



**GALLAUDET**  
UNIVERSITY

WASHINGTON, D.C.



# Graduate Catalog 2013 - 2014

**GRADUATE ACADEMIC CALENDAR 2013-2014****Fall Orientation for New Graduate Students**

August 18-21	Pre-Orientation for: Students with Disabilities, International students, August 18 – Arrival Day
August 20-23	New Graduate Student Orientation August 20 - Arrival Day
August 19-23	<b>Fall Semester 2013</b> Faculty professional development week
August 25	All dorms open at 10 a.m. for returning students
August 25-26	Business registration (payment of tuition, room and board)
August 26	Classes begin
August 26	Deadline to waive health insurance charges
August 26	ADD/DROP period begins (Fee charged)
August 26	Final payment for Fall 2013 charges due for international graduate students (charges must be paid in full in order to enroll for Fall 2013)
August 27	Late Business registration (Fee charged) begins
September 2	Labor Day holiday (no classes)
September 6	Last Day to ADD/DROP courses
September 24	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
September 24	Last day to change to AUDIT
October 18	Financial appeal application deadline for Spring 2014 courses
October 29	Last day to submit defensible dissertation to Graduate School Office (for December 2013 graduation)
November 1	Final payment for Fall 2013 charges due for non-international students (charges must be paid in full in order to register for Spring 2014 courses)
November 4	Course registration for Spring 2014 semester for currently enrolled students
November 19	Last day to defend dissertation (for December 2013 graduation)
November 25-29	Thanksgiving Holiday (There will be no classes during that week; the University will still be open Monday-Wednesday.)
November 26	Last day to submit final version of dissertation (for December 2013 graduation)
December 6	Graduation application deadline for December 2013 and May/August 2014 graduation
December 6	Last day to change to Incomplete grades from the previous semester
December 7	Late Graduation Application (Fee charged) begins
December 9	Classes End
December 9	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 10	Study Day
December 11-14	Final examination period
December 15	All dorms close at noon and Winter Break begins
December 16	All grades due from faculty no later than 12 noon
Dec. 25 – Jan. 1	Winter Break (The University will be closed.)
	<b>Spring Semester 2014</b>
January 13-17	Faculty professional development week
January 20	Martin Luther King Holiday (no classes)
January 20	All dorms open at 10 a.m. for returning students
January 21	Classes begin
January 21	Deadline to waive health insurance charges
January 21	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 31	Last day to ADD/DROP courses
February 17	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's office by 4:30 p.m.)
February 17	Last day to change to AUDIT
March 7	Final payment for Spring 2014 charges due (charges must be paid in full in order to register for Summer 2014 courses)
March 10	Course registration begins for Summer School 2014 for currently enrolled students
March 17-21	Spring Break
March 25	Last day to submit defensible dissertation to Graduate School Office (for May 2014 graduation)
March 28	Financial appeal application deadline for Fall 2014 courses
April 8	Charter Day Celebration – no classes
April 11	Final payment for Spring 2014 charges due (charges must be paid in full in order to register for Fall 2014 courses)
April 14	Course registration begins for Fall 2014 semester for currently enrolled students
April 15	Last day to defend dissertation (for May 2014 graduation)
April 22	Last day to submit final version of dissertation (for May 2014 graduation)
May 5	Last day to withdraw with WP/WF grades (forms must be signed and returned to the Registrar's office by 4:30 p.m.)
May 5	Last day to change Incomplete grades from the previous semester
May 6	Classes end
May 7	Study Day
May 8-10	Final Examination period
May 11	All dorms close at noon
May 12	All grades due from faculty no later than 12 noon
May 15	Graduate Awards and Hooding Ceremony
May 16	Commencement exercises





# ABOUT GALLAUDET UNIVERSITY

Gallaudet University provides a community of learning for deaf, hard of hearing, and hearing students who seek a personalized education and strong career preparation in a bilingual environment. Established in 1864, this liberal arts university continues to be the heart of deaf culture.

Students who attend Gallaudet come to the campus with increasingly diverse communication and life experiences. As a result, the University is committed to providing all students with a rich collegiate experience in preparation for dynamic, rewarding careers.

Deaf and hard of hearing undergraduate students can choose from among more than 40 majors leading to a bachelor of arts or a bachelor of science degree. The University also admits a small number of hearing, degree-seeking undergraduate students--up to five percent of an entering class. Undergraduate students also have the option of designing their own majors, called "self-directed majors," in which they select classes from a variety of departments.

Gallaudet Adult Degree Program are available online for adult learners who are at least 24 years old and unable to be on campus full-time. Adult learners can earn an undergraduate degree through the accelerated online Adult Degree Completion Program. Eight weeks online courses are offered throughout the year at Gallaudet University and from the Online Consortium of Independent Colleges and Universities (OCICU).

Graduate programs, open to deaf, hard of hearing, and hearing students, include master of arts or master of science degrees, specialist degrees, certificates, and doctoral degrees in a variety of fields involving professional service provision to deaf and hard of hearing people.

A member of the Consortium of Universities of the Washington Metropolitan Area, Gallaudet offers its students at both the undergraduate and graduate level the ability to take courses offered at the 14 other institutions of higher learning that comprise the consortium: 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 is a leader in the use of technology in its academic programs and services. Approximately 94 percent of the courses at Gallaudet have an online component, and virtually all students take at least one course using the Blackboard online learning system. Such technology integration is double the average of universities nationwide. Many courses make extensive use of video, including video recordings of classes and a video library.

Gallaudet is committed to providing students with the best educational experience possible, which, in today's changing world, means hands-on learning experiences including internships, practicums, and graduate assistantships. Gallaudet offers an internal grant fund, intended specifically for graduate students and faculty, that supports research projects.

Located in the heart of one of the world's most vibrant and important cities, Washington, D.C., Gallaudet students have access to the political scene as well as the cultural and artistic offerings of the nation's capital. Many of the nation's important organizations that focus on issues of importance to the deaf and hard of hearing community have their headquarters in the Washington, D.C., metropolitan area.

Gallaudet serves as a preeminent resource for research and outreach related to improving the lives of deaf and hard of hearing people worldwide. Gallaudet's library contains the world's most complete collection of materials related to deaf people, deaf culture, and hearing loss. In addition to what's offered on campus, Gallaudet students also have access to the nearby Library of Congress, the world's greatest information repository, and the libraries of all the universities in the Washington Research Library Consortium.

# VISITING GALLAUDET

## Location

Gallaudet's campus is located in Washington, D.C., about one mile northeast of the U.S. Capitol. The 99-acre campus, Kendall Green, is home to undergraduate and graduate students as well as 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  
Main Telephone Number: (202) 651-5000 (Voice, TTY)

Admissions Video Phone Numbers:

- 866-563-8896 (Undergraduate)
- 202-250-2326 (Graduate)

[Maps and travel directions](#) and additional information about visiting the Gallaudet University campus are located on the University's website: [www.gallaudet.edu](http://www.gallaudet.edu).

## Undergraduate Open House

The Admissions Office hosts Open House events for prospective undergraduate students several times during the fall and spring semesters. Contact the Admissions Office or [view undergraduate Open House event information on the web](#).

## Graduate Open House

The Graduate Admissions Office hosts Open House events for prospective graduate students. Contact the Graduate Admission Office or [view graduate Open House event information on the web](#).

## Visitors Center

Thousands of visitors tour Gallaudet University's campus every year. The Visitors Center is located on the first floor of the Edward Miner Gallaudet Memorial Building. The Visitors Center offers tours of the campus Monday through Friday at 10 a.m. and 2 p.m. by appointment. Tours are conducted in American Sign Language (ASL) and are

provided by both staff and student tour guides. A voice interpreter can be requested in advance.

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:

[Visitors Center website](#)

Email: [visitors.center@gallaudet.edu](mailto:visitors.center@gallaudet.edu)

Videophone: 866-637-0102

Phone: 202-651-5050

## Gallaudet University Kellogg Conference Hotel

The Kellogg Conference Hotel (KCH) is nestled on the beautifully landscaped campus of Gallaudet University. The hotel features 93 guestrooms, and over 17,000 square feet of meeting space. For your dining pleasure, the Bistro serves breakfast Monday through Friday from 7 a.m.-9:30 a.m., and Saturday from 7 a.m.-10:30 a.m. We also offer a lunch buffet Monday through Friday from 11:30 a.m - 2 p.m. Outtakes gift shop is our newest addition, the perfect place to grab a quick lunch or pick up some gifts to take home, it also features a business center which is available 24 hours a day. The KCH is the ideal location just a few minutes away from Union Station, Lincoln Memorial and the Smithsonian Institute. The KCH welcomes parents and visitors of Gallaudet students! For more information and to make online reservations, please go to [www.kelloggconferencehotel.com](http://www.kelloggconferencehotel.com) or call 202-651-6000.

# WAYS TO LEARN

## Undergraduate and Graduate Programs of Study

Gallaudet University offers programs of study for both undergraduate and graduate students. The University offers B.A., B.S., M.A., M.A., M.S., Ed.S., Au.D., and Ph.D. degrees. In addition, the University offers several professional practice degrees. A complete listing of graduate programs can be found in the Graduate School Catalog.

## Online Learning

[www.gallaudet.edu/online\\_programs.html](http://www.gallaudet.edu/online_programs.html)

Gallaudet University offers a selection of online courses and programs for undergraduate, graduate, or professional studies credit. These anytime, anywhere learning opportunities allow students at a distance to study and participate at the time and place of their choosing. Good time management skills are essential for success in these highly interactive and learner-centered courses. Readings, assignments and activities are posted online and students are required to log in to submit assignments electronically and participate in course discussions. Students are responsible for obtaining their own Internet access and are expected to have basic computer and Internet literacy.

For adult learners interested in an undergraduate degree, Gallaudet offers the Adult Degree Completion Program. The University also offers a number of online and hybrid graduate level certificate programs and individual courses for professional development.

## Online Adult Degree Program

[Adult Degree Program](#)

Adult learners who are at least 24 years old can earn an undergraduate degree online through the [Adult Degree Completion Program](#). Most online courses are offered in an eight-week accelerated format throughout the year and are available through Gallaudet University and the Online Consortium of Independent Colleges and Universities (OCICU). Interested adult learners can [apply](#) through the Adult Degree Program.

## Graduate Certificate Programs

Gallaudet University currently offers four graduate certificate programs, which are designed to meet current and pressing needs of professionals and practitioners. Each certificate program includes a set of related graduate-level courses leading to a Graduate Certificate that demonstrates successful completion of the curriculum. These programs are limited to students with at least a Bachelor's degree. Courses may be applied to graduate degree programs and are often taken in conjunction with a regular graduate degree.

## Summer Programs

[summer.gallaudet.edu](http://summer.gallaudet.edu)

Summer Programs 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. CCS 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.

## Professional Studies and Extension Programs

[ccs.gallaudet.edu](http://ccs.gallaudet.edu)

Professional Studies (PST) courses provide deaf, hard of hearing, and hearing professionals with skills that lead to advancing their professional credentials. These courses carry college credit and students receive a grade report upon completion of each semester. While PST courses offered through the Graduate School and Professional Programs are not applied to degree programs at Gallaudet University, they may be transferable to other universities and often satisfy requirements for professional development. Some PST courses are offered as clusters that lead to professional certificates.

## English Language Institute (ELI)

<http://www.gallaudet.edu/wlc/eli.html> The English Language Institute (ELI) provides an intensive English as a Second Language program for American and international deaf and hard-of-hearing students. Bilingual instruction in both American Sign Language and written English provides a multicultural environment for ELI students to achieve academic, professional, and personal language goals.

# ACCREDITATION

Gallaudet University is accredited by the [Middle States Commission on Higher Education](#)

3624 Market Street, Second Floor West

Philadelphia, PA 19104

Telephone: (267) 284-5000

E-Mail: [info@msche.org](mailto:info@msche.org)

The Middle States Commission on Higher Education is a regional accrediting agency that accredits degree-granting colleges and universities in the Middle States region and is 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's Council on Academic Accreditation (ASHA / CAA); Association of Collegiate Business Schools and Programs (ACBSP); Council on Accreditation of Counseling and Related Programs (CACREP); and the Council on Social Work Education (CSWE).

Our Deaf Education program is approved by the Council on the Education of the Deaf (CED) which allows graduates to become CED certified.

Programs that prepare graduates to be a licensed professional in schools are approved by the District of Columbia State Education Agency (SEA). These same programs - along with the MSW in School Social Work Program - are part of Gallaudet's Professional Education Unit which is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In addition, many programs are reviewed and recognized by the following specialized professional associations (SPAs) as part of NCATE's accreditation process:

American Association of Health, Physical Education, Recreation and Dance (AAHPERD) / National Association of Sports and Physical Education (NASPE); Association for Childhood Education International (ACEI); Council on Accreditation of Counseling and Related Programs (CACREP); Council for Exceptional Children (CEC); National Association for the Education of Young Children (NAEYC); National Association of School Psychologists (NASP); National Council for Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); and National Science Teachers Association (NSTA).

# HISTORY OF GALLAUDET

## The first 100 years

In 1856, Amos Kendall, a postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C. to establish a school and housing for 12 deaf and six blind students. The following year, Kendall persuaded Congress to incorporate the new school, which was called the Columbia Institution for the Instruction of the Deaf and Dumb and Blind. Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, founder of the first school for deaf students in the United States, became the new school's superintendent. Congress authorized the institution to confer college degrees in 1864, and President Abraham Lincoln signed the bill into law. Gallaudet was made president of the institution, including the college, which that year had eight students enrolled. He presided over the first commencement in June 1869 when three young men received diplomas. Their diplomas were signed by President Ulysses S. Grant, and to this day the diplomas of all Gallaudet graduates are signed by the presiding U.S. president.

Through an act of Congress in 1954, the name of the institution was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet.

## A time of expansion

In 1969, President Lyndon Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). That same year, the secretary of the U.S. Department of Health, Education and Welfare and Gallaudet President Leonard Elstad signed an agreement authorizing the establishment and operation of MSSD on the Gallaudet campus. A year later, President Richard Nixon signed the bill that authorized the establishment of Kendall Demonstration Elementary School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of educational opportunities for deaf students nationwide.

By an act of the U.S. Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University's first deaf president, Dr. I. King Jordan. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.

# MISSION AND GOALS

In the 1990s, a generous contribution from the W.K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on-and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich Student Academic Center and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center, a unique facility that provides an inclusive learning environment totally compatible with the visu-centric "deaf way of being."

The University's undergraduate students can choose from more than 40 majors leading to bachelor of arts or bachelor of science degrees. A small number of hearing undergraduate students--up to five percent of an entering class--are also admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students and offer certificates and master of arts, master of science, doctoral, and specialist degrees in a variety of fields involving professional service to deaf and hard of hearing people.

Through the University Career center, students receive internships that provide a wealth of experiential learning opportunities. Recent internships were offered at Merrill Lynch, National Aeronautics and Space Administration, National Institutes of Health, and the World Bank. Students also benefit from an array of services provided by such campus units as the G. 'Bummy' Burstein Leadership Institute (BLI), Language Planning Institute, Hearing and Speech Center, Cochlear Implant Education Center, and the Center for International Programs and Services.

Gallaudet is also viewed by deaf and hearing people alike as a primary resource for all things related to deaf people, including educational and career opportunities, communication access, deaf history, language, and culture, and research.

## **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**

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation and outreach related to deaf and hard of hearing people.

Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication
- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide

## The Gallaudet 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.

## UNDERGRADUATE STUDIES MISSION

Federally chartered in 1864, Gallaudet University is an institution of higher learning that promotes the intellectual and professional advancement of deaf and hard-of-hearing

students from diverse and multicultural backgrounds in a bilingual environment using both American Sign Language (ASL) and English. The mission of Undergraduate Studies at Gallaudet University is to be the premier center of learning for deaf and hard-of-hearing students. Our graduates will become respected members and leaders of their communities throughout the United States and the World.

Undergraduate Studies at Gallaudet University provide all students with a rigorous and integrative education that promotes competence and in-depth knowledge in both the General Studies and major curricula. General Studies courses are predominantly taught as thematic interdisciplinary course, addressing the Gallaudet University [Student Learning Outcomes](#). Major-level courses continue to expand on these five learning outcomes and also provide students with discipline-specific competence, preparing them for competitive careers and/or graduate education.

## GRADUATE SCHOOL MISSION

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:

- prepare deaf, hard of hearing, and hearing scholars, leaders, and practitioners from diverse backgrounds to excel in their professions and disciplines; and
- 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.

# BILINGUAL EDUCATION

Gallaudet University was founded with the unique purpose of providing visually accessible higher education for deaf and hard of hearing students. As such, Gallaudet has always been a bilingual institution with instruction taking place through American Sign Language and English. In 2007, the Board of Trustees affirmed Gallaudet's commitment to ASL/English bilingual education through the University's mission statement. The mission commits the University to fostering an intentional, inclusive and supportive environment designed to develop students' academic discourse, critical thinking and career preparation.

Gallaudet's bilingual educational environment is founded on the following four principles:

## **Principle #1: Access**

Since its founding 1864, the cornerstone of the educational design at Gallaudet University has been direct, visually accessible communication among all participants in academic settings. The use of two visually accessible languages - ASL and written English - provides the most universally effective means of direct communication for all Gallaudet students.

## **Principle #2: Inclusion**

Gallaudet University welcomes academically qualified students from diverse language and educational backgrounds and abilities. Typically, Gallaudet students begin their higher education with varying degrees of proficiency in ASL and English, similar to the range of language abilities seen among students in bilingual universities throughout the world. Learning opportunities inside and outside of the classroom guide students toward developing their full linguistic potential. These opportunities include classes and support services for improving students' skills in signed, written and spoken communication.

## **Principle #3 Academic Discourse**

As it applies to Gallaudet, bilingualism does not mean that students have fewer opportunities to learn and use English; rather, just the opposite is true. Through an intentional and integrated use of ASL and English in the classroom, students are provided with multiple approaches to develop academic discourse, an essential component of lifelong

learning and success in the workforce. Research shows bilingualism offers a significant intellectual resource, providing students with increased cognitive flexibility and self-awareness of language use. Thus, the bilingual environment at Gallaudet provides a richer context for university-level interaction.

## **Principle #4: Social and Cultural Resource**

In addition to cognitive benefits, bilingualism supports personal development by enhancing students' social and cultural experiences. By being a member of a Gallaudet's bilingual community, students enjoy opportunities to form lasting social bonds with their deaf, hard of hearing and hearing peers. Rather than leading toward isolation, bilingualism at Gallaudet extends the reach of students' life experiences, especially as the use of a sign language facilitates participation in deaf communities throughout the world, opening access to a greater global awareness.

## **Communication on Campus**

Gallaudet University is committed to creating a climate of respect with regards to communication on campus. While no formal policies dictate communication behaviors, two key principles underpin a climate of respect.

### ***Principle #1: Welcome and support new and emerging signers***

New and emerging signers are welcomed as full members of the Gallaudet community, and will be supported in their efforts toward improving their ASL skills.

### ***Principle #2: Ongoing commitment to improve***

All members of the community commit to improve communication skills in ASL in order to create a barrier-free, visually accessible environment throughout campus.

## **Classroom Communication:**

Undergraduate:

Instruction at Gallaudet takes advantage of cutting-edge technology, which allows a language-rich learning environment. Students and faculty strive to communicate as clearly as possible, modeling and developing habits of academic discourse in ASL and English.

Graduate:

The ASL proficiency requirements of each graduate program vary. Check individual programs for information relating to ASL proficiency. On the whole, the Graduate

School encourages clear and accessible communication for all through the refinement of academic discourse in ASL and English.

### ***American Sign Language Support Services:***

Undergraduate:

Gallaudet University New Signers may enroll in the [American Sign Language Program](#), and will also receive support in ASL and General Studies courses to develop their ASL proficiency. Students in these classes are eligible to receive tutoring in ASL skills through the [Tutorial Instructional Program](#). Students may receive services from [ASL Diagnostic and Evaluation Services](#).

### **English Text Support Services**

Students may request captioning services for classes from Academic Technology. See [Captioning Services](#) in the Services and Activities chapter of this catalog.

## **DIVERSITY 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, backgrounds, races, ethnicities, and religions.

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 social justice 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 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 embracing the diversity that exists within the university community. 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 in 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; recruitment, 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 contribution in all aspects of the campus are broad and meaningful. Gallaudet recognizes a responsibility to gather and evaluate data showing both the progress in diversity 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.

# GRADUATE ADMISSIONS

## Office of Graduate Admissions

Kendall Hall 101  
[gradschool.gallaudet.edu](http://gradschool.gallaudet.edu)  
(202) 651-5400

[Note: In most cases, all supporting documents must be submitted to the Graduate Admissions Office before the application will be reviewed by the department. **Read the requirements carefully.** Each page you submit should be labeled with your name and a "page X of X" numbering system; that includes any materials you may send to us electronically.]

## Who Can Apply

Any person who holds a bachelor's degree and is interested in pursuing courses toward an advanced degree can apply to our Graduate School. *Qualified Deaf, Hard of Hearing and Hearing students are all welcome.* Almost 50% of the graduate student population at Gallaudet is Deaf.

## When to Apply

### ADMISSION FOR FALL SEMESTER

Applicants are encouraged to apply early. Applications and all supporting documents should be received by the Graduate Admissions Office by **February 15**. Although many departments will accept applications later than this date, most begin to fill their incoming classes in late February. Completing your application by February 15 assures consideration of your materials for placement in the next incoming class. (Note: Applications to the Clinical Psychology program must be received by February 1st. Applications from international applicants should be completed by the end of December to allow time for completing all the requirements involved in issuing a student visa.) Specific application deadlines and other requirements are listed with the information about each program in 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.

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 January or summer admission should contact the Office of Graduate Admissions and the individual program for details.

## How to Apply

Graduate admissions is a shared process at Gallaudet. The faculty in the program to which you apply evaluate your application and make a recommendation to the Graduate School regarding admission. The final decision is made by the Dean.

By far the easiest way to apply to graduate school is to fill out our online application. Your information will be saved as you go. While we prefer that you use our [Online Application form](#), we also have a "paper and pencil" [Application Booklet](#) available. Applicants for graduate special student status should also use this form (either online or printed) and complete the section that pertains to Graduate Special Students.

## Applying to More than One Graduate Program

- Fill out an application form completely for each program to which you are applying.
- The fee for the first application is \$75. Add \$40 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.
- Separate goal statements, letters of recommendation, and transcripts are required for each application and should focus on the program you are applying to.

## Applying to a Second Graduate Degree Program after Matriculation

- If you are interested in receiving two degrees, read the requirements for [Dual Degrees](#) under the heading "Requirements for Degrees" in the next section.
- Fill out a complete application form for the new program to which you are applying.
- The application fee for the second degree program is \$75.
- New goal statements, letters of recommendation, and transcripts may be required for the new application. (Check with the program advisor of the new program.)
- A written plan of study, including course schedule and timeline, must be developed by you and your advisors in both programs and submitted to the Graduate Admissions Office with the recommendation for admission to the second degree program.

## 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, most 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 [aslprograms@gallaudet.edu](mailto:aslprograms@gallaudet.edu) for more information.

## Reapplication

Application materials for persons not accepted for a program of study will be kept for two years from the initial date of application. Within those two years, a person may reapply by submitting to Graduate Admissions a new online application and updated materials for academic and professional information that has changed since the original application. The fee for reapplying is \$75. The deadline for most programs is February 15th.

## Accepting our Offer of Graduate School Admissions

Students who are offered admission to the Graduate School must accept the offer in writing and pay the \$100 admissions fee by the deadline stated in the letter of admission from the Dean.

# U.S. GRADUATE STUDENT ADMISSION REQUIREMENTS

## Application Requirements for U.S. Degree-Seeking Students

- A completed Graduate School Application Form, including payment of the \$75 non-refundable application fee.
- 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 prior to enrollment.
- 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.
- 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 requirements of the program to which you are

applying. GRE or MAT scores more than five years old are not acceptable.

- The requirements for references vary by graduate program. Most require three letters of recommendation. Please check the application requirements of the program to which you are applying regarding letters of recommendation.
- Applicant interviews and/or attendance at a Graduate School open house are highly desirable. Some academic programs require interviews.
- 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 recommendations. Performance in any one area, while important, is usually not the sole determining factor.

### **Where do I get more information about standardized tests?**

- [GRE](#) - Graduate Record Examinations
- [MAT](#) - Miller Analogies Test [[MAT practice tests](#)]

## **U.S. GRADUATE CERTIFICATE STUDENT ADMISSION REQUIREMENTS**

Our Graduate Certificates are designed around current and pressing needs of professionals and practitioners. They include a set of related graduate-level courses and are limited to students who have at least a Bachelor's degree. Refer to the program descriptions or contact the graduate departments for specific information.

### **Application Requirements for U.S. Graduate Certificate Students**

- Completed Graduate Certificate Student Application Form, including payment of the \$75 non-refundable application fee.
- 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 prior to enrollment.
- Consult the program listing and the department to verify other program-specific requirements for applying to the certificate program.

### **Applying for a Graduate Certificate Program after Matriculation**

- If you are interested in receiving a graduate certificate in addition to your degree, read the requirements for the certificate program.
- 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.
- Fill out an application form for the certificate program.
- The application fee for the certificate program for matriculated students is \$75.
- Certain new information may be required for the certificate application. Check with the program advisor of the certificate program.

# INTERNATIONAL STUDENT GRADUATE ADMISSION REQUIREMENTS

## Application Requirements for Degree-Seeking International Students

- Applicants from countries where B.A.-level training is available in the area for which application is being made to Gallaudet should have a bachelor's degree to be considered for admission. In addition, applicants must meet the admission requirements stated previously.
- Applicants from countries where no bachelor's level 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 the admission requirements stated previously.
- 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.
- 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.
- 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.
- Competence in the English language must be demonstrated on the Test of English as a Foreign Language (TOEFL) examination. Exceptions to the exam may be considered on an individual basis.

## Regulations

The United States Citizenship and Immigration Services (USCIS) 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 or DS-2019 will not be released without sufficient financial certification.

## *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.

## International Visiting Scholar Programs

The International Visiting Scholar Program is designed for international school personnel, researchers, professionals, and students from other countries who are not pursuing and who do not desire to pursue an academic degree program at Gallaudet University. The program is individually designed to meet the needs of each scholar, allowing participants to audit courses, gain practical experience by being exposed to what is happening at Gallaudet, and visit schools, organizations, and agencies. There are great opportunities to do intensive data collection and acquire specific information and skills relating to deafness. This is a one- or two-semester, non-degree program.

If you are interested in applying for this program, please contact Center for International Programs and Services at [cips@gallaudet.edu](mailto:cips@gallaudet.edu) or (202) 651-5815 Voice or (202) 448-6954 via facsimile.

# VETERANS ADMISSION REQUIREMENTS

Gallaudet University is committed to America's veterans and has a long history of serving them. Gallaudet is authorized to accept all GI Bill payments including the additional contributions by the Department of Veterans Affairs (VA) through the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. According to the VA, the program is available to veterans who have sustained "a service connected disability." In addition to accepting veterans being supported through the general GI Bill, under the Yellow Ribbon Agreement, Gallaudet will support up to 25 eligible veterans during an academic year for any graduate program for an amount up to \$2,175.00 (full time graduate status) in tuition expenses. Gallaudet is listed on the Department of Veterans Affairs (VA) [Approved Education Programs](#) website as an institution participating in the Yellow Ribbon Program.

## Student Application Policy/Procedures for the Yellow Ribbon Program

- Gallaudet applicants should determine their eligibility for the Yellow Ribbon Program through the U.S. Department of Veterans Affairs' [Yellow Ribbon Program Information](#) website and obtain appropriate authorization from the Department of Veterans Affairs.
- Gallaudet applicants should apply, if they are eligible, for educational benefits under the [Post-9/11 GI Bill](#) with the U.S. Department of Veterans Affairs.
- Gallaudet applicants should complete the undergraduate application form on the [Gallaudet Admissions](#) web site or the graduate application form on the [Graduate Admissions](#) web site.
- Gallaudet applicants should complete the [Free Application for Federal Student Aid](#) (FASFA) form.
- Gallaudet accepted applicants and enrolled students should download an [Enrollment Verification form](#) from the Gallaudet University

Registrar's Office website and get a signature from the Registrar's Office showing proof that they are enrolled as Gallaudet University students.

- Gallaudet applicants and students are welcome to contact Gallaudet University's point of contact for veterans, Ms. Caroline Finklea, for more information about the Yellow Ribbon program at Gallaudet and/or additional services and programs offered to Veterans. The e-mail address is: [veterans@gallaudet.edu](mailto:veterans@gallaudet.edu).

Additional information about the Post-9/11 GI Bill and Yellow Ribbon Program, as well as the VA's other educational benefit programs, can be obtained by visiting the [VA's web site](#) or by calling 1(888) GIBILL-1 (or 1(888)442-4551).

# GRADUATE SPECIAL STUDENT ADMISSION REQUIREMENTS

## 1. What does it mean to be a graduate special student at Gallaudet?

Anyone wishing to register for a graduate class (both Gallaudet employees and non-employees) must apply and be accepted for graduate special student status. Graduate special students may enroll in graduate-level courses but do not pursue a program of study leading to a graduate certificate or degree. Graduate special students are not eligible for financial support from Gallaudet University (except those who are also employees of Gallaudet University and who qualify for ordinary employee benefits for waiver of tuition). Continuation as a graduate special student depends on satisfying the academic standards that apply to all graduate students.

## 2. What are the requirements for graduate special student status?

To take courses as a graduate special student, you must have a bachelor's degree with at least a B (3.0 on a 4.0 scale) cumulative grade point average. You must complete a short application form, submit a copy of official transcripts from all previous undergraduate and graduate programs and pay

the \$75 non-refundable application fee.

### **3. I took a graduate-level course a few years ago as a graduate special student. Do I need to apply again before I may take another course as a special student?**

Graduate special student status remains active for five years. If it has been more than five years since you were first admitted as a graduate special student, you will need to reapply.

### **4. Are there limitations on the courses that I can take as a graduate special student?**

As a graduate special student, you will be advised by the Assistant Dean for Curriculum, Policy, and Operations in the Office of the Graduate Dean. To enroll in any course, you must obtain the instructor's permission and the Assistant Dean's permission to register. Not every course is open to graduate special students. Enrollment in certain graduate courses is limited to degree-seeking students. Check with the Graduate Special Student Advisor in the Office of the Graduate Dean and the department offering the course to be sure.

### **5. What if I want to become a full-time Gallaudet graduate student after taking a few courses as a special student?**

Admission as a graduate special student does not imply subsequent admission to a degree program at Gallaudet University. There may be a limit on the number of credits that may be applied to a degree program. If you plan to seek admission as a degree-seeking student in the future, you should check with an advisor in the department to ensure that the courses you take as a graduate special student will be acceptable for the program.

### **6. How do I register for classes at Gallaudet as a graduate special student?**

Application as a Graduate Special Student

- Submit a Graduate Special Application Form including the \$75 non-refundable application fee to the Office of Graduate Admissions.
- 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. Copies of transcripts need not be official copies, but at a minimum must be copies of official transcripts. Computer-generated reports are not acceptable.

- Once you have been accepted as a graduate special student, you must fill out a Course Selection Form.
- Check with the departments offering the courses you want to take. You must meet all prerequisites, and you must obtain the instructor's signature, granting permission to take the class.
- Obtain the signature of the Assistant Dean in the Office of the Dean of the Graduate School, who acts as the advisor for graduate special students.

## **DUAL DEGREE GRADUATE ADMISSIONS REQUIREMENTS**

Each applicant wishing to pursue two master's degrees at the same time must be admitted to each program through normal application procedures. Such programs are not offered as a matter of general practice, but rather meet the unique needs of specific applicants who wish to receive training in two fields.

Applicants not yet admitted to either program should file two application forms with their application package. In such cases, the desire to pursue a dual degree should not influence either admission decision; however, Graduate Admissions and each of the programs for which the applicant is applying should be informed of the applicant'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 of a program plan that facilitates the pursuit of the two degrees. Such a letter of support does not guarantee admission to the second program.

accessed from the [Consumer Information](#) page of the University website. This information can also be obtained by clicking the links above or sending a letter to the following address:

Gallaudet University  
Edward Miner Gallaudet Building  
Office of Admissions  
800 Florida Ave NE  
Washington DC 20002-3695

## EQUAL OPPORTUNITY/ NON-DISCRIMINATION

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.

## 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:

- Academic programs of the institution including a description of the facilities, faculty, and other instructional personnel, and accreditation information ([Office of Academic Quality](#))
- Financial assistance available to students ([Financial Aid](#))
- Cost of attending the institution ([Tuition and Fees](#)) and ([Refund policy](#))
- Description of any special facilities available to disabled students ([Office for Students with Disabilities](#))
- Institutional security policies and crime statistics ([Annual Security Report](#))
- Completion/graduation rate of freshmen ([Office of Academic Quality](#))

Additional information provided under the Higher Education Opportunity Act of 2008 (HEOO) can be

# TUITION, FEES AND AID

## TUITION AND FEES

### Student Financial Services

College Hall, Room B-04

[Student Financial Services](#) are managed by the Finance Office. Students may pay their tuition and fees in person or online via the [BISON student system](#). Office hours of operation are 8:30 a.m. to 4:30 p.m. The office email address is [student.accounts@gallaudet.edu](mailto:student.accounts@gallaudet.edu).

### Tuition and Fee Schedules Basic Costs per Semester Fall 2013/Spring 2014

#### U.S. Students

	Undergraduate	Graduate
Tuition	\$6,712.00	\$7,387.00
Unit Fee	\$138.00	\$138.00
Room	\$3,250.00	\$3,250.00
Board	\$2,540.00	\$2,540.00
Health Insurance Fee (Annual)	\$2,448.00*	\$2,448.00*
Health Service Fee	\$50.00	\$50.00
<b>Full-Time Student Total</b>	<b>\$15,138.00</b>	<b>\$15,813.00</b>
<b>Commuter Student Total</b>	\$9,348.00	\$10,023.00
<b>Part-Time Student Per Credit Total</b>	\$671.20	\$820.78

#### International Students (Non-Developing Countries)

	Undergraduate	Graduate
Tuition	\$13,424.00	\$14,774.00
Unit Fee	\$138.00	\$138.00
Room	\$3,250.00	\$3,250.00
Board	\$2,540.00	\$2,540.00
Health Insurance Fee (Annual)	\$2,448.00*	\$2,448.00*
Health Service Fee	\$50.00	\$50.00
<b>Full-Time Student Total</b>	<b>\$21,850.00</b>	<b>\$23,200.00</b>
<b>Commuter Student Total</b>	\$16,060.00	\$17,410.00
<b>Part-Time Student Per Credit Total</b>	\$1,342.40	\$1,641.56

#### International Students (Developing Countries)

	Undergraduate	Graduate
Tuition	\$10,068.00	\$11,081.00
Unit Fee	\$138.00	\$138.00
Room	\$3,250.00	\$3,250.00
Board	\$2,540.00	\$2,540.00
Health Insurance Fee (Annual)	\$2,448.00*	\$2,448.00*
Health Service Fee	\$50.00	\$50.00
<b>Full-Time Student Total</b>	<b>\$18,494.00</b>	<b>\$19,507.00</b>
<b>Commuter Student Total</b>	\$12,704.00	\$13,717.00
<b>Part-Time Student Per Credit Total</b>	\$1,006.80	\$1,231.17

**Explanation of Basic Costs:**

**Tuition:**

**Undergraduate:** Amount indicated is for full-time undergraduate students. A full-time course load for undergraduate students is 10 credits or more for billing purposes.

**Graduate:** Amount indicated is for full-time graduate students. A full-time course load for graduate student is 9 credits or more for billing purposes.

**International:** These reflect the 100% tuition surcharge for students from Non-Developing countries and 50% tuition surcharge for students from Developing countries required by amendments to the Education of the Deaf Act. The list of developing and non-developing countries is available online at [EDA Developing Countries List for AY 2013/2014](#).

**Unit Fee:** Required for full-time undergraduate, graduate and ELI students to cover the cost of student activities.

**Room:** Two people per sleeping-study room.

**Health Insurance Fee.** This subject-to-change annual fee is \$2,448.00 for U.S. and international students. It applies only to full-time and residential students enrolled during the full-year unless a proof of adequate insurance coverage is submitted to the Student Financial Services. The annual fee is billed as a one-time charge in the fall semester for coverage from July 15, 2013 at 12:01 a.m. to July 15, 2014 at 12:01 a.m.

Students enrolling in spring semester 2014 are billed \$1,428.00 for coverage from December 15, 2013 to July 15, 2014. Students enrolling in summer session 2014 are billed \$408.00 for coverage from May 15, 2014 to July 15, 2014. The health insurance fees for 2013-2014 are subject to change at policy renewal on July 15, 2013.

For additional details about the Health Insurance coverage offered by Gallaudet University, please see [Student Health Insurance](#).

**Health Service Fee:** 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.

# ONLINE ADULT DEGREE PROGRAM - TUITION AND FEES

## Online Adult Degree Program (ADP)

Undergraduate Tuition and Fee Schedule\*  
 Fall 2013/Spring 2014  
 Basic Costs per Session (Eight Weeks)

**Tuition Costs (Based on # of credits)**

	1	2	3	4	5
United States Students	\$671.20	\$1,342.40	\$2,013.60	\$2,684.80	\$3,356.00
International Students (Non-Developing Countries)*	\$1,342.40	\$2,684.80	\$4,027.20	\$5,369.60	\$6,712.00
International Students (Developing Countries)	\$1,006.80	\$2,013.60	\$3,020.40	\$4,027.20	\$5,034.00

	6	7	8	9	10+
United States Students	\$4,027.20	\$4,698.40	\$5,369.60	\$6,040.80	\$6,712.00
International Students (Non-Developing Countries)**	\$8,054.40	\$9,396.80	\$10,739.20	\$12,081.60	\$13,424.00
International Students (Developing Countries)	\$6,040.80	\$7,047.60	\$8,054.40	\$9,061.20	\$10,068.00

**Notes:**

\*Fee Subject to change.

\*\* This reflects the international surcharge of 100% for students from non-developing countries.

Additional Costs and Fees may apply - see the [Additional Fees](#) section.

## ROOM AND BOARD

### Room

Freshman and Sophomore students are required to live on campus; juniors and seniors may live off campus. Students living off campus may buy meals individually at the University cafeteria (Cafe Bon Appetit), Market Place, Rathskeller, Starbucks, and the Bistro, or choose from a variety of board plans. Room arrangements 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 or spring semester is \$3,250 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 \$50 admission fee 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 carry at least 10 undergraduate or nine graduate credit hours. This academic load must be maintained throughout the semester.

### 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

### Board Plans

Three meals per day are provided seven days a week in the University cafeteria (Cafe Bon Appetit). Meal plans do not include spring and winter recesses. However, students can use their "Dining Dollars" anytime any of the eateries are open. Board plans for Fall 2012/Spring 2013 are:

**250 Block Plan = 250 Block Meals + \$50 Dining Dollars**  
**Per Semester Cost: \$2,650**

This is the standard meal plan that offers the best value for the dollar, approximately 15 meals per week. Students have the opportunity to eat everyday 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 anytime, all semester, without restriction.

**220 Block Plan = 220 Block Meals + \$50 Dining Dollars**  
**Per Semester Cost: \$2,540**

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 anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

**190 Block Plan = 190 Block Meals + \$150 Dining Dollars**

**Per Semester Cost: \$2,540**

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 anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

**150 Block Plan = 150 Block Meals + \$150 Dining Dollars**

**Per Semester Cost: \$2,460**

This plan provides approximately 10 block meals per week along with \$150 to spend in the Rathskeller, Starbucks, or Marketplace. Blocks can be utilized at the Cafe Bon Appetit anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

**100 Block Plan = 100 Block Meals + \$125 Dining Dollars**

**Per Semester Cost: \$2,000**

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 utilized at the Cafe Bon Appetit anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

**Internship Meal 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.

Students should submit the letters and complete a request form for the Internship Meal Plan at the University Post Office in the lower level of the Student Union Building.

## ADDITIONAL FEES

Undergraduate Application Fee	\$50	Required for all undergraduate applicants and students applying for readmission
Undergraduate Admission Fee	\$100	Required for all students accepting admission to the University
Undergraduate New Student Orientation Fee	\$100	Required for all undergraduate students
First Year Seminar (FYS) Fee	\$10	Required for all new students
Graduate Application Fee	\$75	Required for all new graduate applicants and students applying for readmission, \$40 for each additional application
Graduate Admission Fee	\$100	Required for admissions process (\$50 nonrefundable, \$50 deposit to be credited to student's account after enrollment)
Graduate School Fee	\$10	Required for all graduate students each semester
Graduate Continuous Enrollment Fee	\$100	Required for all graduate students registering for Continuous Enrollment, GPS 798 or GPS 898

Master's Thesis Fee	\$600	Required for all thesis publications
Each Additional Thesis Copies	\$80	Required at time of request for publication
Graduate Dissertation Fee	\$750	Required for each doctoral student at time of defense
Each Additional Dissertation Copy	\$90	Required at time of defense
English Language Institute New Student Orientation Fee	\$490	Fall and \$400 Spring - Required for all new ELI Students
Registration Fee	\$10	Required for all students attending Gallaudet for the first time
Room Deposit	\$200	Required for all students who intend to live on campus. Payment must be made in advance of receiving a room assignment
Parking Fee	\$54	Required each semester for students who register their cars to park on campus
Book, Supplies and Class Materials Fee	Varies	Estimated amount a student needs each semester is approximately \$500. Some classes charge additional fees to cover the cost of special services or class

		materials. Estimate amount for ELI students is \$250 each semester.
Late Registration Fee	\$50	Required of all students who complete registration after the official registration dates.
Add/Drop Fee	\$5	Required for each add/drop transaction
Graduation Fee	\$50	Required for all degree candidates during the semester of graduation.

### International Students

International students for the fall semester are required to participate in a three-day pre-orientation in addition to NSO/GSO. As of Fall semester 2014 all International Students will be required to pay an orientation fee of \$100 to cover the costs of room and board for these additional days.

## 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.

# REFUNDS AFTER WITHDRAWAL FROM THE UNIVERSITY

For the procedure for official withdrawal from the University, see the appropriate section under Registration and Policies on Withdrawal from the University for [Undergraduate Students](#) or [Graduate Students](#). Refunds are based on the official date of the student's withdrawal, as accepted by the Registrar's Office, and must be requested by writing to Student Financial Services in College Hall.

## 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 the first week of class, 80% of the charge
- During the second week of class, 60% of the charge
- During the third week of class, 40% of the charge
- During the fourth week of class, 20% of the charge
- Thereafter, no refund

Board - Pro rata refund

Fees - No refund

### Room and Board Cancellations

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

### Refunds for Summer Session

Refunds for summer session tuition and fees will be made as follows:

- Tuition: 100% refund up to one week prior to the start of class. 50% refund if course is dropped the week preceding the start of class. No refund will be issued thereafter.

Room and Board: Pro rata refund based on full weeks only.

Fees: No refunds or cancellations.

# DEBT COLLECTION POLICIES

It is the policy of Gallaudet University that the administration must collect all amounts due under promissory notes. Failure to satisfy the financial obligations spelled out in the promissory note may result in the administration's turning the student account over to a collection agency. Furthermore, the administration will deny the student future registrations and withhold grades, transcripts, and degrees until full payment is received.

## Student Financial Responsibility and Student Aid

The 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 the 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 University 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, from state vocational rehabilitation offices, and from other agencies and organizations.

