the pediatric population. Communication disorders secondary to congenital (orofacial anomalies, cerebral palsy), developmental (developmental apraxia), and acquired conditions (tracheostomy, head trauma) will be addressed. Information will be provided on the anatomy and physiology of swallowing, diagnosis of dysphagia across the lifespan, and evaluational treatment methods utilized in school, clinic, and hospital settings. Ethical and cultural considerations in service delivery will be explored.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 763 Clinical Procedures for Communication Disorders (3-4)**

Principles and methods of diagnosis and appraisal, and methodology in speech and language remediation as it pertains to individuals whose communication disorder is associated with peripheral and central auditory problems. Observation and practicum are required.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 764 Language Disorders (3)**

Description, evaluation, and remediation of language disorders in children and adults.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 765 Seminar: Diagnostics in Speech-Language Pathology (1-2)**

Principles and processes associated with the diagnosis of various speech and language disorders will be studied. Participation in evaluation is required. May be taken more than once. Content will vary from semester to semester.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

*Course fee:* \$125

### **HSL 771 Clinical Practicum: Aural Rehabilitation (1-4)**

Supervised student-administered rehabilitation. May be taken more than once.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 774 Clinical Practicum: Speech-Language Pathology (1)**

Supervised student-administered speech-language therapy. May be taken more than once.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 784 Research Methodology in Hearing, Speech, and Language Sciences (3)**

Evaluation of research in audiology and communication disorders. The course describes how to read, understand, and evaluate research appearing in the literature, and provides an introduction to research design. Although the major focus is for the research consumer, many of the principles presented will apply to the design and implementation of research.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 785 Pharmacology (3)**

This course provides the student with a better understanding of pharmacology from chemical and biochemical perspectives. The areas covered in this course include: classifications of drugs, routes of ingestion, chemical and biochemical structures of medications, metabolism of drugs, effects of drugs, and the relationship between the structures of some drugs and the structures of some important chemicals in the body. The course also covers material specifically related to ototoxic medications.

*Prerequisites:* CHE 211 or enrollment in the graduate Hearing, Speech and Language Sciences program or permission of the instructor.

**HSL 791 Internship in Speech-Language Pathology (4)**

The internship provides students with supervised clinical practicum in treating individuals with a variety of communicative disorders. Students will be involved in the diagnosis of communication disorders, planning and implementation of therapy, and assessment of the outcome of therapy with a broad range of both functional and organically based communicative disorders resulting from hearing loss and/or other causes. May be taken more than once.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 794 Preparing a Research Proposal in Hearing, Speech, and Language Sciences (1)**

The purpose of this course is to guide students interested in pursuing a Master's Thesis in the Department of Hearing, Speech, and Language Sciences. In particular, the course will focus on the research proposal. Among the topics to be covered are: selecting a topic, researching the topic, developing the aims and questions, characteristics of the literature review, and developing appropriate methods to address the aims of the project.

*Prerequisite:* Permission of the instructor.

*Corequisite:* HSL 784.

**HSL 795 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 797 Thesis (3)**

This course will be taken by students involved with research associated with a thesis option in the audiology or speech-language pathology program. Research will be under the direction of a graduate faculty member and will entail developing and designing the research project, conducting the project, and writing and making oral presentations of findings. May be taken more than once.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 799 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisite:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**HSL 814 Acoustics and Instrumentation (3)**

Study of (1) basic electricity including: voltage, current, frequency, Ohm's Law, impedance, decibel, simple series and parallel circuits, voltmeters and oscilloscope; (2) basic introduction to acoustics and measurement of sound properties; (3) basic wave analysis including: distortion; (4) transducers including microphones, speakers, earphones, bone vibrators and accelerometers; (5) measuring systems including sound level meters and their weighing curves; (6) calibration systems for earphones, bone vibrators, speakers; (7) spectral analysis; (8) speech processing systems including compression and peak clipping; (9) modulation (AM and FM); (10) analog and digital systems including analog to digital conversion and digital to analog conversion; and (11) system integration issues (how to connect two systems together).

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 815 Psychoacoustics (3)**

Study of the principles, procedures, and research involved in the field of psychoacoustics and of the relationships between the physical dimensions of auditory stimuli and the perceptual experience, as well as the relationships between psychoacoustic testing and both auditory physiology and the audiologic evaluation process.

*Prerequisite:* HSL 817.

**HSL 817 Anatomy and Physiology of the Auditory and Vestibular System (3)**

Anatomy and physiology of the auditory, vestibular, and central auditory nervous systems and including phylogeny, and genetics of hearing and balance, mechanical and biophysical factors in afferent and efferent signal transduction.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 818 Acoustic Phonetics (3)**

Acoustic characteristics of speech sounds and their relation to articulatory physiology. Use of sound spectrograph. Clinical application of speech analysis.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 821 Informational Counseling and Interviewing Skills for Audiologists & Speech Language Pathologists (3)**

The course is designed to help audiologists and speech-language pathologists work more effectively with their clients in addressing the biopsychosocial effects of hearing

loss. Students will learn about the impact of hearing loss on infants, children, adults, older adults (as well as their significant others) using an ecological systems perspective. Students will develop a repertoire of interviewing and specific counseling skills to help clients address their hearing loss-related needs. They will explore cultural and ethical issues related to providing intervention services as professional audiologists or speech-language pathologists.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 822 Speech and English Language Characteristics of Deaf and Hard of Hearing Individuals (2)**

The development of speech and English language in deaf and hard of hearing children and adults, with special attention to how this development may be impacted and/or altered by deafness. Emphasis will be given to examining deaf and hard of hearing children and adults using verbal and written forms of English.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 824 Aural Rehabilitation I (3)**

Principles and methods of teaching individuals with hearing loss to integrate auditory and visual cues for the comprehension of spoken language and the improvement of speech perception-communicative efficiency. Observation and practicum are required.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 826 Aural Rehabilitation: Pediatric (3)**

The course deals with all aspects of audiological habilitation and rehabilitation in culturally diverse settings with children who are deaf or hard of hearing, focusing on both home and school. The course has a strong interdisciplinary focus, considering ethnic and cultural issues in rehabilitation.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 834 Diagnostic Audiology I (3)**

Principles of audiologic evaluation, including consideration of pure-tone and speech audiometry, clinical masking, acoustic immittance battery, and calibration and standards.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

*Course fee:* \$125

### **HSL 835 Diagnostic Audiology II (3)**

Advanced audiologic assessment, including peripheral and central auditory nervous system site-of-lesion testing, electrophysiologic techniques, and procedures for evaluating pseudohypacusis.

*Prerequisite:* HSL 834.

### **HSL 840 Introduction to Practicum (1)**

Guided observations of a variety of audiologic activities and preliminary structured participation as an aide in diagnostic evaluations under the guidance of clinical supervisors are provided for first year graduate majors. The experience allows the students to observe the preparations for administration and to participate, with limited hands-on experience, in a variety of clinical experiences at Gallaudet University.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 841 Clinical Practicum (Diagnostics Audiology) (2)**

Clinical experience, encompassing the entire range of audiological procedures, including hearing aid selection--on the Gallaudet University campus.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 842 Clinical Practicum (Aural Rehabilitation) (1)**

Supervised experience in all phases of communication therapy on the Gallaudet campus with clients who are deaf or hard of hearing. May include teaching speech-reading classes, conducting hearing aid orientations/communications strategies workshops or other rehabilitation activities.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

### **HSL 846 Clinical Applications of Sign Communication I (1-2)**

The focus of this course is upon applying the principles of sign communication in the field of clinical audiology. Students will develop and demonstrate proficient sign language skills while performing the following clinical procedures: client interviewing/case history, walk-in service, assessing client communication skills and abilities, audiologic test interpretation, and instructional techniques for communication therapy.

*Prerequisite:* Proficient in American Sign Language.

### **HSL 847 Clinical Applications of Sign Communication II (1)**

Continued focus upon the clinical application of principles of sign communication in the field of diagnostic audiology/aural rehabilitation. Emphasis will be placed on use of sign language for informal counseling of clients and instructional techniques for communication therapy.

*Prerequisite:* American Sign Language proficiency and HSL 846.

### **HSL 848 Clinical Applications to Sign Communication III (1)**

This course continues to focus on the clinical application of the principles of sign communication in the field of diagnostic audiology/aural rehabilitation. Emphasis will be placed on parent counseling and advanced instructional techniques for communication therapy.

*Prerequisites:* American Sign Language proficiency and HSL 847.

### **HSL 849 Clinical Applications of Sign Communication IV (1)**

This course continues to focus on the clinical application of the principles of sign communication in the field of diagnostic audiology/aural rehabilitation. Emphasis will be placed on conversational sign language skills (receptive and expressive), case management, and case presentations.

*Prerequisites:* American Sign Language proficiency and HSL 848.

### **HSL 850 Amplification I (3)**

Study of amplification systems and hearing aids, including hearing aid design, electroacoustic characteristics and specifications, spectral shaping, earmold acoustics, candidacy issues, and fitting techniques.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 852 Amplification Systems and Hearing Aids II (3)**

Advanced study of amplification systems including special clinical procedures, new technology, digital processing, programmable hearing instruments, and counseling techniques.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 855 Communication Technology (3)**

The study of auditory, visual, and vibrotactile receptive communication technologies designed to meet the needs

of deaf and hard of hearing individuals as well as other populations, at home, in the workplace, in educational settings, and for recreational purposes. Communication technologies include systems to facilitate (1) face-to-face communication, (2) the reception of media, (3) telephone reception, and (4) the awareness of environmental sounds. Emphasis will be placed on needs assessment, selection, and verification process. Students also will examine the rights and responsibilities of their clients when using legal support (ADA and PL 6504) for the acquisition of receptive communication technologies. This course includes a hands-on experience in the Gallaudet Assistive Devices Demonstration Center.

*Prerequisite:* HSL 852.

### **HSL 858 Cochlear Implants (2)**

This course includes description of the various cochlear implants that have received FDA approval, discussion of candidacy issues, follow-up procedures including programming and habilitation, positive and negative outcomes with emphasis on research results. Controversies surrounding implantation of children will be included.

*Prerequisite:* Three semesters of academic and clinical preparation.

### **HSL 860 Aging and Hearing Loss (3)**

This interdisciplinary course examines the biological, psychological and social aspects which are normal correlates of the aging process, and those changes which are disorders. Within this context, emphasis is placed upon the identification and diagnosis and rehabilitation of speech, language, and hearing problems associated with the aging process.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

### **HSL 861 Pediatric and Educational Audiology (3)**

The course covers various aspects of audiology as it relates to infants, children, and difficult-to-assess individuals. Topics include: case history/interviewing; parent counseling; normal and abnormal auditory development; review of normal motor, cognitive, language, and psychosocial development; identification audiometry; behavioral and electrophysiologic procedures; pure tone and speech audiometry; hearing aids and group amplification systems, audiologic counseling, and educational audiology. Ethnic and cultural differences are considered throughout the course.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 862 Central Auditory Processing Disorders -- Evaluation and Remediation (3)**

This course will provide knowledge of central auditory processing disorders and how they are assessed and managed in home, school, work, and therapeutic environments. Areas to be addressed include differential diagnosis, the collaborative model, counseling, and advocacy. The course will have an interdisciplinary focus.

*Prerequisites:* HSL 817, 834.

**HSL 863 Community and Industrial Audiology (3)**

Public school, community, industrial, and military hearing programs, including screening tests, noise control, and medical-legal problems associated with acoustic trauma and noise-induced hearing loss.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

**HSL 866 Electrophysiological Measures in Audiology (3)**

Review of the anatomy and physiology of the auditory and vestibular systems and relationship to other balance mechanisms. Discussion of disorders of the auditory and vestibular systems. Differential diagnostic procedures for the balance mechanism, including the electronystagmography (ENG) battery, dynamic platform posturography, rotation testing, and computerized assessment procedures; and rehabilitation of individuals with balance disorders. Electrophysiological measures of audition, including Auditory Evoked Potentials such as auditory brainstem response (ABR) and middle and late potentials, otoacoustic emissions (OAE), electrocochleography (ECoG), electroneuronography (ENOG), and intraoperative monitoring.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

**HSL 870 Seminar in Medical Audiology (2)**

Otoaudiologic and neurologic considerations in the differential diagnosis of auditory and vestibular disorders.

*Prerequisite:* HSL 835.

**HSL 873 Private Practice Development/Clinic Management (3)**

Issues relating to establishing a private practice including clinical management, small business and accounting practices, models of private practice, referrals and reimbursement, and managed care.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

**HSL 875 Professional Issues (1)**

The study of issues of professional importance that have not been addressed in other courses. The important issues will be those that are current at the time the course is taught; content will change from year to year.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

**HSL 880 Internship in Audiology (2-6)**

Advanced diagnostic and aural rehabilitation practicum in 1) a rehabilitation or medical facility and 2) school programs for deaf and hard of hearing students (day classes and residential).

*Prerequisites:* HSL 826, 835, 841, 842.