## Financial Appeals

Students who believe that the inability to pay off their previous promissory notes is due to a rare, extraordinary circumstance (e.g., unexpected major medical emergency and expense) may appeal to the administration for additional time to pay off their balance for fall and spring semesters. Additional information concerning the appeal procedures is available from the Student Financial Services office. Students must understand that submitting an appeal form is no guarantee that it will be approved. Those whose appeals are turned down will be requested to leave the University until their debts are paid in full.

# FINANCIAL AID

Chapel Hall, Room G02

Web: [financialaid.gallaudet.edu](http://financialaid.gallaudet.edu) Email: [financial.aid@gallaudet.edu](mailto:financial.aid@gallaudet.edu)

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 on a postsecondary level.

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.

Financial assistance is based on the following calculation:

- Student Cost of Attendance
  - minus (-) student/family contribution (EFC)
  - minus (-) 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. All applicants for financial aid through Gallaudet must submit both the Gallaudet Institutional Financial Aid Application (IFAA) and the FAFSA. The FAFSA also serves as an application for a Federal Pell Grant.

Parents and students may obtain estimates on college costs, savings plans and expected family contribution and other financial information at: [www.finaid.org/calculators/](http://www.finaid.org/calculators/).

## Educational Costs

The purpose of financial aid is to assist in covering educational costs. Costs include tuition, fees, room, books, board, transportation, and an average allowance for personal expenses (for the period of time the student is enrolled). Financial aid is not intended to meet all living costs and students need to be prepared to meet their own non-educational living needs while they attend school. The average financial aid cost of attendance for the 2012-2013 academic year is \$29,852 for undergraduate students and

\$35,508 for graduate students. Financial aid from all sources cannot exceed this amount.

## Application

Prospective students may apply for financial aid; however review of financial aid applications will occur only after admission is granted. Currently enrolled students can obtain financial aid applications, during the spring semester, for the following academic year at the Financial Aid Office or online (see below).

Initial Award Notifications are mailed to each applicant regarding the decisions made on his or her application. Revised award notices and all other Financial Aid notices are sent via campus email. Awards also may be viewed by accessing BISON ([bison.gallaudet.edu](http://bison.gallaudet.edu)).

All applications for financial aid may be accessed online at [http://www.gallaudet.edu/Financial\\_Aid/Applications\\_and\\_Other\\_Useful\\_Links.html](http://www.gallaudet.edu/Financial_Aid/Applications_and_Other_Useful_Links.html)

## Application Deadlines

The Financial Aid Office 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. For the 2012-2013 academic year, these priority deadlines are July 1, 2012, and January 16, 2013. 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 Eligibility

In order to establish eligibility for Title IV Programs, such as Federal Pell Grant, Federal College Work-Study (FWS), Federal Supplemental Educational Opportunity Grant (FSEOG), 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. With the exception of unsubsidized Stafford, Grad PLUS, and Parent PLUS loans, all of the federal programs are need-based.

In order to receive assistance from these programs, the student must:

- Be making satisfactory progress toward the completion of a degree in his or her field of study.
- Not be in default on a Perkins or Stafford Loan.

- Not owe repayment on a Pell Grant or Perkins Loan.

### Eligibility for University and Federal Aid Programs

	UG	GRD	U.S.	INT'L	F/T	H/T	P/T	REPAY	GIFT	DEG	SPEC
PELL	x		x		x	x	x		x	x	
FSEOG	x		x		x	x	x		x	x	
FWS	x	x	x		x	x	x			x	
PERKINS	x	x	x		x	x		x		x	
STAFFORD	x	x	x		x	x		x		x	
Parent PLUS	x		x		x	x		x		x	
GRAD PLUS		x	x		x	x		x		x	
GIA	x	x	x		x				x	x	
SCHOL	x	x	x	x	x				x	x	

UG	Undergraduate Student	P/T	Less than 6 cr.hrs
GRD	Graduate Student (Master's/Ph.D.)	REPAY	Aid is a loan and must be repaid
U.S.	Citizen or eligible non-citizen	GIFT	Aid does NOT require repayment
INT'L	International student	DEG	Must be enrolled in a degree-seeking program
F/T	Full-time student (12 hrs. UG, 9 hrs. Grd)	SPEC	Not degree-seeking, or non-degree credits - not eligible for any financial aid
H/T	At least 6 cr. hrs		

# SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

In order to continue receiving any federal financial aid, students must: 1) be meeting the University's grade point average standards of minimum scholarship and 2) be successfully earning at least 70% of attempted degree credit hours. Please Note: these standards apply to all students, regardless of whether or not the student previously received financial aid.

## Undergraduate Students

Students pursuing bachelor's degrees must complete their degree programs within a maximum timeframe. The maximum timeframe cannot exceed 150% of the published length of the program measured in credit hours attempted. The majority of undergraduate programs at the University require that students earn a minimum of 120 degree credit hours. The maximum timeframe for these programs is 180 attempted hours (120 x 150%). Students accepted into programs requiring more than 120 hours for a degree will have a higher limit.

Institutional scholarship funding is extremely limited. Please note that regardless of the 150% maximum time frame for Federal financial aid eligibility, undergraduate students may only receive institutional funds for a maximum of five years. After the 5th year of attendance, students will no longer be considered eligible for institutional funds such as scholarships and Grant-in-Aid.

In addition to the overall maximum timeframe above, students must maintain a cumulative grade point average of 2.0 and be successfully earning at least 70% of attempted hours (ratio of cumulative earned degree credit hours to cumulative attempted\* degree credit hours) each time Satisfactory Academic Progress is assessed (end of each semester, including summer). \*Attempted hours are those hours for which students are still officially registered at the conclusion of each semester's Add/Drop period so WD courses will be included in this calculation.

## Graduate Students

Students enrolled in master's degree programs are allowed a 3 year full time maximum timeframe to complete their degrees. Doctoral students are allowed a 6 year maximum timeframe (4 years for coursework, 2 years for dissertation activities).

In addition to the overall maximum timeframe above, students must maintain a cumulative grade point average of 3.0 and be successfully earning at least 70% of attempted hours (ratio of cumulative earned degree credit hours to cumulative attempted\* degree credit hours) each time Satisfactory Academic Progress is assessed (end of each semester, including summer). \*Attempted hours are those hours for which students are still officially registered at the conclusion of each semester's Add/Drop period so Incomplete, WD, WP and WF courses will be included in this calculation.

## Failure to meet standards

Students not meeting the standards (outlined above) or placed on AP by the Registrar will be placed on financial aid warning for one semester, during which aid may be received. If, at the end of the warning semester, a student once again does not meet the SAP requirements or is again placed on AP by the Registrar he or she will be ineligible for federal financial aid unless he or she successfully appeals (see Appeals below) for reinstatement of federal aid, at which point the student will be placed on financial aid probation for one semester.

If the minimum standards are not met by the end of the probationary semester, required GPA is not met for the second year requirement (see Second Year Requirement below), all credit hours attempted are failed in a semester (see Course Failures below), probationary status has been granted two times and standards are again not met, all degree requirements are met but student chooses not to graduate, or if maximum timeframe is exceeded\* students will be ineligible for financial aid (this includes Federal Pell Grant, Federal Perkins, Stafford, and PLUS Loans, Federal SEOG, and Federal College Work-Study) until such time as the student once again meets the established standards. \*Students exceeding maximum timeframe will be ineligible for all future financial aid regardless of meeting established standards.

## Second Year Requirement (Undergraduate)

At the end of the second academic year of study (fourth semester of attendance at Gallaudet), undergraduate students must have a cumulative grade point average of 2.0. Students who do not meet this requirement will not be granted a warning/probationary semester and will not be eligible for financial aid until the necessary cumulative grade point average is attained and other standards are met.

## Course Failures

Students who fail all credit hours attempted (or fail all credits in combination with course withdrawals, WD, and course audits, AU) will not be granted a warning/probationary semester and will not be eligible for financial aid until the necessary cumulative grade point average is attained and other standards are met.

## Appeals

Students who do not meet the established standards for financial aid may submit a written appeal to the Financial Aid Office if there were circumstances which affected academic progress and which were beyond the student's control. Course failures or unsuccessful attempts to complete condition courses are NOT valid reasons for appeal. Appeals must include the circumstances under which the student did not meet the requirements and what has changed in the student's situation that would allow the student to meet SAP standards by the next evaluation.

## Academic Information

**Course Withdrawals (WD, WP, WF):** Courses from which a student withdraws after Add/Drop will be counted toward enrollment, attempted hours, and maximum timeframe.

**Incomplete Grades (INC):** Incomplete grades will be counted toward enrollment, attempted hours, and maximum timeframe. Students who end a semester with incomplete grades will be re-evaluated for financial aid eligibility at the University deadline for INC grades. If the incomplete grades are not completed within the University published deadline the student will automatically be placed on the appropriate SAP status (warning or ineligible) based on prior SAP performance and the student is responsible for notifying the Financial Aid Office to have financial aid eligibility re-evaluated again once the incomplete grades

are updated. If a student is placed on warning for INC grades at the University deadline and then the final grades become WD or all F's at a later date, any federal aid released for the subsequent semester will be rescinded (including loans).

**No Grade (NG):** Courses receiving NG will be treated similar to INC grades and will be counted toward enrollment, attempted hours, and maximum timeframe. Students who end a semester with NG will be re-evaluated for financial aid eligibility at the University deadline for INC grades. If a grade is not posted within the University published deadline the student will automatically be placed on the appropriate SAP status (warning or ineligible) based on prior SAP performance and the student is responsible for notifying the Financial Aid Office to have financial aid eligibility re-evaluated again once the NG is updated. If a student is placed on warning for NG at the University deadline and then the final grades become WD or all F's at a later date, any federal aid released for the subsequent semester will be rescinded (including loans).

**Transfer Credits:** Course credits transferred from other institutions will be considered hours earned and attempted for the purpose of determining the 70% earned credits completion rate (student pace) and maximum timeframe.

**Repeated Courses:** Students may repeat courses, to attempt to achieve a higher passing grade, one time without penalty. Any course, in this scenario, repeated more than once will not count toward enrollment. Students receiving a failing grade (F) may repeat the course as many times as necessary until it is passed. Repeated courses will be considered hours earned and attempted for the purpose of determining the 70% earned credits completion rate and maximum timeframe.

**Audited Courses:** Students do not earn any academic credit for audited courses. They do not count toward enrollment status or in the calculation of student pace unless a course was changed to Audit status after Add/Drop. In this case they will be treated the same as WD courses.

**Double Majors and/or Minors:** Students pursuing a double major/minor will be expected to complete all degree requirements before reaching maximum timeframe.

**Change of Major:** Students who change their majors will be expected to complete all degree requirements before reaching maximum timeframe.

## ENROLLMENT AND ELIGIBILITY

### Graduate Students Taking Undergraduate Courses

Graduate students taking undergraduate coursework will be awarded financial aid based ONLY on the number of Graduate degree credits. To qualify for federal and institutional aid programs, graduate students must be enrolled in at least 6 credit hours of Graduate coursework.

### Summer Students

Some limited financial aid is available for summer school, which is considered to be the "last" semester of the award year for financial aid. Students who desire to apply for summer school aid must complete a Summer Application Supplement, available in the Financial Aid Office each April (and also on-line). Summer school aid will be awarded only to students who have completed the FAFSA and Gallaudet Summer Financial Aid Application.

Summer aid is awarded to eligible students for degree-credit coursework only. Non-degree credit Sign Language courses and credits offered through other University departments/colleges will not be supported by financial aid. Summer aid will not cover coursework which is repeated.

Summer financial aid is limited. Students taking summer courses should not depend on financial aid alone to cover summer charges.

### Undergraduate Students Beginning Graduate Program in Summer

Undergraduate students who plan to begin a Graduate Program in Summer, and who have been enrolled as undergraduate students in fall and/or spring, MUST COMPLETE A FAFSA FOR THE SAME AWARD YEAR AS A GRADUATE STUDENT. FAFSA results for undergraduate students are invalid for awarding graduate level financial aid. Adjusted FAFSAs must be filed by the beginning of May for the prior Academic Year. For example, a student who is an undergraduate in Fall 2012-Spring 2013 and who starts a graduate program in Summer

of 2013 MUST correct their 2012-2013 FAFSA (before May if possible) to reflect graduate level status. It is essential that undergraduate students beginning a Graduate Program in Summer see Financial Aid about requirements and applications even before acceptance into a graduate program.

### Online Students

Students taking online courses may receive financial aid funding (if otherwise eligible); however the cost of education used to determine financial aid eligibility for on-line 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 on-line study. Students may choose to live in University housing while taking on-line study; however the expenses related to dorm residence will not be included in financial aid calculations or in the amount of aid granted.

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.

### International Students

International 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 international 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 will depend on availability of funds and individual need. International students who are receiving ongoing family/private support or assistance through other University departments may not be eligible for financial aid.

### Special/Visiting Students

Special students are not eligible for financial aid.

Students who are attending other institutions and who are

enrolling at Gallaudet for one or two semesters are considered to be visiting or special students and are not eligible for financial aid. In some cases, students' home institutions will agree to transfer any aid for which they are eligible to Gallaudet via a Consortium Agreement; however, all visiting students must apply for aid at their home institutions, not at Gallaudet. Visiting students should discuss their plans with the Financial Aid Office at their home schools (degree granting institution) prior to attending Gallaudet.

## FINANCIAL AID PROCESSING

Financial aid will be disbursed only when the University add/drop period is completed and student enrollment is verified. Financial aid is based on student enrollment status as of the last day of the add/drop period. In addition, all required documentation must be received (e.g., tax transcripts) 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, if not received electronically, and submitted to the University cashier so that the loans can be credited against charges. Loan checks may not be deposited into private checking or savings accounts, or otherwise negotiated by students. Because 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.

### 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.

### Campus Communication

All students are issued 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 Gallaudet 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

## GRANTS AND SCHOLARSHIPS

The following Grant and Scholarship programs are available:

- Pell
- FSEOG
- Grant-in-Aid
- Need Scholarships
- Merit Scholarships

## FEDERAL PELL GRANT

Pell is a grant (gift aid) to undergraduate students. This program is limited to students who have not yet received a bachelor's degree. The grants vary in amount depending on the student's expected family contribution (EFC) figure, cost of attendance, enrollment status, and on authorized funds. Pell Grants range from \$278 to \$5,635 for the 2013-2014 academic year.

## FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

This program is a grant or gift awarded by the school to undergraduate students who have "exceptional financial need", as determined by the FAFSA-generated Expected Family Contribution (EFC). Grants are limited to students who are enrolled at least half time in a degree-seeking program, and who are PELL Grant eligible.

Average grants range in value from \$100 to \$500 per academic year, depending upon individual need and available funding.

## GALLAUDET GRANT-IN-AID

The University makes available from its general income a limited number of grant-in-aid awards to full-time, degree-seeking undergraduate and graduate students who are U.S. citizens or permanent residents. These grants are used for tuition, unit fee, and campus-based living expenses (room and board).

GIA is supplemental to the student's personal funds, the support provided by parents, and possible financial aid from state agencies. Also included in the student's resources are any federal grants, Federal Perkins Loan,

Federal Work Study, or Federal 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. Summer applications are available during the spring semester.

Any part of such a grant that cannot be used to cover charges will be cancelled. Grant-in-aid cannot be released to students as refunds.

## MERIT SCHOLARSHIPS

The Gallaudet University Admissions Office offers merit-based scholarships to deaf and hard of hearing students whose scholastic and personal achievements are exemplary. All newly admitted incoming freshmen and transfer applicants will automatically be considered for all merit-based scholarships. No separate forms are necessary.

Scholarship winners will be notified by the Admissions Office. Timely responses to admission and of merit-based scholarship awards are important because of the limited number of available merit-based scholarships.

For more information, see [Scholarships At-A-Glance](#).

## LOANS

The following loan programs are available:

- Perkins
- Stafford
- Parent PLUS
- Grad PLUS
- Private Loans

## FEDERAL PERKINS LOAN

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." Undergraduate students may borrow a maximum of \$5,500 per year, depending on the availability of funds and individual financial need. Graduate/Professional students may borrow a maximum of \$8,000 per year, depending on availability of funds and individual financial need.

The aggregate Federal Perkins Loan Program limit is \$27,500 for a student who has not yet completed a program of undergraduate study and \$60,000 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 \$40 (depending on date of loan disbursement and aggregate amount borrowed). Deferments, forbearance, and/ or cancellation of payments are available to eligible students and must be requested.

## FEDERAL STAFFORD LOANS

The Federal Stafford Loan programs provide "fixed" low interest loans to student borrowers. Subsidized Stafford Loans are those for which the government pays the interest while a student is enrolled at least half time (a minimum of six credit hours toward the student's degree program) or in applicable loan deferment status. 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 deferment periods.

Interest rates vary, depending on Stafford Loan history and the date on which the loan is disbursed, but are not higher than 8.25%. Variable interest rates are set each June. For prior borrowers with outstanding loan balances, interest rates will be the same for previous loans. For loans disbursed after July 1, 2012, interest rates will be "fixed" at 3.4% for Undergraduate Subsidized Loans. Undergraduate Unsubsidized loans and all Graduate Stafford loans will be "fixed" at 6.8%.

Undergraduate students may borrow subsidized loans up to \$3,500 per year as freshmen, \$4,500 per year as sophomores, and \$5,500 per year as juniors and seniors. Dependent undergraduates may also borrow an additional \$2000 per year in Unsubsidized Stafford Loans. Graduate students are not eligible to borrow subsidized Stafford loans. (Actual loan amounts may be less, depending on individual student eligibility.) Repayment begins six months after the student graduates, withdraws, or drops below half-time attendance.

Independent undergraduate and graduate students may borrow additional unsubsidized Stafford Loans once subsidized limits are reached (and if otherwise eligible). The maximum amounts of additional unsubsidized loans that can be borrowed are:

- freshmen and sophomores - \$6,000
- juniors or seniors - \$7,000
- graduate students - \$20,500

These are maximums only; actual unsubsidized loan amounts are determined according to individual student eligibility.

Stafford Loans are disbursed in two payments, usually one per semester. One semester loans may be disbursed in two payments; the first at the beginning of the semester (or after approval) and the second after the mid-point of the semester.

Loan request forms are available in the Financial Aid Office or online at <http://financialaid.gallaudet.edu/>.

Students who have outstanding Stafford loans should contact the Financial Aid Office to discuss future borrowing resources. Repayment begins six months after a student withdraws, LOA, graduates, or drops below half-time attendance (including internship and dissertation enrollment). 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.

### Loan Deadlines

Federal Stafford and PLUS Loans must be requested by the end of November for the fall semester and the end of April for the spring semester. This is necessary so that adequate time is given to process loan applications, promissory notes, and the receipt of loan funds. Under no circumstances will a loan be awarded/processed for a semester that has ended, unless the student is fully enrolled for a subsequent semester in the same academic year. Loans will not be processed to cover outstanding charges for a prior semester in order to enroll. Students who owe a balance from a previous semester will have to satisfy all debts to the University before a loan will be processed. Students who have completed the fall semester with an outstanding balance may not enroll for the spring semester,

and therefore are not considered "students" for the purpose of loan requirements. For this reason, it is essential that students apply for loans early, and well before the semester ends.

### **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) at the time of their initial Direct Loan application. Stafford Loans will be canceled for students who do not complete the MPN requirements within 30 days. (Loan funds will not be approved or disbursed by the Department of Education 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. The loan Entrance Interview may be obtained at:

<http://www.studentloans.gov>. 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 be completed in person or on the web. 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 at: <http://nsls.ed.gov>.

Failure to complete the exit loan counseling requirements will result in a "hold" on transcripts, grades, and diplomas.

## **FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)**

PLUS loans are loans that are borrowed by parents on behalf of their dependent undergraduate students. This program gives parents with good credit histories an opportunity to borrow an amount each year that does not exceed the student's cost of education minus any financial aid received. The PLUS interest rate is variable but cannot exceed 9 percent for loans disbursed on or after October 1, 1992. For PLUS loans first disbursed after July 1, 2010, the interest rates will be fixed at 7.9%.

PLUS loans are disbursed in two payments and are made co-payable to the borrower and Gallaudet University. Any paper checks are forwarded to the borrower for endorsement and must be returned to Gallaudet to be applied to any of the student's outstanding institutional charges. Any amount in excess of the outstanding charges will be refunded to the borrower. PLUS loans are not subsidized, and interest and principal repayment begins within 60 days of the loan disbursement. Deferment of principal and/or interest may be available on PLUS loans. Borrowers should contact their PLUS loan servicer for further information.

## **FEDERAL GRADUATE STUDENT PLUS LOAN (GRAD PLUS)**

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 7.9%, and payments may be deferred while enrolled upon request from your lender. See the Financial Aid Office for further information.

## PRIVATE LOANS

Students who do not qualify for Federal Stafford or PLUS loans (or who have reached annual maximum limits) may consider applying for a Private Educational Loan (sometimes called Alternative Loans). 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 private loans must be requested by the end of November for the fall semester and the end of April for the spring semester. Eligibility and guidelines will vary among private loan providers.

For more information, contact the Financial Aid Office.

## OTHER RESOURCES

Additional resources for funding your education may be available through the following programs and opportunities:

- Social Security
- VR
- Work Study
- Grad Assistantships
- Yellow Ribbon Program
- 

## SOCIAL SECURITY

Students who have worked a full-time job in the past, but had to leave because of their disability, may be eligible to receive disability benefits from the Social Security Program (FICA Tax). Benefits also may be received if one of the following is true:

- The student is under 18 (disabled or nondisabled), and one or both parents are receiving Social Security benefits or are deceased (Child Benefits).
- The student is a disabled student, over 18, who became disabled before the age of 21, and one or both parents are receiving Social Security benefits or are deceased (Disabled Adult/Child Benefits).

Students who feel that they may be eligible for any of the benefits listed above should apply through their local Social Security Office.

### Supplemental Security Income (SSI)

SSI is a federal program of financial assistance that is administered by the Social Security Administration. In order to be eligible for SSI, the student must meet two major requirements:

- The student must have a mental or physical disability (e.g., deafness) that prevents him or her from working. and
- The student must have little or no regular income or property of great value. The amount of income and property he or she can have depends upon his or her living arrangement and the state of which he or she is a resident.

Both of these eligibility requirements must be met by the student. Just having a disability is not enough; the student must be able to prove that the disability prevents him or her from working in a substantially gainful job. If he or she has worked for a period of time and voluntarily quit or has good work skills, the student may not be eligible for SSI, since his or her disability does not prevent him or her from working. Individuals who are over 18 and full-time students will have only their income (not their parents' income) counted for eligibility. When students are proven eligible, they will receive a monthly check to assist them in meeting their living expenses. They also may be eligible for medical assistance from the state in which they permanently reside. They can work and receive SSI at the same time, but their monthly amount will be reduced, depending on their job earnings. Students who feel that they may be eligible for SSI may apply through any local Social Security Office.

## VOCATIONAL REHABILITATION

Vocational Rehabilitation (VR) is a program that exists in each state to help individuals who have a hearing loss or other disabilities. VR may be able to provide financial assistance to help with the cost of 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 help 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 check with their VR counselor to see if any authorizations will be sent to Gallaudet before financial aid results are known.

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 the 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 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 Student Financial Services. The University Financial Aid Office will not make loans for books and supplies. Students or vocational rehabilitation counselors who have any questions should contact the Financial Aid Office.

## 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 students are paid on an hourly basis every two weeks. The salary begins at minimum wage and can be increased depending on the nature of the job and the job requirements. Eligibility for this program is determined by the Office of Financial Aid.

The FWS program is funded annually by the Federal government; however the amount of funding varies year to year. FWS funds may become exhausted before the end of the year, depending on the number of students employed, the cumulative total of hours worked and the hourly rates paid. Department heads, supervisors and students should be aware that FWS funds may not provide support for the entire academic year, and that if FWS funds are exhausted continued employment will be at the full expense of the employing department. Departments and students will be notified if and when FWS funding will cease.

Placement for students awarded FWS funds is accomplished through Gallaudet's Career Center. Community service positions and reading tutor positions off campus are available to FWS recipients. These positions offer a variety of service sites and activities.

For more information, contact the Gallaudet University Career Center ([careercenter.gallaudet.edu](http://careercenter.gallaudet.edu)) as well as the Federal Work Student Center located on the Financial Aid homepage ([financialaid.gallaudet.edu](http://financialaid.gallaudet.edu)).

## 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 departments.

# YELLOW RIBBON PROGRAM

Gallaudet University is committed to America's veterans and has a long history of serving them. Gallaudet is authorized to accept all GI Bill payments including the additional contributions by the Department of Veterans Affairs (VA) through the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. According to the VA, the program is available to veterans who have sustained "a service connected disability." In addition to accepting veterans being supported through the general GI Bill, under the Yellow Ribbon Agreement, Gallaudet will support up to 25 eligible veterans during an academic year for any major for an amount up to \$3,557 (full time undergraduate student status) or \$3,050 (full time graduate student status) in tuition expenses. Gallaudet is listed on the Department of Veterans Affairs (VA) [Approved Education Programs](#) website as an institution participating in the Yellow Ribbon Program.

- Gallaudet applicants should determine their eligibility for the Yellow Ribbon Program through the U.S. Department of Veterans Affairs, [Yellow Ribbon Program Information](#) website and obtain appropriate authorization from the Department of Veterans Affairs.
- Gallaudet applicants should apply, if they are eligible, for educational benefits under the [Post-9/11 GI Bill](#) with the U.S. Department of Veterans Affairs.
- Gallaudet applicants should complete the undergraduate application form on the [Gallaudet Admissions](#) web site or the graduate application form on the [Graduate Admissions](#) web site.
- Gallaudet applicants should complete the [Free Application for Federal Student Aid](#) (FASFA) form.
- Gallaudet accepted applicants and enrolled students should download an [Enrollment Verification form](#) from the Gallaudet University Registrar's Office website and get a signature from the Registrar's Office showing proof that they are enrolled as Gallaudet University students.

- Gallaudet applicants and students are welcome to contact Gallaudet University's point of contact for veterans, Ms. Caroline Finklea, for more information about the Yellow Ribbon program at Gallaudet and/or additional services and programs offered to Veterans. The e-mail address is: [veterans@gallaudet.edu](mailto:veterans@gallaudet.edu).

Additional information about the Post-9/11 GI Bill and Yellow Ribbon Program, as well as the VA's other educational benefit programs, can be obtained by visiting the [VA's web site](#) or by calling 1(888) GIBILL-1 (or 1(888)442-4551).

## UNIVERSITY FINANCIAL AID REFUNDS TO INSTITUTIONAL AND TITLE IV PROGRAMS

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid program funds must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of the semester, the financial aid office recalculates eligibility for Title IV funds and institutional funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

### Percentage of payment period or term completed

The percentage of payment period or term completed is the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program

based on the percentage of unearned aid using the following formula:

### Aid to be returned

Aid to be returned is:

- 100% of the aid that could be disbursed
- minus the percentage of earned aid
- multiplied by the total amount of aid that could have been disbursed during the payment period or term.

An example:

- A student withdraws after 44 days.
- This number is divided by the total days in the semester:  $44/110 = 40\%$ .
- This student has "earned" 40% of his/her financial aid.
- If the student has received \$6000 in grants, scholarships and/or loans, 40%, or \$2,400 is earned, and the remaining \$3,600 must be returned.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Keep in mind that when Title IV funds are returned, the student may owe a debit balance to the institution.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal/LOA.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans

- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)

### Definition:

- **Return to Title IV (R2T4) calculation** - A required calculation to determine the amount of aid earned by the student when the student does not attend all days scheduled to complete within a payment period or term (Student is considered to be a withdrawal, whether any credits were completed or not.)
- **Overaward** [not the same as Return to Title IV calculation] - A required recalculation of Pell Grant and other aid types due to student dropping or not attending credits required for the status awarded (full-time, three-quarter time, half-time, less than half-time); required at any point information received that changes student status. Reductions in aid will always be required for students whose status changes due to dropped classes or classes not attended beyond the course census date.

### Return of Title IV funds for programs offered in modules

- A Module is defined as a course or group of courses in a program that does not span the entire length of the payment period (semester), i.e. 8 week online sessions or summer sessions.
- Gallaudet University, Financial Aid Office will track enrollment in each module to determine if a student began enrollment in all registered courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a

recalculation of aid based on a change in enrollment status may still be required.

- **If a student in modular classes provides written confirmation to a school at the time of ceasing attendance that the student plans to attend another course later in the semester, the student is not considered to have withdrawn if the next schedule class the student is to attend begins within 45 days of the last class the student attended.**

***PLEASE NOTE:*** a withdrawal from all or any of your courses could result in a negative effect on your Satisfactory Academic Progress. Please view the section on **Standards of Academic Progress (SAP)** for Financial Aid located on this page.

### **Unofficial Withdrawals**

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 according to the date attendance ceased as provided by faculty (or, at a 50% unearned rate if attendance information is not available.). This means, regardless of charges for the period, a student who has ceased attending classes will be considered to have unofficially withdrawn and will have a percentage of his/her financial aid cancelled (based on attendance data), and may be subject to repayment of any financial aid disbursed. If any loans have been disbursed, repayment requirements may 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. A copy of the Academic Standards for Financial Aid is available on the Financial Aid website ([financialaid.gallaudet.edu](http://financialaid.gallaudet.edu)).

Students should be aware that they need to file an official withdrawal with the Office of the Registrar if they cannot, or choose not, to attend classes throughout the semester. Undergraduate students who unofficially withdraw and wish to be reinstated must apply for readmission through the Registrar's Office. Graduate students who unofficially withdraw and wish to be reinstated must apply for readmission through the Graduate Admissions Office.

# REGISTRATION AND POLICIES

## Registrar's Office

[registrar.gallaudet.edu](http://registrar.gallaudet.edu)

Chapel Hall 101

Gallaudet University strives to make the registration experience as smooth as possible. The [Registrar's Office](#) serves as the first point of contact for students related to course enrollment, student record keeping, grading procedures, academic status, and graduation. The Registrar's Office also assists with transfer credits.

Graduate students are served by both the Registrar's Office and the [Graduate Admissions](#).

Policies for undergraduate and graduate students at Gallaudet University are established by the [Council on Undergraduate Education \(CUE\)](#) and the [Council on Graduate Education \(CGE\)](#). CUE and CGE are faculty-led committees that set academic standards and policies. CUE and CGE review proposals submitted by departments and programs for changes in the curriculum, program requirements, and new or changed courses. CUE and CGE then recommend curriculum changes to the University Faculty Senate. Approved changes are posted in the catalog for the next academic year.

Key registration resources include this catalog and:

- Academic Calendar, [www.gallaudet.edu/Registrars\\_Office/Academic\\_Calendars.html](http://www.gallaudet.edu/Registrars_Office/Academic_Calendars.html)
- Online Student Information System, [bison.gallaudet.edu](http://bison.gallaudet.edu)
- Course Schedule, [courseschedule.gallaudet.edu](http://courseschedule.gallaudet.edu)
- People Directory, [people.gallaudet.edu](http://people.gallaudet.edu)
- Online Learning System (Blackboard), [my.gallaudet.edu](http://my.gallaudet.edu)

## REGISTRATION

The registration process is managed by the Registrar's Office. Registration information includes:

- Prior to Registration
- Course Registration
- Course Numbers
- Kinds of Courses
- Consortium Courses
- Grades, Transcripts, Diplomas
- Privacy Rights
- Student Records

## PROCEDURES PRIOR TO REGISTRATION

There are some requirements that are to be met prior to course registration. Students are required to submit Health History, meet with their Academic Advisor(s) and have a clear balance or financial agreement before they can begin the Course Registration process.

### Health History

Before enrolling, all Gallaudet University students must submit a health history form to Student Health Services (SHS). Students cannot register for classes until the form has been submitted and approved as providing the requirement proof of immunizations. Student Health Services (SHS) does not provide immunization services, and students will be referred to an off-campus clinic that provides immunizations at the student's expense. The health history form can be downloaded from [http://www.gallaudet.edu/Documents/admin-finance/shs/shs\\_health\\_history\\_form.pdf](http://www.gallaudet.edu/Documents/admin-finance/shs/shs_health_history_form.pdf).

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
- Hepatitis B and Meningococcal

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

### Academic Advising

Students should meet with their academic advisor prior to registering for courses. Students can find the name of their advisor when they login to the BISON web site, or by consulting their academic department or appropriate advising office.

- **Undergraduate Students with Declared Majors:**  
Consult your faculty advisor in the academic department.
- **Undergraduate Students with Undeclared Majors and Special Students:**  
Consult the Academic Advising Office.
- **Graduate Students:**  
Consult your faculty advisor in the academic department.
- **Graduate Special Students:**  
Consult the Assistant Dean, Graduate School Curriculum, Policy, and Operations.

### Business Registration (Fee Payment)

Per Gallaudet University's policy, the account balance must be paid in full each semester at posted dates before the student can register for courses and enroll for the next semester or obtain diploma and transcript upon graduation. Student may still register for the next semester

if they have made arrangements with the Student Finance Services and signed a Promissory note. Gallaudet University does not offer deferral or payment installment plans. Students have full access to their student financial account via login to <http://bison.gallaudet.edu>.

## COURSE REGISTRATION

### New Students

Registration for new undergraduate students occurs during [New Student Orientation \(NSO\)](#) through the [Office of Academic Advising](#). Registration for new graduate students occurs during [Graduate Student Orientation \(GSO\)](#) during academic department meetings.

### Continuing Students

Registration for continuing undergraduate students (those without remedial English courses) and for graduate students is conducted online through the BISON Student Information System, <http://bison.gallaudet.edu>. Students who are taking remedial English courses will register with their Academic Advisor.

Continuing students are encouraged to register for courses for the following semester as soon as registration opens (in April for the following Fall semester and in November for the following Spring semester). The earlier you register, the better your course schedule is likely to be - and the better the University can plan for your needs.

### Readmitted Students

Registration for readmitted students is done via the Readmission Advisor in the Academic Advising Office, SAC 2220 for undergraduates and via the Graduate Admissions, Kendall 101.

### Students Returning from Leave of Absence (RLOA)

Undergraduate students must contact the LOA/WD Specialist at the Registrar's Office. Graduate students must notify their academic department, the Dean of the Graduate School, and the Registrar's Office if they plan to return from Leave of Absence (RLOA).

## Second Degree Students (Undergraduate Students Only)

If your first degree is from Gallaudet, contact your major advisor within your major department for course registration.

If your first degree is not from Gallaudet, please refer to the course registration procedure for "New Students".

### Course Changes: Add, Drops

Undergraduate students may add or drop a course during the first week of a semester. Courses may be dropped through Thursday of the first week of classes. To add classes, they may be added any time during the first week of classes, up until Friday, the last day to add a class. No changes in registration for courses may be made after the close of the first week, except for reasons beyond the student's control. There is a \$5 fee for each successful transaction during the designated add/drop period.

Graduate students may add or drop a course during the first two (2) weeks of classes. No changes in registration for courses may be made after the close of the second week, except for reasons beyond the student's control. There is a \$5 fee for each successful transaction during the designated add/drop period.

### Course Audit

Students desiring to attend a class and participate in the class activities without earning a grade for the course and without earning credit toward a degree may audit the course. Enrollment as an auditor is permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so.

To audit a course, the student must obtain permission from the instructor before enrolling, registering, and paying the normal tuition and fees. Decisions to audit a course and registration must be made prior to the first day of classes. Audited courses are not counted as credit courses, and grades are not included in the calculation of institutional or degree grade point averages, but are recorded as "AU" in official transcripts upon successful completion of the course as reported by the instructor.

### Repeated Courses

**Undergraduate Courses:** Students may repeat a course once. Both attempts will appear on the student's transcript, but only the attempt with the higher grade will

be used for computing the credit and grade earned for the course. With approval of the student's department chair or program director, an equivalent consortium course may be taken to replace the course taken at Gallaudet.

**Graduate Courses:** Graduate 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.

### Course Cancellation

Gallaudet reserves the right to withdraw any course not elected by a sufficient number of students.

### Study Day

Study Day is a day set aside for students to prepare and study for final exams. It is also a time for faculty to hold review sessions or office hours to be available to help students. This day typically occurs the day after the last class day of each semester. No classes or final exams will be scheduled or administered at any time on Study Day.

### Final Exams

Final exams will only be offered during the official exam period, following the Final Exam Schedule distributed by the Registrar's Office. The official exam period is listed on the Academic Calendar each year. Exceptions to this policy must be in writing and have the approval of the department chair and dean.

### Course Withdrawals

Procedures for course withdrawals differ for undergraduate, graduate and PST students. In the case of withdrawing from all courses, resulting in zero (0) credits, refer to either the Leave of Absence (LOA) or the University Withdrawal procedure.

Details on course withdrawals are provided under [Undergraduate Policies](#) and [Graduate Policies](#) in this catalog.

Undergraduate or graduate students withdrawing from a PST course must email or fax their written withdrawal to [ccs@gallaudet.edu](mailto:ccs@gallaudet.edu) or or (202) 651-5987 (fax). There is no refund of tuition and fees.

# COURSE NUMBERS

Undergraduate and graduate courses offered in the University are numbered as follows:

Below 100	Non-degree courses
100-199	Primarily Freshman courses
200-299	Primarily Sophomore courses
300-499	Primarily Junior and Senior courses
500-599	Courses designed for both upper division undergraduates and graduate students
600-699	Dual-listed graduate level courses
700-799	Master's level graduate courses
800-899	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.

## 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.

## 600-Level (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. Cross-listed courses typically meet together for class sessions and thus are scheduled at the same time and location. There are several possibilities for cross-listed courses.

1. A course may be cross-listed as both undergraduate (400-level) and graduate (700-level) courses. Requirements may be different for students in the 400- and 700-level courses, but they will meet together for lectures and thus be scheduled as one class.
2. A course may be cross-listed as two levels of graduate study: 700-level (master's) and 800-level (doctoral). Requirements may be different for students in the 700- and 800-level courses.
3. A course may be cross-listed in two or more departments in order to provide an opportunity for students to collaborate and learn in an interdisciplinary environment. Cross-listing also provides a separate course number (e.g., BUS 341, PHI 341 Business Ethics), so that student transcript indicate the discipline in which the student majored. Cross-listed courses appear in listings for each program with a notation that they are cross-listed.
4. An undergraduate or graduate course may be cross-listed with a PST prefixed course in order to provide educational opportunities for non-degree seeking students. The requirements for the PST section will be defined by the undergraduate or graduate section.

# KINDS OF COURSES

## **Undergraduate and Graduate Credit Courses**

Courses listed in this 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.

## **Undergraduate Non-Degree Courses**

Courses with numbers lower than 100 are remedial courses, offered in Applied Literacy and Mathematics. These courses may not be applied to Gallaudet University degrees.

## **Professional Studies Courses**

Gallaudet University offers a wide range of professional studies courses that bear the prefix PST. PST courses carry Gallaudet University credit, but are not applied toward a Gallaudet University degree or certificate program. Degree seeking students often take PST classes to supplement their current studies, but credits earned will not be factored into the graduate or undergraduate GPA. Other universities and accrediting organizations may accept PST credits, but students wishing to transfer credits should check to determine the applicability of the coursework at their home institution. 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 on the main campus and at the Gallaudet University Regional Centers in various parts of the United States.

# CONSORTIUM COURSES

Gallaudet University participates in **@The Consortium of Universities and Colleges of the Washington Metro Area** cross-registration program - a inter-institutional cross registration process which permits students enrolled in degree programs at one institution to request to register for an \* approved course that is being offered at another a member participant institution.

## Appropriate Reasons for Consortium Program Participation Include:

- o Augment/enhance a student's degree program
- o Challenge a student visiting another school with different class structure/environment
- o Broaden their college experience if doing well overall at Gallaudet

Visit the various member institution main campus program and scheduling links using the CUWMA Web Link: <http://www.consortium.org> - Only main campus course offerings apply. Limited online courses (includes courses which are generally offered on the main campus without special contracts) may be allowed (the host institution determines which online courses are allowed in the request process).

Interpreting requests are officially submitted by the Gallaudet Registrar's Office - Consortium Coordinator on behalf of the student when indicated/selected on the authorization request form.

## Consortium Course Eligibility

Eligible students can benefit from this cooperative arrangement that is designed to permit the sharing of academic resources by member institutions. Students can request to enroll for courses that are not available at their home institutions at other institutions to augment their program of study. Students enrolled for courses in the Consortium program count as resident credit at their home institution. Students pay their home institution's tuition and are fully responsible for paying any additional fees associated with certain courses (e.g. studio fees, lab fees, books, study materials, etc.). Transportation and parking costs are also the sole responsibility of the student.

Students are responsible to abide by the policies and restrictions of the program. Degree candidates must be aware that grades may not post in time for your current anticipated/applied date of graduation. Incomplete grades are not encouraged in this program. Gallaudet policies and deadlines apply for any incomplete grade situation.

Gallaudet's eligibility criteria for undergraduate and graduate students to participate in the Consortium course cross registration program are given below:

## Consortium Course Cross Registration Eligibility for Undergraduate Career Students:

To qualify for a course through the consortium program, an undergraduate student must meet the following criteria:

- o Be a full-time active degree-seeking student at Gallaudet University
- o Be in good academic standing (GPA of 3.0 is advisable)
- o Have good campus and financial standing
- o Have completed all non-degree condition courses.
- o Be at least a second-semester freshman.

Undergraduate students (2nd semester freshman status through senior status) are typically allowed to request one course for cross-registration per semester unless special permission is given by the Gallaudet Undergraduate [Consortium Advisor](#) (Thelma Schroeder - Academic Advising Office) and program dean.

## Consortium Course Cross Registration Eligibility for Graduate Career Students:

Graduate students requesting participation in the Consortium Cross Registration program may seek authorization with the following criteria met:

- o Be an active degree-seeking student at Gallaudet University
- o Be in good academic standing
- o Have good campus and financial standing

- Permission from graduate academic department and the Dean of the Graduate School

Generally, graduate students may register for no more than 50% of the credits taken for a semester at a consortium institution.

### **Consortium Cross Registration Process**

Complete the Consortium Authorization form(s) - one per institution and obtain the required approval signatures and submit the form with no less than five weeks' time prior to the start of the term/session for best results. If a course specifies permission is required - please pursue the permission and have that sent by the institution email to the Consortium Coordinator to provide to the host institution with your official request. Some programs do not intend for courses to be accessible for Consortium students. Please check with the Consortium Coordinator to determine if a course or program course is restricted to the home institution program students only.

Interpreting services are requested on a student's behalf in the official cross registration request process between institutions. The visited school is responsible for providing/contracting interpreters (by their policies/procedures) and are paid by the host institution. Most institutions now provide all catalogs, schedules and program department information online.

Questions or concerns about the Consortium Program or process can be directed to the [Consortium Coordinator](#) at the Registrar's Office.

Most institutions now provide all catalogs and schedules online along with department program information.

The Consortium of the Washington Metro Area membership includes:

- American University
- The Catholic University of America
- Corcoran College of Art and Design
- Gallaudet University
- George Mason University
- Georgetown University
- The George Washington University
- Howard University

- Marymount University
- National Defense Intelligence College \*
- National Defense University \*
- Trinity University
- The University of the District of Columbia
- The University of Maryland College Park

*\* Cross registration at these military institutions is by special articulation agreement and not open to general cross registration with all member institutions.*

Policies and procedures may change periodically. Please contact the Registrar's Office - [Consortium Coordinator](#) for any updates in policies, procedures or restrictions.

For more information about Consortium schools and their courses/programs available to Gallaudet students, go to [Consortium Course/Programs](#).

# GRADES, TRANSCRIPTS AND DIPLOMAS

## Grade Reports

Grade reports are available for students to view and print in [BISON](#).