**HSL 883 Research Project in Audiology (1)**

Students will develop a research proposal based upon a topic of the student's choice. Students will describe a problem area, develop a rationale for a study through the literature review, develop and explore a research hypothesis, and collect pilot data for the study. The course will be repeated until the research project is completed.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

**HSL 888 Advanced Topics in Audiology I (2)**

The Seminar in Advanced Topics in Audiology I is offered to Ph.D. students in Audiology during the first semester of Ph.D. study and introduce in-depth topics of study in the field of Audiology. A Seminar in Advanced Topics in Audiology II will be offered to Ph.D. students in Audiology during the second semester of Ph.D. study and will introduce additional topics of study but will follow the same basic format as this seminar. This seminar is designed to bring the most current information available to the Gallaudet Audiology Ph.D. program. Topics will include cochlear implant updates, new techniques in aural rehabilitation, hearing amplification technological innovations, balance testing and treatment advances, electrophysiology test updates, to name some. In addition, current research will be the focus of the course with recent publications in professional journals serving as the catalyst for discussion and additional research on campus. Guest speakers representing the various topic areas will be invited to campus.

*Prerequisite:* HSLs majors only or permission of the instructor or department chair.

**HSL 889 Advanced Topics in Audiology II (2)**

This seminar is a second semester Ph.D. offering which follows the same format as the Advanced Topics in Audiology I seminar but covers separate and unique topics from the first seminar. This seminar is designed to bring the most current information available to the Gallaudet Audiology Ph.D. program. Topics will include intraoperative monitoring procedures, auditory neuropathy, industrial hearing conservation, central auditory processing disorder, and educational Audiology and ASL fluency. In addition, current research will be the focus of the course with recent publications in professional journals serving as the catalyst for discussion and additional research on campus. Guest speakers representing the various topic areas will be invited to campus.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 890 Residency (6)**

This course provides students with full time experience, in hospital, private practice, clinical, educational, university, or other approved setting. The externship is to be completed under the supervision of an audiologist holding current certification in audiology and approved by the department of Hearing Speech and Language Sciences.

*Prerequisites:* Completion of all coursework, advancement to candidacy, and permission of the instructor.

**HSL 891 Ph.D. Professional Issues Seminar I (1)**

The Ph.D. Professional Issues Seminar I addresses topics of interest to doctoral students who plan to seek faculty positions in academic settings. Topics addressed include curriculum vitae, electronic portfolios, professional organizations serving college and university professors, tenure and promotion decisions, professional ethics, professional liability, mission statements and strategic objectives in academic settings, the roles of administrators and faculty in curriculum development, faculty evaluation, and shared governance.

*Prerequisites:* Admission to the Audiology Ph.D. program.

**HSL 892 Ph.D. Professional Issues Seminar II (1)**

Ph.D. Professional Issues Seminar II complements Ph.D. Professional Issues Seminar I and addresses topics of interest to Ph.D. students who are interested in learning about faculty positions in academic settings. Topics include, but are not limited to: faculty service in academic settings; scholarship expectations for faculty; institutional

research boards for protection of human subjects; ethical and unethical behavior; mentoring in academic settings; roles and functions of Offices of Sponsored Programs and Development Offices in Higher Education.

*Prerequisites:* Admission to the Audiology Ph.D. program.

**HSL 893 Seminar in University Instruction and Supervision (3)**

This seminar is intended to be a prerequisite for Ph.D. students in the Audiology Program who will be enrolled in a Practicum in University Instruction the following Spring semester. Students in this seminar become familiar with trends and issues in higher education instruction and supervision of interns in higher education Audiology programs.

*Prerequisites:* Admission to the Audiology Ph.D. program.

**HSL 894 Seminar in Higher Education Publishing, Grant, Writing and Presentation Skills (3)**

This seminar addresses professional writing, grant-writing, and presentation abilities needed by higher education faculty in personnel preparation programs in audiology. Students analyze and evaluate manuscripts and articles that are either literature reviews or theoretically and/or empirically based position papers on timely issues in Educational Audiology. They construct short articles that adhere to the American Psychological Association style format. In addition, students prepare media-enhanced presentations for a variety of professional audiences, including parent groups, teachers, school administrators, conferences attended by educational audiologists, organizations serving deaf and hard of hearing individuals, and researchers and scholars in Audiology, deaf education, and related fields

*Prerequisites:* Admission to the Audiology Ph.D. program.

**HSL 895 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

*Prerequisite:* HSLS majors only or permission of the instructor or department chair.

**HSL 896 Practicum in University Instruction (2-3)**

The student assumes a major role in teaching a graduate course in the Department of Hearing, Speech, and Language Sciences. The primary purpose of this practicum is to develop the doctoral student's ability to plan, teach, and evaluate the effectiveness of a graduate level course in a content area in which the student has expertise. Students

earn 2-3 credits for the practicum, depending on the level of involvement in designing and/or teaching the course.

*Prerequisites:* HSL 893; an SCPI rating of Intermediate Plus; completion of the qualifying examination, permission of the advisor and the instructor of the course to be taught by the practicum student.

### **HSL 897 Ph.D. Internship (1-6)**

Advanced fieldwork experience in an approved setting. Supervised work in program coordination, clinical supervision, or audiological research. The major goal of the internship is to provide role-related, practical application of the training that has preceded the internship.

*Prerequisites:* Matriculation as a Ph.D. student in Audiology, an Intermediate Plus rating on the SCPI, passing scores on the qualifying examination, and permission of the advisor.

### **HSL 899 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisite:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **HSL 900 Dissertation (1-10)**

The dissertation is the culminating activity of the Ph.D. Program in Communication Sciences and Disorders. Students may register for 1-10 credits. In no instance will more than 10 credits be accrued. A grade of NG is recorded for dissertation credits until the student has satisfactorily defended the dissertation.

*Prerequisites:* Permission of advisor.

## **HISTORY (HIS)**

### **HIS 695 Special Topics (1-3)**

Grading System: letter grades only.

### **HIS 731 History of the American Deaf Community (3)**

This course will introduce students to the history of the American Deaf community. While recent studies in social history have challenged our notions of race, class, and gender, historians have not yet fully addressed a fundamental component in our historical identity: physical ability and its underlying concept of normality. A close study of Deaf history offers one approach to this issue, and students will confront some of the specific issues facing this minority group. Particular attention will be paid to the ways in which deafness has been interpreted within the mainstream community, as well as how the Deaf people have expressed and preserved their cultural identity. By studying the changes in this group and its relation to hearing society, this course also raises broader issues of cultural identity in the United States.

### **HIS 732 History of Mass Media and the Deaf Community (3)**

This is an historical survey of the mass media ( print, film, and television ) as sources and interpreters of deafness and deaf people within the context of U.S. social and cultural history. This class also will examine historical changes in the products of mass media within the deaf community and offer ways of critiquing media sources.

### **HIS 733 Topics in European Deaf History (3)**

This course will cover a variety of important topics in the history of the Deaf in Europe from the Eighteenth Century to the present, covering significant events, movements, issues, and perspectives on deafness in Great Britain, France, Germany, Russia, and Italy. Topics may vary each time the course is taught, based on emerging scholarship and its availability in English translation. Specific topics may include the medieval origins of modern cultural assumptions; changing attitudes and ideas about Sign Language in the Enlightenment; Abbe de l'Epee and other early educators of the Deaf; The Congress of Milan; The Braidwoods; Eugenics and Deafness; the evolution of education for the Deaf in Europe; Deaf People in Hitler's Europe; Modern Deaf Liberation Movements; etc.

### **HIS 734 Deaf People in Hitler's Europe (3)**

This course will cover a series of important topics in the history of the Deaf people in Europe living under Hitler's dictatorship. Topics may vary each time the course is taught, based on emerging scholarship and its availability in English

translation. Topics will include the nature of Nazism and the Holocaust; the deaf community in 1933; deaf Nazis; eugenics, sterilization and the “T-4” Program; the fate of deaf Jews in Europe.

### **HIS 735 History of Disability in the United States (3)**

This course will address the meaning of disability in America in the nineteenth and twentieth centuries. This cultural study of disability will confront the social construction of disability, its representation and changing meaning in society. By challenging common social assumptions, and expanding social historical studies of marginalized groups, this course also refocuses the study of such major themes in history as nativism, the role of media, community histories, eugenics, gender roles, the idea of progress, and the perception of normalcy.

### **HIS 755 Deaf Women’s History (3)**

Examining the intersection of women’s history and Deaf history, this course offers a close and comprehensive study of a minority within a minority: Deaf women. Students will be introduced to recent scholarship that directly examines this topic, as well as vital works from related fields in history and other disciplines. As a graduate-level course, this class emphasizes comparative studies and multidisciplinary interpretations, honing students’ analytical skills. Moreover, it will incorporate hands-on work with primary sources to promote independent research in history and related disciplines. Ultimately, this focused study of identity challenges students to reconsider traditional notions of history, gender, disability, cultural Deafness, beauty, normalcy/ability, citizenship, and status.

*Prerequisite:* HIS 731 or permission of the instructor.

### **HIS 787 Introduction To Historical Methods and Research (3)**

This course is designed to provide students with an opportunity to practice collecting, interpreting, and presenting data according to acceptable standards of method and style. Through focused discussions of the nature and problems of the discipline of history and specific challenges in Deaf history, students will gain confidence and skill in “doing” and assessing Deaf history. Because this course also examines the interaction between historical techniques and those of related disciplines, students with varied backgrounds and interests will improve their critical thinking and research skills.

*Prerequisite:* HIS 731 or permission of the instructor.

### **HIS 793 History Research Project I (3)**

This course allows advanced students to focus on individualized research projects. Building on foundations

in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate both a strong understanding of historical methods and the ability to apply critical thinking and advanced research skills. The research, analysis, and writing require an amount of time equivalent to three-credit hours per semester, for a maximum of six credit hours.

*Prerequisite:* HIS 731 or permission of the instructor.

### **HIS 794 History Research Project II (3)**

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate both a strong understanding of historical methods and the ability to apply critical thinking and advanced research skills. The research, analysis, and writing require an amount of time equivalent to three-credit hours per semester, for a maximum of six credit hours.

*Prerequisite:* HIS 731 or permission of the instructor.

### **HIS 795 Special Topics in History (1-3)**

Grading System: letter grades only.

### **HIS 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisite:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

## INTERPRETATION (INT)

### INT 605 The U.S. Deaf-Blind Community (1)

This is an introductory course designed for deaf-blind people, parents, educators, interpreters, and other interested people who would like to learn about deaf-blind individuals and the U.S. Deaf-Blind community. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

### INT 660 Practical Skills for Interpreter Educators (1)

This course is designed for interpreter educators who would like to develop or enhance their skills in teaching interpreting. Basic approaches to learning theory will be introduced. The emphasis of this course is on development of specific skills used in teaching the cognitive tasks associated with interpreting and the evaluation of those skills. This course is not included in the major.

### INT 661 ASL Intralingual Skills for Interpreters (1)

This course is designed for interpreters or future interpreters who would like to develop their American Sign Language (ASL) skills. Understanding the source message when it is in ASL is a crucial skill often overlooked in interpreter education. The exercises deal with ASL only. Topics include finding the main point, abstracting, prediction skills, finding key signs, rephrasing, and text analysis. Also included will be exercises on simple and complex ASL utterances. This course is not included in the major.

*Prerequisite:* A good command of ASL.

### INT 662 Introduction to Translation (1)

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating translations to ASL and to English are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course. Students will work in small groups and individually to prepare translations.

*Prerequisites:* Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

### INT 663 Introduction to Processing Skills for Interpreting (1)

This course presents provides information on the importance of rapid and efficient cognitive processing in English and ASL. Exercises in ASL and English are provided.

They include; shadowing, decalage, dual tasking, memory development and digit processing.

*Prerequisites:* Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

### INT 664 Introduction to Consecutive Interpretation (1)

This course is designed for interpreters who would like to develop consecutive interpretation skills. Consecutive interpretation can be used as a professional tool or as a training exercise. Consecutive interpretation of the message begins after the source message has paused or stopped. Development of consecutive interpretation skills enhances memory development, both visual and auditory. The development of this skill enhances self-confidence in interpreters, and it allows for the development of cognitive control of processes central to interpretation. Component skills such as abstraction, note taking, expansion, cloze, and prediction are also addressed.

*Prerequisite:* Fluency in ASL, English, and translation skills.

### INT 667 Introduction to Simultaneous Interpretation of English Monologues (1)

This is an introductory course dealing with interpretation of English to ASL monologues. Emphasis is placed on comprehension of English prior to interpretation into ASL. Course topics include effort in interpretation, restructuring, coping skills, simultaneity and repair strategies.

*Prerequisites:* Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

### INT 668 Introduction to Deaf-Blind Interpretation (1)

This is an introductory course designed for interpreters or future interpreters who have a good command of English and American Sign Language and would like to develop deaf-blind interpreting skills. This course may be taken for: (1) no credit, (2) undergraduate credit, or (3) graduate credit.

*Prerequisites:* INT 605, fluency in American Sign Language and English, and permission of the instructor.

### INT 680 Introduction to Interpreting in Legal Settings, Part I (1)

This is an introductory course designed for interpreters who are interested in or are already working in the legal system. This course covers pre-requisite skills and

knowledge for legal interpreters, roles and protocol for legal interpreters, positioning of legal interpreters, roles of legal personnel, and ethics and the court code of conduct. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

*Prerequisites:* Hearing interpreters must hold national certification (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading packet is required.

### **INT 681 Introduction to Interpreting in Legal Settings, Part II (1)**

This is a continuation of the course, Introduction to Interpreting in Legal Settings, Part 1. This course covers preparation for legal assignments, text analysis of a commonly encountered legal text, qualifying and testifying as an expert, and continued professional development resources. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

*Prerequisites:* INT 680. Hearing interpreters must hold national certification (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading packet is required.

### **INT 691 Fingerspelled Word Recognition for Interpreters (1)**

This graduate-level course is designed for interpreters who already have experience in interpreting from ASL to English and from English-based signing into English and who can usually understand most of the message but frequently miss the fingerspelled word on the first try. Experiences will be provided that are designed to improve fingerspelled word recognition on the first try. Fingerspelled words will be studied in context and in isolation. The underlying cognitive processes associated with fingerspelled word recognition will be explained and discussed. The theoretical aspects form the basis for the practical applications.

### **INT 695 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

### **INT 699 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisite:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **INT 700 How to Teach Processing Skills for Interpretation (1)**

This course introduces the theoretical and practical basis for the development of cognitive processing skills in practice and training. Teaching methods are demonstrated for teaching processing skills. Issues related to grading and evaluation are discussed.

*Prerequisite:* Interpretation skills required.

### **INT 702 How to Teach Translation (1)**

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating a translation are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course.

### **INT 701 History of Interpreting (3)**

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

*Prerequisites:* Acceptance into the M.A. in Interpretation program or permission of the instructor.

### **INT 703 Theory and Practice for Interpreter Educators (1)**

This course is designed for professionals in the field of interpreter education who wish to upgrade their skills and knowledge in relation to teaching interpretation. The course includes a theoretical base for teaching, appropriate sequencing of skills in interpreter education programs, and an examination of student outcomes and how to evaluate them. Each participant will receive a set of instructional materials including videotapes and an audiotape, all with scripts and suggestions for using them in teaching and testing. This course is not included in the major.

### **INT 704 How to Teach Consecutive Interpreting (1)**

This course introduces the theoretical and practical basis for consecutive interpreting in practice and training. Teaching methods are demonstrated for teaching consecutive interpretation of monologues and dialogues. Issues related to grading and evaluation are discussed.

*Prerequisite:* Interpretation skills required.

**INT 706 How to Teach Simultaneous Interpretation of Monologues (1)**

This course introduces the theoretical and practical basis for simultaneous interpreting in practice and training. Teaching methods are demonstrated for teaching simultaneous interpretation of monologues. Issues related to grading and evaluation are discussed.

*Prerequisite:* Interpretation skills required.

**INT 707 Structure of Language for Interpreters: American Sign Language and English (3)**

This course is a comprehensive introduction to the linguistic structures of English and American Sign Language (ASL) for interpreters. Topics include phonetics, phonology, morphology, syntax, language acquisition and sociolinguistics of both languages in the U.S. Deaf and hearing communities. Students develop ASL and English text analyses at multiple linguistic levels, implementing the methodologies to enhance their ASL/English interpreting skills.

*Prerequisites:* Acceptance into the M.A. in Interpretation program or permission of the instructor.

**INT 714 Formal American Sign Language (3)**

An intensive advanced language course designed to increase student's fluency in formal ASL. The course will involve one hour of lecture for the purpose of explaining and demonstrating the tasks to be performed during the practice sessions and for discussion of the conceptual and theoretical aspects of the tasks.

*Prerequisites:* Acceptance into the M.A. in Interpretation program or permission of the instructor.

*Course fee:* \$50

**INT 720 Discourse Analysis for Interpreters (3)**

This course is a broad introduction to the study of language and communication by focusing on discourse analysis. During the course students will analyze language use in spoken English and American Sign Language (ASL) so that features of language use rise to the level of explicit awareness. Students collect, transcribe, and analyze various speech activities while reading and discussing theoretical notions underlying language use. Elements to be analyzed and discussed include but are not limited to: structure, cohesion, coherence, involvement and prosody.

*Prerequisites:* Acceptance into the M.A. in Interpretation program or permission of the instructor.

**INT 726 Fundamentals of Interpreting (3)**

This course focuses on the foundation skills required for effective translation and interpretation. The course includes

critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain how meaning is co-constructed and where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation, text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Students will address theoretical constructs of translation and interpretation, as well as application of strategies and techniques required for effective interpretation. This class focuses on interactive settings with both face-to-face and monologic discourse for Deaf, Deaf/Blind, and non-deaf interpreters.

*Prerequisites:* Acceptance into the M.A. in Interpretation program or permission of the instructor.

**INT 734 Interpreting Legal Discourse (3)**

This course focuses on translating and interpreting in legal settings. Students will study the American legal system, its history, and its basis for operation, including conventions, expectations, and protocol of the participants involved. Students will critically analyze the social structure of legal events, and discourse analysis of the talk, interaction and strategies that appear in the various stages of the legal process. Students will look at the consequences of modes of interpretation (for example, consecutive interpretation and simultaneous interpretation) and qualifications of interpreters while considering the unique and serious responsibilities inherent in interpreting in a legal setting. Students will apply text analysis skills to the translation, sight translation, consecutive interpretation and simultaneous interpretation of discourse in legal interactions.

*Prerequisites:* INT 701, INT 720, INT 726 or permission of the instructor

**INT 735 Interpreting Mental Health Discourse (3)**

This course focuses on interpreting interaction in mental health settings. Students will be exposed to an overview of the mental health professions and the various roles of practitioners (counselors, psychiatrists, psychologists, etc), including the interpreter's role as a member of the professional team. Students will explore the theoretical approaches used by mental health practitioners and the conventions, expectations and culture in which these services are provided. The course includes a critical analysis of therapeutic discourse based on a variety of commonly available services such as the interactive aspects of peer support groups, drug and alcohol screenings, individual, couple, and group counseling,

intake interviews, case conferences and hospital staffing, psychological testing and psychiatric evaluations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in therapeutic encounters.

*Prerequisites:* INT 701, INT 720, INT 726 or permission of the instructor

### **INT 736 Professional Practice I (3)**

This course provides a focused analysis of the ethics and role of the interpreter in various settings, along with opportunities for directed observation of various encounters. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

*Prerequisites:* INT 701, INT 720, INT 726 or permission of the instructor

### **INT 744 Interpreting the Discourse of Education (3)**

This course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, and the ways in which language attitudes and language policy affect participants in the educational setting. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in educational interactions.

*Prerequisites:* INT 734, INT 735, INT 736 or permission of the instructor

### **INT 746 Interpreting Business and Government Discourse (3)**

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspectives, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-related socio-political and technical considerations. Students will

apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in business and government encounters.

*Prerequisites:* INT 734, INT 735, INT 736 or permission of the instructor

### **INT 749 Professional Practice II (3)**

This course is a sequel to INT 736, Professional Practice I, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

*Prerequisites:* INT 736 or permission of the instructor

### **INT 750 Research Methods in Interpretation (3)**

This course surveys both quantitative and qualitative research methods that have been successfully applied to the analysis of interpretation. Building from previous coursework, the course emphasizes the development of research design and implementation skills through a variety of activities including the critical analysis of research articles and the preparation of a guided research project examining some aspects of interpretation, conducting a literature review, gathering data, perform analyses of the data, preparing a formal written report, and presenting findings in ASL. Either replication studies or original work may be accepted, and students will be required to include abstracts, follow style guidelines, and prepare their final paper as they would a submission to a refereed journal.

*Prerequisites:* INT 701, INT 720, INT 714, INT 726 or permission of the instructor

### **INT 754 Interpreting Medical Discourse (3)**

This course focuses on interpreting interaction in medical settings. Students will explore the US healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in medical encounters.

*Prerequisites:* INT 744, INT 746, INT 749 or permission of the instructor

**INT 777 Guided Research Project I (3)**

This course is the first course of the two courses, which will provide students with experience in gathering and analyzing interpretation data. In this course, students will select their methodology, conduct a literature review, gather data, and perform analyses of the data. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines in preparation of their work for submitting it to a peer-reviewed journal for publication.

*Prerequisites:* INT 750 or permission of the instructor

**INT 778 Guided Research Project II (3)**

This course is sequential to INT 777 Guided Research Project I. In this course, students will continue their work from INT 777 Guided Research Project I by completing their analyses of the data, preparing a final written report, and presenting their findings in ASL. Students will be required to include an abstract, follow style guidelines, and prepare their final paper for publication to submit to a peer-reviewed journal.

*Prerequisites:* INT 750, INT 778 or permission of the instructor

**INT 781 Field Rotation (3)**

Field experience in an approved setting provides students with supervised experience at an introductory level. Students will be placed with deaf professionals and/or professional interpreting practitioners in at least two of the five setting areas studied and engage in both observations and supervised interpretation. This is an intensive field-based rotation experience for students to expand their interpreting skills with a consumer-based perspective. Minimum of 15 hours of practicum interpreting per credit hour.

*Prerequisites:* INT 744, INT 746, INT 749 or permission of the instructor

**INT 785 Internship (3)**

The internship provides a valuable capstone experience in an occupational setting related to the student's specific professional goals. The experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. Students and instructors will agree upon a suitable site, supervision, and plan of activity before the semester begins. Students must prepare a written account of their practicum activities in a term paper that synthesizes the experience, keep a professional journal, and submit videotapes of interpreting done at the internship site. The internship is ordinarily undertaken during the summer semester following completion of all course work and satisfactory completion of the written and performance portions of the comprehensive exam.

*Prerequisites:* Permission of the department

**INT 799 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

## LINGUISTICS (LIN)

### LIN 510 Introduction to First and Second Language Acquisition (3)

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition). The first part of the course covers the important milestones of normal L1 development in phonology, morphology, syntax and pragmatics for both spoken and signed languages. The course then explores how delays in exposure affect the acquisition process, leading to the main topics of the second part of the course: critical period effects and L2 acquisition. Readings and discussion throughout the course will reflect the perspective that acquisition studies on a broad variety of languages, both signed and spoken, are crucial for developing accurate theories of language structure and use. Application of concepts from lectures and discussion is encouraged through student collection and analysis of L1 and L2 data.

*Prerequisites:* Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

### LIN 521 Introduction to Introduction to Cognitive Linguistics (3)

This course is an introduction to the cognitivist approach to linguistics, in which language and thought are taken to be grounded in basic human experiences and to grow out of the nature of the physical brain and body. Unlike some linguistic approaches, cognitive linguistics treats form and meaning as interrelated on all levels of linguistic structure. Topics include conceptual blending, metaphor, frame semantics, prototypes and human categorization, mental spaces, and cognitive/construction grammar.

*Prerequisites:* Undergraduate students: LIN 101, 263, 301, 302

### LIN 522 Psycholinguistics of Sign Languages (3)

Deaf and hearing people around the world acquire, produce and perceive sign languages. This course takes an in-depth look at how they acquire, produce and perceive sign languages. Psycholinguistics generally covers three domains: acquisition, use (perception and production) and brain studies. This course focuses on perception and production, as well as brain studies (aka neurolinguistics). With respect to production, we will examine studies that focus on “slips of the hands”, both spontaneous and induced. With respect to perception, we will look at both online and offline cases. For brain studies, we will discuss both behavioral and imaging studies.

*Prerequisites:* Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

### LIN 541 Introduction to Sociolinguistics (3)

Sociolinguistics is the discipline that studies the interaction of language and social life. This course will examine the major areas of sociolinguistics, including multilingualism, language contact, variation, language policy and planning and language attitudes. Methodological issues pertaining to the collection of sociolinguistic data will also be examined. The application of sociolinguistics to education, the law, medicine and sign language interpretation will be covered. All issues will be considered as they pertain to both spoken and signed languages.

*Prerequisites:* Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

### LIN 543 Bilingualism (3)

This course explores bilingualism, with a special emphasis on bilingualism in the Gallaudet community. We will examine the place of bilingualism and multilingualism in the world, both historically and currently; the linguistic structure and features of bilingualism; social constructions of bilingualism; the acquisition of bilinguality, from the perspectives of both first- and second-language acquisition; and we will explore the functions and meanings of bilingualism in communities. For each topic, we will examine the current state of the field, first from the perspective of spoken language bilingualism and then from the perspective of signed language (mixed modality) bilingualism, with special emphasis on the situation at Gallaudet University.

*Prerequisites:* Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

### LIN 585 Linguistics of Non-manual Signals in ASL (3)

This course introduces students to the theories and methods of analyzing non-manual signals (NMS) in American Sign Language. These signals refer to aspects of American Sign Language that are not expressed on the hands—e.g., facial movements and body posture. This course introduces students to the theories and methods of analyzing nonmanual signals (NMS) in American Sign Language. Students will identify linguistic components of NMS and discuss how they contribute to ASL morphology, phonology, syntax, discourse analysis, semantics, and language acquisition.

*Prerequisites:* Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

**LIN 661 Brief Introduction to the Structure of American Sign Language (1)**

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course will cover four major topics: (1) Phonology: The Study of the Raw Materials of Signs, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and influence of signs on one another in connected discourse; (2) Morphology: Building and Storing Words, the study of the basic meaningful units of ASL, including discussion of word creation, compounding, borrowing, affixation, and numeral incorporation. A discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; (3) Syntax: Building Sentences, the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and (4) Sociolinguistic Applications, a discussion of language variation and language contact in the deaf community.