## Transcripts and Diplomas

The official transcript is Gallaudet University's official statement of your academic record. It lists all courses (completed & currently enrolled) and all grades earned, along with the applicable semester. The official transcript also contains notations of majors, minors, degrees and graduation honors received.

For your protection, we will not release an official transcript without your permission and signature. The official transcript is printed on security sensitive paper and contains the University Seal and the signature of the University Registrar.

## Current Students, Faculty & Staff: (via BISON)

Please log in by entering your Gallaudet Username and password (Jane.Doe)

You may order transcripts through BISON by:

- Log onto [BISON](#)
- Select **Self Service**
- Select **Student Center**
- Select **My Academics**
- Select **Request Official Transcript** (if the Transcript on Demand window does not automatically open, please click on "Recipient Info - Transcript" tab).

## Former Students / Alumni - Click [here](#) for Fast & Easy Online Ordering

What are the benefits of making an online transcript request?

- Convenient 24/7 ordering access, including order status check
- Faster service due to reduced processing time

- Secure transactions
- Ability to order multiple transcripts for multiple recipients in one order

Your transcript request is securely linked to the Transcript on Demand hosted by Scripe-Safe. Scripe-Safe is the vendor that Gallaudet University contracts with to provide transcripts through an encrypted, secure service. To use this service, payment must be made by credit or debit card at the time of request.

## Requesting by Fax or Mail:

To order official transcripts by fax or mail, print and fill out the fillable [Transcript Request Form \(pdf\)](#). Transcripts requested by fax or mail will be processed within 2 to 3 business days from the date we receive your request. Requests are processed in the order received. ***Please allow additional time during peak periods, such as the start and end of the semester, final grade posting and degree posting.*** To process your request as quickly as possible, be sure to complete all sections of the Transcript Request form.

## Order in Person:

A photo ID is required when you order and pick up transcripts.

Students may order or receive official transcripts at the Office of the Registrar in the Chapel Hall Suite 101, 800 Florida Ave NE, Washington, DC 20002. Office hours are Mon-Fri, 8:30 a.m. to 4:30 p.m. You may pay for your official transcript by check, money order, or debit/credit card.

## Requesting RUSH (Same Day) Transcripts:

Gallaudet University offers RUSH service to obtain your official transcripts. \*RUSH orders must be submitted by 1:00PM EST. The fee is \$15 for RUSH processing.

**Processing times and costs:**

Service	Fee	Processing time/ additional info
Pick-up	\$12.25 per copy	<ul style="list-style-type: none"> <li>• Ready 2-3 business days after 12 p.m.</li> <li>• Photo ID required</li> <li>• Pick up within 30 days or it will be destroyed (<b>fees are non-refundable</b>).</li> </ul>
Regular Mail	\$12.25 per copy	<ul style="list-style-type: none"> <li>• Ready for mailing within 2-3 business days.</li> </ul>
Rush service	Additional \$15.00 fee	<ul style="list-style-type: none"> <li>• *Processed on same business day, for pick-ups or mail.</li> </ul>
FedEx	Domestic U.S.: Add \$25 to transcript fee International: Add \$35 to transcript fee	<ul style="list-style-type: none"> <li>• No delivery to P.O. boxes - MUST be a complete street address.</li> <li>• Rush/FedEx orders must be submitted by 1:00 p.m. EST for same business day mail out.</li> </ul>
Fax	\$15 for each number to be faxed to	<ul style="list-style-type: none"> <li>• <b>Before requesting a fax, please confirm with the recipient that a fax will be accepted.</b></li> <li>• Faxed transcripts in most cases are not considered official.</li> </ul>

Transcripts are not issued for students who owe money to the University or has any other outstanding obligations, i.e., library fines, dorm fees, parking tickets. It is against the law to make copies of transcripts from other institutions. You must make your request directly to that institution. Diplomas are issued only once. Any errors must be brought to the attention of the Registrar's Office within 90 days of receipt. At that time, the original diploma must be returned to the university.

# PRIVACY RIGHTS

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:

- 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. *Upon receiving the student's signed request, the University (office responsible for that record) will provide an opportunity for the student record review within 45 days.*
- Gallaudet University personnel who need particular information in order to perform their assigned duties may have access\* to these records. (\*Information and level of access is determined by the Registrar's Office.)
- Disclosure of information contained in student records to other persons or agencies is prohibited, with the following exceptions.
  - Information from a student record will be released upon written request of the student.
  - 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.**

- 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.
- Auditors inspecting the operations of Gallaudet University offices may inspect student records.
- Information from student records may be released to parents who financially support a student (under IRS regulations). *The disclosure is to the parents of a student who is a dependent for income tax purposes; must provide IRS Tax forms showing dependent student status per year student is active.*
- 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.

# STUDENT RECORDS

The following list details student records at Gallaudet University governed by requirements of the Family Educational Rights and Privacy Act (Buckley Amendment). Questions about these records should be directed to the University officials indicated. Locations, email addresses, and phone numbers are available in the campus [people directory](#) or the [Academic Affairs](#) webpage.

## Academic Transcripts and Grade Listings

Office: Registrar's Office

Official Responsible: Ms. Elice Patterson, Registrar

## Academic Support Unit Files

Office: Academic Advising, Tutorial and Instructional Programs

Official Responsible: Ms. Thelma Schroeder, Director, Academic Advising and Tutorial Programs

Office: Career Center, Office for Students with Disabilities

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

Office: First Year Experience

Official Responsible: Ms. Jerri Lyn Dorminy, Interim Director, First Year Experience

## Disciplinary Records

Office: Office of Student Conduct

Official Responsible: Mr. Carl Pramuk, Associate Dean, Student Center Programs and Services

## Campus Law Enforcement Records

Office: Department of Public Safety

Official Responsible: Mr. Theodore Baran, Director/Chief Campus Police

## Financial Aid Records

Office: Financial Aid Office

Official Responsible: Bernice Lindke (interim)

## Student Employment Records - Student Accounts

Office: Finance Office

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

## Student Insurance Information

Office: Student Health Service

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

## International Student Files

Office: Center for International Programs and Services

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

## Library Files (Regarding Money Owed)

Office: Gallaudet University Library

Official Responsible: Ms. Sarah Hamrick, Director, Library Public Services

# BEHAVIOR CODES

## Student Responsibility

Students are responsible for keeping track of progress toward their degrees. The final responsibility for knowing all policies and procedures stated in the catalog remains with the student.

## Academic Accommodations Policy

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities in addition to being deaf. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the Office for Students with Disabilities (OSWD) web site, [sa.gallaudet.edu/oswd.xml](http://sa.gallaudet.edu/oswd.xml). The Reasonable Accommodation policy is also online: [http://www.gallaudet.edu/eop/reasonable\\_accommodations.html](http://www.gallaudet.edu/eop/reasonable_accommodations.html).

## Gallaudet Student Handbook

The Gallaudet Student Handbook is produced by the Office of the Dean of Student Affairs and Academic Support. Although it provides a resource and reference guide to some University operations, policies, and regulations, additional material is found in University catalogues, publications, departmental brochures, and official University memorandums. Students should be familiar with the latest policies and procedures so promulgated. They supersede all others. The Gallaudet Student

Handbook is  
online: [http://www.gallaudet.edu/student\\_affairs/student\\_handbook.html](http://www.gallaudet.edu/student_affairs/student_handbook.html).

### **Additional Behavior Codes**

- Drugs Alcohol Smoking
- Service Animals
- Sexual Harassment
- 

## **DRUGS, ALCOHOL AND SMOKING**

Gallaudet University strictly prohibits the unlawful manufacture, possession, use, sale, or distribution of illicit drugs by anyone on the institution's property or as part of any of its activities. Gallaudet's drug-free environment policy is  
online: [http://www.gallaudet.edu/af/section\\_1\\_general/105\\_drug\\_free\\_environment.html](http://www.gallaudet.edu/af/section_1_general/105_drug_free_environment.html).

Gallaudet University complies with all applicable laws related to the distribution and consumption of alcoholic beverages. The complete policy concerning alcohol is online:  
[http://www.gallaudet.edu/af/section\\_1\\_general/104\\_alcoholic\\_beverages.html](http://www.gallaudet.edu/af/section_1_general/104_alcoholic_beverages.html).

Smoking is prohibited in campus buildings and leased space including atriums, balconies, stairwells, and other similar building features. Smoking is also prohibited in university-owned vehicles. Smoking is not permitted anywhere in the residence halls. Smoking is permitted outdoors in designated areas only. The complete policy concerning smoking is online:  
[http://www.gallaudet.edu/af/section\\_1\\_general/104\\_alcoholic\\_beverages.html](http://www.gallaudet.edu/af/section_1_general/104_alcoholic_beverages.html).

## **SERVICE ANIMALS**

The University permits service animals, which are individually trained to provide assistance to an individual with a disability, on campus and in its public facilities where the University community and members of the public are normally allowed, including food service areas. Long-term users of service animals (faculty, teachers, staff

and students) are required to formally register the animal with the Office for Students with Disabilities (students) or Executive Director, Facilities (faculty, teachers and staff).

The complete policy concerning service animals is online: [Administration and Operations Manual 1.08 Service Animals](#)

## **PROTECTION AGAINST SEXUAL HARASSMENT**

This part of the Registration and Policies Chapter is not yet complete in this preview version of the catalog.

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 Student Handbook contains a [Sexual Misconduct Policy](#) and procedures for dealing with violations.

The complete policy is online at [Protection against Sexual Harassment](#).

# GRADUATE POLICIES

## Catalog Year Requirements

Candidates for graduate degrees are expected to graduate under the provisions of the catalog in effect at the time of admission.

Students must complete the requirements of a graduate degree program based on the catalog year requirements in effect for that program at the time of admission. Transfer and readmitted students are expected to follow the catalog year requirements in effect at the time of readmission. Rare exceptions to the above policies may be considered with approval of the program director, department chair, and Dean of the Graduate School Programs (GSP).

## Undergraduate Students in Graduate Courses

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.

## Consortium Graduate Courses

Eligible Gallaudet students may submit Consortium Cross Registration Authorizations to initiate the cross registration request process to take courses offered at member institutions of the Consortium of Universities of the Washington Metropolitan Area (CUWMA, <http://www.consortium.org>).

Graduate students requesting participation in the Consortium Cross Registration program may seek authorization with the following criteria met:

- Be an active degree-seeking student at Gallaudet University
- Be in good academic standing
- Have good campus and financial standing

Generally, graduate students may register for no more than 50% of the credits taken for a semester at a consortium institution. An exception is made for doctoral students, who may register for up to 40% of their career credits at a consortium institution.

For more information about registration for Consortium courses and requirements, please see the catalog section on the [Consortium](#).

# GRADUATE STUDENT CLASSIFICATIONS

## Full-Time Graduate Student

- has matriculated into a degree-program
- has a minimum of 9 credits per semester
- has a maximum of 21 credits per semester, unless the student obtains permission from the Dean of the Graduate School and Professional Programs (GSPP)

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 Graduate Student

- has applied and been accepted to a graduate school degree or certificate program
- has less than 9 credits per semester
- is not eligible for dormitory residence, unless the student obtains permission to reside in a dormitory from the Director of Residence Life and Dean of Student Affairs.

- may have restrictions related to financial aid

Note: 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.

### **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 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.

### **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.

## **SEMESTER CREDIT HOUR POLICY**

*Approved by CGE 1/29/2013*

The unit of semester credit is defined as university-level credit that is awarded for completion of coursework, the transfer of coursework from another accredited institution, or the evaluation of college-level prior learning. One credit hour (at least 50 minutes) reflects an amount of work represented in the intended learning outcomes and verified by evidence of student achievement for these learning outcomes. A credit hour is awarded on the basis of one of three sets of criteria.

- For in-class courses: The completion of one credit hour of classroom or direct faculty instruction and a minimum of two credit hours of out-of-class student work each week for one semester (15 weeks); or
- For online, hybrid, and accelerated courses: The completion of an equivalent amount of faculty instruction and student work, as stipulated above in paragraph (1), that may occur over a different amount of time; or

For other academic activities: The completion of an institutionally sanctioned academic activity (e.g., externship, practicum, internship, independent study, studio work, laboratory work, fieldwork, and pre-dissertation/thesis work) that is equivalent to the amount of work stipulated in paragraph (1), that may occur over a different amount of time.

	<b>Traditional in-class Credit Bearing Course or Online Course (Per Semester)</b>		<b>Non-Traditional Credit Bearing Experience (e.g. Internship, Independent Study) (Per Semester)</b>
<b>Credit Hours Earned</b>	<b>Minimum amount of Instruction Time Required</b>	<b>Minimum Amount of Time Required Outside of Class/Instruction Time</b>	<b>Amount of Time required for all Activities (Note: this is the same as the previous two columns combined)</b>
1 Credit	12.5 hours	25 hours	37.5 hours
2 Credits	25 hours	50 hours	75 hours
3 Credits	37.5 hours	75 hours	112.5 hours
4 Credits	50 hours	100 hours	150 hours
5 Credits	62.5 hours	125 hours	187.5 hours

For example, in a three credit hour traditional in-class course, students spend 150 minutes in class per week for 15 weeks, resulting in 37.5 contact hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 5 hours per week, which adds up to 75 hours. These two sums should result in total student engagement time of 112.5 hours for the course. In a three credit internship, these hours may be allotted differently. For example, the student may spend 1 hour a week for 15 weeks in meetings with their supervisor, work at their placement 4 hours a week for 15 weeks, and spend at least 37.5 hours during the semester on planning and documentation. The total student engagement time is the same (i.e., at least 112.5 hours). Note that these time allotments are minimums, not maximums.

All credit-bearing experiences (except dissertation-related hours/courses) require syllabi, which will include the number of credit hours, class meeting times or minimum number of hours required at an alternative site, and a schedule of required assignments.

# MAINTAINING CONTINUOUS MATRICULATION

Effective with the fall 2010 semester:

All graduate degree seeking students must maintain continuous matriculation from the time of admission until the completion of all degree requirements. There are three ways that a student can maintain continuous student status:

- A student must be registered for at least one graduate credit hour per semester, or;
- A student must be registered for Continuous Enrollment status (GPS 798, Master's level or GPS 898 doctoral level), although this status is rarely approved, or;
- A student must be on an approved Leave of Absence. Please note: this status must be requested in writing by the student and approved in writing by the Department and the Graduate Dean.

Degree seeking students who are actively taking required and elective courses must register for those courses. Students who have completed course work requirements for their degree, but are utilizing the resources of the University (e.g., the library, email, faculty advising and mentoring) during thesis or dissertation research and writing, must register each semester for at least one graduate credit hour. After completion of required and elective courses, including internships and practicum experiences, registration for at least one graduate credit hour is required for graduate students:

- to take candidacy or qualifying examinations,
- to take comprehensive examinations,
- to complete the requirements of an incomplete course,
- to receive faculty mentoring for thesis or dissertation and research and writing,
- to defend a thesis proposal,
- to defend a thesis,

- to defend a dissertation proposal,
- to defend a dissertation.

Continuous Enrollment status using GPS 798 (0 credits, master's level) and GPS 898 (0 credits, doctoral level) will be considered by the graduate department and approved by the department Chair only in **rare** situations; for example:

Continuous Enrollment (registering for GPS 798 and GPS 898) may be used when a student has completed all requirements except one course that will not be offered in the current semester, but will be offered the following semester. Summer sessions in which there are no graduate department program requirements are not included in this policy. Students in "summers only" programs must be enrolled in fall, spring, and summer semesters for graduate credit. If there are no courses that can be taken in a given semester, "summers only" students may register for GPS 798 Continuous Enrollment, with permission of the department.

GPS 798 and GPS 898 Continuous Enrollment registration instructions and forms are available on the Registrar's web site (<http://registrar.gallaudet.edu>) and from the Graduate Programs Specialist, room 202A, Fowler Hall in the Office of the Dean of the Graduate School. The form must be completed and approved by the major advisor, the graduate Department Chair, and the Dean of the Graduate School. The fee for all students who are approved for GPS 798 and GPS 898 Continuous Enrollment, including staff and faculty who receive tuition waivers, is \$100 per semester. Completion of GPS 798 and GPS 898 Continuous Enrollment, results in earning no credit and a grade of NG (no grade) at the end of each semester.

Leaves of Absence (LOA) are requested and approved through the graduate department and the Graduate Dean. To request an LOA, a student must follow the procedures outlined in the Graduate Catalog section on Graduate LOA. When an LOA is approved, the student does not register for classes at the University for the approved span of the LOA and they do not have access to University resources such as use of the official Gallaudet email account, graduate faculty mentoring or graduate advisor time, and the Library. More information about LOAs can be found elsewhere in the graduate web catalog.

**PLEASE NOTE:** Failure to register for graduate credit or Continuous Enrollment status, including completing Business Registration (making payment or signing a promissory note for classes) by the last day of the

Academic Calendar graduate school "Add/Drop Courses" date for a given semester will result in termination from the program of study. A students who is terminated due to non-registration must apply for readmission to the program of study.

## GRADUATE GRADING SYSTEM

The following grading system applies to graduate courses.

Grade	GPA Value	Definitions
A+	4.0	Outstanding
A	4.0	
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Unsatisfactory
C+	2.3	
C	2.0	
F	0.0	Failing, No Credit
XF	0.0	Academic Integrity Policy Violation, No Credit
P		Pass*
I		Incomplete*
NG		No Grade for GPS 798 and GPS 898 Continuous Enrollment*
WP		Withdrawn Passing*, No Credit
WF	0.0	Withdrawn Failing, No Credit
WD		Withdrawn * No Credit
AU		Audit* No Credit
AF		Audit Not Completed* No Credit

\* Not computed in Grade Point Average (GPA)

The shaded lines all indicate unsatisfactory performance and may lead to grounds for academic probation or dismissal.

The Graduate Grading System goes into effect with the fall 2010 semester.

## **Grade Point Average (GPA)**

Cumulative grade point averages are figured only on the basis of those credit hours for which letter grades were given. Courses for which the grade is Failing [F, XF, WF] are included in the GPA and are assigned a GPA value of 0.0. Courses for which the grade is Pass [P, WP] are not included in the GPA. Classes taken with Audit status are not used for the GPA calculation.

An average GPA of 3.0 is required as evidence of satisfactory work. A GPA below 3.0, two or more course grades below B [i.e., B- (2.7 GPA Value) and below] or a grade of F or XF are considered to be below the acceptable level of performance. Any of these conditions automatically calls for the graduate department to review the student's performance and may be grounds for a recommendation for academic probation or dismissal by the Graduate School dean.

Students who receive an unsatisfactory grade [i.e., B-, C+, C, F, XF, or WF] in a course satisfying a program requirement, may repeat the course, with permission of the department, only one time. If a course is repeated, the student must earn a grade of B or better with the retake of the course. Upon completion of the one time retake of a class, the student's transcript will show the grades for both attempts but only the highest grade will be calculated in the GPA.

A grade of Incomplete [I] is given only when student performance in a course has been satisfactory, but the student is unable to complete the requirements of the course. The decision to give a grade of I is made by the instructor. To be eligible for credit in a course in which an I 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 instructor must provide the Registrar's Office with written notification of the agreed upon date before the time limit indicated above.

Course and degree program withdrawals are initiated by the student and require signatures from the course instructor, in the case of a course withdrawal, as well as the academic advisor and the Graduate School 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 with passing grades withdraws from a course after the first four weeks of the semester. WP grades are not included in the GPA calculation. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WF grades are counted as a 0.0 GPA Value in the computation of the GPA. WD indicates official withdrawal from a course before the end of the fourth week of a semester. WD grades are not counted in the GPA calculation.

Courses may be audited following the regular registration procedure. To audit a course, the student must obtain permission from the instructor, register, and pay the regular tuition and fees. A change from Audit status to credit course may not be made after the add/drop period. Should students wish to change from a credit course to Audit status, 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. Students who register for Audit status are required to attend and participate in all class activities without earning a grade or receiving credit towards a degree. Audited courses are not counted as credit courses and are recorded as AU on the student's transcript upon successful completion of the course. If the course is not completed successfully, the AU grade will be changed to an AF. AF grades are not counted in the GPA calculation.

## **GRADUATE SCHOOL 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.

## GRADUATE ACADEMIC HONORS

### President's Scholars

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.

### Perfect 4.0 Cumulative Grade Point Average

Graduate students who earn a 4.0 cumulative Grade Point Average upon completion of all graduate program requirements are recognized at the Graduate Awards and Hooding ceremony with a gold honors stole and medallion that are worn during the Commencement ceremony. Students who have a perfect 4.0 GPA at the end of the fall semester before a May Commencement, and whose exception-to-march petition has been approved by CGE, are not eligible to receive the University gold honors stole and medallion during the Graduate Awards and Hooding ceremony if they have an outstanding requirement that includes an instructor recording a grade. If the incomplete requirement does not include posting a grade, the student may be eligible to receive the University gold honors stole and medallion during the Graduate Awards and Hooding ceremony.

## ACADEMIC INTEGRITY POLICY

### Academic Integrity Policy <sup>1</sup>

#### 1.0 Academic Integrity Defined

1.1. Academic integrity grows from the longstanding traditions of the world university community.

1.2. Academic integrity is defined as a firm adherence to the code or standard of values of the University and the individual professions.

1.3. 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.

1.4. Commitment to academic honesty encourages the mutual respect and moral integrity that our University community values and nurtures.

<sup>1</sup> *This policy was based on 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.*

# GRADUATE ACADEMIC INTEGRITY STUDENT STANDARDS

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

- 2.1. Graduate students must demonstrate behaviors that are consistent with professional standards of the University (as published in the Gallaudet Graduate Catalog).
- 2.2. Graduate students must also demonstrate behaviors that are consistent with their field of study.
  - 2.2.1. The principal elements of professional behavior vary by discipline. They include, but are not limited to:
    - 2.2.1.1 Tact.
    - 2.2.1.2. Sensitivity to the needs and interests of clients, other students, faculty, staff, and supervisors.
    - 2.2.1.3. Sound judgment.
    - 2.2.1.4. Respect for other individuals.
    - 2.2.1.5. Timely attention to professional responsibilities.
  - 2.2.2. Graduate student conduct must conform to the codes of ethics established by the particular professional organization governing the discipline being studied.
  - 2.2.3. Adherence to these professional standards of behavior and communication are essential elements of professional competence.
- 2.3. 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.

# GRADUATE ACADEMIC INTEGRITY VIOLATIONS

## 3.0 Violations of Academic Integrity

- 3.1. Academic integrity encompasses many principles: intellectual property, fair use, and adherence to the canons of scientific inquiry and reporting.
- 3.2. 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.
- 3.3. Academic integrity may be violated any number of ways. Common examples of academically dishonest behavior include, but are not limited to, the following:
  - 3.3.1. Cheating
    - 3.3.1.1. Cheating involves the intentional use of or attempt to use unauthorized materials, information, or study aids in any academic exercise.
      - 3.3.1.2. Cheating may include, but is not limited to:
        - 3.3.1.2.1. Copying from another student's work.
        - 3.3.1.2.2. Representing material prepared by another as one's own work.
        - 3.3.1.2.3. Submitting the same work in more than one course without prior permission of both instructors.
        - 3.3.1.2.4. Using electronic devices to communicate information during exams.
        - 3.3.1.2.5. Procuring or using stolen evaluation materials.
        - 3.3.1.2.6. Violating rules governing the administration of examinations.
        - 3.3.1.2.7. Violating any rules relating to academic conduct of a course or program.

### 3.3.2. Fabrication.

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

### 3.3.3. Plagiarism.

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

3.3.3.2. Examples of plagiarism include, but are not limited to:

3.3.3.2.1. 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.

3.3.3.2.2. 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.

3.3.3.2.3. 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.

### 3.3.4. Misrepresentation of Academic Records.

3.3.4.1. 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.

3.3.4.2. Misrepresentation extends to tampering with computer records and falsifying academic information on one's resume.

### 3.3.5. Facilitation of Academic Dishonesty.

3.3.5.1. Facilitating academic dishonesty is knowingly or negligently allowing one's work to be used by another without appropriate attribution.

3.3.5.2. It includes participation in or the failure to report known or suspected instances of academic dishonesty.

### 3.3.6. Impeding the Progress of Another Student or Scholar.

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

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

3.3.6.2.1. Denying access to scholarly resources.

3.3.6.2.2. Giving students false or misleading information.

3.3.6.2.3. Making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying materials.

3.3.6.2.4. Altering computer files that belong to another without prior permission.

### 3.3.7. Computer Misconduct.

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

3.3.7.2. A copy of these rules may be viewed at the following site: [Administration and Operations Manual 2.22 Use of Information Technology Resources](#)

## **GRADUATE ACADEMIC INTEGRITY SHARED RESPONSIBILITIES**

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

#### 4.1. University Responsibilities.

4.1.1. 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.

4.1.2. The University can function properly only if its members adhere to clearly established and articulated values related to academic integrity.

4.1.3. Faculty, students, staff, and administrators share equally in the responsibility for maintaining standards related to academic integrity.

#### 4.2. Department Responsibilities.

4.2.1. Academic departments will inform their graduate students of the standards of academic integrity and practices of responsible research and scholarship of their discipline.

4.2.1.1. This information will be disseminated through combination of mediums such as student handbooks or the Gallaudet Graduate Catalog.

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

4.2.2. Specific departmental responsibilities include the following:

4.2.2.1. Inform students about their responsibility to be informed about the Academic Integrity Policy in the Gallaudet Graduate Catalog and to strictly adhere to it.

4.2.2.2. Inform students about the departmental policy regarding violations of academic integrity.

4.2.2.3. Inform students where the applicable professional code of ethics can be accessed and the need to adhere to those ethics.

4.2.2.4. Inform students about the channels of communication within the department related to appeals.

4.2.2.5. 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.

#### 4.3. Faculty Responsibilities.

4.3.1. Faculty will determine the content, organization, and conduct of their courses.

4.3.2. Courses will adhere to the published content as it appears in the current year's Gallaudet Graduate School Catalog.

4.3.3. In the classroom, faculty will encourage students to engage in free inquiry and open expression of reasonably related content.

4.3.4. Faculty will inform students of the content, schedule, requirements, evaluation procedures, and grading policies employed in the course.

4.3.5. Faculty will inform students regarding times, outside of class, when they are available for student consultation.

4.3.6. Faculty will evaluate students fairly and without bias. Evaluation will adhere to the course goals, design, and timeframe described in the course syllabi.

4.3.7. Faculty will provide appropriate and timely feedback to the student about the quality of their work.

4.3.8. Faculty will model the appropriate application of the principles of academic integrity in the presentation of classroom materials.

4.3.9. 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.

4.3.10. Faculty will deal with suspected instances of academic dishonesty in accordance with Graduate School policy.

#### 4.4. Graduate Student Responsibilities.

4.4.1. Graduate students are responsible for reading the Gallaudet Graduate School Catalog.

4.4.2. Graduate students will engage in free inquiry and open expression of subjects reasonably related to the content of the course.

4.4.3. Graduate students will familiarize themselves with the content, schedule, requirements, evaluation procedures, and grading policies employed in each of their courses.

- 4.4.4. Graduate students will participate in class activities, as defined by the faculty member, for purposes of facilitating academic or professional development.
- 4.4.5. Graduate students will complete course requirements on time and in a manner consistent with the course requirements.
- 4.4.6. Graduate students will submit work that meets the standards of graduate education and the profession that the student plans to enter.
- 4.4.7. 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.
- 4.4.8. Students are subject to the actions brought by faculty who suspect instances of academic dishonesty or other breaches of academic standards.
- 4.4.9. Students may appeal such faculty actions through the graduate student appeals process described in Sections 5.0 - 7.0 below.

## **GRADUATE ACADEMIC INTEGRITY POLICY PROCEDURES**

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

- 5.1. Suspected Violation(s) of Academic Integrity Occurring Within a Course.
  - 5.1.1. 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.

- 5.1.2. 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.
- 5.1.3. 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.
  - 5.1.3.1. 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.
  - 5.1.3.2. 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.
- 5.1.4. The letter will state clearly the following:
  - 5.1.4.1. The nature of the offense.
  - 5.1.4.2. The date of the offense or the date it was discovered.
  - 5.1.4.3. Evidence to support the offense.
- 5.1.5. The sanctions or conditions imposed by the instructor depend upon the instructor's perception of the severity of the offense.
  - 5.1.5.1. 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.
  - 5.1.5.2. 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.
- 5.1.6. 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) (See Section 7.0). After CGE completes the procedures indicated in Section 7.0, CGE then forwards its recommendation to the dean of the school in which the student resides.

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

5.1.7.1. 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.

5.1.7.2. 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).

5.1.7.3. 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.

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

5.1.8. 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:

5.1.8.1. The nature of the offense.

5.1.8.2. The date it occurred or was discovered.

5.1.8.3. Any evidence to support the violation.

5.1.9. 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.

5.1.10. 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.

5.1.11. 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.

5.1.12. 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.

5.1.13. 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 starting with 5.1.17.

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

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

5.1.15.1. Whether treatment of the student by the instructor was arbitrary or capricious.

5.1.15.2. Whether the instructor followed departmental guidelines.

5.1.15.3. Whether the student had adequate advance notice and opportunity to respond.

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

5.1.16.1. 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.

5.1.16.2. 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.
- 5.1.17. 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.
- 5.1.18. The student's appeal should state the reasons for the appeal.
- 5.1.19. The department chair evaluates the student's appeal in terms of:
- 5.1.19.1. Whether treatment of the student by the instructor was arbitrary or capricious.
- 5.1.19.2. Whether the instructor followed departmental guidelines.
- 5.1.19.3. Whether the student had adequate advance notice and opportunity to respond.
- 5.1.20. The department chair decides whether or not to support the student appeal.
- 5.1.20.1. 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.
- 5.1.20.2. 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.
- 5.1.20.3. 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 in 7.0 below).
- 5.1.21. 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. Refer to 7.0 below.
- 5.2 Suspected Violation(s) of Academic Integrity Occurring Outside a Course.
- 5.2.1. 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.
- 5.2.1.1. 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.
- 5.2.1.1.1. 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.
- 5.2.1.1.2. The university's instructor of record for the externship or practicum will attempt to resolve the matter.
- 5.2.1.1.3. If the matter cannot be resolved, the instructor contacts the chair.
- 5.2.1.2. 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.
- 5.2.2. 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.
- 5.2.3. 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.
- 5.2.3.1. The response should be addressed to the department chair.
- 5.2.3.2. The response should include any information the student deems to be important to counter the allegation of a violation of academic integrity.
- 5.2.4. The department chair, after reviewing all presented information, makes a decision regarding the merits of the accusation.

- 5.2.4.1. That decision will be communicated in writing to the student within 10 business days, after receiving written materials from the accused student.
- 5.2.4.2. 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.
- 5.2.5. The student has the option of appealing the department chair's decision to the CGE.

## GRADUATE ACADEMIC INTEGRITY - COURSE GRADES

### 6.0. XF Transcript Course Grade Notation for Violations of Academic Integrity.<sup>1</sup>

- 6.1. 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."
- 6.2. For purposes of grade point average calculation, an "XF" will be treated in the same way as an "F."
- 6.3. 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."
- 6.4. XF grades should only be used in only the most egregious cases.
- 6.5. 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 in 5.1 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 (See 7.0 below).

- 6.6. 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.
  - 6.6.1. 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.
  - 6.6.2. 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).
  - 6.6.3. The request to remove the XF notation will only be considered by the department chair if:
    - 6.6.3.1. 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.
    - 6.6.3.2. The student provides evidence, after the infraction has occurred, of satisfactorily completing a course on academic integrity.
    - 6.6.3.3. The student completes an essay that explains what the student has learned from the experience of violating the University's academic integrity policy.
  - 6.6.4. The department is not obligated to approve the student's petition.
  - 6.6.5. If the appeal to remove the XF grade is approved, the student's XF course grade converts to an "F" grade.

<sup>1</sup> **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].**

# ACADEMIC APPEALS PROCEDURES

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 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.

## 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.

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

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

- 7.1.1. 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.
  - 7.1.1.1. Typically, the student approaches individuals in the following order: the faculty member, the program director/graduate coordinator and/or the department chair.
  - 7.1.1.2. Ordinarily, the professional judgment of the department chair will prevail; however, a student has the right to appeal a department chair's decision.
    - 7.1.1.2.1. An appeal may only be undertaken after attempts to resolve the matter at the faculty or departmental level have failed.
    - 7.1.1.2.2. An appeal must be initiated by the graduate student.
    - 7.1.1.2.3. An appeal must be restricted to those matters directly affecting decisions that bear on the student's progress in their academic program.
- 7.1.2. Specific kinds of decisions that may be appealed include, but are not limited to, the following:

- 7.1.2.1. 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.
- 7.1.2.2. Comprehensive or Qualifying Examination results.
- 7.1.2.3. Sanctions for violations of academic integrity.
- 7.1.2.4. Other actions that lead to program probation or dismissal.
- 7.1.2.5. Other actions that lead to University probation or dismissal.
- 7.1.2.6. Faculty decisions concerning standards of professional conduct.
- 7.1.3. 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.
- 7.1.4. 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).
- 7.1.5. 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.
- 7.1.6. The student initiates the appeal to CGE by filing a petition with the Dean of The Graduate School and Professional Programs within 10 business days after receiving written notification of the outcome of the departmental level of review by the department chair.
- 7.1.7. The petition must include:
  - 7.1.7.1. Documentation of efforts made by the graduate student to resolve the disagreement at the instructor, program, and department levels.
  - 7.1.7.2. All relevant written documentation from faculty and the department chair related to the appeal and all relevant communications with the parties involved.
  - 7.1.7.3. 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.
- 7.1.8. The Dean of The Graduate School and Professional Programs reviews the petition to determine whether the graduate student has followed the communication protocol in terms of timeliness, completeness of the petition, and appropriateness.
  - 7.1.8.1. If so, the petition is forwarded to the CGE Chair.
  - 7.1.8.2. If not, a written explanation is sent to the student with a copy to the CGE Chair and all other parties involved.
- 7.1.9. Upon receipt of the student's petition from the Dean of The Graduate School and Professional Programs, the CGE Chair appoints and convenes a CGE Student Appeals Committee.
  - 7.1.9.1. 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.
  - 7.1.9.2. 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.
    - 7.1.9.2.1. 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.
    - 7.1.9.2.2. The CGE Chair avoids appointing any faculty or student members who have an apparent vested interest in the outcome of the appeal.
    - 7.1.9.2.3. The term of service will expire with the resolution of the individual appeal.

- 7.1.9.3. The petitioning student and the department involved each have the ability to challenge up to two proposed members of the committee for no cause.
- 7.1.9.3.1. Individual members who are challenged are dismissed.
- 7.1.9.3.2. An alternate member (student or faculty) are selected from the list of volunteers or nominations.
- 7.1.9.4. All records of the CGE Student Appeals Committee are held in strict confidence.
- 7.1.9.4.1. Records of the appeal, including the petition, are kept in the Office of the Dean of The Graduate School and Professional Programs.
- 7.1.9.4.2. Academic Integrity records are kept separate from the student's regular academic file.
- 7.1.10. The Student Appeals Committee holds an organizational meeting.
- 7.1.10.1. A faculty chair is elected.
- 7.1.10.2. All documentation related to the appeal forwarded by the Dean of The Graduate School and Professional Programs is reviewed.
- 7.1.10.3. At this meeting, a decision is made about whether to support the appeal or to get additional information.
- 7.1.10.4. 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.
- 7.1.11. 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.
- 7.1.12. The outcome of the review by the CGE Student Appeals Committee will be determined by a secret ballot.
- 7.1.12.1. 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.

- 7.1.12.2. Based on the majority vote of the committee, the appeal will be supported fully, partially, or not at all.
- 7.1.13. 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).
- 7.1.14. 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.

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

- 7.2.1. 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.
- 7.2.2. If the situation is as described in 7.1.14., 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.
- 7.2.3. The decision at the dean's level is final. No other appeals are possible.
- 7.2.4. 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].

## GRADUATE COURSE WITHDRAWALS

Course withdrawals are initiated by the graduate student and require signatures from the course instructor, the academic advisor, and the Graduate School dean. Procedures for graduate students taking PST courses are outlined on the [Center for Continuing Studies](#) and [Summer Programs](#) websites.

## GRADUATE LEAVE OF ABSENCE (LOA)

### 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 from the program in which he or she is enrolled may request a Leave of Absence (LOA) for medical, family, financial, and/or other personal issues. Immigration laws do not permit international students without permanent residency to apply for LOA status. A shortage of available courses is also insufficient reason for an LOA. (See "[Maintaining Continuous Matriculation](#)" in the graduate catalog.) LOA requests must be made in advance of leaving the university.

In addition to this University policy, programs and departments may set their own additional requirements for granting a LOA. Graduate department chairs, program directors, and faculty must carefully consider student requests for LOAs, but they may decide not to support a student's request at the department level. If, however, the program and department agree to recommend a LOA, the student request must then be forwarded to the Dean of the Graduate School and Professional Programs who approves or denies it.

To initiate a LOA, the requesting student must speak with his/her advisor and write a letter of justification to the

program director and department chair. If the program director and department chair support the request, the department chair will write a letter of approval on behalf of the student and submit this letter, with a copy of the student's original letter of request for a leave and the completed LOA Form, to the Office of the Dean of the Graduate School and Professional Programs. The program and department may include conditions that must be met before the student returns or in the semesters following the student's return. Once the department chair provides written support of the LOA request, the student has two weeks to complete and submit the LOA Form with all signatures to the department chair.

Students who are on LOA do not have access to university resources and faculty time, and are not required to pay for Continuous Enrollment during the period that the LOA is in effect. The length of time on the LOA does not count toward the maximum number of years allowed for completion of a degree. Students must notify the program, department, and the Dean of the Graduate School and Professional Programs of their intent to return to the University prior to the end date for the LOA, as agreed to by the student's program and department. The program, department, and the dean must approve the student's request to return before the student can register. If the student does not notify the program, department, and dean by the agreed date, he/she will be automatically dropped from matriculated student status and will have to reapply for readmission.

The actual length of time permitted for the LOA is determined by the student's program and department. However, the LOA may not exceed two consecutive academic semesters and one summer semester. If a student is granted a LOA before the semester ends, that semester will count as one of the two consecutive semesters. Additional LOAs can be granted by the dean in unusual circumstances.

Course withdrawals are initiated by the student and require signatures from the course instructor, as well as the academic advisor and the Dean of the Graduate School and Professional Programs. A WD indicates official withdrawal from a course before the end of the fourth week of a semester. WD grades are not counted in the GPA calculation.

WP indicates the grade recorded when a student with passing grades withdraws from a course after the first four weeks of the semester. WP grades are not included in the

GPA calculation. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WF grades are counted as a 0.0 GPA value in the computation of the GPA.

Grades of I (Incomplete) are not allowed if an LOA is approved during a given semester, because students who are on LOA do not have access to university resources. Students who are approved for an LOA during the semester should check with Student Financial Services about the charges for which they are responsible.

All students must have their LOA form signed by the financial aid office regardless of what types of financial support they receive. If a student receives any form of financial assistance, it is that student's responsibility to notify sources about the LOA status. The university is not in any way responsible for this. The Office of the Dean of the Graduate School and Professional Programs reserves the right to verify all information provided on the LOA contract.

LOA form and instructions can be found under Graduate School Forms on the Graduate School web page at [Graduate School Forms](#).

## GRADUATE WITHDRAWALS FROM THE UNIVERSITY

A graduate 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

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

### 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

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

## 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.

## ACADEMIC 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 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 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.

# GRADUATION

Information about commencement ceremonies can be found online at [commencement.gallaudet.edu](http://commencement.gallaudet.edu). Students who expect to complete requirements for a graduate degree must file an application for graduation with the Registrar's Office by the deadline stated in the University's academic calendar. The graduation application must have all appropriate signatures from the student's academic department. If the student has filed a graduation application and will not complete the requirements for a degree, an updated graduation application with all appropriate signatures must be submitted to the Registrar's Office. Academic department advisors verify that the graduate student has completed all requirements for a degree. If all requirements are met, the academic department approves the student to graduate. Master's level students who have not completed all requirements by the end of the spring semester may march in the Commencement ceremony only if they are approved to march by the Council on Graduate Education (CGE) through the Petition to March policy. Doctoral students must complete all program requirements by the deadline of any given semester to graduate with that semester date.

## 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 Form](#) 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 Form 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 a Petition to March form 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 only one of the following extenuating circumstances exists:

1. The student is enrolled in any graduate program and needs to complete one additional course before the last day of the upcoming summer session.
2. The student is enrolled in a non-traditional graduate program (e.g., online or summer) and needs to complete two additional courses before the last day of the upcoming summer session.
3. The student is completing an externship or internship that allows for an August graduation date.
4. 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.

## **Petition to March Forms must be delivered to the Chair of CGE by April 1st.**

Petitions received after this deadline will not be considered. Incomplete forms will be returned and not considered at a later date. 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 have a perfect 4.0 GPA at the end of the fall semester before a May Commencement, and whose exception-to-march petition has been approved by CGE, are not eligible to receive the University gold honors stole and medallion during the Graduate Awards and Hooding ceremony if they have an outstanding requirement that includes an instructor recording a grade. If the incomplete requirement does not include posting a grade, the student may be eligible to receive the University gold honors stole and medallion during the Graduate Awards and Hooding ceremony.

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.

# THE GRADUATE SCHOOL

## GRADUATE DEGREE REQUIREMENTS

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.

### Transfer Credit Policy

#### Transfer Credit Limits

Each course that a student seeks to transfer must be reported on an official transcript from an accredited institution recognized by the Council for Higher Education (CHEA), and in each course the student must have earned a grade of "B" or higher. Although the student may request transfer credit into his/her Gallaudet graduate program, the program has the sole authority to accept transfer credits ranging from zero credits up to the maximum credit hours identified below.

1. For graduate programs with credit hour requirements totaling 30 to 45 credits, a maximum of 9 credits may be considered for transfer credit.
2. For graduate programs with credit hour requirements totaling 46 to 60 credit hours, a maximum of 12 credits may be considered for transfer.
3. For graduate programs with credit hour requirements totaling 61 to 75 credit hours, a maximum of 15 credits may be considered for transfer.
4. For graduate programs with credit hour requirements in excess of 75 credit hours, a maximum of 18 credits may be considered for transfer.
5. For students entering a Gallaudet doctoral program with a Master's degree from an accredited college or university, the doctoral program coordinator has the authority to accept all credits that were earned as part of the Master's degree for transfer.

### Petition Required

Applicants must make a formal request for the transfer of specific courses from other colleges and universities into their Gallaudet program. The request to transfer credit must be made using the Transfer Credit form by the end of the student's third semester in a graduate program. The transfer request must be approved by the program coordinator and the department chair. Any exception to the specified limits must be considered and approved by the Graduate Dean.

### Transfer of Credits During Matriculation as a Gallaudet Student

Occasionally, students must take graduate-level courses at other institutions as part of their studies at Gallaudet University. These courses may be taken in the Consortium of Universities of the Washington Metropolitan Area or at another accredited college or university. These credits will be transferred into a student's graduate program at Gallaudet and do not count against the transfer credit limits identified above. Courses taken at other colleges or universities that are not required by a Gallaudet graduate program may not be transferred into a Gallaudet program.

## Five-Year Limit

In order to transfer courses taken at another accredited college or university into a Gallaudet graduate program, transfer credits must have been earned no later than five years prior to the student's start or entrance date into his/her respective Gallaudet graduate program.

## Transfer Credits and GPA Calculations

With the exception of courses taken in the Consortium of Universities of the Washington Metropolitan Area, grades for courses transferred for credit are neither recorded nor used in computing a student's grade-point average.