**LIN 662 Survey of American Sign Language Phonology (1)**

This course has four parts. Part one covers basic phonetic notation and includes practice in the phonetic description of lexical signs of ASL. This will include an examination of hand configurations, placements, orientations, nonmanual signals, and two-hand relationships. Part two deals with phonological processes, including movement epenthesis, hold deletion, metathesis, assimilation, location neutralization, and weak hand deletion. Part three examines phonotactic patterns within the lexicon of ASL, focusing on permissible combinations of phonetic elements. Part four considers the nature of phonological change and historical shifts in the structure of the lexicon.

**LIN 663 Morphology of ASL Verbs (1)**

This course will focus on the use of space and the behavior of verbs that use space in meaningful ways in American Sign Language. Major topics will include an examination of the signing space and the four functions of a locus, syntactic versus topographical space, mental representations of space, identity shift, a detailed examination of indicating verbs, locative verbs, classifier predicates (including discussions of imagery, verb roots, categories of classifier handshapes, and types of representations), and aspectual inflections that operate by changing the movement of verbs in space.

**LIN 664 Survey of American Sign Language Syntax (1)**

This course begins by examining the various roles of nonmanual signals within ASL grammar and ASL discourse. This leads to the role of nonmanual signs in helping to

determine the structure of ASL sentences. Next, the course examines the order of constituents within ASL sentences, including topics and topicalization, subject pronoun copy, deletion of subjects and objects, and the placement of tense markers. The next section of the course focuses on the use of space in ASL discourse, verb classes based on how space is used, verb agreement, and conceptual mapping. The course concludes by examining subordination and specific types of ASL syntactic structures including relative clauses, conditional clauses, and related constructions.

**LIN 665 Sociolinguistics of the Deaf Community (1)**

This course provides an overview of the major areas of sociolinguistics and of current sociolinguistic thinking, with a focus on the Deaf community. It begins with an introduction to the field, followed by a look at bilingualism and language contact phenomena, including lexical borrowing, code-switching, code-mixing, diglossia, pidgins, and creoles. Following this look at intralanguage phenomena, the focus turns to the internal and external constraints upon them. Discourse analysis is then examined, with a focus on language and social interaction and the structure of conversations. Language attitudes are then discussed, followed by a look at language policy and planning.

**LIN 670 Introduction to First Language Acquisition by Children (1)**

This course introduces students to the processes by which children acquire their first language, focusing on the major milestones of phonological and syntactic development. Students will receive an overview some of the major research discoveries in child language acquisition. Course topics will include babbling and early phonetic development by infants, acquisition of word order, questions, and word meanings. A final segment of the course will explore the acquisition of sign languages and the ways in which deaf children's signing development parallels that of spoken language in hearing children. This course will include numerous class discussions on the readings, as well as several hands-on activities in which students will analyze spoken and signed excerpts from child language.

**LIN 671 Introduction to Acquisition of Sign Language (1)**

This course introduces students to the acquisition of ASL as a first language by deaf children and the unique contributions this research makes to general theories of language development. As background preparation, we will begin with a broad overview of important milestones in the acquisition of spoken language by hearing children. This will be followed by a short discussion on the effects of modality

(oral/aural vs. gestural/visual) on the acquisition process. The remaining two-thirds of the class will be devoted to language development in the gestural/visual modality. Readings and lectures will center on the acquisition of phonology and selected syntactic phenomena, including nonmanuals and questions, ending with a discussion of delayed exposure to sign language and its effects on ultimate acquisition.

*Prerequisite:* LIN 670.

### **LIN 695 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

### **LIN 699 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **LIN 701 Introduction to Phonological Theory (3)**

An introduction to the principles of linguistic study, with a concentrated focus on English phonology and phonological theory. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory.

### **LIN 702 Introduction to Syntactic Theory (3)**

A comprehensive introduction to the principles and study of English syntax. Topics include principles of syntactic argumentation, detailed examination of the major syntactic structures of English, and the place of syntax in terms of the larger context of English grammar.

*Prerequisite:* LIN 701.

### **LIN 703 Proseminar I (1)**

Proseminar I is the first course of a two-course series for entering linguistics graduate students. This course will introduce students to the profession of linguistics, its history and subfields, as well as the research specializations of department faculty. Students will also receive general training in the use of equipment in our computer and video labs needed for carrying out sign linguistics projects. Information on finding print and electronic resources to assist students in their studies and research will be provided.

*Corequisite:* Required for all first-year M.A. students

### **LIN 704 Proseminar II (1)**

Proseminar II is the second of a two-course series for entering linguistics graduate students. This course will focus mainly on skills important for succeeding in our program, and in the academic field of linguistics in general. Program-specific topics include training in digital video and information on Comprehensive and Qualifying exams, research papers and the PhD application portfolio. Professional training topics include discussion of how to prepare abstracts and conference presentations, apply for funding and IRB approval, and what to expect at an interview for a linguistics faculty position. Lectures are given by department faculty and staff on a rotating basis.

*Prerequisite:* LIN 703.

*Corequisite:* Required for all first-year M.A. students.

### **LIN 705 Introduction to Language and Communication (3)**

A comprehensive introduction to the science of language and communication. Topics include an introduction to levels of language and language study, language variation, discourse analysis, language in context, communication process models, cross-cultural communication; language issues in social stratification; and a brief introduction to the academic study of translation and interpretation. In conjunction with the lectures, students will spend at least seven hours observing situations where interpreting occurs.

*Prerequisites:* Permission of the instructor.

### **LIN 707 The Structure of Language: English and American Sign Language (4)**

A comprehensive introduction to the linguistic structures of English and American Sign Language. Topics include phonetics and phonemics; phonological processes; the identification, structure, and distribution of morphemes; principles of syntactic argumentation; detailed examination of the major syntactic structures of English and ASL; and the place of phonology, morphology, and syntax in terms of the larger context of grammar.

### **LIN 731 American Sign Language Phonology (3)**

A study of the phonological structure of signs in American Sign Language. Part I presents a comparison of notation systems for signs and provides extensive training in sign notation. Part II deals with phonological contrast. Part III is concerned with the phonotactic properties of lexical signs. Part IV deals with phonological processes and historical change.

*Prerequisite:* LIN 701.

**LIN 732 American Sign Language Morphology (3)**

An in-depth examination of the internal morphological structure of words. Examples are taken from a variety of languages of the world, but the primary focus is on ASL. Topics include compounding, affixation and cliticization, reduplication, indexing, numeral incorporation, aspect marking, and verbs of motion and location.

*Prerequisite:* LIN 731.

**LIN 733 American Sign Language Syntax (3)**

Elements of syntactic analysis with a major focus on ASL, including hierarchical structure, parts of speech, word order, topic constituents, the role of nonmanual signals, verb classes, complementation, relative clauses, and conditional clauses.

*Prerequisite:* LIN 732.

**LIN 741 Sociolinguistics in Deaf Communities (3)**

An examination of the theories and principles of sociolinguistics with specific reference to sign language variation in the context of the U.S. Deaf community. Topics include concepts of sociolinguistics, sociolinguistic methodology, describing language variation, social determinants of language variation, interactional determinants of language variation, language attitudes, and language policy and planning.

**LIN 745 Languages and Cultures in Deaf Communities (3)**

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to participant observation and the ethnographic interview as research tools for understanding the interplay between language and culture in the Deaf community in which they participate.

**LIN 750 Research Methods in Linguistics (3)**

Guided fieldwork experience in ASL linguistics with emphasis on data gathering and analysis. Students select research topics within a specific domain of ASL established by the instructor, conduct a literature review, gather data, perform analyses of the data, and prepare a formal written report.

*Prerequisite:* LIN 732.

**LIN 763 American Sign Language Structure for Professionals in Deaf Education (3)**

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course will cover four major topics: 1) Phonology, an examination of the structure of the physical signals of ASL, the customary

patterns for combining them, and the influence of signs on one another in connected discourse; 2) Morphology, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, reduplication, temporal and distributional aspect, numeral incorporation, and a discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; 3) Syntax, an examination of the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and 4) Sociolinguistic Applications, a discussion of language variation and language contact in the Deaf community and of language issues in deaf education in the United States.

**LIN 771 Field Methods I (3)**

This two-semester sequence will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

*Prerequisites:* All first-year M.A. courses are prerequisite to this class.

*Corequisite:* LIN 733.

**LIN 772 Field Methods II (3)**

This two-semester sequence will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

*Prerequisites:* All first-year M.A. courses are prerequisite to this class.

**LIN 795 Special Topics (1-3)**

Grading System: letter grades only.

**LIN 799 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**LIN 801 Advanced Topics in Phonological Theory (3)**

An advanced seminar focusing on phonological theory. Topics will vary depending upon current developments in phonological theory.

**LIN 802 Advanced Topics in Syntactic Theory (3)**

An advanced seminar focusing on generative syntactic theory. Topics will vary depending upon current developments in syntactic theory.

**LIN 811 Language Acquisition by Children (3)**

This course critically reviews first language acquisition data for both spoken and signed languages. The course includes a critical evaluation of theoretical models attempting to account for how it is that children are able to acquire the languages they are exposed to. This course will provide a theoretical foundation for those teaching children and students of cognitive development.

*Prerequisites:* Required Master's level courses.

**LIN 812 Language Learning by Adults (3)**

This course critically reviews the acquisition of language by adults and the apparent disparity in language learning ability between children and adults. The course includes a critical evaluation of theoretical models of second language learning and will provide a theoretical foundation for those teaching language to adults and students for cognitive development.

*Prerequisites:* Core courses required for the Master's in Linguistics.

**LIN 822 Brain and Language (3)**

This seminar will review the literature on the neurological bases for language. Particular attention will be given to the relationship between spatial ability and linguistic ability. Models developed based on spoken-language data will be critiqued in light of data from sign languages, as production and processing of signing requires interaction of linguistic and spatial skills on several levels. Sign language data will be used to evaluate the traditional model of brain hemispheric specialization, where linguistic skills are lateralized on the left and spatial skills on the right.

**LIN 824 Introduction to Mental Space Theory (3)**

A seminar focusing on mental space theory. Topics include introductory concepts in cognitive grammar, conceptual space, space builders, cross-space mappings, metaphor, analogy, metonymy, blended mental spaces, grammar, and meaning construction.

**LIN 827 Cognitive Grammar (3)**

A seminar focusing on cognitive grammar. Major topics include introductory conceptual constructs important for language, symbolic linguistic units, grammatical categories, language as symbolization, grammatical constructions, and the application cognitive grammar to specific grammatical phenomena.

*Prerequisites:* LIN 702, 733.

**LIN 841 Discourse Analysis (3)**

The focus of this course is a comparison among six dominant approaches to the analysis of discourse: pragmatics, speech act theory, conversational analysis, interactional sociolinguistics, ethnography of communication, and variation analysis, with close examination of different kinds of sign language discourse.

*Prerequisites:* Required Master's level courses.

**LIN 842 Discourse Analysis: Conversation (3)**

The purpose of this course is to introduce students to theories and methods of discourse analysis. This is a companion course, not a sequel, to Discourse Analysis: Narrative. Whereas Discourse Analysis: Narrative is concerned with discourse produced primarily by one speaker, Discourse Analysis: Conversation is concerned with dialogic or multi-party discourse.

*Prerequisites:* LIN 701, 702, 703, 704, 721, 731, 732, 745.

**LIN 843 Discourse Analysis: Narrative (3)**

The purpose of this course is to introduce students to theories and methods of discourse analysis. Narrative is chosen for study because it is primarily monologic (at least in U.S. culture) as distinct from dialogic or multi-party discourse which is covered in Discourse Analysis: Conversation. This course will focus on the analysis of ASL narratives.

*Prerequisites:* LIN 701, 702, 703, 704, 721, 731, 732, 745.

**LIN 850 Historical Linguistics (3)**

This course focuses on language change. Topics include language families, methods of comparative reconstruction, phonological change, semantic change, and grammaticalization. We will evaluate the features of sign language in light of their relatively young age and compare them to other "new" languages such as creoles. Attention will be paid to methods of historical reconstruction for languages that have not been written down in the past.

**LIN 855 Language Typology (3)**

In this course we survey the range of variation among world languages, both spoken and signed. Topics include

tense/aspect systems, modals, representations of spatial concepts, and word order, as well as a consideration of potential universals specific to sign languages.

### **LIN 860 Language Variation (3)**

An examination of analytical methods used in the study of variation and change in language structure and use, with a focus on sign language variation. Practice in the exploratory analysis and interpretation of sociolinguistics and discourse data, and an introduction to quantitative tools, including the Varbrul program.

*Prerequisites:* Core courses required for the Master's in Linguistics.

### **LIN 880 Guided Research Project (3, 3)**

An intensive research project conducted under the guidance of a faculty member. The course is a continuing course, begun in the fall semester of the student's third year in the program (first year of the Ph.D.) and continuing into the spring semester. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course in each of the two semesters. Students are expected to develop an appropriate research plan, to complete the human subjects review process, to analyze data, and to write a final paper of publishable quality.

*Prerequisite:* Acceptance to the Ph.D. program.

### **LIN 890 Dissertation Proposal Development (3)**

This graduate level seminar will be guided by a faculty member in order to assist students as they work through the process of developing their dissertation proposal. It will also provide students with the opportunity to learn from one another by describing their progress as they develop their proposals.

*Prerequisites:* All required Ph.D. courses.

### **LIN 895 Special Topics (1-3)**

Grading System: letter grades only.

### **LIN 899 Independent Study (1-3)**

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **LIN 900 Dissertation Research (1-9)**

Students may register for this course to conduct any aspect of their dissertation research.

*Prerequisites:* Doctoral students in linguistics who have advanced to candidacy for the Ph.D. degree.

## **PSYCHOLOGY (PSY)**

### **PSY 695 Special Topics (1-3)**

Grading System: letter grades only.

### **PSY 699 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

### **PSY 701 Legal, Ethical and Professional Issues in School Psychology (3)**

Provides familiarization with legal and ethical issues and the role and function of the psychologist in the school setting. Class and field experiences are designed to acquaint the student with the various roles, responsibilities and operations of multi-disciplinary teams from a multi-cultural perspective. Available school and community resources for deaf and hard of hearing people are explored.

*Prerequisites:* Permission of the instructor

### **PSY 703 Research Seminar (1)**

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

*Prerequisites:* Enrollment in the clinical psychology program or consent of instructor.

*Corequisite:* PSY 711 or equivalent.

### **PSY 704 Research Seminar (1)**

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

*Prerequisites:* Enrollment in the clinical psychology program or consent of instructor.

*Corequisite:* PSY 712 or equivalent.

### **PSY 711 Principles of Statistics (3)**

Discussion of the theory and applications of inferential statistics, including sampling, estimation, confidence intervals, inferences, effect sizes and hypothesis testing as well as descriptive statistics, validity and reliability. Specific statistical techniques such as t tests, Chi Square, one way and factorial analysis of variance, correlations, simple and multiple regression

as well as an introduction to trend analysis will be presented. Lab experiences in using SPSS or similar computer programs for analyzing data will be provided. Evaluations of statistical methods used in published research will be discussed.

### **PSY 712 Research Methods in Psychology (3)**

Covers principles of research design in psychology from two-group comparisons to complex multiple treatment designs. Also includes guidelines and criteria for writing research reports and articles, questionnaire and survey research, case studies and other single-subject designs, correlational studies, naturalistic observation, and ethical considerations in research.

*Prerequisite:* PSY 711.

### **PSY 713 Psychological Statistics II (3)**

Covers inferential statistics including simple and complex analysis of variance, multiple comparisons between means, and analysis of covariance. Chi-square and other nonparametric statistics and partial and multiple regression are included. Experience with computer programs (SPSS) for these statistical analyses will be provided.

*Prerequisite:* PSY 711.

### **PSY 723 Psychology and Deafness (3)**

This course provides in-depth exploration of the complex interrelationships between the functioning of deaf and hard-of-hearing individuals and psychological, biological, and socio-cultural aspects within a human systems framework that incorporates multicultural perspectives. Psychological principles and theories related to the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and hard-of-hearing individuals are considered. Also considered are the influence of etiology/genetics, varying levels of hearing loss and age of onset, familial variables, linguistic and communication approaches, technology, educational settings, psychopathology, and cultural aspects.

### **PSY 724 Psychology and Disability (3)**

This course provides a comprehensive foundation of theory, research, and practice relating to general and special psychological aspects of physical, mental, and emotional disabilities in American society. Includes medical, psychological, psychiatric, and employment-related, and entitlement program-related definitions of disability and their ramifications; the impact of disabilities upon psychological growth and coping in individuals and families; societal attitudes toward disabilities; and prevention and treatment strategies and issues.

*Prerequisites:* Current enrollment in the clinical psychology program or consent of instructor.

### **PSY 732 Child Psychopathology and Behavior Disorders (3)**

A study of child behavior disorders and other psychopathologies of childhood, including types of disorders, etiology, and intervention and prevention strategies. Psychological, developmental, biological, cultural, and educational factors are included.

*Prerequisite:* Permission of the instructor.

### **PSY 733 Child Development (3)**

Knowledge bases in child and adolescent development, including biological, cognitive, social, affective, and moral development. Methodological and theoretical issues and controversies in the study of human development are discussed.

*Prerequisite:* Matriculation in the Clinical Psychology program.

### **PSY 736 Psychological Development I: Learning & Cognitive Development (3)**

A survey of current psychological research on cognitive processes and development, including perceptual learning, concept learning, problem solving, and memory.

*Prerequisite:* Permission of the instructor.

### **PSY 739 Psychological Development II: Language Development and Assessment (3)**

A survey of research and theory on language structure, processing, and development including evaluation of instruments for assessing language development.

*Prerequisite:* General Psychology or permission of the instructor.

### **PSY 743 Assessment I: History and Theory of Assessment (3)**

An introduction to multiple methods of assessing behavior, abilities, and achievement. Includes the history of assessment practices and theory, and a discussion of the statistical properties of assessment instruments including reliability, validity, standard error of measurement and normal distributions. Criteria for evaluating and selecting tests, methods, and theoretical approaches to assessment are also presented.

*Prerequisite:* Permission of the instructor.

### **PSY 746 Assessment II: Intellectual Assessment (3)**

An intensive course designed to provide the graduate student with an integrated foundation consisting of knowledge of theory, methods, and techniques, along with applied clinical skills, in the effective appraisal of individual intelligence. Course instruction focuses primarily upon

skill development in test selection, administration, and scoring; analysis and interpretation of test results; preparation of reports on findings; and application of knowledge of assessment practices, including confidentiality considerations, within a framework provided by professional, ethical, and legal standards.

*Prerequisites:* School psychology majors; PSY 743, 770.

### **PSY 748 Psychoeducational Assessment and Programming for Exceptional Children (3)**

An overview of formal and informal assessment procedures used in identifying exceptional children, including cognitive, social-emotional, and perceptual-motor functioning as well as achievement measures. Assessment procedures used in developing and evaluating intervention strategies and Individualized Education Plans will be discussed using an interdisciplinary model and a multicultural and/or bilingual perspective. The collection and use of data for the purpose of evaluating program effectiveness will also be included.

*Prerequisites or corequisites:* PSY 743, 746; or permission of the instructor.

### **PSY 749 Intellectual Assessment: Measurement Principles and Applications (4)**

An intensive course in theory, methods, and clinical skills in appraisal of individual intelligence, including a critical analysis of individual tests, criteria for evaluating and selecting tests, values, limitations of tests, test selection, administration and scoring, analysis and interpretation of test results, preparation of reports, and legal and ethical standards in assessment.

*Prerequisite:* Matriculation into Clinical Psychology Program.

### **PSY 750 Language Intervention with Special Populations (3)**

A seminar in which students critically evaluate research articles related to language development and intervention of special education populations such as mentally retarded, blind/low vision, autistic/emotionally disturbed, deaf or hard of hearing, and learning disabled children. This course is generally taken by students enrolled in PSY 771 and concurrently serving special education referral children.

*Prerequisite:* PSY 736 or permission of the instructor.

### **PSY 751 Psychology of Perception (3)**

Theories and research findings in human and animal perception with emphasis on the visual system. Course topics include neuroanatomy and physiology of the visual system, psychophysics, color vision, space perception, form perception, information processing, and the psychopathology of perception.

*Prerequisites:* Enrollment in a graduate program in clinical psychology or school psychology, or permission of the instructor.

### **PSY 752 Cognitive Psychology (3)**

This course provides an understanding of current theories and research in the field of cognitive psychology, including information processing, memory, learning, language development, and the influence of deafness on cognitive development and strategies, particularly as they relate to clinical practice and research.

### **PSY 754 Biological Psychology: Brain and Behavior (3)**

Addresses brain-behavior relationships with an emphasis on school age children. Anatomy of the brain as well as neurodevelopmental and acquired neurophysiological disorders that affect children will be discussed. Students will be introduced to neuropsychological tests and test batteries used in the evaluation of this age group.

*Prerequisite:* Permission of the instructor.

### **PSY 757 Family Assessment, Interviewing and Interventions (2)**

Methods of interviewing, assessing, and introducing change into family systems. Theories and methods of family therapy.

*Prerequisite:* PSY 733.

### **PSY 760 Behavioral and Therapeutic Interventions with Children (3)**

The course focuses upon the theoretical and applied use of interventions used with children exhibiting behavioral and/or emotional difficulties. Emphasis is placed upon the use of Applied Behavioral Analysis, functional analysis, behavior modification techniques and psycho-educational interventions with individuals, small groups, and family constellations.

*Prerequisite:* Permission of the instructor.

### **PSY 765 Assessment III: Social, Emotional and Behavioral Assessment (3)**

Training with techniques and instruments used in social, emotional and behavioral assessment. Projective and descriptive techniques are discussed in addition to the use of adaptive behavior instruments. The use of assessment data for educational and vocational planning and decision-making is emphasized from a multi-cultural perspective.

*Pre- or Corequisites:* PSY 711, PSY 743, and PSY 746 or permission of the instructor.

### **PSY 766 School Psychology and Prevention Services (3)**

Course will include the conceptual basis for and discuss the techniques used in delivering mental health services to non-identified populations in the school. Types of interventions studied will include the use of group techniques, social skill development procedures, enrichment

programs, teaching of parenting skills, development of vocational or school transitional services, and methods for delivering in-service to professional staff members. Particular emphasis will be given to the role of the psychologist on crisis intervention teams.

*Prerequisite:* Permission of the instructor.

### **PSY 767 Psychological Consultation: Theory and Practice (3)**

Survey of major theoretical models of psychological consultation with professional peers, parents, administrators and organizations as they are applied to school settings, mental health settings, medical settings, natural communities and workplaces. Methods for achieving individual or system-wide change are reviewed through literature, class discussion, simulation, and role-playing activities.

*Prerequisite:* Second year graduate status or permission of the instructor.

### **PSY 768 Home/School/Community Collaboration, Family & Exceptionalities (3)**

This course combines three knowledge areas relevant to providing psychological services to children: family, exceptionality, and schools. It provides a study of family development and family systems to analyze how these influence children's cognitive, motivational and academic performance, and social and behavioral characteristics. This course will also discuss the impact of having an exceptional child on family, parents, and siblings; diversity; and it will explore frameworks for the provision of comprehensive psychological services to children in schools and the development of more effective relationships between home, school, and community.

*Prerequisites:* PSY 723, 732

*Corequisites:* PSY 765, 766

### **PSY 770 Practicum in School Psychology (3)**

Under close supervision students gain experience in multi-dimensional assessment of individuals in various settings. Emphasis is on developing skills in administering, interpreting, and reporting the results of various measures of intelligence related to educational functioning.

*Prerequisite:* Permission of the instructor.

*Prerequisite or corequisite:* PSY 746.

### **PSY 771 Practicum in School Psychology II (3)**

Under the close supervision of a certified or licensed psychologist, students work in a school or clinic setting providing psychological and educational assessments,

preparing reports, counseling with clients, and developing and implementing intervention programs. In addition, students attend a weekly seminar emphasizing major issues in the professional practice of school psychology.

*Prerequisites:* PSY 701, 743, 746, 748, 770; and permission of the instructor.

### **PSY 772 Psychological Consultation: Externship (1)**

A supervised practicum in which the student is responsible for designing, implementing, and evaluating a psychological consultation experience in a school or educational program.

*Prerequisites:* PSY 767, 771.

### **PSY 781 Clinical Psychology Ethics and Practice I (2)**

This course sequence introduces clinical psychology doctoral students to professional practice in clinical psychology. The two-semester sequence covers ethical and professional expectations and guidelines, legal obligations of psychologists, an overview of clinical practice settings, and the activities of psychologist in these settings and skills fundamental to clinical practice such as clinical observation and interviewing. The first semester focuses primarily on adults, the second on work with children and families. Cross-cultural issues in clinical practice are included in both semesters.

*Prerequisite:* Enrollment in clinical psychology doctoral program or permission of the instructor.

### **PSY 782 Clinical Psychology Ethics and Practice II (2)**

This course sequence introduces clinical psychology doctoral students to professional practice in clinical psychology. The two-semester sequence covers ethical and professional expectations and guidelines, legal obligations of psychologists, and an overview of clinical practice settings and the activities of psychologist in these settings, and skills fundamental to clinical practice such as clinical observation and interviewing. The first semester focuses primarily on adults, the second on work with children and families. Cross-cultural issues in clinical practice are included in both semesters.

*Prerequisite:* Enrollment in clinical psychology doctoral program or permission of the instructor.

### **PSY 783 Foundations of Psychotherapy I (2)**

This course is an introduction to the practice of psychotherapy, and the spring semester lab provides an opportunity to work with a deaf client in psychotherapy. This course is a complement to Methods of Psychotherapy, which provides an overview of theories and approaches. For most students, Foundations of Psychotherapy and Methods of Therapy are taken at the same time. The focus

is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Class participation and application of skills in practice sessions are essential components of this course. Foundations of Psychotherapy is a 2-part course. The didactic portion (2 credits) is taken in the fall semester; the case experience (1 credit) is taken in the spring semester

*Prerequisite or corequisite:* PSY 836 or equivalent.

### **PSY 784 Foundations of Psychotherapy Lab II (1)**

This course is a 1-credit hour lab course that follows Foundations of Psychotherapy I. It is designed to provide graduate students in clinical psychology with psychotherapy experience, particularly with deaf and hard-of-hearing individuals. Through Gallaudet University's Mental Health Center, students will conduct, under direct supervision, a minimum of six psychotherapy sessions with a client who is appropriate for them. This may include live observation and/or videotaping of the therapy, supervision sessions, and maintaining documentation.