## Examination Requests

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.

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

## Progress Toward a Graduate Degree

- 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.
- GPS 700 has not yet been approved by the Council on Graduate Education or the Senate. Thus, this

requirement for *Progress Toward a Graduate*

*Degree* will be suspended for all new students entering a graduate program during the 2013-

2014 academic year. GPS 700 Culture and Language Seminar (1): Beginning with fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

- Candidacy examinations are required in all doctoral-level programs and in many master's degree and education-specialist programs. All programs requiring a candidacy examination must specify the conditions, including timelines, for advancement to candidacy in the current catalog and/or in the program's graduate handbook. Students who successfully meet candidacy requirements must also file an *Application for Degree Candidacy* with the Dean of the Graduate School and Professional Programs. Although advancement to candidacy does not guarantee a degree, it does indicate that the student has successfully met this examination requirement.

Master's and education specialist-level programs that do not require a candidacy examination must determine a student's eligibility to advance to degree status with a clearly defined alternative approach. Timelines for satisfying this approach must also be specified for both full-time and part-time students (if applicable) in the current catalog and/or in the program's graduate handbook and disseminated to students.

- **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.
- **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**

- **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.
- **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.

## **GRADUATE REQUIREMENTS FOR DUAL DEGREES**

Some students may wish to pursue two master's degrees simultaneously. Such programs of study are called dual 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 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. [Admissions procedures for dual degrees](#) are provided in the Admissions chapter of the Graduate catalog.

### **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.

# COLLEGES AND SCHOOLS

- CAS
- RGS
- SEBHS

## COLLEGE OF ARTS AND SCIENCES

Dean [Dr. Genie Gertz](#)  
Hall Memorial Building, Room S242

The College of Arts and Sciences houses the following department:

[Art, Communication, and Theatre](#)

[ASL & Deaf Studies](#)

[English](#)

[History, Philosophy, Religion, and Sociology](#)

[Linguistics](#)

[Psychology](#)

[Science, Technology, and Mathematics](#)

[World Language and Cultures](#)

# RESEARCH AND GRADUATE SCHOOL

Dean [Dr. Carol Erting](#)  
Fowler Hall, Room 210

The Research and Graduate School houses the following departments:

[Certificate - Infants, Toddler and Families](#)

[Ph.D Educational Neuroscience](#)

# SCHOOL OF EDUCATION, BUSINESS, AND HUMAN SERVICES

Dean [Dr. Isaac Agboola](#)  
Dawes House, Room 101

The School of Education, Business, and Human Services houses the following departments:

[Business](#)

[Counseling](#)

[Education](#)

[Government & Public Affairs](#)

[Hearing Speech & Language Sciences](#)

[Interpretation](#)

[Physical Education & Recreation](#)

[Social Work](#)

# THE GRADUATE SCHOOL ART, COMMUNICATION STUDIES, AND THEATRE (ACT) DEPARTMENT

## Overview

Web: [Department of Art, Communication and Theatre](#)  
*College of Arts and Sciences*

Dr. Robert Harrison, Chair  
Sorenson Language and Communication Center,  
Room 1111

***No Graduate Programs or Certificates offered.***

## Courses

### COM 795 (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.

## THE 795 (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.

# DEPARTMENT OF AMERICAN SIGN LANGUAGE AND DEAF STUDIES DEPARTMENT

Web: [Department of ASL & Deaf Studies](#)  
*College of Arts and Sciences*

Dr. H-Dirksen Bauman, Chair  
Sorenson Language and Communication Center, Room  
1214

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 include Concentration in Cultural Studies and Concentration in Language and Human Rights.

### ***Graduate Programs and Certificate offered:***

- M.A. Deaf Studies: Cultural Studies
- M.A. Deaf Studies: Language and Human Rights
- M.A. Sign Language Education
- Certificate: Deaf Studies

## M.A. IN DEAF STUDIES: CULTURAL STUDIES

### Overview

Dr. Gene Mirus, Program Coordinator  
Sorenson Language and Communication Center, Room  
1202

The Concentration in Cultural Studies is designed for students to gain a critical understanding of the position of the Deaf World within the context of human diversity 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 Projects 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, disability studies, and critical theory.

### Requirements

#### ***Admissions Procedures and Requirements***

Applicants for the M.A. in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
First Date for Consideration of Application:	November 15
Due Date for Completed Application:	February 15

## Program Specific Requirements:

- Three letters of reference
- ASL Essay: Personal Statement. In video format, submit a personal statement of interest in the program. This essay will be used for 2 purposes. It will give help us understand your personal interest in our program and will also be used to determine your proficiency in ASL. Why are you applying for this degree? What do you hope to gain from the degree? What are your professional interests after you graduate?
- On your application (on page A1), please ensure that you note which concentration you are considering: Cultural Studies or Language and Human Rights.
- Transcripts
- ASLPI 3 or above.
- GPA 3.0 or above.

## Recommended Prior Coursework:

- Introduction to Deaf Culture
- Introduction to ASL Structure

## Core Curriculum

All students admitted to the program must complete the following core courses with grades of B or higher.

### Semester I (Fall)

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
ASL 709	Sign Language Media Production	3
DST 700	Proseminar I	1
DST 703	Deaf Cultural Studies	3
DST 705	Sign & the Philosophy of Language	3

### Semester II (Spring)

Code	Title	Credits
DST 701	Proseminar II	1
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)

Code	Title	Credits
DST 733	Theory & Identity in Deaf Studies	3
DST 737	Public Policy, Advocacy and the Deaf Community	3
DST 780	Cultural Studies Master's Project I	3

### Semester IV (Spring)

Code	Title	Credits
DST 735	Visual Studies	3
DST 781	Cultural Studies Master's Project II	1-3
DST 790	Deaf Studies Internship	3

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and

faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **ASL 709 (3)**

Visual media has changed the way we communicate. With the advent of new tools and platforms, possibilities of publishing has proliferated, allowing a wider discourse of ideas to be shared with a vast audience. This course explores these opportunities and will introduce students to the tools and skills necessary to produce digital media. Through a hands-on approach, this course will allow students to capture, import and edit digital video in a variety of platforms and genres. Students will participate in a workshop approach to hone their skills at "writing" through digital media.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **DST 700 (1)**

This one credit course is designed to introduce graduate students to contemporary research being conducted within Deaf Studies. Students will attend lectures and discussions by Department and University faculty, and will explore their own interests in Deaf Studies scholarship.

*Pre-requisite: Students must be matriculated in the Deaf Studies MA program.*

### **DST 703 (3)**

This course will explore the Deaf World through the various theoretical lens provided by the multidisciplinary field of Cultural Studies. Students will inquire into the diversity, complexities and commonalities of Deaf cultural experiences through research and class projects. This course serves as a cornerstone course that provides students with the theory and content that subsequent courses will build upon.

*Prerequisites: Matriculated in DST MA Program*

### **DST 705 (3)**

This core course will examine the role that signed languages have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, signed languages have played an important role in the history of ideas and the philosophy of language. Course content will explore how both hearing and Deaf thinkers, artists, and writers have viewed signed languages throughout history, with special emphasis on 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical

and intellectual background to understand how signed languages, deafness, 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.

*Prerequisites: Matriculated in DST MA Program*

### **DST 701 (1)**

This one credit course is designed to introduce students to research topics and methodologies within the field of Deaf Studies. Students will be introduced to fundamentals of the research process, including research ethics, the Institutional Review Board, grant writing, research methodologies. Proseminar II will prepare students to begin their Deaf Studies Master's Project.

*Pre-requisite: DST 700*

### **DST 710 (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 as well as video-text formats.

### **DST 712 (3)**

This class will explore the historical, medical, social, political, philosophical, and cultural influences that have constructed the categories of "normalcy", "disability" and "deafness". Building on the writing of Michel Foucault and critical work in the field of disability studies, this course will inquire into the institutions that have enforced standards of normalcy, throughout the nineteenth and twentieth centuries to the present. Primary attention will be paid to the rise of medical authority in the West, the history of eugenics, and contemporary bioethical issues confronting disability and deaf communities.

### **DST 714 (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, i.e., class, race, ethnicity, gender, and disability.

### **HIS 731 (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 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.

### **DST 733 (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 lens.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

### **DST 737 (3)**

This course examines deaf communities within the context of public policy and advocacy. Students will learn how to articulate their political positions and turn them into effective public administration and political advocacy. By understanding how public administration works and how it interacts with public policy development, both theoretically and practically, students can identify how political advocacy in the deaf community can be more effective. Students will map out a three-year advocacy plan for a national organization serving deaf and hard of hearing people.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

### **DST 780 (3)**

The Deaf Studies Master's Project is a required, culminating project which demonstrates student's exemplary achievement as a Master's student. Under the supervision of Department faculty, students will develop projects that significantly advance knowledge in either Cultural Studies or Language and Human Rights. Students may elect to produce a traditional Master's thesis, a creative

project, or an applied advocacy project. During the first semester, students will develop and defend their project, including demonstration of the project's significance, appropriate research methodologies and a plan of action.  
*Pre-requisite: Students must have successfully completed the first year of the DST MA program.*

### **DST 735 (3)**

This course investigates the role of vision, visual practices (and ideologies) and visual art in the Deaf Community. By drawing on theoretical approaches in the emerging field of Visual Studies this course will explore visual theories and perception, the politics of representation, the cultural practices of architecture, museums, memorials, film, video, sign literature and resistance art. Through discussions, projects, and presentations, students will gain and articulate a critical understanding of the role of vision and art in staking our a Deaf space within a phonocentric world.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

### **DST 781 (1-3)**

The Deaf Studies' Master's Project is a required, culminating project which demonstrates students' exemplary achievement as a Master's student. Under the supervision of Department faculty, students will develop projects that significantly advance knowledge in either Cultural Studies or Language and Human Rights. Students may elect to produce a traditional Master's thesis, a creative project, or an applied advocacy project. During the second semester, students will present and defend their project.

*Pre-requisite: Students must have successfully completed the first year of the DST MA program and DST 780*

### **DST 790 (3)**

Students will undertake an internship in a placement and role that is suited to their professional pursuits. These may include serving as Teaching Assistants, Research Assistants within the University or an off-site placement determined by the Department and student.

*Prerequisites: 1st year core curriculum complete*

# M.A. IN DEAF STUDIES: LANGUAGE AND HUMAN RIGHTS

## Overview

Dr. Gene Mirus, Program Coordinator  
Sorenson Language and Communication Center, Room  
1202

The Concentration in Language and Human Rights is designed to give a globally-based student population an understanding of the development of international human rights instruments, institutions, and discourses, with a focus on languages and linguistic minorities. This focus will give students a solid background in academic research and international policymaking which can be used to work in the field of linguistic human rights, with special attention to the unique situation of peoples who use sign language. Students will work a full academic year toward the completion of their Language and Human Rights research project which may take the form of a thesis or an applied project. This Concentration includes a study-abroad program in the fourth semester.

## Requirements

### *Admissions Procedures and Requirements*

Applicants for the M.A. in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	November 15
<b>Due Date for Completed Application:</b>	February 15

### Program Specific Requirements:

- Three letters of reference
- ASL Essay: Personal Statement. In video format, submit a personal statement of interest in the program. This essay will be used for 2 purposes. It will give help us understand your personal interest in our program and will also be used to determine your proficiency in ASL. Why are you applying for this degree? What do you hope to gain from the degree? What are your professional interests after you graduate?
- On your application (on page A1), please ensure that you note which concentration you are considering: Cultural Studies or Language and Human Rights.
- Transcripts
- ASLPI 3 or above.
- GPA 3.0 or above.

### Recommended Prior Coursework:

- Introduction to Deaf Culture
- Introduction to ASL Structure

### Core Curriculum

All students admitted to the program must complete the following core courses with grades of B or higher.

### Semester I (Fall)

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
ASL 709	Sign Language Media Production	3
DST 700	Proseminar I	1
DST 703	Deaf Cultural Studies	3
DST 705	Sign & the Philosophy of Language	3
IDP 770	Introduction to International Development	3

## Semester II (Spring)

Code	Title	Credits
ASL 770	Sign Language Planning and Advocacy	3
DST 701	Proseminar II	1
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
IDP 772	International Development with People with Disabilities in Developing Countries	3

## Concentration in Language and Human Rights Semester III (Fall)

Code	Title	Credits
DST 733	Theory & Identity in Deaf Studies	3
DST 780	Cultural Studies Master's Project I	3
EDU 834	Program Development and Evaluation in Special Education and Human Services	3

## Semester IV (Spring)

Code	Title	Credits
DST 740	Studies in the Human Rights of Deaf People	3
DST 741	Development of the Transnational Deaf Public Sphere	3
DST 781	Cultural Studies Master's Project II	1-3

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf

individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### ASL 709 (3)

Visual media has changed the way we communicate. With the advent of new tools and platforms, possibilities of publishing has proliferated, allowing a wider discourse of ideas to be shared with a vast audience. This course explores these opportunities and will introduce students to the tools and skills necessary to produce digital media. Through a hands-on approach, this course will allow students to capture, import and edit digital video in a variety of platforms and genres. Students will participate in a workshop approach to hone their skills at "writing" through digital media.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### DST 700 (1)

This one credit course is designed to introduce graduate students to contemporary research being conducted within Deaf Studies. Students will attend lectures and discussions by Department and University faculty, and will explore their own interests in Deaf Studies scholarship.

*Pre-requisite: Students must be matriculated in the Deaf Studies MA program.*

### DST 703 (3)

This course will explore the Deaf World through the various theoretical lens provided by the multidisciplinary field of Cultural Studies. Students will inquire into the diversity, complexities and commonalities of Deaf cultural experiences through research and class projects. This course serves as a cornerstone course that provides students with the theory and content that subsequent courses will build upon.

*Prerequisites: Matriculated in DST MA Program*

### DST 705 (3)

This core course will examine the role that signed languages have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, signed languages have played an important role in the history of ideas and the philosophy of language. Course content will explore how both hearing and Deaf thinkers, artists, and writers have viewed signed languages throughout history, with special emphasis on 18th and 19th

century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background to understand how signed languages, deafness, 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.

*Prerequisites: Matriculated in DST MA Program*

### **IDP 770 (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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

### **ASL 770 (3)**

This course covers language planning and policy in transnational and national sign language communities. A commonality among these communities is that the natural signed language of deaf communities are often threatened by majority languages. Language policies vary, and successful (and not so-successful) activism will be studied. This course will include a study of four main components of language policy and planning: attitude, corpus, acquisition, and status planning. Connections will be emphasized between applied language planning in sign languages, settings in which linguistic advocacy takes place, and theoretical and empirical research in language acquisition and learning.

*Prerequisite: ASL 724, 741, and 743 or equivalent courses; or permission of the instructor.*

### **DST 701 (1)**

This one credit course is designed to introduce students to research topics and methodologies within the field of Deaf Studies. Students will be introduced to fundamentals of the research process, including research ethics, the Institutional Review Board, grant writing, research methodologies. Proseminar II will prepare students to

begin their Deaf Studies Master's Project.

*Pre-requisite: DST 700*

### **DST 712 (3)**

This class will explore the historical, medical, social, political, philosophical, and cultural influences that have constructed the categories of "normalcy", "disability" and "deafness". Building on the writing of Michel Foucault and critical work in the field of disability studies, this course will inquire into the institutions that have enforced standards of normalcy, throughout the nineteenth and twentieth centuries to the present. Primary attention will be paid to the rise of medical authority in the West, the history of eugenics, and contemporary bioethical issues confronting disability and deaf communities.

### **IDP 772 (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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

### **DST 733 (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 lens.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

### **DST 780 (3)**

The Deaf Studies Master's Project is a required, culminating project which demonstrates student's exemplary achievement as a Master's student. Under the supervision of Department faculty, students will develop projects that significantly advance knowledge in either Cultural Studies or Language and Human Rights. Students may elect to produce a traditional Master's thesis, a creative

project, or an applied advocacy project. During the first semester, students will develop and defend their project, including demonstration of the project's significance, appropriate research methodologies and a plan of action. *Pre-requisite: Students must have successfully completed the first year of the DST MA program.*

### **EDU 834 (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*

### **DST 740 (3)**

This course traces the development of the human rights of Deaf people within the wider context of the emergence of the concept of universal human rights after WWII. The formation of international institutions such as the United Nations, and international nongovernmental organizations dedicated to human rights work has allowed non-state actors significant opportunities to develop and use human rights tools to protect particular minorities. The emergence of the concept of linguistic human rights has been applied to signing communities and the concept promoted in the Convention on the Human Rights of Peoples with Disabilities. The concept and the Convention will be examined in depth and applied to the linguistic human rights of contemporary Deaf communities.

*Prerequisite: Students must be enrolled in the Concentration in Language and Human Rights or permission of the instructor*

### **DST 741 (3)**

This course will provide students with a comprehensive understanding of the contemporary transnational Deaf public sphere. Students will study the origination and spread of international meetings among Deaf people and the concurrent formation of transnational Deaf networks. Students will study key concepts and review case studies in transnational studies which will then be used to interrogate the nature of interconnections between Deaf communities across the globe.

*Prerequisite: Students must be enrolled in the Concentration in Language and Human Rights or permission of the instructor*

### **DST 781 (1-3)**

The Deaf Studies' Master's Project is a required, culminating project which demonstrates students' exemplary achievement as a Master's student. Under the supervision of Department faculty, students will develop projects that significantly advance knowledge in either Cultural Studies or Language and Human Rights. Students may elect to produce a traditional Master's thesis, a creative project, or an applied advocacy project. During the second semester, students will present and defend their project.

*Pre-requisite: Students must have successfully completed the first year of the DST MA program and DST 780*

## **M.A. IN SIGN LANGUAGE EDUCATION**

### **Overview**

Web: [M.A. Sign Language Education](#)

Dr. Raychelle Harris, Program Coordinator  
Sorenson Language and Communication Center, Room 1214

The Department of American Sign Language and Deaf Studies offers a M.A. degree in Sign Language Education. This program is designed to prepare future sign language teachers, who will provide exemplary leadership in the sign language teaching field. Students will be introduced to 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 a teaching practicum and internship under the supervision of a cooperating teacher. An electronic portfolio is required at the completion of the program, which represents the culmination of the student's academic performance.

## MASTERS PROGRAM STUDENT LEARNING OUTCOMES

### *Graduates from the MA program in Sign Language Education*

- I. Will demonstrate theoretical knowledge and display competence in classroom settings regarding methodological and socio-political issues involved in sign language teaching, curriculum development and assessment
- II. Will produce graduate level Sign Language and English texts that demonstrate knowledge of and critical inquiry into key concepts in the Sign Language teaching field
- III. Will recognize the importance of the Sign Language teacher as a system change agent and apply this in practice utilizing effective leadership, advocacy, consultation, and collaboration to influence change on the individual, group, and organizational and systemic levels
- IV. Will demonstrate preparedness to seek and obtain employment as a teaching professional in the field of sign language education

### ***Program Overview***

We are a 15-month Summer/Online program. In typical 2-year graduate programs, there are four semesters of study. Our four semesters of study begin with the first semester occurring during the Summer, the second semester during the Fall, third semester during the Spring, and the fourth and final semester during the following Summer.

Students begin the program mid-May *online*, then arrive on campus for required face-to-face courses early in June through the end of July. In other words, these courses are not fully online, and not fully face-to-face, but considered *hybrid* courses, a combination of online and face-to-face education.

The fall and spring semester courses are entirely *online* and do not require on-campus

presence. We do offer some face-to-face options for students who wish to remain local/on-campus, however there are limited space in those on-campus classes. On-campus students who take increased number of courses during the year may be eligible to march for graduation after three semesters of study, in May, provided they have only two courses or less in the final semester (summer) of study.

To ensure your spot in on-campus classes during the year, you may want to consider applying to the graduate [Certificate in Deaf Studies program](#) in addition to a Masters degree in Sign Language Education.

The final set of summer courses begin online in mid-May, and require on-campus presence mid-June through end of July, with students applying for August graduation. Please contact us for more details at [SignLanguageEducation@gallaudet.edu](mailto:SignLanguageEducation@gallaudet.edu).

\*The Masters in Sign Language Education program is not a state approved licensure program or part of the professional programs unit accredited by the National Council for Accreditation of Teacher Education (NCATE). Instead, our students are required to successfully complete national certification with the ASL Teachers Association (ASLTA) prior to graduation. If you are seeking employment in K-12 school settings, you would be best advised to contact your state office of licensure and certification to see if our program meets their requirements. We are happy to assist with this process.

## Requirements

### ***Admissions Procedures and Requirements***

Applicants for the M.A. in Sign Language Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

Please complete the following requirements as outlined on the [Graduate Admissions website](#):

- [Online graduate application](#)
- [Goal statements](#) (emailed to [GradApplications@gallaudet.edu](mailto:GradApplications@gallaudet.edu))

- Submission of all official postsecondary transcript(s)
- [Three letters of recommendation](#) (emailed to [GradApplications@gallaudet.edu](mailto:GradApplications@gallaudet.edu))

Mail the official transcript(s) to:  
 Graduate Admissions  
 Kendall Hall 101  
 Gallaudet University  
 800 Florida Avenue NE  
 Washington DC 20002

**Application opens:** August 1st

**Deadline for Application**

**Review/Screening:** January 1st

\*Students are admitted to the Sign Language Education masters program once a year, with the program starting online mid-May.

## ***Program Specific Requirements:***

### **Program Requirements**

When the four items (online graduate application, goal statements, all postsecondary transcript(s), and three letters of recommendation) are on file at Graduate Admissions, you will be contacted by the Masters in Sign Language Education screening committee for a video interview. Meanwhile, you will also need to contact ASL Diagnostics and Evaluation Services (ASL-DES) to schedule an ASL Proficiency Interview (ASLPI). Please visit their website at [www.gallaudet.edu/aslpi.xml](http://www.gallaudet.edu/aslpi.xml).

### ***Program Requirements Checklist:***

- Video interview with the Masters in Sign Language Education screening committee
- ASLPI result of 4 or above for teachers of ASL and 3+ or above for teachers of other signed languages.

You are required to submit evidence of your American Sign Language Proficiency Interview (ASLPI) result of 4 or above to Graduate Admissions Office.

For teachers of other signed languages, you will be required to submit evidence of your ASLPI result of 3+ or above to Graduate Admissions Office. Other types of sign language proficiency interview scores will not be accepted.

The fees for the ASLPI are outlined on this website: [ASLPI Fees](#). To schedule an ASLPI interview, please email [aslpi@gallaudet.edu](mailto:aslpi@gallaudet.edu). Please send the documentation of your ASLPI score to the Graduate Admissions Office at: [gradapplications@gallaudet.edu](mailto:gradapplications@gallaudet.edu)

For more information about the ASLPI, please visit:

<http://www.gallaudet.edu/asldes/aslpi.html>

And for video samples of people with an ASLPI result of 4 and 5, please

visit: [http://www.gallaudet.edu/asldes/aslpi/aslpi\\_video\\_samples\\_level\\_0-5.html](http://www.gallaudet.edu/asldes/aslpi/aslpi_video_samples_level_0-5.html)

If the department decides to recommend you for admission to the Dean of Graduate School, the Dean will make the final decision regarding your application.

### **Financial Costs for Program**

The program is 36 - 42 credits in total, starting with 12-15 credit hours during your first summer in the program. The approximate minimum cost for the entire program may be \$23,000 for US citizens, not including fees, room and board. Financial assistance may be available but is not guaranteed. Please visit the [Finance Office](#) webpage for more details regarding tuition and fees.

### **Program Equipment**

We are primarily an Apple/Mac-based degree program. All of our courses require quality bilingual Sign Language/English submissions. During the summers (on-campus classes), we provide a state-of-the-art 24/7 access to lab and filming studios with iMacs, loaner Canon EOS 60D cameras, tripods and professional light kits. We expect the same video quality during the online portion of the program - fall and spring semesters, so you are expected to obtain (or ensure access to) necessary equipment prior to starting the program.

### ***Required equipment:***

- External Harddrive (1 TB or higher)
- Recording equipment that can record at 1080p or higher (e.g. iPad, iPhone, Canon 60D, 7D, or EOS 5D Mark II and III and many more)

- Minimum internet bandwidth: Download speed 10Mbps / Upload speed 2Mbps

*Recommended equipment/software:*

- Apple Laptop/Computer
- Tripod
- Light kit
- Final Cut Pro X
- iWork (Keynote and Pages)
- iPad/iPad Mini/iPhone (newest versions can film, front-facing, at 1080p)
- Blue/green screen chroma key background (using either a chroma key cloth or paint).

**Summer I (On Campus)**

12-15 credits

Code	Title	Credits
ASL 709*	Sign Language Media Production	3
ASL 724	Sign Language Linguistics for Sign Language Professionals	3
ASL 741	Methods of Sign Language Teaching	3
ASL 743	Curriculum Development for Sign Language Education	3
ASL 750	Assessing Sign Language Skills	3

\* ASL 709 Sign Language Media Production can be waived with extensive media, film and editing experience. Contact us for more details at [SignLanguageEducation@gallaudet.edu](mailto:SignLanguageEducation@gallaudet.edu)

**Fall I (Online)**

Code	Title	Credits
LIN 510	Introduction to First and Second Language Acquisition	3
ASL 760**	Connecting Sign Language	3

	Research to Practice	
ASL 762	Seminar in Sign Language Education	3

**Spring I (Online)**

Code	Title	Credits
ASL 745**	Sign Language Teaching, Culture and History	3
ASL 762	Seminar in Sign Language Education	3
ASL 770	Sign Language Planning and Advocacy	3

**Summer II (On Campus)**

Code	Title	Credits
ASL 745**	Sign Language Teaching, Culture and History	3
ASL 760**	Connecting Sign Language Research to Practice	3
ASL 777	Digital Pedagogy in the Sign Language Field	3
DST 705**	Sign & the Philosophy of Language	3
DST 710	Literary Traditions in the Deaf Community	3
DST 714**	Critical Pedagogy	3

**Additional Required Courses (to be taken during the program)**

Code	Title	Credits
ASL 752	Sign Language Practicum	3
ASL 790	Sign Language Internship	3

The practicum and internship site and cooperating teacher must be approved by the department in advance. Candidates with extensive ASL teaching experience and full-time employment in the ASL teaching field may apply for a practicum and/or internship waiver.

## Courses

### **LIN 510 (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: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### **ASL 760 (3)**

This course covers an introduction to research and is designed to develop student ability to locate, review, and critically evaluate sign language-related research studies. In addition, students will be introduced to quantitative and qualitative research methodology and concepts including reliability and validity. Research ethics, particularly for Signed Language communities will be explored. This course also includes techniques on how to develop a reciprocal relationship between research and practice.  
*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 762 (3)**

This course is designed to build on the knowledge, skills and experiences of previous and concurrent coursework. Students will critically analyze current issues to pedagogy of sign language education through scheduled seminar lectures. A part of this course will be devoted to teaching portfolio development where students will integrate academic projects and assignments completed in their previous courses into a professional website. This course will also introduce students to the profession of sign language education, infrastructure of sign language teachers' associations and teaching certification.  
*Prerequisite: ASL 709, 724, 741, 743 and 750; or permission of instructor*

### **ASL 760 (3)**

This course covers an introduction to research and is designed to develop student ability to locate, review, and critically evaluate sign language-related research studies. In addition, students will be introduced to quantitative and qualitative research methodology and concepts including reliability and validity. Research ethics, particularly for Signed Language communities will be explored. This course also includes techniques on how to develop a reciprocal relationship between research and practice.  
*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 745 (3)**

Students in this course will analyze the integration of history and culture in sign language teaching curricula. Language is often taught with cultural and historical anecdotes. The history and culture of the Signed Language communities and Deaf people are very rich and diverse. Decisions behind choosing which historical and cultural content to include in Sign Language courses will be analyzed as well as theoretical implications of history and culture as a separate course of study within a language curricula.  
*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 762 (3)**

This course is designed to build on the knowledge, skills and experiences of previous and concurrent coursework. Students will critically analyze current issues to pedagogy of sign language education through scheduled seminar lectures. A part of this course will be devoted to teaching portfolio development where students will integrate

academic projects and assignments completed in their previous courses into a professional website. This course will also introduce students to the profession of sign language education, infrastructure of sign language teachers' associations and teaching certification.

*Prerequisite: ASL 709, 724, 741, 743 and 750; or permission of instructor*

### **ASL 770 (3)**

This course covers language planning and policy in transnational and national sign language communities. A commonality among these communities is that the natural signed language of deaf communities are often threatened by majority languages. Language policies vary, and successful (and not so-successful) activism will be studied. This course will include a study of four main components of language policy and planning: attitude, corpus, acquisition, and status planning. Connections will be emphasized between applied language planning in sign languages, settings in which linguistic advocacy takes place, and theoretical and empirical research in language acquisition and learning.

*Prerequisite: ASL 724, 741, and 743 or equivalent courses; or permission of the instructor.*

### **ASL 745 (3)**

Students in this course will analyze the integration of history and culture in sign language teaching curricula. Language is often taught with cultural and historical anecdotes. The history and culture of the Signed Language communities and Deaf people are very rich and diverse. Decisions behind choosing which historical and cultural content to include in Sign Language courses will be analyzed as well as theoretical implications of history and culture as a separate course of study within a language curricula.

*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 745 (3)**

Students in this course will analyze the integration of history and culture in sign language teaching curricula. Language is often taught with cultural and historical anecdotes. The history and culture of the Signed Language communities and Deaf people are very rich and diverse. Decisions behind choosing which historical and cultural content to include in Sign Language courses will be analyzed as well as theoretical implications of history and culture as a separate course of study within a language curricula.

*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 760 (3)**

This course covers an introduction to research and is designed to develop student ability to locate, review, and critically evaluate sign language-related research studies. In addition, students will be introduced to quantitative and qualitative research methodology and concepts including reliability and validity. Research ethics, particularly for Signed Language communities will be explored. This course also includes techniques on how to develop a reciprocal relationship between research and practice.

*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 777 (3)**

With the advent of non-traditional approaches to learning, including online and hybrid teaching, this course examines the role of electronic elements in enhancing pedagogical methods of sign language education, curriculum and classroom. Digital tools are especially more paramount with visual-spatial languages such as signed languages. This course will explore integration of video-based tools into the curriculum as one way to teach and assess signed language acquisition and development. Students will be encouraged to engage in a critical examination of various theoretical schools of thought regarding digital pedagogy.

*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **DST 705 (3)**

This core course will examine the role that signed languages have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, signed languages have played an important role in the history of ideas and the philosophy of language. Course content will explore how both hearing and Deaf thinkers, artists, and writers have viewed signed languages throughout history, with special emphasis on 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background to understand how signed languages, deafness, 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.

*Prerequisites: Matriculated in DST MA Program*

### **DST 710 (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 as well as video-text formats.

### **DST 714 (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, i.e., class, race, ethnicity, gender, and disability.

### **ASL 745 (3)**

Students in this course will analyze the integration of history and culture in sign language teaching curricula. Language is often taught with cultural and historical anecdotes. The history and culture of the Signed Language communities and Deaf people are very rich and diverse. Decisions behind choosing which historical and cultural content to include in Sign Language courses will be analyzed as well as theoretical implications of history and culture as a separate course of study within a language curricula.

*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **ASL 760 (3)**

This course covers an introduction to research and is designed to develop student ability to locate, review, and critically evaluate sign language-related research studies. In addition, students will be introduced to quantitative and qualitative research methodology and concepts including reliability and validity. Research ethics, particularly for Signed Language communities will be explored. This course also includes techniques on how to develop a reciprocal relationship between research and practice.

*Prerequisite: Matriculation into the Masters in Sign Language Education program or permission of instructor*

### **DST 705 (3)**

This core course will examine the role that signed languages have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, signed languages have played an important role in the history of ideas and the philosophy of language. Course content will explore how both hearing and Deaf thinkers, artists, and writers have viewed signed languages throughout history, with special emphasis on 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background to understand how signed languages, deafness, 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.

*Prerequisites: Matriculated in DST MA Program*

### **DST 714 (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, i.e., class, race, ethnicity, gender, and disability.

### **ASL 709 (3)**

Visual media has changed the way we communicate. With the advent of new tools and platforms, possibilities of publishing has proliferated, allowing a wider discourse of ideas to be shared with a vast audience. This course explores these opportunities and will introduce students to the tools and skills necessary to produce digital media. Through a hands-on approach, this course will allow students to capture, import and edit digital video in a variety of platforms and genres. Students will participate in a workshop approach to hone their skills at "writing" through digital media.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **ASL 724 (3)**

This course involves a comprehensive review of current sign language linguistics research with emphasis on how such sign language linguistic research shapes sign language education. Through a literature-based and data-centric approach, students will investigate linguistic structure of signed languages in different areas including phonology,

morphology, syntax, semantics, and discourse. They will then explore how such investigation has been incorporated into the sign language teaching literature and methodology.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **ASL 741 (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 sign language through the implementation of each of the methodologies.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **ASL 743 (3)**

This course examines philosophical and historical roots of language teaching curricula through the lens of sign language teaching. Students will learn about the theoretical complexity of curriculum design intersected with the visual nature of signed languages and the diverse, multicultural nature of Signed Language communities. Curriculum design theories and approaches, systematic and sequential development involving needs assessment, lesson planning and evaluation will be covered. Students will study different Sign Language curricula and have opportunities to develop lessons and units within a curriculum.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **ASL 750 (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: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **ASL 709 (3)**

Visual media has changed the way we communicate. With the advent of new tools and platforms, possibilities of publishing has proliferated, allowing a wider discourse of ideas to be shared with a vast audience. This course explores these opportunities and will introduce students to the tools and skills necessary to produce digital media. Through a hands-on approach, this course will allow students to capture, import and edit digital video in a variety of platforms and genres. Students will participate in a workshop approach to hone their skills at "writing" through digital media.

*Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of instructor.*

### **ASL 752 (3)**

This course is a required professional field experience in the Sign Language Education program consisting a minimum of forty-five (45) observation and/or assisting hours. During this experience, the practicum student observes (and when appropriate, assists) sign language education. A required seminar is conducted regularly to review theoretical and practical applications of teaching, lesson planning, activities and assessment techniques. An important component of this course also includes preparing for the upcoming student teaching internship.

*Prerequisite: ASL 724, 741, 743, and 750 or equivalent courses; or permission of the instructor.*

### **ASL 790 (3)**

This course is the final professional experience in the Sign Language Education program and is a required field experience consisting a minimum of forty-five (45) preparation and teaching hours. During this experience, the student teacher is mentored by a faculty and supervised by a university supervisor. Students with extensive sign language teaching experience, and with approval of the department, may undertake an on-the-job internship placement. A required seminar is conducted regularly to share teaching challenges, celebrate successes and to exchange useful teaching techniques.

*Prerequisite: ASL 752; or permission of the instructor.*

### **ASL 752 (3)**

This course is a required professional field experience in the Sign Language Education program consisting a minimum of forty-five (45) observation and/or assisting hours. During this experience, the practicum student observes (and when appropriate, assists) sign language education. A required seminar is conducted regularly to

review theoretical and practical applications of teaching, lesson planning, activities and assessment techniques. An important component of this course also includes preparing for the upcoming student teaching internship. *Prerequisite: ASL 724, 741, 743, and 750 or equivalent courses; or permission of the instructor.*

### ASL 790 (3)

This course is the final professional experience in the Sign Language Education program and is a required field experience consisting a minimum of forty-five (45) preparation and teaching hours. During this experience, the student teacher is mentored by an faculty and supervised by an university supervisor. Students with extensive sign language teaching experience, and with approval of the department, may undertake an on-the-job internship placement. A required seminar is conducted regularly to share teaching challenges, celebrate successes and to exchange useful teaching techniques.

*Prerequisite: ASL 752; or permission of the instructor.*

## CERTIFICATE IN DEAF STUDIES

### Overview

Dr. Gene Mirus, Program Coordinator  
Sorenson Language and Communication Center, Room 1202

The Graduate Certificate Program in Deaf Studies provides students with historical and theoretical foundations in Deaf Studies. Students may select courses from an interdisciplinary curriculum in the areas of cultural studies, history, critical theory, philosophy, literature, disability studies, visual culture, critical pedagogy, public policy and advocacy. This 18-credit program will enhance students' knowledge of Deaf Studies, better preparing them to work in fields relating to Deaf communities.

## Requirements

### Admissions Procedures and Requirements

Applicants for the Graduate Certificate in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Due Date for Completed Application:</b>	No set date

### Program Specific Requirements:

- ASLPI result: 3 or above
- GPA 3.0 or above
- Signed (ASL) Digital Video Statement of Interest: Applicants must submit a signed (ASL) video indicating why they want to pursue a Graduate Certificate in Deaf Studies. Signed video essays should be limited to three minutes and should provide a sense of how the Certificate will support the professional and academic interests of the applicant.

### One course from the following History Graduate Certificate Program:

Code	Title	Credits
HIS 731	History of the American Deaf Community	3
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

**Five courses from the following:**

Code	Title	Credits
DST 703	Deaf Cultural Studies	3
DST 705	Sign & the Philosophy of Language	3
DST 710	Literary Traditions in the Deaf Community	3
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 714	Critical Pedagogy	3
DST 733	Theory & Identity in Deaf Studies	3
DST 735	Visual Studies	3
DST 737	Public Policy, Advocacy and the Deaf Community	3

## Courses

### HIS 731 (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 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 (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 (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 (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 (3)

This course will address the meaning of disability in America in the nineteenth and twentieth centuries. This is a cultural study of disability, and 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.

### DST 703 (3)

This course will explore the Deaf World through the various theoretical lens provided by the multidisciplinary field of Cultural Studies. Students will inquire into the diversity, complexities and commonalities of Deaf cultural experiences through research and class projects. This

course serves as a cornerstone course that provides students with the theory and content that subsequent courses will build upon.

*Prerequisites: Matriculated in DST MA Program*

### **DST 705 (3)**

This core course will examine the role that signed languages have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, signed languages have played an important role in the history of ideas and the philosophy of language. Course content will explore how both hearing and Deaf thinkers, artists, and writers have viewed signed languages throughout history, with special emphasis on 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background to understand how signed languages, deafness, 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.

*Prerequisites: Matriculated in DST MA Program*

### **DST 710 (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 as well as video-text formats.

### **DST 712 (3)**

This class will explore the historical, medical, social, political, philosophical, and cultural influences that have constructed the categories of "normalcy", "disability" and "deafness". Building on the writing of Michel Foucault and critical work in the field of disability studies, this course will inquire into the institutions that have enforced standards of normalcy, throughout the nineteenth and twentieth centuries to the present. Primary attention will be paid to the rise of medical authority in the West, the history of eugenics, and contemporary bioethical issues confronting disability and deaf communities.

### **DST 714 (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, i.e., class, race, ethnicity, gender, and disability.

### **DST 733 (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 lens.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

### **DST 735 (3)**

This course investigates the role of vision, visual practices (and ideologies) and visual art in the Deaf Community. By drawing on theoretical approaches in the emerging field of Visual Studies this course will explore visual theories and perception, the politics of representation, the cultural practices of architecture, museums, memorials, film, video, sign literature and resistance art. Through discussions, projects, and presentations, students will gain and articulate a critical understanding of the role of vision and art in staking our a Deaf space within a phonocentric world.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

### **DST 737 (3)**

This course examines deaf communities within the context of public policy and advocacy. Students will learn how to articulate their political positions and turn them into effective public administration and political advocacy. By understanding how public administration works and how it interacts with public policy development, both theoretically and practically, students can identify how political advocacy in the deaf community can be more effective. Students will map out a three-year advocacy plan for a national organization serving deaf and hard of hearing people.

*Prerequisite: Completion of MA Deaf Studies Core Curriculum*

# DEPARTMENT OF BUSINESS

## Overview

Web: [Department of Business](#)  
*School of Education, Business, and Human Services*

Emilia Chukwuma, Chair  
Ely Center, Room 211

***No Graduate Programs or Certificates offered.***

## Courses

### ECO 714 (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 differenced 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 (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: Introduction to International Development and EDF 772: Introduction to ID with People with Disabilities in Developing countries.*

# DEPARTMENT OF COUNSELING

Web: [Department of Counseling](#)  
*School of Education, Business, and Human Services*

Dr. Kendra Smith, Chair  
Fowler Hall, Room 107A

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 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.

**Graduate Programs offered:**

- M.A. Mental Health
- M.A. School Counseling
- Summers and Online School Counseling

# M.A. IN MENTAL HEALTH COUNSELING

## Overview

Web: [M.A. Mental Health](#)

Dr. Mary Hufnel, Program Coordinator  
Fowler Hall, Room 116

The Mental Health Counseling Program prepares graduates to be multiculturally competent professional counselors, able to work skillfully with deaf, hard of hearing, and hearing clients of diverse backgrounds in a variety of mental health settings. Our training model emphasizes the development of cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners who are able to promote health and well being for all persons in the context of social justice and multiculturalism.

The Mental Health Counseling program offers students the opportunity to have a clinical or community counseling emphasis through the fieldwork placement. Practicum and

internship opportunities typically include state, local, and private mental health agencies, addictions programs, psychiatric hospitals, and educational programs serving the mental health needs of deaf and hard of hearing persons and their hearing family members.

The master's degree in Mental Health Counseling consists of a minimum of 73 credit hours and requires two academic years and one summer semester to complete. The program of study is accredited by the Council on Accreditation of Counseling-Related Education Programs (CACREP). Students are eligible to sit for the National Counselor Examination during their last semester of studies.

## Requirements

### Admissions Procedures and Requirements

Applicants for the M.A. in Mental Health Counseling must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Courses' and 'Overview' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	November 15
<b>Due Date for Completed Application:</b>	February 15

Students applying to the Mental Health Counseling Program must initially meet general requirements established by the graduate school:

- Three (3) letters of recommendation. Appropriate sources for recommendation include a current/recent supervisor, a current/recent college instructor, someone familiar with applicant to give accurate testimony of applicant's character and dispositions fitting to the counseling field. Family members and friends are not appropriate sources for recommendation.
- Interview, in person or by Videophone, with program faculty is required

- American Sign Language proficiency at a level sufficient to successfully complete the Admissions Interview. This interview, conducted in ASL with program faculty who have scored 4 or higher on the ASLPI, insures, among other things, the applicant's potential for full linguistic access to and participation in instruction and other curricular activities in this graduate program. "Successful completion" is achieved when the applicant demonstrates both receptive and expressive ASL skills such that the interview flows without significant interruptions.

### Program Specific Requirements

- Four (4) personal essays required by the Department of Counseling related to their interest in the field of mental health counseling and deaf persons.

### Required Prior Coursework

- Nine undergraduate or graduate credits in Psychology as follows:
  - Child or Human Development (3),
  - Abnormal Psychology (3), and
  - any other three credit Psychology course (may be completed during the summer prior to starting this program).

### Core Program of Study

Students usually take 12-15 credit hours per semester.

#### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
COU 710	Orientation to the Profession of Mental Health Counseling	3
COU 717	Lifespan Development	3
COU 721	Foundations in Helping Skills I	4
COU 730	Social and Cultural Diversity Foundations & Multicultural	4

Code	Title	Credits
	Counseling	
COU 732	Theories and Approaches in Counseling and Psychotherapy	3

#### Semester II - Spring

Code	Title	Credits
COU 709	Counseling Deaf People	3
COU 714	Adult Psychopathology	3
COU 716	Psychopharmacology for Counselors	1
COU 708	Counseling for Wellness	3
COU 768	Techniques and Skills in Psychotherapy	3
EDU 720	Introduction to Research	3

#### Summer Session

Code	Title	Credits
COU 728	The Cycle of Substance Abuse	3
COU 736	Organization and Administration of Human Service Programs	3
COU 742*	Practicum in Mental Health Counseling	4

\* Each student will be required to take a Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) and attain a rating of 2 prior to beginning COU 742

#### Semester III - Fall

Code	Title	Credits
COU 715	Family Therapy	3
COU 734	Lifestyles and Career Development	3
COU 748	Principles of Assessment in Counseling	3
COU 753	Group Psychotherapy	4
COU 792	Internship I in Mental Health Counseling	4

## Semester IV - Spring

Code	Title	Credits
COU 794*	Internship II in Mental Health Counseling	12
COU 793**	Extended Internship in Mental Health Counseling	4

\* Each student will be required to take a Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) and attain a rating of 2 prior to beginning COU 742

\*\* Elective

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### COU 710 (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 717 (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 (4)

This introductory course provides students with an understanding of essential interviewing and counseling skills necessary to develop a therapeutic relationship with clients from diverse backgrounds, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills are covered. This course facilitates student self-awareness and sensitivity toward Deaf culture and other multicultural issues that facilitate relationships among people. Ethical issues in working with clients are reviewed. The instructional format including lectures, discussions, small group activities, and student engagement in role playing and simulated counseling sessions.

### COU 730 (4)

This course is designed for students' personal and professional development in the area of social and cultural diversity awareness development and multicultural counseling. Effective and meaningful multicultural work with culturally diverse clients/groups/communities requires helping professionals to develop a continuing awareness of self; increased knowledge and practical understanding of others' world-views; and an ever changing and evolving skill set for effective engagement with diverse individuals/populations. Throughout the course students will begin to develop their own "cultural portfolios" through the activities and experiences in and outside of the classroom setting that have been designed to draw out personal thought, reflection, evaluation-re-evaluation, and interpersonal dialogue on related issues of cultural relevance and social justice work as a helping professional. This course will facilitate deeper awareness, broader knowledge and understanding, and provide a framework to developing multicultural competence as a counselor all the while addressing the impact of culture and power on an individual, his/her family, community, organizational structures and systems of power that reflect culture. The course takes a meta model approach to identity, and views people as being multifaceted and members of multiple cultural/language groups including but not limited to race, ethnicity, religious diversity, disability, socioeconomic status, gender, sexual orientation,

age, language, education, and much more. Throughout the course, there is considerable use of experiential learning exercises highlighted by participation in a weekend long simulation activity (SIMSOC-Simulated Society). This in combination with individual, pair, small and large group dialogue and activity in and outside of class, regular reading, didactic teaching of theoretical concepts, frameworks, and practices, guest presentation and use of media reflect the teaching approaches.

*Corequisites: Simultaneously taken with COU 710, or 712, 717, 721, 732*

### **COU 732 (3)**

This course provides graduate counselor trainees with a foundation in the counseling treatment approaches commonly used in school, community, mental health counseling settings. This course is fundamental in developing skills in assessment of client needs and application of effective preventive and therapeutic counseling interventions. This course emphasizes the appropriate application of counseling and psychotherapy theories to culturally diverse populations of children and adults.

*Prerequisite: Department of Counseling degree students and special graduate students with permission.*

### **COU 709 (3)**

This course change is being proposed to more accurately reflect current trends and multicultural practices. The old course title, Psychosocial Aspects of Deafness, focuses on a deficiency view of deaf people, where lack of hearing is seen as a loss to overcome. The old course emphasis is on adaptation, adjustment, and compensatory techniques in order to become well adjusted deaf individuals. This view is one the department no longer espouses. Instead in the revised course, it is proposed that deaf people are studied in ways that their unique culture, diversity, and strengths are evident. Student counselors are challenged to understand both themselves and their clients as members of the Deaf community.

### **COU 714 (3)**

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM III-R (Diagnostic and Statistical Manual for Mental Disorders) (or DSM-IV, as applicable) will be discussed. Treatment implications of various diagnostic categories will be included.

*Prerequisite: COU 732.*

### **COU 716 (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.

*Prerequisite: Graduate level standing.*

### **COU 708 (3)**

Wellness can be defined as a way of life oriented toward optimal health and well-being, in which the individual or group integrates mind, body, and spirit to experience life more fully. Wellness is both an outcome and a process. This course looks at wellness from a counseling perspective and is designed to explore the theories, research, techniques, and activities that enhance well-being in the client, as well as the counselor. The course is grounded in wellness models that integrate a holistic perspective to the overall mental health of individuals, families, and organizations. Attention will be given to addressing client strengths, optimism, happiness, hope, and resiliency, particularly through practices drawn from various cultural traditions. The format of this course is didactic, experiential, and interactive.

*Prerequisite: Enrollment as a degree-seeking student in the Department of Counseling; or permission of instructor*

### **COU 768 (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.

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **COU 728 (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.

*Prerequisite: Graduate level standing.*

### **COU 736 (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 742 (4)**

This course is the first in a sequence of practice and is one of the major experiential components of the Mental Health Counseling Program. By the end of this course, students will have developed entry-level counseling skills, which include the ability to provide counseling, prepare reports and treatment plans, and to work directly with and be supervised by experienced professionals in mental health settings. Counseling skills will be reviewed by faculty and site supervisors using student self-report, videotaped

sessions, and/or live observation. A focus will be on students developing reflectively through the use of supervision.

*Prerequisites: COU 710, COU 721 and COU 732*

### **COU 742 (4)**

This course is the first in a sequence of practice and is one of the major experiential components of the Mental Health Counseling Program. By the end of this course, students will have developed entry-level counseling skills, which include the ability to provide counseling, prepare reports and treatment plans, and to work directly with and be supervised by experienced professionals in mental health settings. Counseling skills will be reviewed by faculty and site supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on students developing reflectively through the use of supervision.

*Prerequisites: COU 710, COU 721 and COU 732*

### **COU 715 (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 734 (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 748 (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: Counseling Major Only*

### **COU 753 (4)**

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. To obtain real-life group experience, students are required to participate in a 15-hour process group experience led by another instructor.

*Prerequisites: COU 710 and COU 732*

### **COU 792 (4)**

This course is the second in a sequence of practica and is one of the major experiential components of the Mental Health Counseling Program. As such, the student's experience will reflect increasing complexity and will build on the skills learned in COU 742, Practicum. By the end of this course, students will have sharpened the knowledge and skills gained in COU 742 and increased their repertoire of counseling skills to include the ability to provide case management, provisional diagnoses, and a consistent theoretical rationale for treatment plans and counseling approaches. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision.

*Prerequisite: COU 742*

### **COU 794 (12)**

This course is the final in a sequence of practica and is the major full-time experiential component of the Mental Health Counseling Program. As such, the student's

experience will encompass all of the skills learned throughout fieldwork thus far. By the end of this course, students will have advanced their entry-level counseling skills to include the ability to conduct clinical intake interviews, individual therapy, group therapy, couples/family therapy, assessment, case management services to clients, record keeping, and information and referral. The student will be proficient in using a variety of professional resources to enhance the provision of mental health services, such as instruments, technologies, print and non-print media, professional literature, and research information. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision.

*Prerequisite: COU 792*

### **COU 793 (4)**

This course is a continuation in the series of practica that is major experiential components of the Mental Health Counseling Program. As such, the student's experience will reflect increasing complexity and will build on the skills learned in COU 742 and 792. By the end of this course, students will have advanced their entry-level counseling skills to the point where they include the ability to conduct clinical intake interviews, establish appropriate treatment goals, formulate a clinical rationale for work with clients using a sophisticated structure, apply immediacy skills in counseling sessions, and consistently integrate an accepted ethical decision making model into their work. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision.

*Prerequisite: COU 792*

### **COU 794 (12)**

This course is the final in a sequence of practica and is the major full-time experiential component of the Mental Health Counseling Program. As such, the student's experience will encompass all of the skills learned throughout fieldwork thus far. By the end of this course, students will have advanced their entry-level counseling skills to include the ability to conduct clinical intake interviews, individual therapy, group therapy, couples/family therapy, assessment, case management services to clients, record keeping, and information and referral. The student will be proficient in using a variety of professional resources to enhance the provision of mental health services, such as instruments, technologies, print

and non-print media, professional literature, and research information. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision.

*Prerequisite: COU 792*

### **COU 793 (4)**

This course is a continuation in the series of practica that is major experiential components of the Mental Health Counseling Program. As such, the student's experience will reflect increasing complexity and will build on the skills learned in COU 742 and 792. By the end of this course, students will have advanced their entry-level counseling skills to the point where they include the ability to conduct clinical intake interviews, establish appropriate treatment goals, formulate a clinical rationale for work with clients using a sophisticated structure, apply immediacy skills in counseling sessions, and consistently integrate an accepted ethical decision making model into their work. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision.

*Prerequisite: COU 792*

## **M.A. IN SCHOOL COUNSELING**

### **Overview**

Web: [M.A. School Counseling](#)

Dr. Roger Beach, Program Coordinator  
Fowler Hall, Room 110

The School Counseling Programs (full-time and summers only) prepare graduates to be multiculturally competent professional school counselors with the cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners, leaders, and advocates to promote social justice, equity and academic excellence for all deaf, hard of hearing, and hearing students in a variety of K-12 educational settings.

The master's degree consists of a minimum of 68 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 (69 credit hours) exists for current professionals who are seeking a career change or additional education 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, room, and board during four summer semesters. It is important to note that funding for this special track is dependent on grant award funding from the US Department of Education.

Both programs are accredited by the Council on Accreditation of Counseling-Related Education Programs (CACREP) and are part of Gallaudet's Professional Education Unit which is accredited by the the Council for the Accreditation of Educator Preparation (CAEP) . In addition to the Graduate School Requirements, the school counseling and guidance program requires undergraduate or graduate courses in child, adolescent, or human development; abnormal psychology; and one additional course in psychology (nine hours total).

## **Requirements**

### ***Admissions Procedures and Requirements***

Applicants for the M.A. in School Counseling must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Courses' and 'Overview' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	November 15
<b>Preferred Date for Completed Application:</b>	No Deadline

Students applying to the School Counseling Program must initially meet general requirements established by the graduate school:

- evidence of a bachelor's degree from an accredited college or university
- preferably a 3.0 average in undergraduate work
- required undergraduate major: Psychology, Social Work or related discipline in the helping or educational professions
- three letters of recommendation - a supervisor, a current/recent college instructor, someone familiar with applicant to give accurate testimony of applicant's character and dispositions fitting to the counseling field, (but not a friend or family member).
- a completed application
- official transcripts of all college work.

### Program Specific Requirements

- There are 4 general counseling related essays required by the Department, and 1 essay specific to those applying to the School Counseling Program that is related to the field of school counseling with deaf/hard of hearing student populations.

### Required Prior Coursework

- minimum of nine (9) credit hours in Psychology prior to entering the program, including undergraduate courses in:
  - Child Development, Abnormal Psychology or Human Development

### Core Program of Study

Students usually take 12-15 credit hours per semester.

#### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
COU 730	Social and Cultural Diversity	4

	Foundations & Multicultural Counseling	
COU 712	Orientation to the Profession of School Guidance Counseling	3
COU 717	Lifespan Development	3
COU 721	Foundations in Helping Skills I	4
COU 732	Theories and Approaches in Counseling and Psychotherapy	3

#### Semester II - Spring

Code	Title	Credits
COU 709	Counseling Deaf People	3
COU 751	Group Counseling with Deaf Students in Schools	4
COU 740*	Practicum in School Counseling	4
EDU 720	Introduction to Research	3
COU 758	Counseling Deaf Students with Additional Special Needs	3
COU 716	Psychopharmacology for Counselors	1

\* 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

#### Summer Session

Code	Title	Credits
COU 702	Play Therapy	3
COU 703	Substance Prevention For Children and Youth	3

#### Semester III - Fall

Code	Title	Credits
COU 715	Family Therapy	3
COU 734	Lifestyles and Career Development	3
COU 741	Internship I in School Counseling	4
COU 737	Organization and Administration	3

	of School Guidance Programs	
COU 748	Principles of Assessment in Counseling	3
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3

### Semester IV - Spring

Code	Title	Credits
COU 790*	Internship II in School Counseling	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

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### COU 730 (4)

This course is designed for students' personal and professional development in the area of social and cultural diversity awareness development and multicultural counseling. Effective and meaningful multicultural work with culturally diverse clients/groups/communities requires helping professionals to develop a continuing awareness of self; increased knowledge and practical understanding of others' world-views; and an ever changing and evolving skill set for effective engagement with diverse individuals/populations. Throughout the course students will begin to develop their own "cultural portfolios" through the activities and experiences in and outside of the classroom setting that have been designed to

draw out personal thought, reflection, evaluation-re-evaluation, and interpersonal dialogue on related issues of cultural relevance and social justice work as a helping professional. This course will facilitate deeper awareness, broader knowledge and understanding, and provide a framework to developing multicultural competence as a counselor all the while addressing the impact of culture and power on an individual, his/her family, community, organizational structures and systems of power that reflect culture. The course takes a meta model approach to identity, and views people as being multifaceted and members of multiple cultural/language groups including but not limited to race, ethnicity, religious diversity, disability, socioeconomic status, gender, sexual orientation, age, language, education, and much more. Throughout the course, there is considerable use of experiential learning exercises highlighted by participation in a weekend long simulation activity (SIMSOC-Simulated Society). This in combination with individual, pair, small and large group dialogue and activity in and outside of class, regular reading, didactic teaching of theoretical concepts, frameworks, and practices, guest presentation and use of media reflect the teaching approaches.

*Corequisites: Simultaneously taken with COU 710, or 712, 717, 721, 732*

### COU 712 (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 717 (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 (4)**

This introductory course provides students with an understanding of essential interviewing and counseling skills necessary to develop a therapeutic relationship with clients from diverse backgrounds, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills are covered. This course facilitates student self-awareness and sensitivity toward Deaf culture and other multicultural issues that facilitate relationships among people. Ethical issues in working with clients are reviewed. The instructional format including lectures, discussions, small group activities, and student engagement in role playing and simulated counseling sessions.

### **COU 732 (3)**

This course provides graduate counselor trainees with a foundation in the counseling treatment approaches commonly used in school, community, mental health counseling settings. This course is fundamental in developing skills in assessment of client needs and application of effective preventive and therapeutic counseling interventions. This course emphasizes the appropriate application of counseling and psychotherapy theories to culturally diverse populations of children and adults.

*Prerequisite: Department of Counseling degree students and special graduate students with permission.*

### **COU 709 (3)**

This course change is being proposed to more accurately reflect current trends and multicultural practices. The old course title, Psychosocial Aspects of Deafness, focuses on a deficiency view of deaf people, where lack of hearing is seen as a loss to overcome. The old course emphasis is on adaptation, adjustment, and compensatory techniques in order to become well adjusted deaf individuals. This view is one the department no longer espouses. Instead in the revised course, it is proposed that deaf people are studied in ways that their unique culture, diversity, and strengths are evident. Student counselors are challenged to understand both themselves and their clients as members of the Deaf community.

### **COU 751 (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 740 (4)**

This course is the beginning level of fieldwork experience in the school counseling program. The intent of this course is to introduce students to the basic roles and duties of a professional school counselor in a local (Washington DC-MD-VA Metropolitan Area) educational setting for deaf/hard of hearing students, K-12. This first semester of fieldwork is two days a week (Tuesdays and Thursdays), 8 hours/day, for the duration of at least one semester. The total numbers of clock hours for the Practicum is a minimum of 150 hours, 40-60 of which are direct client contact hours. (Note: the actual total clock hours for one semester is 240 based on the calculation of 16 hrs/week for 15 weeks). The focus of this first fieldwork experience is for the student to develop competency in building rapport with their clients, site supervisor, and other significant school personnel. Students develop a basic understanding of their educational setting and its organizational structure, management and administration; and specifically the administration and operation of a comprehensive, developmental counseling program in a school that serves deaf and hard of hearing students. Students engage in basic school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews and basic behavioral assessments, conducting psycho-educational groups and guidance activities, etc. Students also experience and learn about the purpose of individual and peer group supervision. These experiences help facilitate the students' personal growth and professional identity development as they promote students to explore and apply different theories of counseling; deepen their self-awareness and ability for individual and collective reflection; and share both successes and challenges with supervisors and other practicum students during group supervision. Site supervisors are encouraged to provide clients from diverse racial-ethnic (at least 40% to 50% of total number of clients) and cultural backgrounds, age levels, gender, as well as those with a wide range of counseling issues and needs.

*Prerequisites: Successful completion of first semester courses with a "B" or better in: COU 712,*

*COU 717, COU 721, COU 730, COU 732; successful completion of first semester transition points; permission of program director*

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **COU 758 (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, COU 721, and COU 732.*

### **COU 716 (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.

*Prerequisite: Graduate level standing.*

### **COU 740 (4)**

This course is the beginning level of fieldwork experience in the school counseling program. The intent of this course is to introduce students to the basic roles and duties of a professional school counselor in a local (Washington DC-

MD-VA Metropolitan Area) educational setting for deaf/hard of hearing students, K-12. This first semester of fieldwork is two days a week (Tuesdays and Thursdays), 8 hours/day, for the duration of at least one semester. The total numbers of clock hours for the Practicum is a minimum of 150 hours, 40-60 of which are direct client contact hours. (Note: the actual total clock hours for one semester is 240 based on the calculation of 16 hrs/week for 15 weeks). The focus of this first fieldwork experience is for the student to develop competency in building rapport with their clients, site supervisor, and other significant school personnel. Students develop a basic understanding of their educational setting and its organizational structure, management and administration; and specifically the administration and operation of a comprehensive, developmental counseling program in a school that serves deaf and hard of hearing students. Students engage in basic school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews and basic behavioral assessments, conducting psycho-educational groups and guidance activities, etc. Students also experience and learn about the purpose of individual and peer group supervision. These experiences help facilitate the students' personal growth and professional identity development as they promote students to explore and apply different theories of counseling; deepen their self-awareness and ability for individual and collective reflection; and share both successes and challenges with supervisors and other practicum students during group supervision. Site supervisors are encouraged to provide clients from diverse racial-ethnic (at least 40% to 50% of total number of clients) and cultural backgrounds, age levels, gender, as well as those with a wide range of counseling issues and needs.

*Prerequisites: Successful completion of first semester courses with a "B" or better in: COU 712, COU 717, COU 721, COU 730, COU 732; successful completion of first semester transition points; permission of program director*

### **COU 702 (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.

*Prerequisite: Graduate level standing.*

### **COU 703 (3)**

This course will review current practice in the area of substance abuse prevention for children and youth, as well as focusing 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 715 (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 734 (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 741 (4)**

This course is the intermediate level of fieldwork experience in the school counseling program and typically takes place in the 4th semester of the student's program. It is also often a continuation in the same educational setting that the student begins for Practicum. The focus of this second fieldwork experience is for the student to expand upon his/her personal and professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12), site supervisor, and other significant school personnel; engaging in both prevention and intervention counseling strategies and techniques with individuals and possibly group counseling opportunities; and begin to engage in effective practices as a professional school counselor with regard to client/family advocacy, leadership, consultation, collaboration and teaming, and affecting change on a systemic level. The student is expected to deepen his/her knowledge and understanding of his/her educational setting and its organizational structure, management and administration; and specifically the administration and operation of its counseling services. Furthermore, there will be emphasis placed on linking counseling theory and practice with the added incorporation of case conceptualization into this semester of students' case presentations. Students will also be exposed to consultation and collaboration models and will be encouraged to explore and develop their own style of consultation and collaboration. Students may engage in school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews, behavioral assessments, group counseling and guidance activities; leadership, advocacy, and collaboration activities, etc. See "School Counseling Fieldwork Manual" for additional information regarding requirements for: instructors, students, faculty supervisors, site supervisors, clinical instruction environment.

*Prerequisite: COU 740 Practicum in School Counseling; Advancement to Candidacy; Passed 2nd and 3rd (summer) semester program transition points; permission of Program Director*

### **COU 737 (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 748 (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: Counseling Major Only*

### **HSL 707 (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.*

### **COU 790 (12)**

This course is the culmination of the experiential training component of the school counseling program and represents the most advanced level of fieldwork.

Candidates engage in a full-time, 5 day per week internships in educational settings that primarily serve deaf and hard of hearing students (K-12). The intent of this course is for trainees to experience as wide a range of supervised school counseling services as possible, including but not limited to: individual and group counseling; school guidance and prevention oriented activities; career and transitional counseling; parent/family education, referral and advocacy; individual education and transition goal

planning and related interventions; and activities of leadership development, advocacy, collaboration, coordination, teaming and systemic change that fully support the academic, career, and personal-social needs of students. The time required for Internship II is 600 clock hours, and of these hours 240 are to be direct client contact. The focus of this last fieldwork experience in the counselor trainee's education and training is further expansion, refinement, and strengthening of professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12) and their families/communities, school personnel, and community helping professionals/organizations. Candidates will also further develop skills in both prevention and intervention counseling strategies and techniques with individuals and groups and school-wide issues and concerns, effective practices with regard to client/family advocacy, leadership, consultation, collaboration and teaming, as well as affecting change on a systemic level. Candidates are expected to deepen their knowledge and understanding of their educational setting, including its organizational structure, management and administration and specifically the administration and operation of its counseling services. Candidates may engage in school counseling duties including but not limited to: classroom observation; intake interviews and assessments; individual/group counseling; crisis intervention; parent/family education; community outreach and education; teacher/parent consultation; case conferences; staff meetings; individual student planning; clinical writing and case documentation (e.g. report writing, progress notes); IEP/ITP planning, implementation and evaluation; functional behavioral assessments; guidance curriculum planning, implementation, and evaluation. See "School Counseling and Guidance Fieldwork Manual" for additional information regarding requirements for: instructors, candidates, faculty supervisors, site supervisors, clinical instruction environment.

*Prerequisites: Completion of COU 741: Internship I in School Counseling with a grade of B or better; successful completion of all 4th semester courses, transition points, and recommendation of Program Director*

### **COU 790 (12)**

This course is the culmination of the experiential training component of the school counseling program and represents the most advanced level of fieldwork. Candidates engage in a full-time, 5 day per week internships in educational settings that primarily serve deaf and hard of hearing students (K-12). The intent of this

course is for trainees to experience as wide a range of supervised school counseling services as possible, including but not limited to: individual and group counseling; school guidance and prevention oriented activities; career and transitional counseling; parent/family education, referral and advocacy; individual education and transition goal planning and related interventions; and activities of leadership development, advocacy, collaboration, coordination, teaming and systemic change that fully support the academic, career, and personal-social needs of students. The time required for Internship II is 600 clock hours, and of these hours 240 are to be direct client contact. The focus of this last fieldwork experience in the counselor trainee's education and training is further expansion, refinement, and strengthening of professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12) and their families/communities, school personnel, and community helping professionals/organizations. Candidates will also further develop skills in both prevention and intervention counseling strategies and techniques with individuals and groups and school-wide issues and concerns, effective practices with regard to client/family advocacy, leadership, consultation, collaboration and teaming, as well as affecting change on a systemic level. Candidates are expected to deepen their knowledge and understanding of their educational setting, including its organizational structure, management and administration and specifically the administration and operation of its counseling services. Candidates may engage in school counseling duties including but not limited to: classroom observation; intake interviews and assessments; individual/group counseling; crisis intervention; parent/family education; community outreach and education; teacher/parent consultation; case conferences; staff meetings; individual student planning; clinical writing and case documentation (e.g. report writing, progress notes); IEP/ITP planning, implementation and evaluation; functional behavioral assessments; guidance curriculum planning, implementation, and evaluation. See "School Counseling and Guidance Fieldwork Manual" for additional information regarding requirements for: instructors, candidates, faculty supervisors, site supervisors, clinical instruction environment.

*Prerequisites: Completion of COU 741: Internship I in School Counseling with a grade of B or better; successful completion of all 4th semester courses, transition points, and recommendation of Program Director*

# SUMMERS AND ONLINE SCHOOL COUNSELING PROGRAM

## Overview

Web: [Summers and Online School Counseling](#)

Dr. Linda Lytle, Program Coordinator  
Fowler Hall, Room 106

The Summers and Online School Counseling Program prepares graduates to be multiculturally competent professional school counselors with the cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners, leaders, and advocates to promote social justice, equity and academic excellence for all deaf, hard of hearing, and hearing students in a variety of K-12 educational settings.

The master's degree Summers and Online School Counseling Program (58 credit hours) is a hybrid program, requiring two and a half years to complete. Students will attend classes on campus three summers and take courses online for 5 semesters. As this program is designed for current professionals who are seeking a career change or additional education 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. Possession of such experience and degree will facilitate licensing at the state level.

The program of study is accredited by the the Council for the Accreditation of Educator Preparation (CAEP) and the Council on Accreditation of Counseling-Related Education Programs (CACREP). In addition to the Graduate School Requirements, admission into this program requires undergraduate or graduate courses in child, adolescent, or human development; abnormal psychology; and one additional course in psychology (nine hours total).

## Requirements

### ***Admissions Procedures and Requirements***

Applicants for the Summers and Online School Counseling must complete the application procedures and meet the

requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	November 15
<b>Preferred Date for Completed Application:</b>	No Deadline

Students applying to the School Counseling Program must initially meet general requirements established by the graduate school:

- evidence of a bachelor's degree from an accredited college or university
- preferably a 3.0 average in undergraduate work
- three letters of recommendation - a supervisor, a current/recent college instructor, someone familiar with applicant to give accurate testimony of applicant's character and dispositions fitting to the counseling field, (but not a friend or family member).
- a completed application
- official transcripts of all college work.

### Program Specific Requirements

- There are 4 general counseling related essays required by the Department, and 1 essay specific to those applying to the School Counseling Program that is related to the field of school counseling with deaf/hard of hearing student populations.
- Applicants should currently be employed within an educational setting.

### Required Prior Coursework

- Minimum of nine (9) credit hours in Psychology prior to entering the program, including undergraduate courses in child, adolescent, or human development; abnormal psychology; and

one additional psychology course (grades of B or better).

### First Semester (Summer)

Code	Title	Credits
COU 712	Orientation to the Profession of School Guidance Counseling	3
COU 721	Foundations in Helping Skills I	4
COU 795	Special Topics	1-3

### Second Semester (Fall)

ONLINE COURSE:

Code	Title	Credits
COU 717	Lifespan Development	3

### Third Semester (Spring)

ONLINE COURSE:

Code	Title	Credits
COU 758	Counseling Deaf Students with Additional Special Needs	3

### Fourth Semester (Summer)

Code	Title	Credits
COU 732	Theories and Approaches in Counseling and Psychotherapy	3
COU 751	Group Counseling with Deaf Students in Schools	4
COU 748	Principles of Assessment in Counseling	3

### Fifth Semester (Fall)

ONLINE COURSES:

Code	Title	Credits
EDU 720	Introduction to Research	3
COU 734	Lifestyles and Career Development	3

## Sixth Semester (Spring)

ONLINE COURSES:

Code	Title	Credits
COU 795	Special Topics	1-3
COU 703	Substance Prevention For Children and Youth	3

## Seventh Semester (Summer)

Code	Title	Credits
COU 715	Family Therapy	3
COU 702	Play Therapy	3
COU 737	Organization and Administration of School Guidance Programs	3

## Eighth Semester (Fall)

Code	Title	Credits
COU 790	Internship II in School Counseling	12

## Courses

### COU 712 (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 721 (4)

This introductory course provides students with an understanding of essential interviewing and counseling skills necessary to develop a therapeutic relationship with clients from diverse backgrounds, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills are covered. This course facilitates student self-awareness and

sensitivity toward Deaf culture and other multicultural issues that facilitate relationships among people. Ethical issues in working with clients are reviewed. The instructional format including lectures, discussions, small group activities, and student engagement in role playing and simulated counseling sessions.

### COU 795 (1-3)

Grading System: letter grades only.

*COU 732 Requirement*

### COU 717 (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 758 (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, COU 721, and COU 732.*

### COU 732 (3)

This course provides graduate counselor trainees with a foundation in the counseling treatment approaches commonly used in school, community, mental health counseling settings. This course is fundamental in developing skills in assessment of client needs and application of effective preventive and therapeutic counseling interventions. This course emphasizes the appropriate application of counseling and psychotherapy

theories to culturally diverse populations of children and adults.

*Prerequisite: Department of Counseling degree students and special graduate students with permission.*

### **COU 751 (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 748 (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: Counseling Major Only*

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **COU 734 (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 795 (1-3)**

Grading System: letter grades only.

*COU 732 Requirement*

### **COU 703 (3)**

This course will review current practice in the area of substance abuse prevention for children and youth, as well as focusing 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 715 (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 702 (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.

*Prerequisite: Graduate level standing.*

### **COU 737 (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 790 (12)**

This course is the culmination of the experiential training component of the school counseling program and represents the most advanced level of fieldwork. Candidates engage in a full-time, 5 day per week internships in educational settings that primarily serve deaf and hard of hearing students (K-12). The intent of this course is for trainees to experience as wide a range of supervised school counseling services as possible, including but not limited to: individual and group counseling; school guidance and prevention oriented activities; career and transitional counseling; parent/family education, referral and advocacy; individual education and transition goal planning and related interventions; and activities of leadership development, advocacy, collaboration, coordination, teaming and systemic change that fully support the academic, career, and personal-social needs of students. The time required for Internship II is 600 clock hours, and of these hours 240 are to be direct client contact. The focus of this last fieldwork experience in the counselor trainee's education and training is further expansion, refinement, and strengthening of professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12) and their families/communities, school personnel, and community helping professionals/organizations. Candidates will also further develop skills in both prevention and intervention counseling strategies and techniques with individuals and groups and school-wide issues and concerns, effective practices with regard to client/family advocacy, leadership, consultation, collaboration and teaming, as well as affecting change on a systemic level. Candidates are expected to deepen their knowledge and understanding of their educational setting, including its organizational structure, management and administration and specifically the administration and operation of its counseling services. Candidates may engage in school counseling duties including but not limited to: classroom observation; intake interviews and assessments; individual/group counseling; crisis intervention; parent/family education; community outreach and education; teacher/parent consultation; case conferences; staff meetings; individual student planning; clinical writing and case documentation (e.g. report writing, progress notes); IEP/ITP planning, implementation and evaluation; functional behavioral assessments; guidance curriculum planning, implementation, and evaluation. See "School Counseling

and Guidance Fieldwork Manual" for additional information regarding requirements for: instructors, candidates, faculty supervisors, site supervisors, clinical instruction environment.

*Prerequisites: Completion of COU 741: Internship I in School Counseling with a grade of B or better; successful completion of all 4th semester courses, transition points, and recommendation of Program Director*

# DEPARTMENT OF EDUCATION

Web: [Department of Education](#)  
*School of Education, Business, and Human  
Services*

Dr. Maribel Gárate, Chair  
Fowler Hall, Room 304A

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.

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 State Board of Education 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 recognized by the Council for Exceptional Children (CEC).

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.

### ***Graduate Programs and Certificate offered:***

- Ph.D. Critical Studies in the Education of Deaf Learners
- Ed.S. Deaf Education
- Master of Arts in Education: Teacher Preparation Program
- Early Childhood Education and Deaf Education
- Elementary Education and Deaf Education
- Secondary Education and Deaf Education
- Deaf Education
- Field Experiences
- M.A. Deaf Education: Advanced
- M.A. Deaf Education: Special
- M.A. International Development
- Certificate: ASL and English Bilingual Early Childhood Deaf Education
- Certificate: Educating Deaf Students with Disabilities

# **PH.D. IN CRITICAL STUDIES IN THE EDUCATION OF DEAF LEARNERS**

## **Overview**

Web: [Ph.D Critical Studies in the Education of Deaf Learners](#)

Dr. Mary Clark, Program Coordinator  
Hall Memorial Building, Room S205D

The Doctor of Philosophy in Critical Studies in the Education of the Deaf Learner emphasizes critical pedagogy as the foundation for advocacy in the education of deaf individuals. Graduates are prepared to be agents of change in their roles as practitioners, administrators, teacher educators, and researchers through a critical examination of educational, social, and political issues. Our doctoral program provides a balance between a required core program of study and an individualized study in a concentration area in which the student plans a course of study with the guidance of the faculty advisor. In completing the concentration area requirements, the student engages in independent study courses, seminars, and research internships directly applicable to the area of research pursued. To succeed in the doctoral program in education, students must possess a high degree of initiative, self-direction, and commitment to inquiry. Upon completion of all program requirements except the dissertation, students in the doctoral program may apply to be awarded an Education Specialist in Education (Ed.S.) degree. The Ed.S. degree is typically awarded after two to three academic years of full-time study, and is not a terminal degree. The Doctor of Philosophy (Ph.D.) is awarded upon successful completion of the dissertation requirements.

## **Requirements**

### ***Admissions Procedures and Requirements***

Applicants for the Ph.D. in Critical Studies in the Education of Deaf Learners must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	As reviewed
<b>Last Date for Completed Application:</b>	April 15

## Program Specific Requirements

GRE or MAT scores  
 American Sign Language Proficiency Interview (ASLPI)  
 American Sign Language and English fluency  
 Three Letters of Reference  
 Interview (on campus preferred)

## Prior Educational Background

MA in Field Related to Professional Goals

## Prior Professional Qualifications

Minimum of 3 years experience with deaf children and youth (preferred)

## 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.
4. 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 pre-planned and pre-approved by the Department of Doctoral Studies Committee, and (2) the sum of all transfer credits applied toward the P.D. core coursework does not exceed 24 credits.

## Core Courses

Code	Title	Credits
EDU 810	Advanced Research Design I	3
EDU 820	Proseminar I : Critical Pedagogy in Education	2
EDU 821	Proseminar II : Critical Pedagogy in Education	2
EDU 860	Education Policy and Politics	3
EDU 885	Critical Studies in Language, Culture and Literacy	3

EDU 889	Seminar in Critical Curriculum Studies	3
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## Research Courses

Code	Title	Credits
EDU 801	Principles of Statistics I	3
EDU 810	Advanced Research Design I	3
EDU 812	Qualitative Research Methods	3

## A minimum of one of the following:

Code	Title	Credits
EDU 802	Principles of Statistics II	3
EDU 811	Advanced Research Design II	3
	An Advanced Qualitative Research course	3

## Courses

### EDU 810 (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.

*Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

### EDU 820 (2)

The proseminar introduces first-year doctoral students to scholarly discourse by providing a foundation for critical inquiry about educational theories, issues and research through analytical reading, syncretical writing, and collegial discussion. Students will gain an understanding of divergent perspectives by applying the tenets of critical pedagogy by: 1) critically reflecting upon individual culture and lived experiences, and challenging inherent assumptions; 2) critically sharing, examining and challenging perspectives about the world and society; and 3) considering acts to diminish social injustice and transform society toward equitable education for all deaf individuals. The course is the first of two consecutive

proseminars.

*Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.*

### **EDU 821 (2)**

The second of two consecutive proseminars enhances the development of scholarly discourse in first-year doctoral students by providing a foundation for critical inquiry about educational theories, issues and research through analytical reading, synthetical writing, and collegial discussion. Students will build upon and enhance their understanding of divergent perspectives gained during the first proseminar by extending the tenets of critical pedagogy through: 1) critically reflections upon individual culture and lived experiences, and challenging inherent assumptions; 2) critical sharing, examining and challenging of perspectives about the world and society; and 3) consideration of acts to diminish social injustice and transform society toward equitable education for all deaf individuals.

*Prerequisites: EDU 820*

### **EDU 860 (3)**

This course considers educational institutions as political entities that are influenced by policy and political ideologies. Federal policies impacting schools from kindergarten to post-secondary levels are examined, and their consequences are analyzed. Roles of educational institutions in implementing change to promote social justice and equity are considered.

*Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.*

### **EDU 885 (3)**

This course guides the doctoral student in critically examining the complex relationships among language, culture, and literacy and the implications for education in a diverse society. Within this framework, the course will critically address bilingualism, especially as it relates to the development of deaf children. Participants examine, reflect upon, and challenge perspectives and assumptions surrounding language, culture, literacy, and bilingualism, and investigate ways to diminish social injustice and equitable education for deaf individuals.

*Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.*

### **EDU 889 (3)**

This course focuses on curriculum as an area of inquiry, including historical, philosophical, cultural, and related foundations. Students examine and analyze strengths, limitations, and implications of varying theoretical perspectives on curriculum development, analysis and evaluation in preschool through higher education in general and deaf education.

*Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.*

### **EDU 801 (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.*

### **EDU 810 (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.

*Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

### **EDU 812 (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 Instructor.*

## EDU 802 (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. *Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

## EDU 811 (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.*

# SPECIALIST (ED.S.) IN DEAF EDUCATION

## Overview

Web: [Ed.S Deaf Education](#)

Dr. Mary Clark, Program Coordinator  
Hall Memorial Building, Room S205D

The Education Specialist (Ed.S.) in Education is designed for teachers who have a master's degree in education of deaf and hard of hearing students who seek professional proficiency in an area of specialization. This is a self-paced, individualized degree program offering specializations based on the interests of the candidate and the availability of faculty members within the specialization to mentor the candidate. Specializations offered include, but are not limited to, ASL/English bilingual education, early education, special education, science and math education, and literacy.

# Requirements

## Admissions Procedures

Applicants for the Ed.S. in Deaf Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	No set date

## Program Specific Requirements

A master's degree from an accredited institution with a grade point average of 3.0 or better.

At least two years of successful teaching experience with deaf and hard of hearing students (as shown in supporting documentation from applicant's supervisor).

CED certification or state licensure in education of deaf and hard of hearing in the education of deaf and hard of hearing students or equivalent coursework and practicum.

Evidence of satisfactory ASL proficiency (e.g., ASLPI scoring report, SCPI scoring report, or videotexts).

# MASTER OF ARTS IN EDUCATION: TEACHER PREPARATION PROGRAM

Web: [Master of Arts in Education](#)

Dr. Nena Theoharis, Program Coordinator  
Fowler Hall, Room 301E

The Master of Arts in Education: Teacher Preparation Program emphasizes culturally relevant critical pedagogy as a foundation for preparing highly qualified teachers to work primarily with Deaf and hard-of-hearing children and youth. The program focus is on the whole child, and merges general, bilingual, special, and deaf education pedagogy and content through coursework and field experiences to prepare teacher candidates to work with a diverse group of children within a range of educational settings. Candidates will follow a merged course of study resulting in dual licensure in Deaf Education and one of the following areas of general education: Early Childhood Education, Elementary Education, Secondary Biology Education, Secondary Chemistry Education, Secondary English Education, Secondary General Science Education, Secondary Mathematics Education or Secondary Social Studies Education. Candidates who have previously completed a program and hold state licensure in general education may enroll in the Deaf Education component of the program.

The Graduate School admission requirements are essentially the same for all four degrees. Prerequisites and plans of studies vary by degrees, as described below:

Degree	Credits	Typical Time Frame	Licensure and Certification
<a href="#">Master of Arts in Early Childhood Education and Deaf Education</a>	81	Two and half calendar years, including one summer	Dual state licensure in Early Childhood Education and Deaf Education (K-12)  Early Childhood Special Education Endorsement Council on Education for the Deaf (CED) certification
<a href="#">Master of Arts in Elementary Education and Deaf Education</a>	78	Two and half calendar years, including one	Dual state licensure in Elementary Education and Deaf Education (K-12)

		summer	CED certification
<a href="#">Master of Arts in Secondary Education and Deaf Education</a>	66	Two and half calendar years, including one summer	Dual state licensure in Secondary Education and Deaf education  CED certification
<a href="#">Master of Arts in Deaf Education</a>	38-50	One and half calendar years, including one summer	State licensure in deaf education  CED certification

### Admissions Procedures and Requirements

Applicants for the Master of Arts in Education: Teacher Preparation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application (including received test scores: Praxis and ASLPI results):</b>	June 30th

The Graduate School admission requirements and program requirements are essentially the same for all four Teacher Preparation degrees. Prerequisites and plans of studies vary by degree in described in the individual programs for each.

## Program Specific Requirements

- Full-time study (Part-time enrollment will be considered on an individual basis.)
- 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 undergraduate study.)
- Official transcript of all graduate study, if applicable
- An interview is strongly encouraged.
- ASL Goal statements
- Three Letters of Reference
- [Praxis I](#) (Reading, Writing, and Mathematics) - **New requirement, please review**
- Evidence of satisfactory federal criminal background check
- TOEFL scores for all international applicants
- A minimum [ASLPI](#) result of 2 (If [ASLPI](#) rating is lower than 2+, the candidate is strongly encouraged to attend the Gallaudet University summer ASL immersion program.) \*ASLPI result of 2+ for Deaf Education specialization only

## Prerequisite Coursework

A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate (and graduate if applicable) study.

## Prior Professional Experience

At least 200 hours of successful paid or volunteer work with Deaf, hard of hearing, and hearing infants, children, or adolescents, corresponding to the level for which the applicant is applying. Examples of paid or volunteer work are: summer camp, after school programs, Church programs, coaching, etc.

## Programs of Study

- Early Childhood Education and Deaf Education
- Elementary Education and Deaf Education

- Secondary Education and Deaf Education
- Deaf Education
- Field Experiences

# MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION AND DEAF EDUCATION

## Requirements

### *Additional Program Admission Requirement*

Pass [DC requirements](#) for Praxis II Early Childhood Education Content Knowledge

### **Program Requirements**

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for dual licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

### Fall 1

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 601	Reading and Writing for Teachers K-12	3
EDU 620	Historical & Curricular Foundations of Early Childhood Education	2
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 785	Field Experience and Seminar: Deaf Education	1

### Spring 1

Code	Title	Credits
EDU 621	Literacy Teaching and Learning: Early Childhood	3
EDU 622	Observing, Documenting and Assessing Young Children's Development	3
EDU 670	Teaching Students with Disabilities	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 787	Practicum I and Seminar: Deaf Education	1

### Summer 1

Code	Title	Credits
EDU 665	Children's Literature	3
EDU 720	Introduction to Research	3

EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3
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### Fall 2

Code	Title	Credits
EDU 624	Integrative Methods for Early Childhood Education:Preprimary	3
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 789	Practicum II and Seminar: Deaf Education	2

### Spring 2

Code	Title	Credits
EDU 626	Integrative Methods for Early Childhood Education: K-3	3
EDU 628	Student Teaching in Early Childhood Education	9
EDU 694	Student Teaching Seminar	3

### Fall 3

Code	Title	Credits
EDU 797	Student Teaching in Deaf Education	7
EDU 792	Student Teaching Seminar	2

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf

individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **EDU 600 (3)**

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

*Pre-requisite: Admission to the program or permission of the program director.*

*Course fee: \$75 for purchase of Inspiration software to be used in the laboratory.*

### **EDU 601 (3)**

This course for K-12 teacher candidates provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore literacy issues, research, and effective practices in reading and writing instruction and assessment; make personal connections in defining literacy, in experiencing first-hand the reading and writing processes, and in reflective and responsive teaching; discuss ways to motivate and engage learners in authentic and meaningful language use through reading and writing; and synthesize their learning by creating and maintaining a personal/professional literacy portfolio.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 620 (2)**

This course provides an introduction to the field of early childhood education. The course will include the study of the foundations of early childhood education including: theories, models, evidence-based practices, issues and developmentally appropriate practice. In addition, the course will address the role of the teacher, families, and other professionals in supporting young children (ages 3-8).

*Pre- or Co-requisites: EDU 622, and admission to*

*the program or permission of the program director.*

### **EDU 701 (3)**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into deaf education. It will also acquaint candidates with current trends and issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from educational perspective. Candidates are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. The course typically is taken in the first semester of study.