*Prerequisites:* PSY 783 and a methods of psychotherapy course.

### **PSY 785 Clinical Psychology Practicum (3)**

This practicum is generally taken in the second year of the clinical psychology program, and focuses on the development of assessment and psychodiagnostic skills. Interviewing, test selection, administration, scoring, case formulation, report writing, and providing feedback to clients and others are included. Individual and group supervision are provided by faculty and on-site supervisors.

*Prerequisites:* Second year standing in the clinical psychology program; satisfactory communication skills; Sign Communication Proficiency interview rating of "Intermediate"; and PSY 749, 765, 781, 782, 834, 865, 866.

### **PSY 786 Clinical Psychology Practicum (3)**

This practicum is generally taken in the second year of the clinical psychology program and focuses on the development of assessment and psychodiagnostic skills. Interviewing, test selection, administration, scoring, case formulation, report writing, and providing feedback to clients and others are included. Individual and group supervision are provided by faculty and on-site supervisors.

*Prerequisites:* Second year standing in the clinical psychology program; satisfactory communication skills; and PSY 749, 781, 782, 834, 865, 866.

### **PSY 790 Internship: Individual Case Study (3)**

Field experience in an approved setting provides supervised experience in identification and description of

school-related problems, formulation of diagnostic plans, selection and use of appropriate evaluation tools, referral to appropriate specialists, integration of findings, and recommendation of appropriate action and follow-up.

*Prerequisites:* Advanced program status and permission of the instructor.

### **PSY 791 Internship: Teacher Consultation and Counseling (3)**

Field experience in an approved setting provides supervised experience in conferences with teachers to interpret results of child diagnostic study; conferences with parents to interpret plan of action for child or youth; and short term and group counseling with students.

*Prerequisites:* Advanced program status and permission of the instructor.

### **PSY 792 Internship: System Consultation and In-Service (3)**

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists in the school and community concerning planning, referrals, and in-school interventions and experience in developing and implementing in-service programs for teachers, administrators, and staff.

*Prerequisites:* Advanced program status and permission of the instructor.

### **PSY 793 Internship: Advanced Case Conference (3)**

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists to interpret the results of child diagnostic study; active participation in multidisciplinary staffings; and design and development of interventions for the remediation of student learning and behavior problems in the classroom.

*Prerequisites:* Advanced program status and permission of the instructor.

### **PSY 795 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

### **PSY 799 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.

**PSY 800 Individual Research (1-12)**

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

*Prerequisites:* PSY 703, 704, 711 and PSY 712 or equivalent with consent of instructor.

**PSY 809 Social Psychology and Human Diversity (3)**

This course provides an introduction to theoretical and research foundations in social psychology, particularly as related to clinical/personality psychology and to the study of cultural minorities and the diversities of human experience.

**PSY 815 Psycholinguistics (3)**

This course provides an overview of theoretical perspectives and research issues in psycholinguistics. Topics include theoretical perspectives, language development and acquisition, neurolinguistics, language comprehension and production, and the relationships between language and cognition, social relationships, self-concept, and power. Cross-linguistic comparisons will be made between signed and spoken languages.

*Prerequisite:* Graduate standing in psychology or permission of the instructor.

**PSY 820 History and Systems (2)**

Review of theoretical approaches in the historical development of psychology as a discipline, including the emergence of clinical and experimental psychology from roots in philosophy and physiology. The principal systems and schools of thought in the history of psychology will be surveyed, including psychophysics, structuralism, functionalism, behaviorism, gestalt theory, psychoanalysis, and cognitive theories to reveal their impact on contemporary psychology.

*Prerequisite:* Graduate standing in psychology or permission of the instructor.

**PSY 825 Health Psychology (3)**

This course provides an introduction to the interaction of psychological and biological factors in health and illness and the effects of psychological interventions on high- and low-risk lifestyles and medical outcomes. Students become familiar with theories of psychobiological interactions, biological systems believed to be affected by this interaction, and assessment and intervention techniques used to alter health outcomes of these interactions. Specific diseases such as cancer, heart disease, and asthma are addressed, as are treatment compliance and the role of the psychologist in the medical setting.

*Prerequisite:* PSY 754.

**PSY 826 Child Clinical Psychology Treatment Methods (3)**

A survey of treatment methods with children and adolescents, the child in the context of the family, and issues in working with and understanding educational and other settings.

*Prerequisites:* PSY 732, 782.

**PSY 833 Adult Development and Personality (3)**

This course introduces students to theories of adult development throughout the adult life cycle. The interweaving of biological, social, cultural, and psychological aspects of development will be examined relative to dimensions of change that occur throughout adulthood. We will explore conceptualizations of change in physical functioning, personality, socialization, occupation, cognition, and other aspects of development during adult life and aging. The impact of various life-styles, gender, culture, ethnicity, family factors, and deafness among other things will all be considered as pertinent throughout the course.

**PSY 834 Adult Psychopathology (3)**

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV will be discussed. Treatment implications of various diagnostic categories will be included.

*Prerequisite:* An enrolled student in clinical psychology or mental health counseling or permission of the instructor.

**PSY 835 Late Adulthood and Aging (3)**

This course provides the student with basic information about the physical, social, and psychological effects of aging, the developmental issues that arise during older adulthood, the approaches to coping with these changes, adjustment to the death of loved ones, and the individual's own confrontation with mortality.

**PSY 836 Methods of Adult Psychotherapy (3)**

An overview of methods and theories of psychotherapy used with adults. Covers professional and ethical guidelines as applied to the conduct of psychotherapy.

*Prerequisites:* PSY 781 and PSY 834 or permission of the instructor.

**PSY 840 Neuroanatomical & Neurophysiological Foundations of Neuropsychology (3)**

This course provides a foundation in functional neuroanatomy, neurophysiology, and the presentation and effects of brain injuries, illnesses, and syndromes. It also includes material on peripheral sensory and perceptual functions. When you complete this course, you should

have a basic knowledge of brain structure and function/dysfunction and the interaction of mind and body. An emphasis is placed on application of the information to clinical populations and the ability to critically evaluate neurophysiological and neuropsychological research.

**PSY 843 Neuropsychological Foundations and Assessment (3)**

This course provides an introduction to the foundations of neuropsychology, including an introduction to functional neuroanatomy, neuropsychological research, and the presentation and effects of brain injuries, illnesses, and syndromes. Students learn to apply this knowledge through the administration, scoring, and interpretation of selected neuropsychological screening tests, with emphasis on their use with deaf and hard of hearing populations

*Prerequisite:* PSY 840.

**PSY 851 Group Psychotherapy (3)**

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course, which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

*Prerequisite:* PSY 836.

**PSY 854 Psychopharmacology (3)**

This course provides an introduction to the uses, neurophysiological mode of action, and physiological and behavioral effects of various categories of psychoactive medications, including antipsychotic, anxiolytic, and antidepressant medications. Basic psychopharmacological research and the psychomimetic effects of drugs used for the treatment of medical disorders will be discussed.

*Prerequisite:* PSY 840.

**PSY 860 Cognitive-Behavior Therapies (3)**

This course provides an in-depth examination of the theories, principles, and applications of cognitive-behavior therapy. Historical issues, behavioral models, and specific types of cognitive-behavioral therapy-including Rational Emotive, Cognitive Therapy, and the Case Formulation Model-are explored. Research trends, including application to the problems of eating disorders, anxiety, depression, poor social skills, and marital dysfunction, are also addressed.

*Prerequisites:* PSY 712, 781, 834, or permission of the instructor.

**PSY 862 Multicultural and Urban Issues in Clinical Practice (3)**

The Washington D.C. Metropolitan Area is one that is very culturally diverse. This course will focus on the special issues that are raised when offering mental health and psychotherapy services to persons of color who reside in this large urban area. During the course, students will have the opportunity to examine the following content areas: the psychology of racism and oppression, theoretical issues and research findings on psychotherapy with minority populations, the impact of therapist racial/cultural characteristics on the therapeutic process, multicultural issues in psychodiagnostic testing, and relevant issues for traditional and emerging minority groups. Each class period will also include a module on an "urban issue" of concern to area residents.

*Prerequisites:* PSY 781, 834, 836, 865, 866.

**PSY 865 Personality Assessment: Projective Techniques (3)**

During this course, students learn the basic principles of the Exner Comprehensive System of Rorschach testing. Students learn how to administer the Rorschach, practice scoring using the Exner System, and interpreting the test results. Other projective techniques such as the Thematic Apperception Test are also covered. Students practice report-writing skills. Information learned about personality testing is integrated with information previously learned in Assessment II: Intellectual Assessment.

*Prerequisites:* PSY 749, 781.

**PSY 866 Personality Assessment: Objective Technique (2)**

This course addresses the uses and limitations of the MMPI-2 and other frequently used objective measures used to assess personality factors and possible psychopathology in clients. Special attention is given to possible adaptations and need for caution in interpretations when such measures are used with deaf and hard of hearing clients or clients whose cultural history/affiliation is outside the mainstream. Students are expected to develop skills in the integration of data derived from objective measures with other assessment results into a coherent and useful report.

*Prerequisites:* PSY 749, 834.

**PSY 870 Clinical Hypnosis and Brief Psychotherapy (3)**

The present course is an elective, intervention course in the Clinical Psychology program. It introduces students to the work of Milton Erickson and others who have pioneered the use of hypnosis in clinical settings. While this course does not lead to certification in the field of hypnosis, it will lay the

foundation for anyone later wishing to pursue certification through professional groups such as the American Society for Clinical Hypnosis (ASCH). (The course is highly experiential, including work on trance inductions, development of metaphors, and application of trance principles and hypnosis to specific kinds of issues in psychotherapy and healing in general, as well as application of hypnosis work with deaf people.) Enrollment in this course signifies that you agree to serve as a participant with one or more of your classmates. In addition to the experiential component, the course will provide students the opportunity to review research into hypnosis and hypnotic phenomena.

*Prerequisite:* A graduate level course in methods of psychotherapy or an equivalent.

### **PSY 880 Clinical Supervision (3)**

Clinical Supervision provides students with an introduction to theory, methods, and ethical issues in the supervision of clinical services. The course emphasizes the supervision of psychotherapy and related interventions. Supervision of other clinical services, such as assessment and crisis intervention, are also included. Both individual and group supervision are considered. Classes include lecture, discussion of readings, and case material.

*Prerequisites:* Enrollment in a graduate program in a mental health field such as Clinical Psychology, Counseling, Social Work, or School Psychology. PSY 836 (Methods of Adult Psychotherapy) or equivalent. Completion of at least 2 semesters of supervised experience in a mental health setting.

### **PSY 885 Clinical Psychology Externship (3)**

Generally taken in the fall of the students' third year, this practicum includes experiences in assessment, interventions, treatment planning, and other areas in a community agency, medical center, or other service facility.

*Prerequisites:* Third year standing in the clinical psychology program; PSY 785, 786, 836.

### **PSY 886 Clinical Psychology Externship (3)**

Generally taken in the spring of the students' third year, this practicum includes experiences in assessment, interventions, treatment planning, and other areas in a community agency, medical center, or other service facility.

*Prerequisites:* Third year standing in the clinical psychology program; PSY 785, 786, 836.

### **PSY 895 Special Topics (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

### **PSY 899 Independent Study (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor, and Special Independent Study Form.

### **PSY 900 Dissertation Research (1-12)**

Students may register for dissertation research while conducting any phase of their dissertation research project.

*Prerequisite:* Doctoral students in clinical psychology who have advanced to candidacy for the Ph.D. degree.

### **PSY 985 Advanced Clinical Psychology Externship (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

*Prerequisites:* PSY 885, 886.

### **PSY 986 Advanced Clinical Psychology Externship (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

*Prerequisites:* PSY 885, 886.

### **PSY 999 Clinical Psychology Internship (1-6)**

Registration indicates that the student is undertaking a psychology internship approved by the clinical psychology program at the predoctoral or doctoral level.

*Prerequisite:* Open only to students who have completed comprehensive examinations, advanced to candidacy for the Ph.D. degree, and are in an internship approved by the clinical psychology program faculty.

## RECREATION (REC)

### REC 705 Leisure Research Methods (3)

Introduction to the process of leisure research, beginning with ethical and political considerations, paradigm adoption, topic choice, and methodology (research designs, sampling, instrumentation, data collection approaches) used in leisure research. The class also emphasizes the reading and understanding of leisure research articles.

### REC 710 Programming Leisure Services for Deaf and Other Populations (3)

This course is designed to introduce the student to a comprehensive program planning and benefits driven process. The emphasis is on recreation program planning for persons who are deaf/hard of hearing/late deafened. In an attempt to assist students in understanding the increasing diversity of the population of the United States and the world, this course will address program planning concerns and issues related to diversity (in terms of language choice, mainstream orientation, gender, age, race, ethnic group, sexual orientation, and ability).

### REC 720 Administrative Issues in Recreation Programs for Deaf and Other Population (3)

This course is designed to introduce the student to the major administrative, supervision, and management issues confronting leisure service organizations. Administrative principles and practices will be discussed as they relate to the recreation and park profession serving the deaf community. In an attempt to assist students in understanding the increasing diversity of the population of the United States and the world, this course will address administrative concerns and issues related to diversity (in terms of gender, age, race, ethnic group, sexual orientation, and ability).