### **EDU 707 (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 adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 785 (1)**

This course provides directed observation and participation in various educational programs; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics. Experiences include visits to general education, deaf education, early education, or bilingual programs in the metropolitan area surrounding Gallaudet University.

*Prerequisite: Matriculation into the program*  
*Corequisite: EDU 601*

### **EDU 621 (3)**

This course for teacher candidates specializing in early childhood provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English language learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore in depth an integrated approach to the study of early childhood literacy, curriculum building, methods and materials for literacy instruction, including language development, reading and writing.

*Prerequisites: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.*

### **EDU 622 (3)**

This course prepares teacher candidates with the basic techniques for observing, documenting, and interpreting the development and behavior of young children. Candidates will learn to utilize child observation and documenting methods to gather information on development and learning and to make inferences for education planning based on information gathered. The main focus for this course is on the development of diverse learners (3-8 years old) within developmental domains (e.g., social-emotional skills, cognitive, language, and motor skills.)

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 670 (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

*Prerequisite: Admission to the program or permission of the program director*

### **EDU 713 (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: EDU 707*

*Corequisite: EDU 787*

### **EDU 731 (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

*Pre-requisite: Admission to the Department of Education or the consent of program director.*

### **EDU 787 (1)**

This course is the second of three pre-professional field experiences in the Department of Education practicum/seminar series. It is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual), technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisite: EDU 785*

*Co-requisite: Students must be registered currently in one or few methods courses.*

### **EDU 665 (3)**

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 750 (3)**

Theories, research, methods, and perspectives pertaining to the development of auditory/oral skills in deaf and hard of hearing children and youth. Knowledge of the development, improvement, and /or maintenance of auditory/oral skills in an interdisciplinary bilingual educational environment.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 624 (3)**

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, birth through preschool. Focus will be on curriculum based in home-school interactions, as well as the integration of language arts, reading, science, social studies, mathematics, and creative expression. 20 hours of related field experience required.

*Pre-requisites: EDU 620; and admission to the program or permission of the program director.*

### **EDU 639 (3)**

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the elementary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities,

and projects. Observation, laboratory activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using Childhood Education International (ACEI) & Elementary Education Standards and Supporting (EESS).

*Pre- or Co-requisites: EDU 600 and admission to the program or permission of the program director.*

### **EDU 711 (3)**

This course addresses literacy instruction through a bilingual and ESL instructional methodology in general bilingual education and their application to a diverse group of deaf and hard-of-hearing children. Students will apply the theories and instructional strategies they learn during their practicum experiences, and reflect on these applications through on-line, group activities, and assignments designed to promote the creation of optimal bilingual k-12 classrooms.

*Prerequisites: EDU 707; 311 OR 601; and EDU 621, 631 OR 641; Admission to the program or permission of the program director.*

*Co-requisite: EDU 789 Practicum II*

### **EDU 719 (3)**

This course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf and hard of hearing learners in array of educational programs. Current theories of assessment and learning across diverse educational settings are studied with a focus on deaf children and youth.

Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective assessment practices are demonstrated through classroom and field-based experiences. IN meeting the standards of the following District of Columbia's state learning standards, the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC), this course is designed to prepare candidates to teach K-12 learners.

*Pre-requisite: EDU 600; Admission to the MA program or permission of the program director.*

### **EDU 789 (2)**

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align

with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisites: EDU 785 and EDU 787*

*Co-requisite: EDU 711*

### **EDU 626 (3)**

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, 6 to 8 years of age. Focus will be on curriculum based in home-school interactions, as well as the integration of all subject areas (social studies, mathematics, language arts, reading, arts, science, and physical education). 30 hours of related field experience is required.

*Pre- or Co-requisites: EDU 620 and admission to the program or permission of the program director.*

### **EDU 628 (9)**

This course is the final professional experience in the early childhood education program and is a required field experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. Candidates co-register for and attend a required weekly seminar held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

*Pre-requisite: An approved student teaching application and permission of the Program Director.*

*Co-requisite: EDU 694*

### **EDU 694 (3)**

The student teaching seminar is a capstone course in which student teachers in the Undergraduate Education Program meet regularly as a group to discuss, analyze, reflect upon and resolve classroom issues that occur during their full-time internship experiences with hearing students. This course is designed to be taken in tandem with Student Teaching. Students will be participating in student teaching at various clinical sites every weekday for 10 weeks. Educational topics related to assessment, classroom management, certification, portfolio development, and

related areas are covered in depth.

*Corequisites: EDU 628, EDU 638, or EDU 648; and permission of the Department of Education*

### **EDU 797 (7)**

This course is the pre-professional capstone experience of the MA Programs in deaf education, and is comprised of full-time supervised student teaching for a minimum forty (50) clock hours per credit, typically completed within a ten (10) week period. During this experience, the student teacher is mentored by an on-site classroom cooperating teacher and supervised by a Department of Education university supervisor.

*Pre-requisite: Department approval, after completion of all other program requirements except EDU 792 (Student Teaching Seminar)*

*Co-requisite: concurrent enrollment in EDU 792.*

### **EDU 792 (2)**

This course provides opportunities for student-teachers in K-12 deaf education teacher preparation program to participate in online discussions and activities that pertain to their anticipated professional responsibilities as teachers while on internships (and on-the job internships). The course covers topics and activities, which include discussion and sharing of student teaching experiences, building collaborative relationships with colleagues, families and related service personnel, curriculum and instructional planning for diverse learners, creating the classroom environment, classroom management strategies, and survival strategies for the beginning teacher, and preparing and interviewing for jobs in deaf education.

*Co-requisite: concurrent enrollment in EDU 797*

# MASTER OF ARTS IN ELEMENTARY EDUCATION AND DEAF EDUCATION

## Requirements

### *Additional Program Admission Requirement*

Pass [DC requirements](#) for Praxis II Elementary Education Content Knowledge.

### **Program Requirements**

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for dual licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

### **Fall 1**

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
EDU 600	K-12 Curriculum and Instructional	3

	Technology	
EDU 601	Reading and Writing for Teachers K-12	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 785	Field Experience and Seminar: Deaf Education	1

### **Spring 1**

Code	Title	Credits
EDU 631	Literacy Teaching and Learning: Elementary Grades	3
EDU 635	Elementary School Teaching Methods in Social Studies	3
EDU 670	Teaching Students with Disabilities	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 787	Practicum I and Seminar: Deaf Education	1

### **Summer 1**

Code	Title	Credits
EDU 665	Children's Literature	3
EDU 720	Introduction to Research	3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3

### **Fall 2**

Code	Title	Credits
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 637	Elementary School Teaching Methods in Science	3

EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 789	Practicum II and Seminar: Deaf Education	2

## Spring 2

Code	Title	Credits
EDU 633	Language Arts in Elementary Education	3
EDU 638	Student Teaching: Elementary Education	9
EDU 694	Student Teaching Seminar	3

## Fall 3

Code	Title	Credits
EDU 797	Student Teaching in Deaf Education	7
EDU 792	Student Teaching Seminar	2

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### EDU 600 (3)

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum,

instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

*Pre-requisite: Admission to the program or permission of the program director.*

*Course fee: \$75 for purchase of Inspiration software to be used in the laboratory.*

### EDU 601 (3)

This course for K-12 teacher candidates provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore literacy issues, research, and effective practices in reading and writing instruction and assessment; make personal connections in defining literacy, in experiencing first-hand the reading and writing processes, and in reflective and responsive teaching; discuss ways to motivate and engage learners in authentic and meaningful language use through reading and writing; and synthesize their learning by creating and maintaining a personal/professional literacy portfolio.

*Pre-requisite: Admission to the program or permission of the program director.*

### EDU 701 (3)

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into deaf education. It will also acquaint candidates with current trends and issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from educational perspective. Candidates are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. The course typically is taken in the first semester of study.

### EDU 707 (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 adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 785 (1)**

This course provides directed observation and participation in various educational programs; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics. Experiences include visits to general education, deaf education, early education, or bilingual programs in the metropolitan area surrounding Gallaudet University.

*Prerequisite: Matriculation into the program*  
*Corequisite: EDU 601*

### **EDU 631 (3)**

This course for teacher candidates specializing in elementary education provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates will expand knowledge and appreciation for literature, model communication in written, oral and/or through-the-air expression, comprehend, analyze, and evaluate a range of print and non-print media appropriate for use in elementary settings; and experience and reflect on effective practices in literacy teaching and learning in elementary settings.

*Pre-requisites: EDU 600 and EDU 311 or EDU 601 and admission to the program or permission of the program director.*

### **EDU 635 (3)**

This course concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in today's elementary schools. The course stresses the specific learning skills required for the study of history,

geography, economics, citizenship, and social problems, with a focus on the National Council for the Social Studies curriculum standards for kindergarten through grade six.  
*Prerequisite or Co-Requisite: EDU 600*

### **EDU 670 (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

*Prerequisite: Admission to the program or permission of the program director*

### **EDU 713 (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: EDU 707*  
*Corequisite: EDU 787*

### **EDU 731 (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

*Pre-requisite: Admission to the Department of Education or the consent of program director.*

### **EDU 787 (1)**

This course is the second of three pre-professional field experiences in the Department of Education practicum/seminar series. It is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual), technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisite: EDU 785*

*Co-requisite: Students must be registered currently in one or few methods courses.*

### **EDU 665 (3)**

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 750 (3)**

Theories, research, methods, and perspectives pertaining to the development of auditory/oral skills in deaf and hard of hearing children and youth. Knowledge of the development, improvement, and /or maintenance of auditory/oral skills in an interdisciplinary bilingual educational environment.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 639 (3)**

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the elementary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using Childhood Education International (ACEI) & Elementary Education Standards and Supporting (EESS).

*Pre- or Co-requisites: EDU 600 and admission to the program or permission of the program director.*

### **EDU 637 (3)**

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the elementary school science classroom. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

*Pre- or Co-requisites: EDU 600*

### **EDU 711 (3)**

This course addresses literacy instruction through a bilingual and ESL instructional methodology in general bilingual education and their application to a diverse group of deaf and hard-of-hearing children. Students will apply the theories and instructional strategies they learn during their practicum experiences, and reflect on these applications through on-line, group activities, and assignments designed to promote the creation of optimal bilingual k-12 classrooms.

*Prerequisites: EDU 707; 311 OR 601; and EDU 621, 631 OR 641; Admission to the program or*

*permission of the program director.*  
*Co-requisite: EDU 789 Practicum II*

### **EDU 719 (3)**

This course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf and hard of hearing learners in array of educational programs. Current theories of assessment and learning across diverse educational settings are studied with a focus on deaf children and youth. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective assessment practices are demonstrated through classroom and field-based experiences. In meeting the standards of the following District of Columbia's state learning standards, the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC), this course is designed to prepare candidates to teach K-12 learners.

*Pre-requisite: EDU 600; Admission to the MA program or permission of the program director.*

### **EDU 789 (2)**

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisites: EDU 785 and EDU 787*

*Co-requisite: EDU 711*

### **EDU 633 (3)**

This course provides the elementary education majors with the necessary content and methodology for developing a complete language arts program at the elementary school level, which includes the six modes of language: reading, writing, listening, speaking, viewing, and visually representing.

*Pre-requisites: EDU 600;*

*Pre or Co: req: EDU 631*

### **EDU 638 (9)**

This course is the final professional experience in the elementary education programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the teacher candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

*Pre-requisite: An approved student teaching application and permission of the Program Director.*

*Co-requisite: EDU 694*

### **EDU 694 (3)**

The student teaching seminar is a capstone course in which student teachers in the Undergraduate Education Program meet regularly as a group to discuss, analyze, reflect upon and resolve classroom issues that occur during their full-time internship experiences with hearing students. This course is designed to be taken in tandem with Student Teaching. Students will be participating in student teaching at various clinical sites every weekday for 10 weeks.

Educational topics related to assessment, classroom management, certification, portfolio development, and related areas are covered in depth.

*Corequisites: EDU 628, EDU 638, or EDU 648; and permission of the Department of Education*

### **EDU 797 (7)**

This course is the pre-professional capstone experience of the MA Programs in deaf education, and is comprised of full-time supervised student teaching for a minimum forty (50) clock hours per credit, typically completed within a ten (10) week period. During this experience, the student teacher is mentored by an on-site classroom cooperating teacher and supervised by a Department of Education university supervisor.

*Pre-requisite: Department approval, after completion of all other program requirements except EDU 792 (Student Teaching Seminar)*

*Co-requisite: concurrent enrollment in EDU 792.*

### **EDU 792 (2)**

This course provides opportunities for student-teachers in K-12 deaf education teacher preparation program to participate in online discussions and activities that pertain to their anticipated professional responsibilities as teachers while on internships (and on-the job internships). The

course covers topics and activities, which include discussion and sharing of student teaching experiences, building collaborative relationships with colleagues, families and related service personnel, curriculum and instructional planning for diverse learners, creating the classroom environment, classroom management strategies, and survival strategies for the beginning teacher, and preparing and interviewing for jobs in deaf education.  
*Co-requisite: concurrent enrollment in EDU 797*

# MASTER OF ARTS IN SECONDARY EDUCATION AND DEAF EDUCATION

## Requirements

**You may apply for this program if your Bachelors degree is in:**

- English;
- Mathematics;
- History;
- Biology;
- Chemistry; or
- Physics

**If not, please contact Dr. Raschelle Theoharis at [rena.theoharis@gallaudet.edu](mailto:rena.theoharis@gallaudet.edu).**

### *Program of Study*

#### **Additional Program Admission Requirement**

Pass [DC requirements](#) for Praxis II Content Knowledge in the area of focus (Secondary Education: Biology, Chemistry, English, History, Mathematics or Physics)

#### **Program Requirements**

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for dual

licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

#### **Fall 1**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
GPS 700	Culture & Language Seminar	1
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 601	Reading and Writing for Teachers K-12	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 785	Field Experience and Seminar: Deaf Education	1

## Spring 1

Code	Title	Credits
EDU 641	Literacy Teaching and Learning: Secondary Grades	3
EDU 670	Teaching Students with Disabilities	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 787	Practicum I and Seminar: Deaf Education	1

## Summer 1

Code	Title	Credits
EDU 720	Introduction to Research	3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3

## Fall 2

Choose one in consultation with the department:

Code	Title	Credits
EDU 643	Secondary School Teaching Methods in English Language Arts	3
EDU 645	Secondary School Teaching Methods in Social Studies	3
EDU 647	Secondary School Teaching Methods in Science	3
EDU 649	Secondary Teaching Methods in Mathematics	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 789	Practicum II and Seminar: Deaf Education	2

## Spring 2

Code	Title	Credits
EDU 648	Student Teaching: Secondary Education	9
EDU 694	Student Teaching Seminar	3

## Fall 3

Code	Title	Credits
EDU 797	Student Teaching in Deaf Education	7
EDU 792	Student Teaching Seminar	2

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### EDU 600 (3)

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

*Pre-requisite: Admission to the program or permission of the program director.*

*Course fee: \$75 for purchase of Inspiration software to be used in the laboratory.*

### **EDU 601 (3)**

This course for K-12 teacher candidates provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore literacy issues, research, and effective practices in reading and writing instruction and assessment; make personal connections in defining literacy, in experiencing first-hand the reading and writing processes, and in reflective and responsive teaching; discuss ways to motivate and engage learners in authentic and meaningful language use through reading and writing; and synthesize their learning by creating and maintaining a personal/professional literacy portfolio.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 701 (3)**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into deaf education. It will also acquaint candidates with current trends and issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from educational perspective. Candidates are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. The course typically is taken in the first semester of study.

### **EDU 707 (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 adapt and implement the methodologies and materials

used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 785 (1)**

This course provides directed observation and participation in various educational programs; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics. Experiences include visits to general education, deaf education, early education, or bilingual programs in the metropolitan area surrounding Gallaudet University.

*Prerequisite: Matriculation into the program*

*Corequisite: EDU 601*

### **EDU 641 (3)**

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and requires related field-work.

*Prerequisites: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.*

### **EDU 670 (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

*Prerequisite: Admission to the program or permission of the program director*

### **EDU 713 (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: EDU 707*

*Corequisite: EDU 787*

### **EDU 731 (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

*Pre-requisite: Admission to the Department of Education or the consent of program director.*

### **EDU 787 (1)**

This course is the second of three pre-professional field experiences in the Department of Education practicum/seminar series. It is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual), technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisite: EDU 785*

*Co-requisite: Students must be registered currently in one or few methods courses.*

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action

research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 750 (3)**

Theories, research, methods, and perspectives pertaining to the development of auditory/oral skills in deaf and hard of hearing children and youth. Knowledge of the development, improvement, and /or maintenance of auditory/oral skills in an interdisciplinary bilingual educational environment.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 643 (3)**

In this course, teacher candidates explore and apply research-supported trends and curriculum in secondary English language arts instruction with diverse, English Language Learners (ELL), and special needs middle and high school adolescents. Topics covered in the course include professional standards for learning and teaching the pedagogy of secondary English language arts instruction in a technologically-advanced world, formal and informal assessment and evaluation, personal literacy development, and reflective professional engagement. Candidates read and respond to young adult literature across a range of genres, and create a macro-unit that includes reading and writing micro-lessons. The course should be taken concurrently with fieldwork dedicated to middle or secondary education (Grades 6-12).

*Pre-requisites: EDU 601*

*Pre- or Co-requisites: EDU 641*

### **EDU 645 (3)**

This course is a literacy intensive course that concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in middle and secondary schools today. The course stresses the topics include: the social science disciplines in relation to social studies, simulation activities, instructional planning, evaluation, multi-cultural education, inquiry skills, and how to deal with controversial social issues in the classrooms.

*Prerequisites: EDU 600*

*Co-requisite: Concurrently registered in practicum*

### **EDU 647 (3)**

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the secondary school science class. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in this course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

*Prerequisites: EDU 600*

*Co-Requisite: Concurrently registered in practicum*

### **EDU 649 (3)**

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the secondary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observations, hand-on activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.

*Prerequisites: EDU 600*

*Co-requisite: Concurrently registered in practicum*

### **EDU 711 (3)**

This course addresses literacy instruction through a bilingual and ESL instructional methodology in general bilingual education and their application to a diverse group of deaf and hard-of-hearing children. Students will apply the theories and instructional strategies they learn during their practicum experiences, and reflect on these applications through on-line, group activities, and assignments designed to promote the creation of optimal bilingual k-12 classrooms.

*Prerequisites: EDU 707; 311 OR 601; and EDU 621, 631 OR 641; Admission to the program or permission of the program director.*

*Co-requisite: EDU 789 Practicum II*

### **EDU 719 (3)**

This course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf and hard of hearing learners in array of educational programs. Current theories of assessment and learning across diverse educational settings

are studied with a focus on deaf children and youth. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective assessment practices are demonstrated through classroom and field-based experiences. IN meeting the standards of the following District of Columbia's state learning standards, the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC), this course is designed to prepare candidates to teach K-12 learners.

*Pre-requisite: EDU 600; Admission to the MA program or permission of the program director.*

### **EDU 789 (2)**

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisites: EDU 785 and EDU 787*

*Co-requisite: EDU 711*

### **EDU 648 (9)**

This course is the final professional experience in the secondary programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

*Pre-requisite: An approved student teaching application and permission of the Program Director.*

*Co-requisite: EDU 694*

### EDU 694 (3)

The student teaching seminar is a capstone course in which student teachers in the Undergraduate Education Program meet regularly as a group to discuss, analyze, reflect upon and resolve classroom issues that occur during their full-time internship experiences with hearing students. This course is designed to be taken in tandem with Student Teaching. Students will be participating in student teaching at various clinical sites every weekday for 10 weeks. Educational topics related to assessment, classroom management, certification, portfolio development, and related areas are covered in depth.

*Corequisites: EDU 628, EDU 638, or EDU 648; and permission of the Department of Education*

### EDU 797 (7)

This course is the pre-professional capstone experience of the MA Programs in deaf education, and is comprised of full-time supervised student teaching for a minimum forty (50) clock hours per credit, typically completed within a ten (10) week period. During this experience, the student teacher is mentored by an on-site classroom cooperating teacher and supervised by a Department of Education university supervisor.

*Pre-requisite: Department approval, after completion of all other program requirements except EDU 792 (Student Teaching Seminar)*  
*Co-requisite: concurrent enrollment in EDU 792.*

### EDU 792 (2)

This course provides opportunities for student-teachers in K-12 deaf education teacher preparation program to participate in online discussions and activities that pertain to their anticipated professional responsibilities as teachers while on internships (and on-the-job internships). The course covers topics and activities, which include discussion and sharing of student teaching experiences, building collaborative relationships with colleagues, families and related service personnel, curriculum and instructional planning for diverse learners, creating the classroom environment, classroom management strategies, and survival strategies for the beginning teacher, and preparing and interviewing for jobs in deaf education.

*Co-requisite: concurrent enrollment in EDU 797*

## MASTER OF ARTS IN DEAF EDUCATION

### Requirements

**You may apply for this program if your Bachelors degree is in education and you are eligible for general education licensure. If not, please contact Dr. Raschelle Theoharis at [nenatheoharis@gallaudet.edu](mailto:nenatheoharis@gallaudet.edu).**

### Program of Study

#### Program Requirements

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for a licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

## Fall 1

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
EDU 600*	K-12 Curriculum and Instructional Technology	3
EDU 641*	Literacy Teaching and Learning: Secondary Grades	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 785	Field Experience and Seminar: Deaf Education	1

## Spring 1

Code	Title	Credits
EDU 670*	Teaching Students with Disabilities	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 789	Practicum II and Seminar: Deaf Education	2

## Summer 1

Code	Title	Credits
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3
EDU 665*	Children's Literature	3
EDU 720	Introduction to Research	3

## Fall 2

Code	Title	Credits
EDU 792	Student Teaching Seminar	2
EDU 797	Student Teaching in Deaf Education	7

\* These courses are required only if the candidate did not complete them as an undergraduate secondary education major.

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### EDU 600 (3)

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

*Pre-requisite: Admission to the program or permission of the program director.*

*Course fee: \$75 for purchase of Inspiration software to be used in the laboratory.*

### EDU 641 (3)

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration

given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and requires related field-work.

*Prerequisites: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.*

### **EDU 701 (3)**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into deaf education. It will also acquaint candidates with current trends and issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from educational perspective. Candidates are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. The course typically is taken in the first semester of study.

### **EDU 707 (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 adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 731 (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for

diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

*Pre-requisite: Admission to the Department of Education or the consent of program director.*

### **EDU 785 (1)**

This course provides directed observation and participation in various educational programs; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics. Experiences include visits to general education, deaf education, early education, or bilingual programs in the metropolitan area surrounding Gallaudet University.

*Prerequisite: Matriculation into the program*  
*Corequisite: EDU 601*

### **EDU 600 (3)**

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

*Pre-requisite: Admission to the program or permission of the program director.*

*Course fee: \$75 for purchase of Inspiration software to be used in the laboratory.*

### **EDU 641 (3)**

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and

requires related field-work.

*Prerequisites: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.*

### **EDU 670 (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

*Prerequisite: Admission to the program or permission of the program director*

### **EDU 711 (3)**

This course addresses literacy instruction through a bilingual and ESL instructional methodology in general bilingual education and their application to a diverse group of deaf and hard-of-hearing children. Students will apply the theories and instructional strategies they learn during their practicum experiences, and reflect on these applications through on-line, group activities, and assignments designed to promote the creation of optimal bilingual k-12 classrooms.

*Prerequisites: EDU 707; 311 OR 601; and EDU 621, 631 OR 641; Admission to the program or permission of the program director.*

*Co-requisite: EDU 789 Practicum II*

### **EDU 713 (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: EDU 707*

*Corequisite: EDU 787*

### **EDU 719 (3)**

This course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf and hard of hearing learners in array of educational programs. Current theories of assessment and learning across diverse educational settings are studied with a focus on deaf children and youth. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective assessment practices are demonstrated through classroom and field-based experiences. IN meeting the standards of the following District of Columbia's state learning standards, the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC), this course is designed to prepare candidates to teach K-12 learners.

*Pre-requisite: EDU 600; Admission to the MA program or permission of the program director.*

### **EDU 789 (2)**

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisites: EDU 785 and EDU 787*

*Co-requisite: EDU 711*

### **EDU 670 (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

*Prerequisite: Admission to the program or permission of the program director*

### **EDU 750 (3)**

Theories, research, methods, and perspectives pertaining to the development of auditory/oral skills in deaf and hard of hearing children and youth. Knowledge of the development, improvement, and /or maintenance of auditory/oral skills in an interdisciplinary bilingual educational environment.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 665 (3)**

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 665 (3)**

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

### **EDU 792 (2)**

This course provides opportunities for student-teachers in K-12 deaf education teacher preparation program to participate in online discussions and activities that pertain to their anticipated professional responsibilities as teachers

while on internships (and on-the job internships). The course covers topics and activities, which include discussion and sharing of student teaching experiences, building collaborative relationships with colleagues, families and related service personnel, curriculum and instructional planning for diverse learners, creating the classroom environment, classroom management strategies, and survival strategies for the beginning teacher, and preparing and interviewing for jobs in deaf education.

*Co-requisite: concurrent enrollment in EDU 797*

### **EDU 797 (7)**

This course is the pre-professional capstone experience of the MA Programs in deaf education, and is comprised of full-time supervised student teaching for a minimum forty (50) clock hours per credit, typically completed within a ten (10) week period. During this experience, the student teacher is mentored by an on-site classroom cooperating teacher and supervised by a Department of Education university supervisor.

*Pre-requisite: Department approval, after completion of all other program requirements except EDU 792 (Student Teaching Seminar)*

*Co-requisite: concurrent enrollment in EDU 792.*

## **FIELD EXPERIENCES**

Course work and field experiences are equally essential components of the Master of Arts in Education: Teacher Preparation Program. Coursework and field experiences are, in concert, geared to prepare candidates to become teacher as change agents who have significant impact on the academic success of their students through direct experiences with children and youth under the supervision of teacher-mentors in partner schools and university instructors. The candidate will complete field experiences each semester of enrollment, the first three semesters and summer in the form of practica in school and community settings, and the final two semesters through student teaching in general and deaf education. Field experiences are designed in ways that are integral to their program of studies, including meeting the requirements for licensure, and are directly linked with specific courses and/or a seminar each semester. They provide candidates with authentic experiences with which to apply content, concepts, and learning theory, and over time develop as critical thinkers, problem solvers, and agents of change.

Over the course of five semesters and one summer, the candidate should expect to have a range of K-12 experiences, including experiences in deaf education and bilingual education as well as experiences in the area of general education focus (i.e., Early Childhood, Elementary, or Secondary). Reflection is an integral component of all field experiences, including student teaching, and candidates will be required to show evidence that they are able to critically reflect to improve as effective teachers. Weekly face-to-face and/or online seminars are conducted by university instructors to guide these reflections as well as to guide candidates in their practices and completion of required assessments for licensure. Additionally, during seminars, the candidates are guided in completion of the performance assessments that allow them to transition within the program, and ultimately be recommended for licensure through DC.

The foci of the first semester (Fall-1) of field experiences is on the home, school, and community, and candidates are afforded a broad range of experiences with families and community resources, and with visitation to various and diverse school settings with the DC Metro area. During the second semester of study (Spring-1), the focus of field experiences becomes the classroom. Candidates will have three rotating field experiences, each for a period of four weeks. The candidate will work in each classroom under the direction of the teacher-mentor, observing and assisting the teacher by working one-on-one or in small groups with students. Semester three (Fall-2) consists of two placements of six weeks each, and the candidates begin to apply their content and pedagogical knowledge in specific areas of teaching within the K-12 framework. Candidates will actively participate in the schools, teach and assess students, and reflect on their teaching and the students' learning. In the second spring semester or study, candidates will student teach in their general education content area-the first of two capstone experiences. Finally, during the fifth semester (Fall 3) of study, the candidate will student teach in deaf education, and will have an on-the-job option for completing this requirement. For both student teaching experiences, the candidate must be prepared to set up learning goals taking contextual factors under consideration, plan and assess learning affectively, and show evidence of and reflect upon their impact on the learning of every child. (Candidates who enter the program with general education degrees will complete one field experience and one semester of classroom-focused practicum followed by one semester of student teaching in deaf education.)

# M.A. IN DEAF EDUCATION: ADVANCED STUDIES

## Overview

Web: [M.A. Deaf Education: Advanced](#)

Dr. Nena Theoharis, Program Coordinator  
Fowler Hall, Room 301E

The Advanced Studies in Deaf Education master of arts program is 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. This is a self-paced, individualized degree program offering specializations based on the interests of the candidate and his/her educational background and teaching experience with deaf and hard of hearing students.

## Requirements

### Admissions Procedures

Applicants for the M.A. in Deaf Education: Advanced Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	Rolling Admissions
<b>Last Date for Completed Application:</b>	No set date

### Program Specific Requirements

- ASLPI result of 2 or above. Applicants must have at least sufficient signing skills to be considered candidates. The degree to which students' current

level of signing will allow them to be successful in the classroom will be determined during the application process.

- Three Letters of Reference

### Prerequisite Coursework

A bachelor's degree in deaf education from an accredited institution with a grade point average of 3.0 or better.

### Prior Professional Experience

Provisional-level CED certification or state licensure in the education of deaf and hard of hearing students

### Program of Study

#### Program Requirement

Candidates in the Advanced Studies program are required to complete a capstone project that will result in a product and presentation. Each candidate works with the advisor to establish a committee of three, including the advisor and two faculty members, and to develop a capstone proposal, due to the committee no later than November 1. The capstone proposal must include: (1) a justification for the project; (2) goals and learning outcomes; (3) learning activities; and (4) assessments of the learning outcomes. The proposal must also specify the nature of the product and a plan for the presentation. The committee will meet with the candidate to review and approve the proposal within two weeks of the submission. An approved capstone proposal must be signed off by the MA program director no later than December 1. The capstone project, including the presentation, must be completed on or before April 15th.

#### Course of Study

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 (16 credits covering the following 5 areas):
  - EDU 771 Trends in Special Education (3)
  - EDU 707 The Structures and Applications of ASL/English in the Classroom (4)
  - EDF 720 Introduction to Research (3)

- EDF 731 Home, School, and Community Collaboration for Diverse Learners (3)
- DST 714 Critical Pedagogy (3)

- Bilingualism (6);
- Professionalism (Content areas or Specializations) (11-12)

### Advanced foundations in education (16 credits covering the following 5 areas):

Code	Title	Credits
EDU 771	Trends in Special Education	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 720	Introduction to Research	3
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
DST 714	Critical Pedagogy	3

## Courses

### EDU 771 (3)

This course uses a disability studies approach to familiarize students with major trends and issues in special education, including: historical roots, perception of disability, policies impacting students with disabilities, labeling, overrepresentation, and discipline. Other topics in the course include developing Individualized Education Plan (IEPs), examining instructional practices, and working with families. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs.

### EDU 707 (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 adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

*Pre-requisite: Admission to the program or permission of the program director.*

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 731 (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

*Pre-requisite: Admission to the Department of Education or the consent of program director.*

### **DST 714 (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, i.e., class, race, ethnicity, gender, and disability.

# **M.A. IN DEAF EDUCATION: SPECIAL PROGRAM**

## **Overview**

Web: [M.A. Deaf Education: Special](#)

Dr. Nena Theoharis, Program Coordinator  
Fowler Hall, Room 301E

The Master of Arts in Deaf Education: Special Program is especially designed for international students who already have a bachelor's degree in education or equivalent, plan to study deaf education, and return to their home countries to teach deaf students in educational settings. The core courses provide a foundation in the theory and pedagogy required to teach deaf students. This program does not lead to teacher certification or licensure.

## **Requirements**

### **Admissions Procedures**

Applicants for the M.A. in Deaf Education: Special Program must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	February 15
<b>Last Date for Completed Application:</b>	No set date

### **Program Specific Requirements**

- Bachelor Degree in Education (or equivalent degree)

- Goal statements in American Sign Language on DVD (Applicants must have at least sufficient signing skills to be considered.)
- GPA 3.0
- Three Letters of Reference
- TOEFL scores

## Program of Study

### Program Requirement

Candidates in the Special Program are required to complete a capstone project that will result in a product and presentation. Each candidate works with the advisor to establish a committee of three, including the advisor and two faculty members, and to develop a capstone proposal, due to the committee no later than November 1. The capstone proposal must include: (1) a justification for the project; (2) goals and learning outcomes that align with the program outcomes; (3) learning activities; and (4) assessments of the learning outcomes. The proposal must also specify the nature of the product and a plan for the presentation. The committee will meet with the candidate to review and approve the proposal within two weeks of the submission. An approved capstone proposal must be signed off by the MA program director no later than December 1. The capstone project, including the presentation, must be completed on or before April 15th.

### Fall 1

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 720	Introduction to Research	3
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 785	Field Experience and Seminar: Deaf Education	1

Total: 17 hours

### Choose one:

Code	Title	Credits
EDU 621	Literacy Teaching and Learning: Early Childhood	3
EDU 631	Literacy Teaching and Learning: Elementary Grades	3
EDU 641	Literacy Teaching and Learning: Secondary Grades	3

Total: 17 hours

### Spring 1

Code	Title	Credits
EDU 670	Teaching Students with Disabilities	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 789*	Practicum II and Seminar: Deaf Education	2

Total: 14 hours

\* Students must satisfy a background check prior to beginning EDU 789

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich

personal and academic experiences that can only be found at Gallaudet University.

### **EDU 600 (3)**

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

*Pre-requisite: Admission to the program or permission of the program director.*

*Course fee: \$75 for purchase of Inspiration software to be used in the laboratory.*

### **EDU 701 (3)**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into deaf education. It will also acquaint candidates with current trends and issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from educational perspective. Candidates are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. The course typically is taken in the first semester of study.

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 731 (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their

families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

*Pre-requisite: Admission to the Department of Education or the consent of program director.*

### **EDU 785 (1)**

This course provides directed observation and participation in various educational programs; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics. Experiences include visits to general education, deaf education, early education, or bilingual programs in the metropolitan area surrounding Gallaudet University.

*Prerequisite: Matriculation into the program*

*Corequisite: EDU 601*

### **EDU 621 (3)**

This course for teacher candidates specializing in early childhood provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English language learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore in depth an integrated approach to the study of early childhood literacy, curriculum building, methods and materials for literacy instruction, including language development, reading and writing.

*Prerequisites: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.*

### **EDU 631 (3)**

This course for teacher candidates specializing in elementary education provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates will expand knowledge and appreciation for literature, model communication in written, oral and/or through-the-air expression, comprehend, analyze, and evaluate a range of print and non-print media appropriate for use in elementary settings; and experience and reflect on effective

practices in literacy teaching and learning in elementary settings.

*Pre-requisites: EDU 600 and EDU 311 or EDU 601 and admission to the program or permission of the program director.*

### **EDU 641 (3)**

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and requires related field-work.

*Prerequisites: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.*

### **EDU 670 (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

*Prerequisite: Admission to the program or permission of the program director*

### **EDU 711 (3)**

This course addresses literacy instruction through a bilingual and ESL instructional methodology in general bilingual education and their application to a diverse group of deaf and hard-of-hearing children. Students will apply the theories and instructional strategies they learn during their practicum experiences, and reflect on these applications through on-line, group activities, and assignments designed to promote the creation of optimal bilingual k-12 classrooms.

*Prerequisites: EDU 707; 311 OR 601; and EDU 621, 631 OR 641; Admission to the program or*

*permission of the program director.  
Co-requisite: EDU 789 Practicum II*

### **EDU 713 (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: EDU 707*

*Corequisite: EDU 787*

### **EDU 719 (3)**

This course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf and hard of hearing learners in array of educational programs. Current theories of assessment and learning across diverse educational settings are studied with a focus on deaf children and youth.

Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective assessment practices are demonstrated through classroom and field-based experiences. IN meeting the standards of the following District of Columbia's state learning standards, the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC), this course is designed to prepare candidates to teach K-12 learners.

*Pre-requisite: EDU 600; Admission to the MA program or permission of the program director.*

### **EDU 789 (2)**

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisites: EDU 785 and EDU 787*

*Co-requisite: EDU 711*

## EDU 789 (2)

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

*Pre-requisites: EDU 785 and EDU 787*

*Co-requisite: EDU 711*

# M.A. IN INTERNATIONAL DEVELOPMENT

## Overview

Web: [M.A. International Development](#)

Dr. Amy Wilson, Program Coordinator  
Fowler Hall, Room 406

The graduates of this program will learn to collaborate with a variety of groups which wish to include people with disabilities in their development projects and programs. The degree draws on theories and material from disability studies, international relations, special education, research and evaluation, and international development. Students study significant topics in international relations that affect the economic and social development of countries worldwide, including:

- the political, social and developmental issues surrounding disability that result in the continued oppression and marginalization of disabled people around the globe,
- the theories and strategies of international development beginning with the Bretton Woods conference to the current era of globalization,

- the design, development, and evaluation of programs for individuals with disabilities, and;
- practice and theory of living and studying in cultures different from one's own.

A unique aspect of this MA degree is that it includes both the study of theory, as well as the practical application of theory, in working with disabled people in developing countries. The program sequence begins with Fall semester. Students who begin in Spring semester will be out of sequence and won't be able to complete the required courses within 2 years.

The International Development Masters of Arts Degree prepares graduate students to implement policies and practices inclusive of people with disabilities within federal agencies, international organizations and non-governmental organizations in their development overseas assistance programs. The program's coursework is taught through a transformative lens where the political, social and development issues surrounding disability become a means through which ID graduates work with people with disabilities in developing countries in attaining their human rights.

## Requirements

### Admissions Procedures

Applicants for the M.A. in International Development must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No Set Date
<b>Last Date for Completed Application:</b>	No Set Date

### Program Specific Requirements

A basic understanding of economics is necessary to complete coursework in Economic Development and

Micropolitics. Therefore applicants must have passed an introductory course in economics.

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

### Year One - Fall

Code	Title	Credits
IDP 770	Introduction to International Development	3
GOV 791	International Relations and Development	3
EDU 720	Introduction to Research	3

### Year One - Spring

Code	Title	Credits
ECO 714	Economic Development	3
IDP 772	International Development with People with Disabilities in Developing Countries	3
EDU 835	Project Design and Implementation	3

### Year Two - Fall

Code	Title	Credits
EDU 834	Program Development and Evaluation in Special Education and Human Services	3
ECO 725	Micropolitics of Development	3
IDP 780	Supervised Practicum for Master of Arts Degree in International Development	3

### Year Two - Spring

Code	Title	Credits
IDP 773	Gender, Disability and Development	3
IDP 781	Supervised Internship for Master of Arts Degree in International Development	6

### Field work

Code	Title	Credits
IDP 780	Supervised Practicum for Master of Arts Degree in International Development	3
IDP 781	Supervised Internship for Master of Arts Degree in International Development	6

## Courses

### IDP 770 (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.  
*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

### GOV 791 (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.

### **EDU 720 (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **ECO 714 (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 differenced 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.*

### **IDP 772 (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.  
*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

### **EDU 835 (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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

### **EDU 834 (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*

### **ECO 725 (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: Introduction to International Development and EDF 772: Introduction to ID with People with Disabilities in Developing countries.*

**IDP 780 (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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

**IDP 773 (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 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.

*Prerequisites: Acceptance into DEFR's MA program in International Development or permission of the instructor*

**IDP 781 (6)**

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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

**IDP 780 (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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

**IDP 781 (6)**

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.

*Prerequisites: Current enrollment in the International Development Masters of Arts Program; or permission of instructor*

# AMERICAN SIGN LANGUAGE & ENGLISH BILINGUAL EARLY CHILDHOOD DEAF EDUCATION: BIRTH TO 5 CERTIFICATE PROGRAM

## Overview

This Graduate certificate program is designed to offer a program of study for in-service and pre-service professionals who work with or are seeking careers working with deaf and hard of hearing children from birth to 5 years old and their families in educational settings.

The 21-credit certificate program is designed to make it possible for full-time professionals to take courses. The program will emphasize advocacy, language planning, pedagogy, assessment, program planning, and theory and practices in ASL/English bilingual early education. In alignment with the Department of Education's mission, the program will emphasize culturally relevant critical pedagogy as a goal for the candidates to become change agents and leaders in advocating for and educating deaf and hard of hearing children and their families.

## Requirements

### *Admission Requirements & Procedures*

Interested applicants for the American Sign Language & English Bilingual Early Childhood Education: Birth to 5 Certificate Program may apply for either graduate or professional studies training (PST) credits. All applicants must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Applicants who are interested in obtaining professional studies (PST) credit should visit the Center for Continuing Studies website: [Center of Continuing Studies](#) and applicants for the graduate certificate program should visit the Graduate Admissions website for more information: [Graduate Admissions](#)

**The deadline for complete application for the graduate certificate program to begin in Summer 2014 is: April 1st, 2014.**

The program admission requirements are:

1. Applicants must have a B.A. or B.S. degree.
2. Applicants must have a minimum 3.0 grade point average in all previous undergraduate (and graduate if applicable) study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department).
3. Applicants have or are pursuing teaching certification or licensure, preferably in the area of early childhood education, special education, deaf education, or speech-language pathology
4. Resume showing prior and/or current experiences being employed in an early childhood program or field
5. Access to working with young children and their families in an early childhood environment during the program. This access can be on the job or through a practicum or internship experience.
6. Applicants must submit a completed application form requesting admission to the Certificate program.
7. Technology requirements and computer requirements/skills: A Mac or PC computer with access to the internet capable of running the most recent and updated web browser is necessary for participation in our online courses. The minimum operating system are Windows XP or higher for PC and MacOS 10.5 or higher for Mac. Candidates are responsible for obtaining their own Internet access and are expected to have basic computer and Internet literacy prior to the start of the course. Prior to taking courses in the program, students should know how to use: email, word processing programs, presentation programs (such as PowerPoint), and the Internet to search for information.
8. Achieve a result of 2+ on the ASLPI or show evidence of American Sign Language proficiency (e.g., through interviews)
9. Completed reference form

## Summer 1

Code	Title	Credits
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3

## Fall 1

Code	Title	Credits
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3
EDU 767	Capstone I: ASL/English Bilingual Early Childhood Education for 0-5	1

## Spring 1

Code	Title	Credits
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3
EDU 768	Capstone II: ASL/English Bilingual Early Childhood Education for 0-5	1

## Summer 2

Code	Title	Credits
EDU 764	Applications in ASL/English Bilingual Early Childhood Education for 0-5	3
EDU 765	The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens	3
EDU 769	Capstone III: ASL/English Bilingual Early Childhood Education for 0-5	1

## Courses

### EDU 760 (3)

This course is designed to educate candidates about state and federal education policies, particularly as they pertain to bilingualism. In addition, the course addresses a basic working knowledge of regulations essential to the role and as bilingual early childhood professionals. Candidates will implement policies and regulations using the language planning framework in their work in homes, schools and agencies, and the community. It elaborates and builds upon knowledge and dispositions learned in foundation courses. *Prerequisite: Instructor or program coordinator's approval*

### EDU 761 (3)

This course introduces the candidates theoretical perspectives and current research of bilingualism. It is designed for the candidates to acquire an understanding of the concepts related to the development of bilingual language abilities (signacy, oracy, and literacy) for children 0-5 years of age. This course examines bilingual communities, bilingual deaf and hearing children and their language development and use, the bilingual brain, language maintenance and shift, transference, code switching and language attitudes. The course will also address historical and cultural aspects of bilingualism in early childhood deaf children.

*Prerequisites: Instructor or program director's approval*

### EDU 762 (3)

This course describes the early development of ASL and English in young deaf and hard of hearing children and their impact on cognitive development. The course examines how deaf and hard of hearing children go through developmental stages of acquiring and learning American Sign Language, which is similar to how hearing children go through developmental stages of acquiring a spoken language and how this development is tied to cognitive functions that are the precursors for further linguistic and academic growth (sign babbling, sign jargon, first words, ASL grammatical development and vocabulary expansion). In addition, the course will address factors intrinsic to the bilingual child as well as to the environment

that promote and/or prevent their linguistic and cognitive development.

*Prerequisite: Department's chair or program director's approval*

### **EDU 767 (1)**

This capstone project course provides the opportunity for candidates in the ASL/English Bilingual Early Childhood Education: Birth to Five Certificate Program to apply and demonstrate skills, knowledge, and dispositions developed throughout the courses in the program through completing a self-designed capstone project. Candidates will complete their proposal plan for the capstone project by the end of the fall semester.

*Prerequisites: Program Director's approval, Completion of EDU 760 and EDU 761*

### **EDU 763 (3)**

This course will address individualized planning for language and emergent literacy development that can be used as a guide for teaching and learning interventions to support a child's linguistic competence in American Sign Language (ASL) and English. Candidates will apply various American Sign Language (ASL) and English assessment tools to explore ways of assessing diverse deaf and hard-of-hearing candidates' language and literacy acquisition and learning at home and at school. Based on the results of these assessments, the Candidates will reflect on and identify the bilingual methodology approaches to meet the ASL and English language and literacy needs of candidates. They will apply these strategies to home plan, lesson and unit planning, and within their settings.

*Prerequisites: Instructor or program coordinator's approval*

### **EDU 768 (1)**

This capstone project course provides the opportunity for candidates in the ASL/English Bilingual Early Childhood Education: Birth to Five Certificate Program to apply and demonstrate skills, knowledge, and dispositions developed throughout the courses in the program through completing a self-designed capstone project. Candidates will show evidences of making progress with the capstone project by the end of the fall semester.

*Prerequisites: Program Director's approval, completion of EDU 767*

### **EDU 764 (3)**

This course is designed to prepare the candidates to apply an ASL/English Bilingual Framework in Early Childhood Education for deaf and hard of hearing children. This

framework describes how the acquisition and learning of ASL and English (written and spoken) are being facilitated. This course reflects upon bilingual models and concepts and discusses the language planning process required to establish an environment that demonstrates value for both languages. Also, it focuses on meeting the needs of the deaf and hard of hearing children and families that it serves. Use of bilingual methodologies, assessment, effective strategies, and language teaching including signacy, oracy and literacy and critical pedagogy will be addressed.

*Prerequisites: Department's chair or program coordinator's approval*

### **EDU 765 (3)**

ASL and English Bilingualism at home and in school promotes healthy language development and communication, and creates positive self-esteem among deaf/hard of hearing children from diverse backgrounds. This course/seminar is designed for professionals to acquire the knowledge and skills to work collaboratively with diverse families and other professionals to support the bilingual development and education of young deaf and hard of hearing children. Participants will discuss a working model of bilingual language acquisition (American Sign Language and English), approaches to providing support and encouragement to families, ways to promote positive communication with families, and the creation of culturally responsive and inclusive early childhood educational communities for all families. IN addition, participants will apply a basic working knowledge of Part C and Part B of the IDEA regulations as members of an early childhood education team.

*Prerequisites: Department's chair or program director's approval*

### **EDU 769 (1)**

This capstone project course provides the opportunity for candidates in the ASL/English Bilingual Early Childhood Education: Birth to Five Certificate Program to apply and demonstrate skills, knowledge, and dispositions developed throughout the courses in the program through completing a self-designed capstone project. Candidates will complete the project before completing the program.

*Prerequisites: Program Director's approval, completion of EDU 768*

# EDUCATING DEAF STUDENTS WITH DISABILITIES GRADUATE CERTIFICATE PROGRAM

## Overview

The online certificate program in educating deaf students with disabilities prepares current educators, other educational professionals, and second year graduate students seeking to develop critical knowledge and skills in the area of special education. The certificate program emphasizes culturally relevant critical pedagogy as a foundation for preparing highly qualified special education teachers. The program focuses on working with the whole child, the family, and other professionals while merging content standards and CEC standards, in addition to general, bilingual, special, and deaf education pedagogy through coursework to prepare teacher candidates to work with a diverse group of children within a range of educational settings. Although completing the educating deaf students with disabilities online graduate certificate program will not result in a license, the program is designed to meet the requirements for a non-categorical special education license in Washington, DC.

## Requirements

### *Admissions Procedures*

Applicants for the Graduate Certificate in Educating Deaf Students with Disabilities must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

This certificate can also be taken for [Professional Studies \(PST\) credits](#).

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	No set date

### Program Specific Requirements

- *A minimum 3.0 grade point average (on a four-point scale) in all previous study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)*
- *Access to working with children in an academic environment during program.*
- *An introductory course about special education (equivalent to EDU 670 in the GU Department of Education)*

*To complete the on-line certificate program, students must successfully complete all seven program courses with a grade of B or better.*

### Summer

Code	Title	Credits
EDU 771	Trends in Special Education	3
EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3
EDU 777	Differentiating Instruction in the Content Areas	3

### Fall 1

Code	Title	Credits
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
EDU 779	Assessment of Deaf Students with Disabilities	3

## Spring 1

Code	Title	Credits
EDU 772	Classroom Management	3
EDU 776	Teaching Functional Curriculum	3

## Courses

### EDU 771 (3)

This course uses a disability studies approach to familiarize students with major trends and issues in special education, including: historical roots, perception of disability, policies impacting students with disabilities, labeling, overrepresentation, and discipline. Other topics in the course include developing Individualized Education Plan (IEPs), examining instructional practices, and working with families. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs.

### EDU 775 (3)

This course is designed to prepare graduate students to address issues related to language and literacy development for deaf students with disabilities. Topics include language and communication disorders, augmentative and alternative communication systems, cultural influence on language and literacy development, and how language and communication impact classroom performance. The course will also provide strategies to promote metacognitive skills and literacy development.

### EDU 777 (3)

The course reviews what it means to be an effective teacher and introduces the concepts of universal design for learning (UDL) as well as differentiation to meet the needs of deaf students who have disabilities. Further studied is the concept of multiple literacies and access to content and opportunity for the development of literate and metacognitive thought. The lesson plan format is augmented with the development of tiered lessons by addressing three levels of content, process and/or product expectations as determined by interest level, learning style or readiness. In addition, candidates will become familiar with a variety of instructional strategies based on evidence-based practice in general and special education, the hierarchy of cognitive applications in Bloom's Taxonomy, Barbara Given's 5 natural learning systems, Robert Sternberg's Triarchic Intelligence model, as well as Howard

Gardner's multiple intelligences. Evidence of learning focuses on the student's ability to prepare and teach developed lesson plans, and document student learning in clear and concise manner using visual documentation strategies. Candidates are taught to encourage a) self-regulation and other self-determination skills in their students; b) social interaction and true discussion as a method for developing metacognition; and c) developing receptive and expressive learning pathways for academic discourse.

*Prerequisites: EDU 781 and EDU 744*

### EDU 773 (3)

In this course students will examine current trends and concerns which characterize the changing American family and draw implications for education, students with disabilities and their families. They will examine family, community and school structures, patterns and relationships. Students will explore a variety of theories, concepts, principles, and models utilized when implementing effective family, school, and community partnership, in addition to collaboration among IEP team members and when working with other professionals, in regard to students and families with special and diverse needs. Students will identify and discuss the uses and applications of community and school resources in supporting families and students with disabilities. They will also learn and stimulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts. In addition, students will focus on topic/challenges that face families with children with disabilities such as: sibling support, respite care, financial planning, transition planning, independent living and IEP meetings.

### EDU 779 (3)

Students in the class will focus on concepts and methods of assessment in special education with an emphasis on administering, scoring, interpreting, and reporting on standardized educational tests. In addition, emphasis will be placed on administration and interpretation of formal and informal diagnostic procedures, diagnostic reports, IEP development, and professional ethics.

### EDU 772 (3)

This course introduces students to a variety of classroom management approaches and techniques, with an emphasis on working with students who have disabilities. Students are provided with a foundation and background in behavior management and discipline in special education. They will also consider theories and techniques that apply

to individual students, classroom communities, and schoolwide communities.

### **EDU 776 (3)**

This course provides an overview of functional academics for deaf students with disabilities. Topics include teaching vocational skills, teaching life skills, supporting motor development, supporting social-emotional development, developing transition plans, and selecting assistive technology devices. Course assignments are designed to allow students to apply these concepts in their current teaching setting.

# DEPARTMENT OF ENGLISH

## Overview

Web: [Department of English](#)  
*College of Arts and Sciences*

Dr. Paige Franklin, Chair  
Hall Memorial Building, Room N207D

***No Graduate Programs or Certificates offered.***

## Courses

### **ENG 670 (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 (3)**

Studies in the nature of the literary art through its best examples.

### **ENG 722 (3)**

Studies in the nature of the literary art through its best examples.

### **ENG 761 (3)**

Studies in the nature of the literary art through its best examples.

### **ENG 771 (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 (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 (1-3)

*Prerequisite: Appropriate level of matriculation, permission of the instructor and Special Independent Study Form.*

# DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS

Web: [Department of Government and Public Affairs](#)  
*School of Education, Business, and Human Services*

Dr. David Penna, Chair  
Hall Memorial Building, Room S235L

The mission of the Department of Public Affairs is to advance the study and practice of public administration, public policy, government, law, non-profit agencies, and non-governmental organizations (NGO) with a special focus issues and circumstances affecting deaf and hard of hearing people as well as people with other disabilities throughout the United States and the world.

The faculty and staff of the Government major are committed to serving the diverse population of our university in ways appropriate to all members of the community. To do so we offer courses satisfying general studies requirements that include substantive knowledge of government and which encourage critical and ethical reasoning, writing and communication skills; elective courses which appeal to a wide variety of interests and help students gain liberal arts skills and knowledge; a major curriculum that covers the important topics of the fields of political science, law and international studies preparing students for graduate study or employment in government, business, non-profit organizations, law, politics, community and public service, public affairs, or education; and a graduate curriculum that prepares students to serve the broader community as professionals within the public and private spheres.

In addition, faculty of the major are committed to participation in activities which enrich students' understanding of current political topics and their ability to connect with the wider deaf and hearing world through sponsorship of programs and activities both on and off campus. The faculty is also committed to supporting research and education that reflect this mission.

The **Master of Public Administration Program** prepares deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to

develop others' capability to perform, and to serve with integrity.

## ***Graduate Programs offered***

- Master of Public Administration

# **MASTER OF PUBLIC ADMINISTRATION**

## **Overview**

Web: [Master of Public Administration](#)

Dr. Francis Duffy, Program Coordinator  
Hall Memorial Building, Room S233C

The program is especially appropriate for deaf, hard of hearing, and hearing professionals working in federal government agencies. This level of appropriateness was validated by the Deaf and Hard of Hearing in Government (DHHIG) support group in a letter of support for the program where Mark McKay (former DHHIG president) said:

*"DHHIG regards this program as a way to fill a need for Deaf and Hard of Hearing individuals seeking a professional graduate-level degree for managers and aspiring managers in the executive levels of Federal, state, and local government."*

The need for this program was also confirmed by the Federal Office of Personnel Management's Eastern Management Development Center (EMDC) in Shepherdstown, West Virginia. The EMDC wants to create a formal partnership with the new MPA program.

### **Mission**

The Master of Public Administration Program prepares deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.

### **Vision**

The Master of Public Administration Program is the premier graduate program in the United States and throughout the World for preparing deaf, hard of hearing, and hearing professionals who work with deaf and hard of hearing colleagues, to manage and lead in public sector

organizations. Our vision for the program is driven by a set of core values. We value:

We value learner-centered teaching and learning. We collaborate with our students to help them design a personalized program of studies that will support their aspirations to move up into managerial and leadership positions in their organizations.

We value direct communication with our students. We seek to admit students who already possess sign communication skills so they can communicate directly with their peers in classes, on campus, at work, and in social events. However, we recognize that there are Deaf, hard of hearing, and hearing non-signers who may apply for admission to the program. Those non-signers who are admitted to the program will be required to learn ASL as a graduation requirement. Interpreters or CART services are provided in those courses with non-signers enrolled.

We value diversity defined in its broadest sense to include diversity of gender, disabilities, sexual orientation, age, hearing status, among other dimensions of diversity. In valuing diversity, we expect our faculty, staff, and students to interact with each other with a high degree of civility while at the same time enforcing ethical codes of conduct that do not tolerate bigotry, hatred, violence (verbal or physical), character assassination, rumor-mongering, and illegality.

We value the highest principles of professional and academic integrity among our faculty and students. We strictly enforce professional and academic codes of conduct, including academic integrity policies and procedures.

We value a culture of teaching and learning. We take these twin dynamics seriously and we assess student learning outcomes to ensure that we are living up to this value.

We value faculty members who are teachers first and researchers second. We recognize that it is the teaching and learning process that will enable our students to develop or enhance their managerial and leadership knowledge and skills. Because of this value we expect our faculty members to be highly effective classroom teachers.

We value faculty members who have up-to-date knowledge and skills. Maintaining state of the art knowledge requires our faculty to engage in scholarly activities that create research projects, books, articles, and other media. Maintaining state of the art skills requires our faculty to participate in professional development opportunities such as workshops, advanced graduate courses, and attending national conferences.

## Program-Level Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of "universal required competencies" developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies drive the program's mission and they clearly support public service values. The required competencies are organized as five domains.

### Domain 1 - Leadership and Management:

Students will demonstrate the ability to lead and manage in public governance;

**Domain 2 - Public Policy Process:** Students will demonstrate the ability to participate in and contribute to the policy process;

**Domain 3 - Critical Thinking and Decision-Making:** Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

**Domain 4 - Public Service Advocacy:** Students will demonstrate the ability to articulate and apply a public service perspective; and,

**Domain 5 - Communication:** Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

## Course-Specific Student Learning Outcomes

The program of study for the MPA degree is 40 credits. Each course in the program will have 3-5 course-specific student learning outcomes with accompanying learning opportunities, and learning targets.  
Student-Selected Learning Outcomes

The program is also designed to comply with principles of learner-centered and project-based teaching and learning. Students are required to design a Personal Learning Plan soon after they are admitted to the program. That plan will include student-selected learning outcomes that must be clearly aligned with the program-level and course-specific learning outcomes.

## Requirements

- Bachelor's degree from an accredited university or college with a graduating GPA of 3.0 on a 4 point scale.
- A 500 word essay describing career goals and how this program will help achieve those goals.

- At least 1 year of paid professional experience in a public sector or non-profit organization.

## Admissions Procedures and Requirements

Applicants for the Master of Public Administration must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>Due Date for Completed Application:</b>	No set date
<b>First Date for Consideration of Application:</b>	No set date

## Program Specific Requirements

- Bachelor's degree from an accredited university or college with a graduating GPA of 3.0 on a 4 point scale.
- A 500 word essay describing career goals and how this program will help achieve those goals.
- At least 1 year of paid professional experience in a public sector or non-profit organization.

## Career Opportunities for Graduates

Professionals enrolling in and graduating from the new MPA program will be able to use their degree for professional development opportunities within their current organizations or agencies. The MPA degree will also be helpful for graduates who are seeking new leadership opportunities in governmental and non-profit agencies.

## Required Courses: 31 credits

Code	Title	Credits
MPA 710	Introduction to Public Administration	3
MPA 712	Decision Support Systems for	3

	Managers	
MPA 713	Budgeting in Public Sector and Non-Profit Organizations	3
MPA 714	Strategic Leadership and Management	3
MPA 715	Economics for Managers	3
MPA 716	Quality Management in Public Sector and Non-Profit Organizations	3
MPA 796	Executive Communication Skills	3
MPA 837	Interpersonal and Group Behavior in Organizations	3
MPA 860	Ethics in Management	3
MPA 717	Capstone Experience in Public Administration	3
GPS 700	Culture & Language Seminar	1

## Courses

### MPA 710 (3)

This course is a basic introduction to public administration for professionals working in public sector and non-profit agencies. Topics include the role of bureaucracy in the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. This course is designed to use lectures, student presentations, group discussion, and field assignments. The ultimate goal of the course is to help students develop a solid understanding of public administration theory and practice.

### MPA 712 (3)

The course focuses on the use of computer-based systems to assist human decision making. Students will learn about a) human decision making in the organizational context, b) the methods that can be used to support it, and c) the issues associated with the use of computer-based systems that deliver the relevant technology. The course will focus on decision support systems for individuals, although a group decision support system will also be discussed.

### MPA 713 (3)

This course examines the philosophical, political, and practical issues that surround the allocation of funds to

publicly supported and not-for-profit agencies, institutions, and other entities. The course of study involves exploration of the structure of government in the United States at the federal, state, and local levels, along with various theories and strategies for raising and distributing public funds, especially within the educational sector. Case studies of public and private educational institutions provide capstones for student achievement.

### MPA 714 (3)

This course will provide students with an introduction to strategic leadership, strategic analysis, strategic planning, organizational structure and culture, performance based management, and organizational development and change. The focus is on developing innovative and ethical change aspects capable of utilizing internal and external environmental data to lead organizational transformation in complex organizations.

### MPA 715 (3)

The purpose of this course is to provide students with an introductory overview of the knowledge base in microeconomics and macroeconomics, with an emphasis on the concepts administrators will utilize in practice. At the completion of this course, the student will have first-hand practice critically analyzing common economic concepts such as supply and demand, prices, the price system, markets and market structure, utility, production and costs, marginal analysis, economic indicators, monetary and fiscal policy, international trade and data, opportunity costs and other pedagogies. Critical thinking skills will be gained through understanding of the underlying theoretical basis for these concepts, how they are interrelated with each other and with the overall economy, and how they are applied in policy decisions is also introduced in this course. In addition, students will, through examples based on business and government policies, obtain an introductory understanding of how these concepts are applied in everyday situations, providing additional critical thinking, communication and analytical skills.

### MPA 716 (3)

This course focuses on core principles of quality management in public and non-profit agencies; for example, customer focus, continuous improvement, employee involvement, and process improvement. Students analyze case studies and design a field project to gain first-hand knowledge of how to implement quality management principles. Students will also learn about the Baldrige National Quality Award program.

### **MPA 796 (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.

*Prerequisite: Permission of the instructor*

### **MPA 837 (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*

### **MPA 860 (3)**

A classical seminar offered every other 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.

### **MPA 717 (3)**

The Masters in Public Administration Capstone Experience engages students in field-based activities that allow them to apply what they have learned in their program of study. This field-based learning activity is offered under the guidance of a program faculty member and a field-based mentor. Students may also include this experience in their Personal Learning Plans that they develop at the beginning of their program of study. Students may design their Capstone Experience in a variety of ways, including designing it as a research project, as an internship, or as a team-based project. No matter how the experience is organized, students must document what they have learned in their program of study and in the Capstone Experience. Documentation will be submitted in the form of a comprehensive portfolio. Students will meet as a group in a seminar format periodically throughout the semester.

*Prerequisites: Completion of all required courses*

*and completion of at least two of the three elective courses, and a 3.0 grade point average.*

### **GPS 700 (1)**

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

# GRADUATE PROFESSIONAL STUDIES PROGRAM AND COURSES

*The following Interdisciplinary Graduate programs are offered:*

- Ph.D. Educational Neuroscience
- Certificate: Infants, Toddlers and Families: Collaboration and Leadership

## PHD PROGRAM IN EDUCATIONAL NEUROSCIENCE (PEN)

### Overview

Dr. Thomas Allen, Program Director  
Sorenson Language and Communication Center, Room 1223

A newly created interdisciplinary *PhD Program in Educational Neuroscience (PEN)* has been approved by the Gallaudet University Board of Trustees, and will admit its first class of students in the Fall, 2013. This is Gallaudet's first interdisciplinary PhD program, and it includes our National Science Foundation, the Science of Learning Center on [Visual Language and Visual Learning](#), VL2 (the PhD program's administrative home), and the Departments of [Psychology](#), [Linguistics](#), [Interpretation](#), [Education](#), and [Hearing Speech and Language Sciences](#).

Gallaudet's *PhD Program in Educational Neuroscience* pioneers how humans learn, spanning early child development and adults, with a special interest

in the neuroplasticity of visually-guided learning processes sub-serving higher cognition. The PEN PhD program at Gallaudet further provides a unique strength in, and contribution to, pioneering advances in the learning and education of the young deaf visual learner.

The Doctor of Philosophy in Educational Neuroscience at Gallaudet University offers graduate students access to a state-of-the-art curriculum on how humans learn across the lifespan. Graduate students are provided with the most cutting-edge knowledge, powerful critical analysis and reasoning skills, and advanced knowledge of, and expertise in, contemporary neuroimaging and behavioral research - and its ethical and principled application - which are vital to education and society.

Graduate students will marry leading scientific discoveries about how children learn knowledge at the heart of early schooling (e.g., language, reading, math and numeracy, science, and social-emotional) with core challenges in contemporary education, and to do so *in principled ways* through "two-way" communication and mutual growth between science and society. Graduate students will also conduct state-of-the-art neuroimaging and behavioral research that renders new knowledge that both advances science and is useable, and meaningfully translatable, for the benefit of society (spanning parents, teachers, clinicians, medical practitioners, and beyond). The knowledge content of Gallaudet University's *PhD Program in Educational Neuroscience* will be utterly contemporary, with exciting focus drawn from prevailing questions and challenges in contemporary education. At the most general level, students can expect to leave the PhD Program with general knowledge of overarching issues in language learning and bilingualism, reading and literacy, and child development (including early visual attention/processing, higher cognitive processes, number, and scientific concepts), educational assessments/interventions, schools/educational policy, and social-emotional family processes associated with young children, especially young deaf visual learners. Crucially, graduate students can also expect to achieve expert and specific knowledge in a select domain above, especially through their advanced doctoral dissertation research. In addition, graduate students may expect to achieve outstanding competence in contemporary *brain-based neuroimaging* and *behavioral* research as it is applied in ethical and principled ways to prevailing problems in education-indeed, scientific knowledge, experimental mastery, and translational significance at the very heart of *Educational Neuroscience*. Also unique to this program, PEN offers special resources, including study of

Neuroethics and has an in-house, research dedicated neuroimaging facility in which interested students may select to achieve neuroimaging certification.

### Application Requirements

Applicants for the Ph.D. in Educational Neuroscience must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tabs.

### Deadline to apply for this program: February 1, 2014

#### General Application Requirements

- Official transcripts of all undergraduate or graduate study (major preferred: biology, psychology, linguistics, cognitive neuroscience, education, interpretation, hearing speech and language sciences, philosophy, or other area related to Educational Neuroscience)
- 3.2 Undergraduate GPA or higher, a 3.6 or higher GPA in the undergraduate major
- An application fee of \$50
- A completed graduate school application form
- Goal statement
- Three (3) letters of reference

## Requirements

### Program Specific Requirement:

- GRE (General Test) scores
- At least two (2) of your three (3) letters of recommendation, which are required by Gallaudet's general application requirements, must address your potential for conducting advanced doctoral studies.
- Strong research background
- Narrative Statements - Both written English Essay and signed ASL digital "Essay"

In addition to the essay questions required in the Gallaudet Admission Application, please answer the question below in written English and in ASL (please be sure to answer all

parts. Length limit: English, maximum 4 pages. ASL, maximum 5 minutes)

*Explain your background research experiences, your future professional goals, and why you believe advanced graduate study specifically in the new discipline of Educational Neuroscience is the ideal course for you to achieve your goals.*

- Bilingual language knowledge - in both ASL and English
  - ASL: 3 or higher on the ASLPI preferred and 3+ required prior to graduation
    - Visit this website to schedule an appointment: [ASLPI](#)
  - English: as indicated by the Written English Competence in GRE.
- Resume detailing academic, professional, and research experience is required.
- An example of a completed written project (e.g., research report, course paper)
- An undergraduate course in basic statistics.
- You may be called for an interview with faculty from the PEN program.

### Fall I

Code	Title	Credits
PEN 701*	Educational Neuroscience Proseminar	1
PEN 703	Foundations of Educational Neuroscience	3
PEN 705	New Directions in Neuroethics	3
PSY 711	Principles of Statistics	3

\* First part

### Spring I

Code	Title	Credits
PEN 701*	Educational Neuroscience Proseminar	1
PEN 704	Fdntns of Edu Neuroscience II	3
PEN 895	Special Topics	1-3

EDU 802	Principles of Statistics II	3
	Open core elective	
	<strong>Complete Preliminary Exam</strong>	

\* Second Part

### Summer I

Code	Title	Credits
PEN 700	Laboratory Research Rotation I	4

### Fall II

Code	Title	Credits
PEN 801	Guided Studies: Clerc Center/Pk-12 Schools and Two-Way Translation	3
	2 core elective courses	

### Spring II

Code	Title	Credits
PEN 802	Guided Studies: Research	3
	Core elective course (advanced statistics) at Gallaudet University or consortium university	
	Open core elective	
	Complete <strong>Qualifying Exam</strong>	
	Petition to <strong>Advance to Candidacy</strong>	

### Summer II

Code	Title	Credits
PEN 710	Laboratory Research Rotation II	4

### Fall III

Code	Title	Credits
PEN 803	Guided Studies: Theory	3
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences	3

	Complete <strong>Comprehensive Exam</strong>	
	Complete <strong>Comprehensive Exam</strong>	

### Spring III

Code	Title	Credits
PEN 898	Dissertation Proposal	3
PEN 831	Doctoral Teaching Internship	3
	Complete <strong>Comprehensive Exam</strong>	
	Defend <strong>Dissertation Proposal</strong>	

### Fall IV

Code	Title	Credits
PEN 900	Dissertation Research	3
	Complete <strong>Comprehensive Exam</strong>	

### Spring IV

Code	Title	Credits
PEN 900*	Dissertation Research	3
	Complete <strong>Comprehensive Exam</strong>	
	Defend <strong>Dissertation</strong>	

\* Successfully defend dissertation in Dissertation Defense by end of spring semester

## Courses

### PEN 701 (1)

This course (PEN 701) serves as an introduction to foundational issues in this discipline of Educational Neuroscience. Students are required to take this course twice (fall and spring). It is organized around three to four public lectures each semester, delivered by invited speakers on themes drawn from prevailing questions and challenges in education today. Each lecture is preceded by a

preparation seminar, during which students will discuss readings relevant to the lecture topic. After each lecture, students will join the invited speaker for a special discussion session, during which they will have the valuable opportunity to interact directly with researchers pursuing innovative projects in the field of Educational Neuroscience. Students can expect to gain general knowledge of topics such as language learning, reading, child development, educational assessment, educational intervention, and school, policy, and family processes associated with young children, especially young deaf visual learners. Students will also learn how contemporary brain and behavioral research may be applied in principled ways to address prevailing problems in education. All seminars and lectures will be conducted bilingually, in ASL and English.

### **PEN 703 (3)**

The main objective of this two-part course, Foundations of Educational Neuroscience (fall, PEN 703 & spring, PEN 704) is to understand how the rich multidisciplinary field of Educational Neuroscience can inform science and education (and educational policy) in principled ways. In this first course PEN 703, the field's driving overarching objectives are identified: (i) to marry leading scientific discoveries about how children learn knowledge that is at the heart of early child development and schooling (e.g., language, reading, number, science, social-emotional) with core challenges in contemporary education, and to do so in principled ways through "two-way" communication and mutual growth between science and society; (ii) to conduct state-of-the-art behavioral and neuroimaging research that renders new knowledge that is useable, and meaningfully translatable, for the benefit of society (spanning parents, teachers, clinicians, medical practitioners, and beyond). Topics span the ethical application of science in education, neuroscience methods, and how children learn the content of their mental life, and the role of culture in learning. One major objective is for students to learn how Educational Neuroscience can provide specific advances in the education of all children, particularly young deaf children. Students in this course will read research articles, participate in discussions, do a small research project, and present a final paper.

### **PEN 705 (3)**

The field of neuroethics examines the ethical, social, and legal implications of the application of neuroscience research to society. This course begins with a view of how and why neuroscience has 'evolved' to become a dynamic force in both science and society. Students will explore how

bioethics has become a critical dimension of any/all consideration of scientific advancement, particularly in light of modern scientific, research and medical ethics, and as a consequence, of socio-political trends and influences. From this, the field and practice of neuroethics will be addressed and discussed, with relevance to the ways that progress in neuroscience compels and sustains both the issues and dilemmas that arise in and from neuroscientific and neurotechnological research and its applications, and the importance of acknowledging and addressing the ethical basis and resolutions of such issues. An overview of specific frontier areas of neuroscience and technology will be explored, including core topics that involve Educational Neuroscience, with a special emphasis on (a) the extent and scope of new knowledge and capability that such developments afford to impact the human condition, and (b) key ethical concerns that are incurred by such neuroscientific and neurotechnological process. Paradigms for neuroethical, legal, and social probity, safety and surety, and a putative "precautionary process" will be explored. The ethical implications of the application of neuroscience research to special and diverse populations of individuals will be of great salience in our discussions.

### **PSY 711 (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 analyses 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.

### **PEN 701 (1)**

This course (PEN 701) serves as an introduction to foundational issues in this discipline of Educational Neuroscience. Students are required to take this course twice (fall and spring). It is organized around three to four public lectures each semester, delivered by invited speakers on themes drawn from prevailing questions and challenges in education today. Each lecture is preceded by a preparation seminar, during which students will discuss readings relevant to the lecture topic. After each lecture, students will join the invited speaker for a special discussion session, during which they will have the valuable opportunity to interact directly with researchers pursuing innovative projects in the field of Educational

Neuroscience. Students can expect to gain general knowledge of topics such as language learning, reading, child development, educational assessment, educational intervention, and school, policy, and family processes associated with young children, especially young deaf visual learners. Students will also learn how contemporary brain and behavioral research may be applied in principled ways to address prevailing problems in education. All seminars and lectures will be conducted bilingually, in ASL and English.

### **PEN 701 (1)**

This course (PEN 701) serves as an introduction to foundational issues in this discipline of Educational Neuroscience. Students are required to take this course twice (fall and spring). It is organized around three to four public lectures each semester, delivered by invited speakers on themes drawn from prevailing questions and challenges in education today. Each lecture is preceded by a preparation seminar, during which students will discuss readings relevant to the lecture topic. After each lecture, students will join the invited speaker for a special discussion session, during which they will have the valuable opportunity to interact directly with researchers pursuing innovative projects in the field of Educational Neuroscience. Students can expect to gain general knowledge of topics such as language learning, reading, child development, educational assessment, educational intervention, and school, policy, and family processes associated with young children, especially young deaf visual learners. Students will also learn how contemporary brain and behavioral research may be applied in principled ways to address prevailing problems in education. All seminars and lectures will be conducted bilingually, in ASL and English.

### **PEN 704 (3)**

The main objective of this two-part course, Foundations of Educational Neuroscience (fall, PEN 703 & spring, PEN 704) is to understand how the rich multidisciplinary field of Educational Neuroscience can inform science and education (and educational policy) in principled ways. In this second course PEN 705, we draw scientific advances from the field and from the National Science Foundation, Science of Learning Center, Visual Language and Visual Learning, "VL2" at Gallaudet University. Topics span the impact of early brain plasticity of the visual systems and visual processing on higher cognition, early social visual engagement and literacy learning, the role of gestures in learning, early sign language exposure and its facilitative impact on language learning, the bilingual brain, the

surprising role of "Visual Phonology" in early reading, and innovations in two-way educational translation uniting science and research. One major objective is for students to learn how Educational Neuroscience can provide specific advances in the education of all children, particularly young deaf children. Students in this course will read research articles, participate in discussions, do a small research project, and present a final paper.

*Prerequisite: PEN 703*

### **PEN 895 (1-3)**

Grading System: letter grades only.

### **EDU 802 (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.

*Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

### **PEN 701 (1)**

This course (PEN 701) serves as an introduction to foundational issues in this discipline of Educational Neuroscience. Students are required to take this course twice (fall and spring). It is organized around three to four public lectures each semester, delivered by invited speakers on themes drawn from prevailing questions and challenges in education today. Each lecture is preceded by a preparation seminar, during which students will discuss readings relevant to the lecture topic. After each lecture, students will join the invited speaker for a special discussion session, during which they will have the valuable opportunity to interact directly with researchers pursuing innovative projects in the field of Educational Neuroscience. Students can expect to gain general knowledge of topics such as language learning, reading, child development, educational assessment, educational intervention, and school, policy, and family processes associated with young children, especially young deaf visual learners. Students will also learn how contemporary brain and behavioral research may be applied in principled ways to address prevailing problems in education. All seminars and lectures will be conducted bilingually, in ASL and English.

### **PEN 700 (4)**

In this first of two research laboratory rotation courses (PEN 700), students gain intensive Educational / Cognitive Neuroscience laboratory research experience at a partnership university during the summers after their first and second years in the PEN doctoral program, devoting special attention to the lab's scientific questions, hypotheses, and methods. Students will become familiar with the set of research questions guiding the laboratory's research, understand how the questions have been approached in the laboratory setting and represented as research hypotheses, gain hands-on experience in the technical aspects of data collection and analysis in the lab, and study how the lab's current work adds to the previous findings of the lab and the discipline. Students will also consider the principled application of the lab's research activities to the improvement of education and society, although this topic will become a major focus of the second rotation of the following summer. Students will focus their final paper and presentation on demonstrating their knowledge of the research process in the visited lab from theory to hypothesis to research design to analysis to interpretation.

*Prerequisites: PEN 701, PEN 705, and CITI Responsible Conduct of Research (RCR) certification, as well as permission from the scientist in the partner lab.*

### **PEN 801 (3)**

In this first of three-part sequence of intensive guided study courses (in class discussions and field experiences), Guided Studies (I): Translation (PEN 801), students advance their knowledge in making "two-way" connections between basic research discoveries and educational translation, with a special focus on building students' understanding of the priorities, prevailing issues, translational challenges, and translational successes that are of looming importance in education today. Students will interact with educational personnel, parents, and deaf and hard of hearing children in the greater Washington area (for example, the Laurent Clerc National Deaf Educational Center administrators, teachers, children, and parents). The PEN student will gain new knowledge spanning K-12 educational settings, understand the many processes involved in going from translational research outcomes to and educational policy change, and gain specific and crucial new knowledge about the education of the young deaf visual learner. On-site oversight of the student will occur through close, mutually rewarding collaboration with members of the school. Both a written paper on the topic of translational research as well as a presentation of

this paper to the student's PEN Program Committee, will comprise the student's first-year Preliminary Exams, which will occur at the end of this course.

*Prerequisites: First-year required/core courses and lab rotation in the PEN PhD program. (This is a second year, first term fall required course in sequence.)*

### **PEN 802 (3)**

In this second of a three-part sequence of intensive guided study courses (in classroom and field experience), Guided Studies (II): Research (PEN 802), students advance their knowledge and critical analysis of the scientific process through active participation in and completion of a small research project. The course will involve a field experience assignment in a PEN lab at Gallaudet. The student will be further assigned to a subset of previously collected data from the lab on which students will be trained to analyze. The hands-on experience will involve the writing of a final research report in APA Journal Article format that includes articulation of the central question in Educational Neuroscience that the lab's study addresses (including theoretical significance, rationale, hypotheses, related predictions), the design of the mini study using the already collected data, articulation of the methods, data analyses, and findings, and discussion of the scientific and translational implications. This field experience will also include the student's writing of an IRB application, as well as a final presentation. In addition, both the written and presentation components will also constitute the student's Qualifying Examinations, which are scheduled separately at the end of this course with the student's PEN PhD Program Committee. After successful completion of Qualifying Examination, the student may petition to advance to candidacy in this program.

*Prerequisites: First-year required /core course and lab rotation in the PEN PhD program, and PEN 801. (This is a second year, second term/spring required course in sequence.)*

### **PEN 710 (4)**

In this second of two research laboratory rotation courses (PEN 710), students gain intensive Educational/Cognitive Neuroscience laboratory research experience at a partnership university during the summers after their first and second years in the PEN doctoral program, devoting special attention to the lab's translational impact. Students will become familiar with the set of research questions guiding the laboratory's research, understand how the questions have been approached in the laboratory setting and represented as research hypotheses, gain hands-on

experience in the technical aspects of data collection and analysis in the lab, and study how the lab's current work adds to the previous findings of the lab. Students will especially consider the principled application of the lab's research activities to the improvement of education and society, which will be a topic of major focus in this second lab rotation course. Students will focus their final paper and presentation on demonstrating their knowledge of the research process in the visited lab from theory to hypothesis, to research design, to analysis and interpretation, and, to its important translational impact.

*Prerequisite: PEN 700, PEN 705, and have received CITI Responsible Conduct of Research (CRC) certification prior to this course.*

### **PEN 803 (3)**

In this third of a three-part sequence of intensive guided study courses (in class and field experience), Guided Studies (III): Theory (PEN 803), students advance their knowledge knowledge, critical analysis, and independent scholarship in one select domain of Educational Neuroscience of the student's choice. Through a combination of course work and field experience as independent library scholarship, students will advance to writing a paper in research grant proposal format in which they identify a research question of important contemporary scientific and educational significance in Educational Neuroscience, along with an in depth and detailed literature review. The student will also provide a presentation of this work at the end of the course. In addition, the grant proposal and presentation constitute the student's Comprehensive Examination, and is also separately presented at the end of the semester to the student's Comprehensive Examination Committee.

*Prerequisite: Completion of PEN 801, PEN 802, and PhD Qualifying Exams*

### **HSL 893 (3)**

This seminar is a pre-requisite for PhD students in the HSLS PhD 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 and SLP programs. *Pre-requisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.*

### **PEN 898 (3)**

The purpose of this course is to guide students through the important process of writing a doctoral dissertation proposal. The dissertation proposal will include the articulation of an important and unique research question, with theoretical justification/rationale, and a literature review. It will lay bare the hypotheses and the predictions that follow from the posed question. It will also articulate specific details of the research design, methodology, proposed data analyses and anticipated outcomes as per the hypotheses and alternative hypotheses. A discussion of the scientific and translational significance of the proposed study will also be provided, as well as limitations. This course will culminate with an 'oral' defense of the dissertation proposal, the Dissertation Proposal Defense.

*Prerequisite: PEN 803*

### **PEN 831 (3)**

The present course provides advanced PEN doctoral students with the opportunity to teach independently with the supervision of department instructors. The student assumes the role of instructor in one or more course(s) in the Departments of Education, Linguistics, Psychology, Interpreting or Hearing, Speech and Language Sciences (with possibility of doing so at a university in the Washington, D.C. Consortium). An important aim of this internship is to develop and hone the PEN doctoral student's ability to plan, implement, and evaluate an academic course.

*Prerequisite: HSL 893*

### **PEN 900 (3)**

This course is for advanced doctoral students in Gallaudet University's PhD Program in Educational Neuroscience (PEN) who have completed their Doctoral Dissertation Proposal Defense. The purpose of this course is to facilitate students through the important next steps of doctoral dissertation research and writing of the doctoral dissertation, culminating in the 'oral' defense of the dissertation, the Dissertation Defense.

*Prerequisite: PEN 898*

### **PEN 900 (3)**

This course is for advanced doctoral students in Gallaudet University's PhD Program in Educational Neuroscience (PEN) who have completed their Doctoral Dissertation Proposal Defense. The purpose of this course is to facilitate students through the important next steps of doctoral dissertation research and writing of the doctoral dissertation, culminating in the 'oral' defense of the

dissertation, the Dissertation Defense.

*Prerequisite: PEN 898*

### **PEN 900 (3)**

This course is for advanced doctoral students in Gallaudet University's PhD Program in Educational Neuroscience (PEN) who have completed their Doctoral Dissertation Proposal Defense. The purpose of this course is to facilitate students through the important next steps of doctoral dissertation research and writing of the doctoral dissertation, culminating in the 'oral' defense of the dissertation, the Dissertation Defense.

*Prerequisite: PEN 898*

# **DEAF AND HARD OF HEARING INFANTS, TODDLERS AND THEIR FAMILIES: COLLABORATION AND LEADERSHIP INTERDISCIPLINARY GRADUATE CERTIFICATE**

## **Overview**

The Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program is a hybrid program (online and on-campus instruction) that provides professionals from a wide range of disciplines with current evidence-based knowledge and skills for working with families and their very young children who are deaf or hard of hearing. The content and teaching of the program is interdisciplinary and provides an overview of professional and ethical practices, communication and language(s), families, and developmental assessment and programming. Candidates will acquire leadership, advocacy and collaboration skills that promote age and developmentally appropriate outcomes for infants and toddlers. All coursework and experiences reflect principles of diversity

including understanding and appreciation of language diversity (ASL and English, as well as other home languages). This 7-course graduate certificate can be taken in conjunction with another graduate program at Gallaudet or another university, or as a post graduate program for professionals who have current or prospective employment in a program for deaf and hard of hearing infants, toddlers and their families.

The program focuses on the acquisition of knowledge and skills in four broad content areas. These areas include: 1) Professional and Ethical Practices, 2) Communication and Language, 3) Families, Cultures and Communities, and 4) Development, Assessment and Programming. Units of instruction are developed and taught by professionals with expertise in working with infants, toddlers and their families from a wide array of disciplinary backgrounds including, ASL and Deaf studies, communication studies, counseling, education, linguistics, psychology, speech-language-hearing, and social work. Bilingual (ASL - English) principles and philosophical perspectives are infused into the curriculum content and delivery of coursework and experiences. Each course will be offered for graduate or professional studies credits and will be co-taught by faculty from different disciplines. Units of instruction are developed and taught by professionals with expertise in working with infants, toddlers and their families from a wide array of disciplinary backgrounds including, ASL and Deaf studies, communication studies, counseling, education, linguistics, psychology, speech-language-hearing, and social work. Bilingual (ASL - English) principles and philosophical perspectives are infused into the curriculum content and delivery of coursework and experiences. Each course will be offered for graduate or professional studies credits and will be co-taught by faculty from different disciplines.

The program consists of 18 credit hours. The first course is a hybrid summer course of three-days on campus followed by online coursework. The second course is also during the first summer and is completely online. The next four courses are online during the fall and spring semesters. The seventh and final course begins with an online portion and concludes with a three-day on-campus seminar. The program includes an individually designed capstone project. The capstone project must be completed before the awarding of the certificate.

Online courses provide access to information through American Sign Language and English (e.g., presentations will be available through American Sign Language and spoken English or English captions).

## Admissions Procedures

Applicants for the Interdisciplinary Graduate Certificate in Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership may apply for either graduate or professional studies training (PST) credits. All applicants must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Applicants for professional studies training credit should visit the Center for Continuing Studies [website](#) and applicants for graduate studies should visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#).

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 1 or until all possible slots are filled.

## Requirements

### Program Specific Requirements

- Evidence of professional program, certificate, or license held or in process of obtaining OR evidence of current or prospective employment related to deaf and hard of hearing infants, toddlers and families.
- In lieu of the goal statements, applicants must attach a one page written essay (or 10 minute signed video) to their application that discusses why they are interested in obtaining a certificate focused on deaf and hard of hearing infants, toddlers and their families.
- One letter of recommendation.