### REC 780 Graduate Internship in Leisure Services Administration (3)

The graduate internship is the culminating experience in the Master of Science degree in Leisure Services Administration. The experience should enable the student to bring together all aspects of the graduate program so that he/she can apply theories, knowledge, and skills learned in the classroom.

*Prerequisites:* Completion of all credit hours, except thesis or guided professional paper credits, for the degree and permission of the department.

### REC 790 Guided Professional Paper (1-3)

This course will be taken by students desiring either: intensive in-depth study and synthesis of a topic related to some aspect of leisure service delivery; or involvement in an approved service project for a leisure service organization. Development of the professional paper will be conducted under the direction of a graduate faculty member and will entail writing and making oral presentations of findings. May be taken more than once.

*Prerequisites:* REC 705 and permission of the instructor.

### REC 791 Thesis (1-3)

This course will be taken by students involved with research associated with a thesis option in the leisure services administration program. Research will be conducted under the direction of a graduate faculty member and will entail developing, designing, and implementing the research project as well as writing and making oral presentations of findings. May be taken more than once.

*Prerequisites:* REC 705 and permission of the instructor.

### REC 795 Special Topics (1-3)

Grading System: letter grades only.

### REC 799 Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor, and Special Independent Study Form.

## SOCIAL WORK (SWK)

### SWK 695 Special Topics (1-3)

### SWK 699 Independent Study (1-3)

This course provides an opportunity for students to design individual programs that cover particular topics not covered in regular classes.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor, and Special Independent Study Form.

### SWK 702 Play Therapy (3)

This course is designed to give the candidate exposure to the various play therapies: play room, sand tray, art, movement, and psychodrama. Through reading, lecture, class discussion, case presentations, and role play simulations, candidates will become familiar with various techniques used with children in therapy and counseling. Candidates will discuss the applicability of these theories in working with deaf and hard of hearing children and youth as well as in working with children and youth with differing cultural and ethnic backgrounds.

### SWK 705 Human Behavior and the Social Environment I (3)

This foundation course affirms the central focus of social work practice as the person or human group in interaction with the social environment. Its purpose -- to understand the problematic transactions between people and their environments; its goal -- to use this understanding to restore and enhance mutually beneficial transactions between people and society through reciprocal tasks and adaptations. Concepts of biopsychosocial development across the life span will be presented. The family will be considered as an open system with functions that shift at stages of transitions.

### SWK 706 Human Behavior and the Social Environment II (3)

This course examines the behaviors, functions, and structure of groups, communities, and organizations. Students are introduced to theories that explain interactions within and between each of these larger systems. Students are also given an opportunity to apply many of the theoretical concepts used to explain the behaviors of individuals and families learned in the first semester Human Behavior course to behaviors exhibited by larger systems (groups, communities, and organizations). The course also addresses issues related to equitable distribution of goods and services that may be encountered by macro systems.

*Prerequisite:* SWK 705.

### SWK 707 Introduction to Gerontology (3)

This second course examines the biological, social, and psychological aspects of aging, with special attention to the interrelationship between theoretical and practice-oriented knowledge. The course is organized around basic theories and processes of aging and considers developmental issues facing aging individuals as they move through maturity and old age. Examination of cross-cultural issues that shed light on the American experience will be introduced. Cultural/historical, class, gender, ethnic, and minority relationships to aging will be considered. Selected policy issues related to developmental changes and needs will be introduced where possible, as will earlier developmental processes that continue into advanced age.

### SWK 709 Social Work Perspectives on Dysfunction (3)

This elective course examines dysfunctional behavior in the context of developmental and environmental stresses. Ego psychology as a system of personality theory is considered as a means to understanding the development of adaptive and maladaptive ego functioning. The course surveys the varied manifestations of adult psychopathology, including psychotic disorders, personality disorders, adjustment disorders, affective disorders, eating disorders, and addictions.

*Prerequisite:* SWK 705.

*Corequisite:* SWK 706.

### SWK 711 Social Policy and Social Services (3)

This foundation course is an introduction to the understanding and appraisal of social services and social policies in the United States. The social values and economic and political factors which guide their development will be discussed. Attention is given to the role of social work in evaluating and changing policies.

### SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)

This concentration course, taken in the second year, focuses on human behavior and the social environment of deaf and hard of hearing populations. The course looks at the complex interplay of psychosocial, system, and ecological forces in the life cycle development of individuals who experience deafness. The course explores forces of oppression and political and economic influences that impact the behavior, adaptation, and functioning of deaf and hard of hearing people.

*Prerequisites:* SWK 705, 706, and passing the qualifying exam.

**SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)**

This course presents specialized content about social welfare policies affecting deaf and hard of hearing people and people with disabilities. These policies are discussed within the framework of analysis and evaluation to determine future directions for policy. The impact of the service delivery, funding, and organizational systems on the implementation of policy will be considered. The course will look at policies for people who are deaf-blind, developmentally disabled, and chronically mentally ill.

*Prerequisite:* SWK 711.

**SWK 717 Cultural Competence (3)**

This course examines theories of cultural and ethnic identity, literature related to the cultures of women, deaf and hard of hearing people, gay and lesbian people, ethnic minorities of color, and people with disabilities. Because of the complexity of culturally competent social work practice, students are required to examine personal prejudices, stereotypes, and belief systems that negatively affect the provision of services to diverse populations. Readings on oppression, identity, and minority cultures are supplemented with presentations by experts from the community and dialogue with them. The course uses classroom exercises, written assignments, and objective measurements to increase self-awareness in the context of the student's personal identity and attitudes about difference based on ethnicity, gender, sexual orientation, and disability.

**SWK 741 Social Work Practice I (5)**

This is the first foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required to intervene with individual, family, and group systems. This course focuses on social work relationships as an integral component for change. Students gain knowledge and skill in the use of self in social work practice. A weekly practice lab focuses on the application of practice and interview skills.

**SWK 742 Social Work Practice II (3)**

This is the second foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required for effective intervention with larger systems of organizations and communities. It builds upon knowledge of interventions with individuals and groups to develop foundation skills such as advocating for clients within complex systems, building coalitions, negotiating with diverse groups, assessing community needs, program evaluation, development, management, proposal writing, understanding budgets, and supervision.

*Prerequisite:* SWK 741.

**SWK 743 Social Work Practice with Older Persons and Their Families (3)**

The focus of this course is on assessment and intervention with older people and their families. A primary, secondary, and tertiary intervention model is presented with emphasis on maintaining independence, using community-based services, and preventing institutionalization. The interdisciplinary aspects of gerontological social work, working with teams, and educating as well as learning from other professionals are addressed. Special attention is given to social work with older people with hearing loss; Alzheimer's and other organic disorders; alcohol abuse; medication problems; bereavement, death, and dying; neglect; abuse and victimization; and social work practice with racial, ethnic, and sexual minorities.

*Prerequisites:* SWK 707, 741.

**SWK 749 Social Policy and Community Planning with Aging Persons (3)**

This course is part of the required sequence for the aging and hearing loss concentration. Its focus is on social policy and community planning issues related to needs and services for aging people in the United States. Questions facing all aging individuals will be framed within two contexts: the cultural context of the aging deaf, and the special situation of deaf and hard of hearing elderly people. The course's perspective is to examine how national policy and service networks promote or interfere with successful aging and ways in which social work can contribute to improving relevant social policies and programs.

*Prerequisites:* SWK 707, 743.

**SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)**

This is a required course in the practice sequence which accompanies Field Practicum SWK 783. It looks at the critical transition points in the life cycle of the family with a deaf child in dynamic interplay with social networks and communities, and draws on a variety of theoretical approaches to build greater synthesis and refinement of assessment and intervention knowledge and skills.

*Prerequisite:* SWK 742, 772.

*Corequisite:* SWK 783.

**SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)**

This is the second concentration practice course with a focus on specialized knowledge and skills needed to work with organizations and communities of which deaf and hard of hearing people are a part. Building on the foundation-

year principles of intervention with organizations and communities, this course focuses on the processes of empowerment of deaf and hard of hearing populations, interventions that increase access to political and social processes in communities and organizations. Topics will include grassroots organizing, planning, administration, social action, and program evaluation skills.

*Prerequisite:* SWK 751.

### **SWK 755 Research Methods I (3)**

This course is the first of a required two-course sequence designed to introduce the student to the process of research beginning with topic choice and covering methodological approaches such as surveys and single case design, data collection, ethnics and politics of research, and unique problems of research in social work settings. During the course, students will select and develop a topic for their second year special project.

### **SWK 756 Data Analysis (3)**

The second semester in the foundation research sequence focuses on statistical and qualitative tools that provide the student and professional social worker with the means for evaluating practice and programs. Descriptive statistics, inferential statistics, and qualitative techniques of analysis will be the focus of this course. The student will be introduced to computer technology and its use for data analysis, using software packages such as the Statistical Package for the Social Sciences (SPSS). Guide to Data Analysis for SPSS and “The Ethnographer” software for analysis of qualitative data.

*Prerequisite:* SWK 755.

### **SWK 760 School Social Work Practice (3)**

This course exposes students to the specialized knowledge, skills and values needed for effective social work practice with deaf and hard of hearing children and their families within the complex ecosystem of their educational settings, and broader communities. Focus is on 1) assessment, intervention and prevention in the school setting; 2) collaboration and referral to outside agencies, 3) detection and reporting of child abuse and neglect; 4) interprofessional collaboration between social workers and educators to meet the complex needs of at risk students. Traditional school social work practice (family and group counseling, parent education, crisis intervention and advocacy) and emerging models of service delivery (play therapy modalities and prevention activities such as psychoeducational approaches in conflict resolution, substance abuse prevention, etc.) in schools will be covered. School social work roles and functions, ranging from formalized data collection procedures and assessment

through contributing to and monitoring the ISP process to purely clinical interventions, are covered. This class builds upon school social work policy, human behavior, and research courses. Societal, cultural, institutional, diversity, and familial values will be explored in relation to practice and student success.

*Prerequisites:* SWK 705, 706, 741, 742.

### **SWK 761 School Social Work Policy (3)**

This course builds a base of knowledge, skills and values among graduate social work students which will prepare them for work with deaf and hard of hearing children, adolescents, and their families within the context of the educational setting. Students will develop an understanding of laws and policies which impact the ecosystem of the child which relates to school social work and mental health policies, educational placement and access, poverty, violence, child abuse and maltreatment, substance abuse, domestic violence, health care, social justice, and accessibility. Skills in assessing policy needs, evaluating policy and policy implications for deaf and hard of hearing children, their families, and the educational system will be developed. Students will also develop skills to effect change in policies and programs which impede the deaf child's success in school. This course is grounded in professional social work values and ethics and examines their implications for policy.

*Prerequisites:* SWK 705, 711.

### **SWK 771 Foundation Field Practicum I (3)**

Foundation Field Practicum is a 16-hour-per-week supervised experience in a social service agency. Under the guidance of experienced M.S.W. social work supervisors, students do initial and ongoing assessments, plan and implement interventions designed to bring about personal growth, empower clients and client systems, and promote social change. The practicum work includes work with deaf and hard of hearing individuals, hearing and deaf family members, related organizations, and the broader community.

*Prerequisite:* SWK 741.

### **SWK 772 Foundation Field Practicum II (3)**

This course follows successful completion of SWK 771. Students return to their agencies approximately two weeks prior to the start of classes for 16 hours a week for 17 weeks. Understanding of generalist social work theory and the development of intervention skills are expanded during this semester. Students refine and deepen the goals of their learning contract, as well as the skills of assessment and intervention with clients and client systems.

*Prerequisite:* SWK 771.

*Corequisite:* SWK 742.

**SWK 780 Advanced Practice Seminar (3)**

This course is designed to enhance students' abilities to integrate micro, mezzo, and macro levels of social work practice with deaf and hard of hearing populations. Seminar participants present their own work from field practicum and participants in discussion of the work of peers. Seminar participants and the instructor also identify and examine controversial issues and other issues of concern to the profession in general and to social work practice with deaf and hard of hearing populations in particular.

*Corequisite:* SWK 783.

**SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (6)**

Students in the advanced year have a full block placement in the spring semester while taking two additional online courses. During the semester, students are placed in internship settings that require advanced social work practice skills. Students work at their practicum sites for four eight-hour days totaling 32 hours per week, or 512 hours for the semester. The field practicum is an agency or school carefully selected to promote learning in the concentration focus on deaf and hard of hearing populations. An experienced MSW field instructor supervises the student in the practicum. The goal of the practicum is for students to deepen their knowledge and skills in social work practice, particularly with deaf and hard of hearing populations. The practicum serves as a vehicle for students to integrate knowledge, skills, ethical and professional values, culturally competent practice approaches, and ongoing assessment of the effectiveness of each social work intervention.

*Prerequisite:* SWK 771, 772.

**SWK 791 Research Practicum I: Deaf and Hard of Hearing Populations (3)**

This course builds on principles of research taught in the first year; the student applies them to an area of interest within the concentration focus of deaf and hard of hearing populations. During this semester, students will develop a proposal for a research project or thesis. Each phase of the research process (topic development, literature review, development of problem statement, conceptual framework and methodology) will be reviewed; additional material will be taught as needed for application of general principles to the areas of research with deaf and hard of hearing populations. The final assignment for the course will be the student's completed application to the Institutional Review Board in preparation for data collection and analysis during the second semester.

*Prerequisite:* SWK 756.

**SWK 792 Research Practicum II: Deaf and Hard of Hearing Populations (3)**

This course is the second semester of the advanced research sequence. Students continue their research project (thesis), collecting their data and analyzing findings using computer technology where appropriate for quantitative and qualitative analysis. Special issues of analysis and interpretation for research related to deaf and hard of hearing populations are considered.

*Prerequisite:* SWK 791.

**SWK 795 Special Topics (1-3)**

Grading System: letter grades only.

**SWK 799 Independent Study (1-3)**

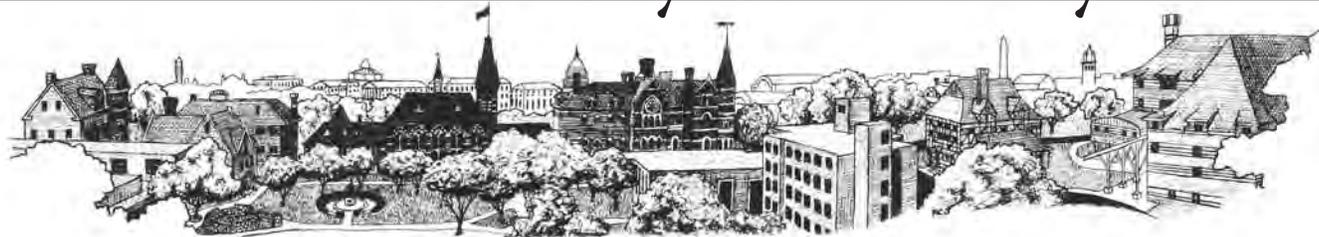
Grading System: letter grades only. Individualized course of study focusing on a particular problem not covered in regular courses.

*Prerequisites:* Appropriate level of matriculation, permission of the instructor, and Special Independent Study Form.

**THEATRE (THE)****THE 795 Special Topics (1-3)**

Topics offered include visual-gestural communication for professionals working in deafness-related fields, uses of creative drama in deaf education, and introduction to sociodrama.

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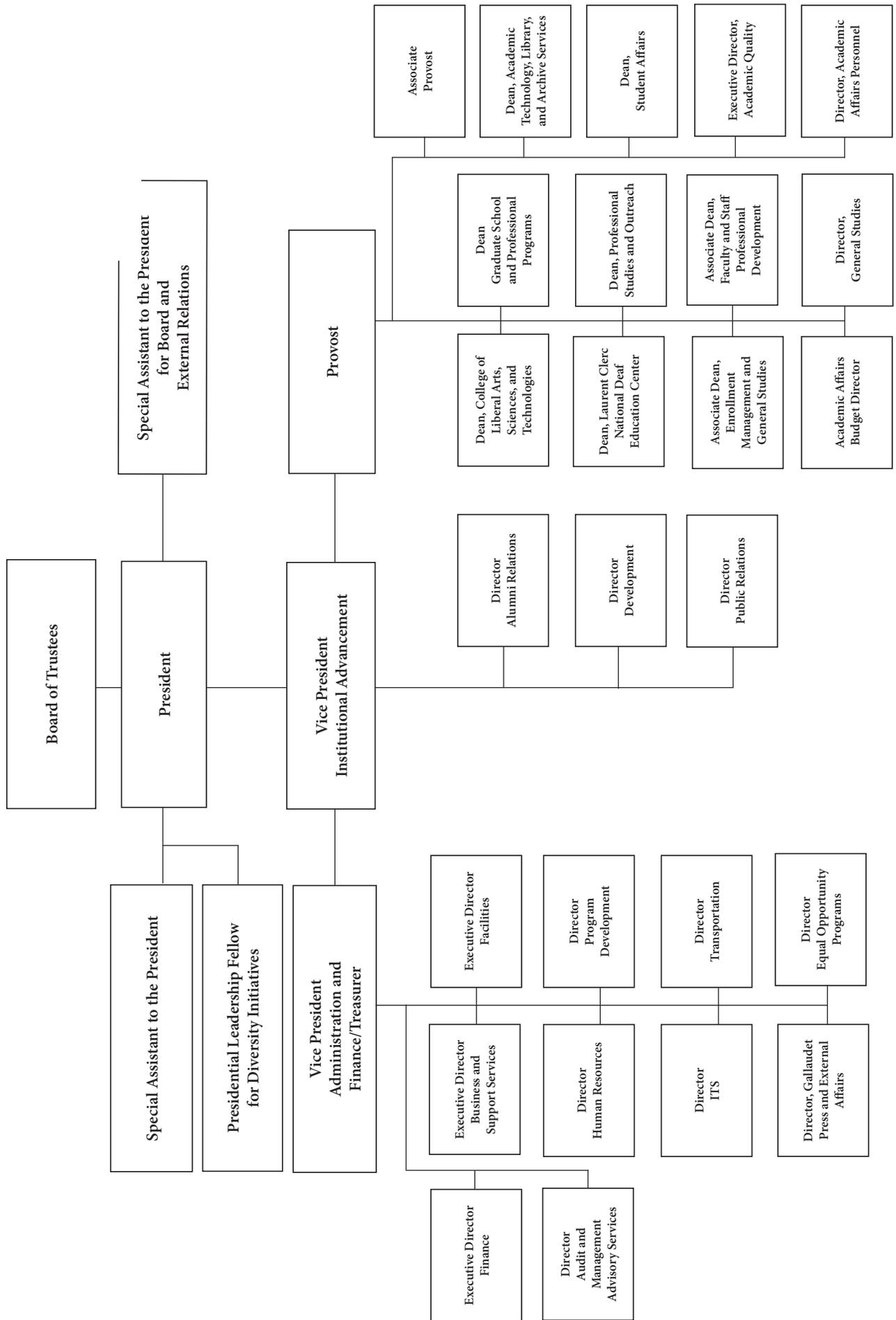
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# Gallaudet University Organizational Chart



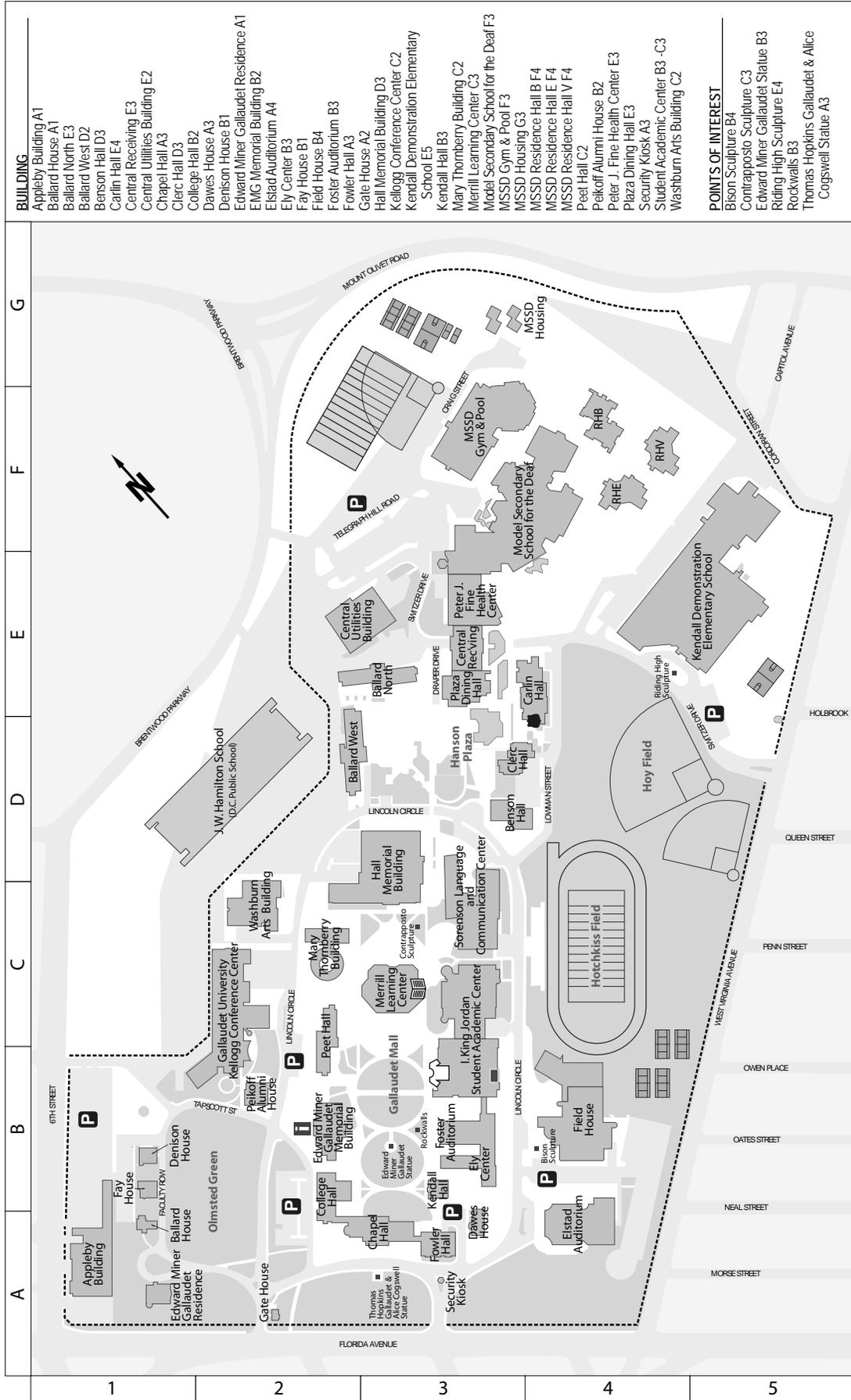
August	3	<b>Intensive ASL Classes for New Students</b>
August	4 – 15	Arrival day for intensive ASL classes for new graduate students Intensive ASL classes for new graduate students
August	18	<b>Orientation for New Graduate Students</b>
August	19 - 22	Arrival Day for New Graduate Student New Graduate Student Orientation Programs
August	22	Business Registration for new students
August	24	<b>Fall Semester 2008</b>
August	24-25	All dorms open at 10 a.m. for returning students Business registration (payment of tuition, room and board)
August	25	Classes begin
August	25	ADD/DROP period begins (Fee charged)
August	26	Late Business registration (Fee charged) begins
September	1	Labor Day holiday (no classes)
September	5	Last Day to ADD/DROP courses
September	23	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
September	23	Last day to change to AUDIT
October	14	Enrichment Day (no classes)
October	31	Final payment for Fall 2008 charges due (charges must be paid in full in order to register for Spring 2009 courses)
November	3	Course registration for Spring 2009 semester for currently enrolled students
November	26-28	Thanksgiving Holiday (the University is open Wednesday, but no classes are held)
December	5	Graduation application deadline for December 2008 and May 2009 graduation
December	5	Classes End
December	5	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December	5	Last day to change to Incomplete grades from the previous semester
December	8	Study Day
December	9-12	Final examination period
December	13	All dorms close at noon and Winter Break begins
December	15	All grades due from faculty no later than 12 noon
December	15	Last day for Consortium registration for Spring 2009 semester
January	19	<b>Spring Semester 2009</b>
January	20	Martin Luther King Holiday and all dorms open at 10 a.m. for returning students
January	21	Inauguration Day (no classes)**
January	21	New Student Orientation begins at 9 a.m.
January	21	Classes begin; Business registration (payment of tuition, room, and board);
January	21	Add/Drop period begins (fee charged);
January	22	Late business registration (fee charged) begins
January	30	Last day to add/drop courses
February	16	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's office by 4:30 p.m.)
February	16	Last day to change to Audit
March	9	Course registration for Summer School 2009 for currently enrolled students
March	16 - 20	Spring Break
March	16	Last day to submit defensible dissertation to Graduate School Office
April	14	Last day to defend dissertation (for May 2009 graduation)
April	10	Final payment for Spring 2008 charges due (charges must be paid in full in order to register for Fall 2009 courses)
April	13	Course registration for Fall 2009 semester for currently enrolled students
May	1	Last day to withdraw with WP/WF grades (forms must be signed and returned to Registrar's office by 4:30 p.m.)
May	1	Last day to change Incomplete grades from the previous semester
May	1	Last day for Consortium registration for Summer School (forms must be in Registrar's office by 4:30 p.m.)
May	4	Classes end
May	5	Study Day
May	6 - 9	Final examination period
May	10	All dorms close at noon
May	11	All grades due from faculty no later than 12 noon
May	14	Graduate Awards and Hooding Ceremony
May	15	Commencement exercises
May 18- August 7		<b>Summer Sessions 2009</b> Graduate Summer School 1st session NOTE: Graduate programs may schedule courses of varying duration any time within this period
May	25	Memorial Day (no classes)**
June	26	Last day for Consortium registration for Fall 2009

*\*\* Instructor will use their discretion on scheduling make-up classes for days lost to holidays.*

*This calendar is subject to change due to circumstances beyond the University's control or as deemed necessary by the University in order to fulfill its educational objectives.*

# Gallaudet University Campus Map

800 Florida Avenue, NE, Washington, D.C. 20002-3695



Map designed by the Office of Public Relations - June 9, 2008  
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- Bookstore B3
- Visitor Parking
- Post Office B3
- Safety & Security E4
- Visitors Center B2
- Library C3

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APPENDICES

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