### Summer 1

Code	Title	Credits
ITF 700	Socio-Ctrl & Political Ctxts for DHH Infants, Toddlers and their Families	3

ITF 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3
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### Fall 1

Code	Title	Credits
ITF 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3
ITF 705	DHH Infants Toddlers and their Families: Capstone Project Part 1	1

### Spring 1

Code	Title	Credits
ITF 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3

### Summer 2

Code	Title	Credits
ITF 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3

## Courses

### ITF 700 (3)

This course is the first course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and serves as an orientation to the program. This course requires both on-campus and online participation. Participants will examine perspectives on working with young deaf and hard of hearing children, their families, and communities and will discuss the historical foundations of birth-to-three programs and services. The impact of early hearing detection and intervention principles and practices on newborn hearing screening and programs will be addressed. The course will provide an overview of the following topics: professionalism, advocacy, ethics, dispositions, diversity, and other factors that impact deaf and hard of hearing infants and toddlers and their families. Resources to support collaboration, leadership and change will be included. Evidence-based research and best practice guidelines that benefit deaf and hard of hearing infants and toddlers and their families will be addressed.

*Pre-requisite: Admission to the Deaf and Hard of*

*Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program, or permission of instructor(s).*

### **ITF 701 (3)**

This course is the second course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires on-line participation. The course addresses language, communication, and cognitive development and developmental milestones. Participants will examine socio-cultural factors that impact linguistic, cognitive and communication development from diverse perspectives. The course addresses language learning models for ASL and English, bilingual, multilingual and dual language learning. Participants will explore visual, auditory and tactile modalities, technological devices for supporting language and communication development, and the research that underlies current practices.

Participants will explore how professionals with varying disciplinary expertise can collaborate to provide support to families to enhance their child's development. Family language learning models including Deaf Professional/ Advisor programs and family sign language programs will also be addressed.

*Pre-requisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of the ITF 700 or Permission of Instructor(s).*

### **ITF 702 (3)**

This course is the third course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires on-line participation. This course examines family systems' perspectives and the interrelationships among the young child who is deaf or hard of hearing, family and communities. Family and community cultures, values and beliefs will be explored. Participants will understand the importance of building relationships and the research underlying the importance of family support systems, acceptance and accommodation. Emphasis will be on collaboration with professionals from different disciplinary backgrounds, leadership and advocacy. The course will address strategies and resources that promote family and professional collaboration, family-to-family support networks, and family involvement.

*Pre-requisite: Admission into the Deaf and Hard*

*of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of ITF 700 and ITF 701,*

### **ITF 705 (1)**

This course provides the opportunity for candidates in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program to engage in a leadership or collaborative project related to deaf and hard of hearing infants, toddlers and their families. The course focuses on the development of a capstone project proposal. The course is conducted entirely through distance learning.

*Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program and ITF 700; or permission of the Instructor.*

### **ITF 703 (3)**

This online course is the fourth course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course addresses the methods, strategies and techniques for developing language, communication, cognition and literacy for infants and toddlers who are deaf or hard of hearing and their families. Candidates will acquire knowledge of assessments used to describe the strengths and needs of these children. The course emphasizes an interdisciplinary collaborative approach and the roles of related professionals (e.g., audiologists, early childhood educators, speech-language pathologists, social workers, psychologists, etc). Strategies and resources will address the continuum of communication and language opportunities including the development of spoken English and American Sign Language.

*Pre-requisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of ITF 700, ITF 701, and ITF 702,*

### **ITF 704 (3)**

This course is the fifth course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires both on-line and on-campus participation. The course will focus on both content and skill development in the areas of assessment and

programming. Collaboration will be emphasized in the assessment and implementation of goals and services for young children and their families. The processes underlying the development of IFSPs and IEP's and transitions from early intervention to preschools will be explored. Strategies and resources will emphasize best practice in interdisciplinary, developmentally and individually appropriate and culturally responsive programming. Candidates for the certificate will present their capstone projects and final portfolios to provide evidence of their knowledge, skills and professional dispositions for working with infants and toddlers who are deaf or hard of hearing, birth-to-three and their families. *Pre-requisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of ITF 700, ITF 701, ITF 702, and ITF 703.*

# DEPARTMENT OF HEARING, SPEECH, AND LANGUAGE SCIENCES

Web: [Department of Hearing, Speech, and Language Sciences](#)

*School of Education, Business, and Human Services*

Dr. Matthew Bakke, Chair  
Sorenson Language and Communication Center, Room 3203

The Department of Hearing, Speech and Language Sciences has offered graduate courses since 1957. 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 in Audiology and Speech-language pathology. 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 Washington Medical Center, Children's Hospital of DC, 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.

**Graduate Programs offered:**

- Au.D. Audiology
- Ph.D. Hearing, Speech and Language Sciences
- M.S. Speech-Language Pathology
- M.S. in HSLS (Non-Clinical)

# AU.D. IN AUDIOLOGY

## Overview

Dr. Chizuko Tamaki, Program Coordinator  
Sorenson Language and Communication Center, Room 2216

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 selected 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.

### Admissions Procedures

Applicants for the Au.D. in Audiology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	February 15
<b>Preferred Date for Completed Application:</b>	February 15

### Program Specific Requirements

GRE or MAT  
Three Letters of reference

### Recommended Undergraduate Major

Speech-Language Pathology  
Audiology or related discipline  
Communication Sciences/Disorders

### Prerequisite Coursework

Please refer to the [department website](#) for the most current list of prerequisite courses.

# Requirements

## Year I - Fall semester

Code	Title	Credits
HSL 814	Instrumentation Lab	1
HSL 815	Acoustics and Psychoacoustics	3
HSL 817	Anatomy & Physiology of the Auditory & Vestibular System	3
HSL 834	Diagnostic Audiology	4
HSL 840	Introduction to Practicum	1
HSL 846	Clinical Applications of Sign Communication I	1-2
	PST American Sign Language	3
GPS 700	Culture & Language Seminar	1

## Year I - Spring semester

Code	Title	Credits
HSL 784	Research Methodology in Hearing, Speech, and Language Sciences	3
HSL 818	Acoustic Phonetics	3
HSL 840	Introduction to Practicum	1
HSL 847	Clinical Applications of Sign Communication II	1
HSL 850	Amplification I	3
HSL 861	Pediatric and Educational Audiology	3
	Elective	2-3
	PST American Sign Language	3

## Year I - Summer semester

Code	Title	Credits
HSL 895	Special Topics	1-3
HSL 821	Informational Counseling and Multicultural Issues	3

Total Credits for Year I: 32-35

## Year II - Fall semester

Code	Title	Credits
HSL 824	Aural Rehabilitation: Adults	3
HSL 835	Vestibular Assessment and Management	3
HSL 841	Clinical Practicum (Diagnostics Audiology)	2
HSL 842	Clinical Practicum ( Aural Rehabilitation)	1
HSL 852	Amplification II	3
HSL 883	Research Project in Audiology	1
	PST American Sign Language	3

## Year II - Spring semester

Code	Title	Credits
HSL 826	Aural Rehabilitation:Pediatric	3
HSL 841	Clinical Practicum (Diagnostics Audiology)	2
HSL 842	Clinical Practicum ( Aural Rehabilitation)	1
HSL 858	Cochlear Implants	3
HSL 866	Electrophysiological Measures in Audiology	3
HSL 883	Research Project in Audiology	1
	PST American Sign Language	3

## Year II - Summer semester

Code	Title	Credits
HSL 880	Internship in Audiology	2-6
HSL 883	Research Project in Audiology	1

Total Credits for Year II: 30-33

### Year III - Fall semester

Code	Title	Credits
HSL 862	Central Auditory Processing Disorders -- Evaluation and Remediation	3
HSL 863	Community and Industrial Audiology	2
HSL 873	Private Practice Development/Clinic Management	3
HSL 880	Internship in Audiology	2-6
HSL 883	Research Project in Audiology	1

### Year III - Spring semester

Code	Title	Credits
HSL 855	Communication Technology	3
HSL 870	Seminar in Medical Audiology	2
HSL 880	Internship in Audiology	2-6

### Year III - Summer Session

Code	Title	Credits
HSL 875	Professional Issues	1
HSL 890	Externship	1-6

Total Credits for Year III: 24

### Year IV - Fall and Spring semesters

Code	Title	Credits
HSL 890	Externship	1-6

### Year IV - Summer Session

Code	Title	Credits
HSL 890	Externship	1-6

## Courses

### HSL 814 (1)

This course will provide hands-on learning experiences through use of instrumentation in audiology. Lab exercises will familiarize students to audiologic instrumentation and

provide opportunities to apply basic audiologic concepts to lab findings. Laboratory format also provides an introduction to scientific report writing using the APA format.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*  
*Co-requisite: HSL 815, HSL 834*

### HSL 815 (3)

Study of basic physical properties of sound, including decibel notation, wave propagation, resonance, filtering, and the analysis of simple and complex signals. The course also includes study of the principles, procedures, and research involved in the field of psychoacoustics, including the relationships between the physical dimensions of sound and perceptual experience, as well as the relationships between psychoacoustic testing and both auditory physiology and the audiological evaluation process.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*  
*Co-Requisite: HSL 817*

### HSL 817 (3)

Anatomy and physiology of the auditory, vestibular, and central auditory nervous systems, including phylogeny, and genetics of hearing and balance; mechanical and biophysical factors in afferent and efferent signal transduction.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### HSL 834 (4)

This course examines the principles of audiologic evaluation, including consideration of pure-tone and speech audiometry, clinical masking, acoustic immittance battery, and calibration and standards, behavioral site-of-lesion testing, OAEs, and various pathologies that affect auditory-vestibular systems.

*Prerequisite: Open to HSLs majors only, or permission of the instructor or department chair.*  
*Co-requisites: HSL 815, HSL 817, and HSL 840*

### HSL 840 (1)

Guided observations of a variety of audiologic activities and preliminary structured participation as aide in diagnostic evaluations under the guidance of clinical supervisors is 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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 846 (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.*

### **GPS 700 (1)**

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **HSL 784 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 818 (3)**

Acoustic characteristics of speech sounds and their relation to articulatory physiology. Use of sound spectrograph. Clinical application of speech analysis.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 840 (1)**

Guided observations of a variety of audiologic activities and preliminary structured participation as aide in

diagnostic evaluations under the guidance of clinical supervisors is 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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 847 (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 850 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 861 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 895 (1-3)**

Grading System: letter grades or pass/fail at the option of the instructor.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 821 (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 and other communication disorders. Students will learn about the impact of hearing loss and communication disorders on infants, children, adults, older adults, and significant others. Students will develop a interviewing and specific counseling skills to help clients address their hearing loss and communication-related needs. This course will serve to provide a theoretical framework, practical strategies and personal reflection for working and providing services with cultural and linguistic awareness, knowledge, competency and proficiency.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 824 (3)**

The focus of this course is on clinical competencies in aural rehabilitation of deaf, Deaf, and hard-of-hearing adults. Special emphasis is given to the clinical procedures used in the Gallaudet Hearing and Speech Center and AR competencies needed by both SLPs and AUDs to work with adults who acquire hearing loss across the lifespan.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 835 (3)**

This course covers vestibular function, assessment, and management. A basic understanding of basic auditory diagnostics and peripheral vestibular anatomy is presupposed. Procedures and interpretation of videonystagmography will be covered in detail, in addition to introduction to various other vestibular evaluation and management techniques.

*Prerequisite: HSL 817, HSL 834*

### **HSL 841 (2)**

Clinical experience, encompassing the entire range of audiological procedures, including hearing aid selection, on the Gallaudet University campus.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 842 (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: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 852 (3)**

This course is designed to facilitate advanced application of knowledge and skills obtained in Amplification I. Topics covered include special clinical procedures, new technology, digital signal processing, implantable devices, and counseling techniques.

*Prerequisite: HSL 850*

### **HSL 883 (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: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 826 (3)**

The focus of this course is on clinical competencies in aural (re)habilitation of deaf, Deaf, and hard-of-hearing children and their families. Special emphasis is given to the clinical procedures used in the Gallaudet Hearing and Speech Center and AR competencies needed by both AUDs and SLPs to work with children with congenital and acquired hearing loss. The course has a strong interdisciplinary focus, considering ethnic and cultural issues in rehabilitation.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 841 (2)**

Clinical experience, encompassing the entire range of audiological procedures, including hearing aid selection, on the Gallaudet University campus.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 842 (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: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 858 (3)**

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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 866 (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; along with 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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 883 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 880 (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, HSL 835, HSL 841 and HSL 842.*

### **HSL 883 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 862 (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 and HSL 834.*

### **HSL 863 (2)**

This course examines 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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 873 (3)**

Issues relating to establishing a private practice including clinical management, small business and accounting practices, models of private practice, referrals and reimbursement, managed care.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 880 (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, HSL 835, HSL 841 and HSL 842.*

### **HSL 883 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 855 (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 870 (2)**

Oto-audiologic and neurologic considerations in the differential diagnosis of auditory and vestibular disorders.

*Prerequisite: HSL 835.*

### **HSL 880 (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, HSL 835, HSL 841 and HSL 842.*

### **HSL 875 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 890 (1-6)**

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 audiologists holding current national certification and/or state licensure in audiology and approved by the department of Hearing, Speech, and Language Sciences.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 890 (1-6)**

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 audiologists holding current national certification and/or state licensure in audiology and approved by the department of Hearing, Speech, and Language Sciences.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 890 (1-6)**

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 audiologists holding current national certification and/or state licensure in audiology and approved by the department of Hearing, Speech, and Language Sciences.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

## **PH.D. IN HEARING, SPEECH, AND LANGUAGE SCIENCES**

### **Overview**

Dr. Dragana Barac-Cikoja, Program Coordinator  
Sorenson Language and Communication Center, Room 3117

The Ph.D. program in Hearing, Speech, and Language Sciences is primarily designed to prepare candidates with a clinical doctoral (Au.D.) degree or a master's degree in Audiology or Speech-Language Pathology for faculty and research positions in universities and other research facilities. Students with a clinical doctoral (Au.D.) degree may be able to complete the program in two years, while students with a master's degree typically require a minimum of three years to complete the program requirements. The Ph.D. program consists of coursework in statistics, research methods, higher education pedagogy, advanced topics in hearing, speech, and language sciences,

and American Sign Language. Additional requirements include a supervised practicum in higher education teaching, a role-related internship, a qualifying examination, a comprehensive examination, and a dissertation that addresses a critical question in hearing, speech, and language sciences. The HSLs Ph.D. program is unique in that it has an American Sign Language requirement for both its students and faculty, thereby ensuring that all classes are fully sign-accessible to deaf and hard of hearing students. Students in the HSLs Ph.D. program have excellent research opportunities within the department as well as other Gallaudet departments and affiliated programs in other universities and research sites. Individuals from traditionally under-represented groups (deaf or hard of hearing, and individuals from underrepresented racial-ethnic groups) are especially encouraged to apply.

Students entering the Ph.D. program from Gallaudet's Au.D. or SLP program are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed PST 304. 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 PST 304. In addition, all Ph.D. students are required to complete the clinical sign sequence in the HSLs Department.

### Admissions Procedures

Applicants for the Ph.D. in Hearing, Speech, and Language Sciences must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	February 15
<b>Preferred Date for Completed Application:</b>	No set date

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.

### Program Specific Requirements

Au.D. degree or master's degree in Audiology or Speech-language Pathology  
 ASHA CCC-A or CCC-SLP Certification preferred  
 GRE or MAT scores  
 Three letters of recommendation  
 On-site personal Interview and writing sample

## Requirements

### ASL Requirements

Students entering the Ph.D. program from Gallaudet's Au.D. or SLP program are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed PST 304. 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 PST 304. In addition, all Ph.D. students are required to complete the clinical sign sequence in the HSLs Department.

### Year I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
	PST ASL (3) American Sign Language	no credits
EDU 801	Principles of Statistics I	3
HSL 891	Ph.D. Professional Issues Seminar I	1
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences	3
	Cognate coursework	3

Total Credits: 11 (excluding ASL)

### Year I - Spring

Code	Title	Credits
EDU 802	Principles of Statistics II	3
	PST ASL (3) American Sign Language	no credits
HSL 892	Ph.D. Professional Issues Seminar	1

	II	
HSL 894	Seminar in Higher Education Publishing, Grant, Writing and Presentation Skills	3
	Cognate coursework	3

Total Credits: 10 (excluding ASL)

### Qualifying Examination at end of semester

#### Year I - Summer

Code	Title	Credits
	Cognate coursework	3

Total Credits: 6

#### Year II - Fall

Code	Title	Credits
EDU 810	Advanced Research Design I	3
HSL 888	Advanced Topics in Hearing, Speech, and Language Sciences I	3
	PST ASL (3) American Sign Language	no credits
	Cognate coursework	3
	Dissertation	1

Total Credits: 10 (excluding ASL)

#### Year II - Spring

Code	Title	Credits
EDU 811	Advanced Research Design II	3
	OR	
EDU 812	Qualitative Research Methods	3
HSL 889	Advanced Topics in Hearing, Speech, and Language Sciences II	3
	PST ASL (3) American Sign Language	no credits
	Cognate coursework	3
	Dissertation	1

Total Credits:10 (excluding ASL)

#### Year II - Summer

Code	Title	Credits
HSL 897	Ph.D. Internship	1-6
HSL 900	Dissertation	1-10

Total Credits: 6-8

### Comprehensive (Candidacy) Exam at end of the semester

#### Year III - Fall

Code	Title	Credits
HSL 896	Practicum in University Instruction	2-3
HSL 900	Dissertation	1-10
	PST ASL (3) American Sign Language	no credits
	Comprehensive Exam before proposal defense	

Total Credits: 9-10 (excluding ASL)

#### Year III - Spring

Code	Title	Credits
HSL 900	Dissertation	1-10

## COURSES

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **EDU 801 (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.*

### **HSL 891 (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.

*Pre-requisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.*

### **HSL 893 (3)**

This seminar is a pre-requisite for PhD students in the HSLs PhD 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 and SLP programs.

*Pre-requisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.*

### **EDU 802 (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.

*Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

### **HSL 892 (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.

*Pre-requisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.*

### **HSL 894 (3)**

This seminar addresses professional writing, grant-writing, and presentation abilities needed by higher education faculty in personnel preparation programs in hearing, speech, and language sciences. Students analyze and evaluate manuscripts and articles that are either literature reviews or theoretically and/or empirically based position papers on timely issues in hearing, speech, and language sciences. 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 hearing, speech, and language sciences, deaf education, and related fields.

*Pre-requisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.*

### **EDU 810 (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.

*Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

### **HSL 888 (3)**

HSL 888 is designed for first semester PhD students in HSLs. The goal of the seminar is to advance study of selected topics in Audiology, Speech-Language Pathology,

Speech Science, and Hearing Science via in-depth reading of the professional literature, including seminar research publications; invited presentations; and group discussions led by a PhD faculty facilitator. Seminar topics may vary from semester to semester. Sample topics in hearing science include: evidence-based outcomes in cochlear implant research, new techniques in aural rehabilitation, balance testing, and vestibular treatment advances. Sample topics in speech science include: evidence-based practices in speech sound disorders, speech acquisition in hearing children of deaf parents, the multimodal nature of speech perception, and prosodic features during oral readings of children from bilingual backgrounds. Sample topics in language science include: spoken language, cued language, and sign language acquisition in children with cochlear implants, evidence-based outcomes in treatment programs for children with autism, and diagnostic protocols for children from English-Language-Learning families. Seminal research publications and invited researchers' presentations are additional resources for this seminar. *Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **EDU 811 (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.*

### **EDU 812 (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 Instructor.*

### **HSL 889 (3)**

HSL 889 is designed for second semester PhD students in HSLs. The goal of the seminar is to advance study of selected topics in Audiology, Speech-Language Pathology, Speech Science, and Hearing Science via in-depth reading

of the professional literature, including seminar research publications; invited presentations; and group discussions led by a PhD faculty facilitator. Seminar topics may vary from semester to semester. Sample topics in hearing science include: evidence-based outcomes in auditory neuropathy diagnosis and intervention, aging speech recognition in noise, and preventing noise-induced hearing loss in adolescents. Topics in speech might include: dysarthria reduction post-cerebral infarct, evidence-based outcomes in pediatric populations. Topics in language might include: acquisition of social communication markers across bilingual and multiple language users, and measures of fluency in the ASL of hearing children of deaf parents. Seminal research publications and invited researchers' presentations will serve as additional resources for discussion.

*Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.*

### **HSL 897 (1-6)**

The PhD Internship is an advanced, supervised, research experience in an approved laboratory, clinic, or other research setting. The major goal of the internship is to provide students with an opportunity to work with and learn from established researchers in transitioning previously acquired academic knowledge and skills to applied knowledge and skills.

*Pre-requisite: Matriculation as a HSLs PhD student, completion of the qualifying examination, completion of EDF 801-802, 810 and 811 (or equivalent) and permission of the advisor and department chair.*

### **HSL 900 (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*

### **HSL 896 (2-3)**

Practicum students in HSL 896 assume a major role in teaching a graduate course in the Department of Hearing, Speech, and Language Sciences. The goal of this practicum is to develop the PhD 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.

*Pre-requisite: HSL 893; completion of the qualifying examination, permission of the advisor, department chair, and the instructor of the course to be taught by the practicum student.*

### **HSL 900 (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*

### **HSL 900 (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*

## **M.S. IN SPEECH-LANGUAGE PATHOLOGY**

### **Overview**

Dr Brenda Seal, Program Coordinator  
Sorenson Language and Communication Center, Room  
3201

This two-year (including one summer) program involves coursework and practicum experiences designed to provide a broad background in speech-language-hearing sciences. The program also provides a special emphasis on the communication needs of deaf and hard-of-hearing

individuals.

The SLP program involves combined course, lab, and clinical work in speech, language, and hearing. Like other nationally-accredited speech-language pathology programs in the United States, Gallaudet's SLP curriculum is dedicated to speech sciences, research methods, language acquisition, clinical procedures, assistive technology, and multicultural experiences. It also includes instruction in and supervised clinical experiences with persons who have speech sound disorders, voice disorders, swallowing disorders, fluency disorders, language disorders, and neurogenic communication disorders. Unlike other accredited graduate programs, however, Gallaudet's program requires courses in American Sign Language and competencies in working with children and adults who are deaf and hard-of-hearing. Observation and practicum opportunities in the Hearing and Speech Center on campus are complemented with training experiences at a variety of hospitals, clinics, public and private schools, private practices, early childhood programs, and other acute and long-term care facilities in the Washington, DC metropolitan area.

Students accepted into the highly competitive SLP program also have opportunities to engage in research, not only through a dedicated master's thesis program, but also with faculty mentors in the Department's research labs and clinic. Elective coursework within the Department includes diverse topics such as cued speech, visual phonics, and cochlear implants; elective coursework is also available in other departments on campus and through a consortium of university programs in Washington, DC, Virginia, and Maryland. 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.

### **Admissions Procedures**

Applicants for the M.S. in Speech-Language Pathology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	February 15
<b>Preferred Date for Completed Application:</b>	February 15

### Program Specific Requirements

GRE or MAT

Three Letters of reference

### Recommended Undergraduate Major

Speech-Language Pathology

Audiology or related discipline

Communication Sciences/Disorders

### Prerequisite Coursework

Students who do not have an undergraduate degree in any of the above listed majors must demonstrate successful completion of required courses in anatomy and physiology of speech and hearing, phonetics, acoustics or speech-and-hearing sciences, and introduction to audiology. A biological science is also required of applicants.

## Requirements

### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
HSL 713	Language Development and Disorders I	3
HSL 714	Speech Science	3
HSL 763	Clinical Procedures for Communication Disorders	3-4
HSL 774	Clinical Practicum: Speech-Language Pathology	1
HSL 746	Clinical Applications of Sign Communication	1
HSL 824	Aural Rehabilitation: Adults	3
	ASL American Sign Language II (or equivalent)	3

### Semester II - Spring

Code	Title	Credits
HSL 755	Neurogenic Speech and Language Disorders	3
HSL 723	Language Development and Disorders II	3
HSL 771	Clinical Practicum: Aural Rehabilitation	1-4
HSL 784	Research Methodology in Hearing, Speech, and Language Sciences	3
	ASL American Sign Language III (or equivalent)	3

### Semester III - Summer

Code	Title	Credits
HSL 716	Audiology: Educational and Habilitative Implications	3
HSL 826	Aural Rehabilitation: Pediatric	3
HSL 774*	Clinical Practicum: Speech-Language Pathology	1

\* optional

### Semester IV - Fall

Code	Title	Credits
HSL 719	Aural Rehabilitation II	3
HSL 760	Swallowing Disorders	3
HSL 754	Speech Sound Disorders	3
HSL 771*	Clinical Practicum: Aural Rehabilitation	1-4
HSL 791	Internship in Speech-Language Pathology	4

\* May alternatively be taken during Semester V

## Semester V - Spring

Code	Title	Credits
HSL 750	Voice & Resonance Disorders	3
HSL 751	Stuttering	2
HSL 821	Informational Counseling and Multicultural Issues	3
HSL 791	Internship in Speech-Language Pathology	4

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### HSL 713 (3)

This course involves the study of the processes and variations of speech, language, communication and pre-literacy skills in typically developing infants and children. Emphasis will be given on the assessment of and intervention with pre-school children with language and learning disorders. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication, social-emotional, culturally diversity and cognitive development.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### HSL 714 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### HSL 763 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### HSL 774 (1)

Supervised student-administered speech-language therapy. May be taken more than once.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### HSL 746 (1)

This course focuses on the clinical application of the principles of sign communication in the field of Speech-Language Pathology/Aural Rehabilitation.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### HSL 824 (3)

The focus of this course is on clinical competencies in aural rehabilitation of deaf, Deaf, and hard-of-hearing adults. Special emphasis is given to the clinical procedures used in the Gallaudet Hearing and Speech Center and AR competencies needed by both SLPs and AUDs to work with adults who acquire hearing loss across the lifespan.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### HSL 755 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 723 (3)**

This course involves study of the processes and variations of speech, language, communication and literacy skills in typically developing children and adolescents. Emphasis will be given on the assessment of and intervention with school-age children and adolescents with language and learning disorders. Units include interdisciplinary views of and issues with the child with speech, language, and communication challenges; social-emotional, cultural diversity and cognitive development.

*Prerequisite: HSL 713 or permission of the instructor and/or department chair*

### **HSL 771 (1-4)**

Supervised student-administered rehabilitation. May be taken more than once.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 784 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 716 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 826 (3)**

The focus of this course is on clinical competencies in aural (re)habilitation of deaf, Deaf, and hard-of-hearing children and their families. Special emphasis is given to the clinical procedures used in the Gallaudet Hearing and Speech Center and AR competencies needed by both AUDs and SLPs to work with children with congenital and acquired hearing loss. The course has a strong interdisciplinary focus, considering ethnic and cultural issues in rehabilitation.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 774 (1)**

Supervised student-administered speech-language therapy. May be taken more than once.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 774 (1)**

Supervised student-administered speech-language therapy. May be taken more than once.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 719 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 760 (3)**

This course is designed to provide students with an understanding of swallowing disorders (dysphagia) and current approaches to prevention, assessment and treatment of patients with dysphagia. Included in the course topics are: anatomy and physiology of the normal and abnormal swallow with attention to each stage of the swallow; swallowing issues unique to pediatric and adult patients, and issues with caretakers within and across cultures; and contemporary research issues and outcomes. These topics will be integrated to provide students with basic knowledge and skills needed to assess and implement a treatment plan for patients with dysphagia.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 754 (3)**

Study of the research and principles associated with symptomatology, etiology, diagnosis, and treatment of speech sound disorders in children and adults. Emphasis is on a broad understanding of the effect of speech sound disorders, including multicultural issues.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 771 (1-4)**

Supervised student-administered rehabilitation. May be taken more than once.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 791 (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: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 771 (1-4)**

Supervised student-administered rehabilitation. May be taken more than once.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 750 (3)**

This course focuses on voice and resonance (anatomy and physiology, including pitch, loudness, and quality), pathologies that influence voice and resonance production, strategies for assessing and for intervention that require cross-professional collaboration, and knowledge of evidence-based outcomes; issues in laryngectomy rehabilitation, tracheostomy and ventilator-dependent communication alternatives and diverse cultural issues, and a wide range of assessment and treatment interventions applicable to children and adults.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 751 (2)**

Study of the etiology, theory, nature, development, and treatment of fluency disorders.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 821 (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 and other communication disorders. Students will learn about the impact of hearing loss and communication disorders on infants, children, adults, older adults, and significant others. Students will develop a interviewing and specific counseling skills to help clients address their hearing loss and communication-related needs. This course will serve to provide a theoretical framework, practical strategies and personal reflection for working and

providing services with cultural and linguistic awareness, knowledge, competency and proficiency.

*Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.*

### **HSL 791 (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: Open to HSLS majors only or permission of the instructor or department chair.*

## **NON-CLINICAL M.S. 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.

# HISTORY, PHILOSOPHY, RELIGION, AND SOCIOLOGY (HPRS) DEPARTMENT

*College of Arts and Sciences*

Dr Brian Greenwald, Program Coordinator  
Hall Memorial Building, Room S235E

**We are not accepting applications at this time. Please contact Brian Greenwald at [brian.greenwald@gallaudet.edu](mailto:brian.greenwald@gallaudet.edu) for more information.**

- Certificate: Deaf History

## CERTIFICATE IN DEAF HISTORY

### Overview

**We are not accepting applications at this time. Please contact Brian Greenwald at [brian.greenwald@gallaudet.edu](mailto:brian.greenwald@gallaudet.edu) for more information.**

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.

### Admissions Procedures

Applicants for the Graduate Certificate in Deaf History must complete the application procedures including a statement of goals and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tabs at the top of the page.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	April 18

### Prerequisite Coursework

Sign Language (or experience using Sign Language)

## Requirements

### Required Courses for Certificate

Code	Title	Credits
HIS 731	History of the American Deaf Community	3

### Electives

Code	Title	Credits
	One U.S. history course from the following electives	3
	One European history course from the following electives	3
	Two additional electives	6
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	1-3
HIS 799	Independent Study	1-3

## Courses

### HIS 731 (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 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 (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 (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 (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 (3)

This course will address the meaning of disability in America in the nineteenth and twentieth centuries. This is a cultural study of disability, and 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 (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 by permission of the instructor.*

### HIS 787 (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 by permission of the instructor.*

### **HIS 793 (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 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 by permission of the instructor.*

### **HIS 794 (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 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 by permission of the instructor.*

### **HIS 795 (1-3)**

Grading System: letter grades only.

### **HIS 799 (1-3)**

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

*Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.*

# DEPARTMENT OF INTERPRETATION

Web: [Department of Interpretation](#)  
*School of Education, Business, and Human Services*

Dr Melanie Metzger, Chair  
Hall Memorial Building, Room 1401D

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. Students learn and practice translation, consecutive interpretation and simultaneous interpretation to apply in direct, relay and/or Deaf/Blind interactions. 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.

All majors in Interpretation are required to pay lab fees of \$100 per semester.

## ***Graduate Programs offered:***

- Ph.D. Interpretation
- MAI: CIPR
- MAI: IR

# PH.D. IN INTERPRETATION

## Overview

Dr. Cynthia Roy, Program Coordinator  
Hall Memorial Building, Room 1409

The Department of Interpretation offers a Ph.D. degree in interpretation, with a focus on signed-spoken language interpretation. This program is available for experienced interpreters who meet the University's Graduate School and Department of Interpretation admission requirements. The program is designed to prepare future interpreter educators and researchers, who will provide exemplary leadership in the interpreting field. Students may specialize in one of two theoretical and applied areas: interpreting research or interpretation pedagogy. Both areas have a strong emphasis on research. Applicants for the Ph.D. in Interpretation must have previous graduate studies in interpretation or translation studies. Successful completion and graduation from the MAI program at Gallaudet meets this requirement. Students will be eligible to advance to doctoral candidacy after two years of coursework, and will receive the Ph.D. after completion of a dissertation. All courses taught by Interpretation faculty are conducted in American Sign Language.

## **Admissions Procedures**

Applicants for the Ph.D. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tab.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 15

## **Program Specific Requirements**

- M.A. in interpretation, translation or related field
- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- Official transcript of all graduate study
- Completed application
- Three Letters of Reference - At least one letter documenting your experience in the field and your potential for doctoral level graduate study
- Goals Statement in both written English and ASL
- GRE or MAT
- Fluent in ASL and English
- Evidence of professional certification as interpreter
- Minimum 3 years interpreting experience

## ***Program of Study***

### **Research Internship**

For the research internship, students will work on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an advanced level, as approved by their advisor. Students will also devote time to discussion of the internship with the instructor related to their research experiences, focusing both on the process and product of their work, in either independent meetings or a regularly scheduled seminar with other interns.

### **Teaching Internship**

The teaching internship site will be in the Department of Interpretation at Gallaudet University; preparation for the teaching internship occurs in the two preceding courses in which students examine the Gallaudet curricula at the Undergraduate and Graduate levels (our department is the only institution to offer both levels of interpreter education), compare and contrast it with other curriculums, and observe and co-teach with department faculty in the BA and perhaps the MA courses. This prepares the student to teach independently within the

department for their internship, allowing faculty to supervise and provide guidance throughout the internship experience.

## **Qualifying Examination**

Students seeking a Ph.D. will be required to prepare and submit a qualifying paper. This paper will represent a substantial data based research project related to interpretation. Students will work with a faculty advisor on the process including reviewing the literature, proposal writing, IRB approval, data collection, coding, analysis, and reporting of the data. Successful completion of the qualifying paper is required prior to commencing the dissertation proposal.

## ***Dissertation***

### **Dissertation Proposal**

The dissertation proposal will be developed during the fall of the fourth year of study. The proposal will be developed with a faculty advisor and in the context of a 3-credit course "Developing the Dissertation Proposal" in which weekly meetings will be offered as a source of support for all doctoral students. The student proposal will include the research question, a preliminary review of the literature, detailed research design with the specific methodology, plan for coding and analysis, discussion of expected results, and a bibliography.

### **Doctoral Committee**

During the development of the dissertation proposal process, the student will form a doctoral committee, which will be composed of a chair from the Department of Interpretation, at least one additional member from the Department of Interpretation faculty, a third member from another department or unit at Gallaudet University and fourth member from outside the university with expertise specific to the student's research topic.

### **Defense of Dissertation Proposal**

The student will defend the proposal before the doctoral committee after the committee has read a complete and final draft. Successful defense of the proposal is required

prior to commencing the research and writing of the dissertation.

### Dissertation

Doctoral students will be required to prepare a data-based research dissertation on a topic accepted by the dissertation committee, as evidenced by successful defense of the dissertation proposal. The dissertation must contain a thorough and relevant literature review, description of and results of the research project itself, and a discussion of the findings and their implications that make clear the meaning of the results and their contribution to world knowledge. The dissertation work will begin in the spring of the fourth year of study.

### Defense of Dissertation

Each doctoral student will defend their dissertation before their doctoral committee. Dissertation defense will most likely occur in the spring of the fifth year.

## Requirements

### Teaching concentration

#### Semester I - Fall

Code	Title	Credits
INT 810	Interpreting Studies: Linguistic and Translation Dimensions	3
INT 812	Research Internship I	1
	Elective in curriculum or assessment	3
	Elective in linguistics or translation studies	3

#### Semester II - Spring

Code	Title	Credits
INT 813	Research Internship II	1
INT 821	Interpreting Pedagogy I	3
	Elective in curriculum or assessment	3
	Elective in research methods or	3

	statistics	
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#### Semester III - Fall

Code	Title	Credits
INT 831	Interpreting Pedagogy II	3
INT 832	Research Internship III	1
	Elective in program design and evaluation	3
	Elective	3
	Complete Qualifying Paper	

#### Semester IV - Spring

Code	Title	Credits
INT 833	Research Internship IV	1
INT 841	Doctoral Teaching Internship I	3
INT 845	Guided Research Project	3

#### Semester V - Fall

Code	Title	Credits
INT 842	Doctoral Teaching Internship II	3
INT 850	Dissertation Proposal	3
	Elective	3

#### Semester VI - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9

#### Semester VII - Fall

Code	Title	Credits
INT 900	Dissertation Research	1-9

#### Semester VIII - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9

Total: 50-74 credits

## Research concentration

### Semester I - Fall

Code	Title	Credits
INT 810	Interpreting Studies: Linguistic and Translation Dimensions	3
INT 812	Research Internship I	1
	Elective in linguistics or translation studies	3
	Elective in research methods or statistics	3

### Semester II - Spring

Code	Title	Credits
INT 813	Research Internship II	1
INT 820	Interpreting Studies: Socio-Cultural Dimensions	3
INT 821	Interpreting Pedagogy I	3
	Elective in Sociology, Anthropology or Sociolinguistics	3

### Semester III - Fall

Code	Title	Credits
INT 830	Interpreting Studies: Cognitive and Psychological Dimensions	3
INT 832	Research Internship III	1
	Elective in cognitive linguistics, cognitive science, or psycholinguistics	3
	Elective in research methods or statistics	3
	Complete Qualifying Paper	

### Semester IV - Spring

Code	Title	Credits
INT 833	Research Internship IV	1
INT 845	Guided Research Project	3
	Elective	3

### Semester V - Fall

Code	Title	Credits
INT 850	Dissertation Proposal	3
	Elective	3
	Elective	3

### Semester VI - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9

### Semester VII - Fall

Code	Title	Credits
INT 900	Dissertation Research	1-9

### Semester VIII - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9

Total: 50-74 credits

## Combined Teaching and Research concentration

### Semester I - Fall

Code	Title	Credits
INT 810	Interpreting Studies: Linguistic and Translation Dimensions	3
INT 812	Research Internship I	1
	Elective in curriculum or assessment	3
	Elective in linguistics or translation studies	3

### Semester II - Spring

Code	Title	Credits
INT 813	Research Internship II	1
INT 820	Interpreting Studies: Socio-Cultural Dimensions	3
INT 821	Interpreting Pedagogy I	3

	Elective in curriculum or assessment	3
	OR	
	Elective in Sociology, Anthropology or Sociolinguistics	3

### Semester III - Fall

Code	Title	Credits
INT 830	Interpreting Studies: Cognitive and Psychological Dimensions	3
INT 831	Interpreting Pedagogy II	3
INT 832	Research Internship III	1
	Elective in cognitive linguistics, cognitive science, or psycholinguistics	3
	OR	
	Elective in research methods or statistics	3
	Complete Qualifying Paper	

### Semester IV - Spring

Code	Title	Credits
INT 833	Research Internship IV	1
INT 845	Guided Research Project	3
INT 841	Doctoral Teaching Internship I	3

### Semester V - Fall

Code	Title	Credits
INT 842	Doctoral Teaching Internship II	3
INT 850	Dissertation Proposal	3
	Elective	3

### Semester VI - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9

### Semester VII - Fall

Code	Title	Credits
INT 900	Dissertation Research	1-9

### Semester VIII - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9

Total: 51-75 credits

## Courses

### INT 810 (3)

An advanced seminar focusing on linguistic and translation theory and research as it pertains to interpretation. Topics will vary depending upon current developments in the field.

### INT 812 (1)

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

*Prerequisite: Acceptance into the program or permission of the instructor.*

*Corequisite: INT 810 Linguistic and Translation Dimensions*

### INT 813 (1)

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

*Pre-requisite: INT 812*

### **INT 821 (3)**

This course provides students with an introduction to educational and interpretation philosophies, teaching considerations and techniques, and considerations for faculty responsibilities in academia in the areas of teaching, service, scholarship, and administration. Students will research and analyze program and curriculum design and their interplay with student learning outcomes, teaching Deaf and non-deaf interpreters, and teaching styles. Students will learn procedures for observing classrooms, teachers and students and perform observations. They will learn how learning experiences are planned, the role technology plays in learning experiences, and how to assess reading and course materials. Students will survey teaching techniques for teaching ethics, interpreting skills, assessing student skills, and teaching self-assessment skills.

*Prerequisite: INT 810 and an elective in curriculum or assessment*

### **INT 831 (3)**

This course builds on INT 821 and provides students with hands-on opportunities to put into practice what they have been learning. Students will address the issues of course design, classroom teaching, and assessment by co-teaching courses with department faculty. Learning experiences will address issues including, but not limited to, of student learning outcomes, ethics, skill development, self-assessment, attitude and interpreting skills, use of technology, use and development of materials, grading, academic integrity, and classroom activities. They will conduct evaluation of teaching interpreting through action research in the classroom.

*Prerequisites: INT 821 and electives in curriculum and assessment or permission of the instructor*

### **INT 832 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars.

Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an advanced level, as approved by their advisor.

*Prerequisite: INT 813*

### **INT 833 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars.

Students will participate in this field work for 50 clock

hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an advanced level, as approved by their advisor.

*Prerequisite: INT 832*

### **INT 841 (3)**

This course provides students the opportunity to teach independently with supervision of department instructors following the successful completion of INT 821 and INT 831. The student assumes the role of instructor in one or more course(s) in the Department of Interpretation. The purpose of this practicum is to develop and hone the doctoral student's ability to plan, implement, and evaluate an academic course in the interpretation.

*Prerequisites: INT 821 and INT 831*

### **INT 845 (3)**

This course is a one semester course in which students conduct an intensive research project conducted under the guidance of a faculty member. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course. Students are expected to develop an appropriate research plan, to complete the IRB process, to analyze data, and to write a final report of publishable quality.

*Prerequisite: INT 810*

### **INT 842 (3)**

This course builds on INT 841, providing students the opportunity to teach independently with supervision of department instructors. The student assumes the role of instructor in one or more course(s) in the Department of Interpretation. The purpose of this practicum is to further develop and hone the doctoral student's ability to plan, implement, and evaluate an academic course in the interpretation.

*Prerequisite: INT 841 or permission of instructor*

### **INT 850 (3)**

The purpose of this course is to guide students through the process of writing a doctoral dissertation proposal. The proposal will include a problem statement, literature review. It will also incorporate the research design and methodology, a description of how the data will be treated and analyzed, and the significance and limitations of their proposed study.

*Pre-requisites: INT 833, and successful completion of the qualifying paper.*

*Pre-requisites: INT 845, INT 841*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 810 (3)**

An advanced seminar focusing on linguistic and translation theory and research as it pertains to interpretation. Topics will vary depending upon current developments in the field.

### **INT 812 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

*Prerequisite: Acceptance into the program or permission of the instructor.*

*Corequisite: INT 810 Linguistic and Translation Dimensions*

### **INT 813 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

*Pre-requisite: INT 812*

### **INT 820 (3)**

An advanced seminar focusing on socio-linguistic and anthropologic theory and research as it pertains to interpretation. Topics will vary depending upon current

developments in the field.

*Prerequisites: INT 810*

### **INT 821 (3)**

This course provides students with an introduction to educational and interpretation philosophies, teaching considerations and techniques, and considerations for faculty responsibilities in academia in the areas of teaching, service, scholarship, and administration. Students will research and analyze program and curriculum design and their interplay with student learning outcomes, teaching Deaf and non-deaf interpreters, and teaching styles. Students will learn procedures for observing classrooms, teachers and students and perform observations. They will learn how learning experiences are planned, the role technology plays in learning experiences, and how to assess reading and course materials. Students will survey teaching techniques for teaching ethics, interpreting skills, assessing student skills, and teaching self-assessment skills.

*Prerequisite: INT 810 and an elective in curriculum or assessment*

### **INT 830 (3)**

An advanced seminar focusing on cognitive and psychological dimensions of the interpreting process. Topics will vary depending upon current developments in the field.

*Prerequisite: INT 820*

### **INT 832 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an advanced level, as approved by their advisor.

*Prerequisite: INT 813*

### **INT 833 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an professional level, as approved by their advisor.

*Prerequisite: INT 832*

### **INT 845 (3)**

This course is a one semester course in which students conduct an intensive research project conducted under the guidance of a faculty member. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course. Students are expected to develop an appropriate research plan, to complete the IRB process, to analyze data, and to write a final report of publishable quality.

*Prerequisite: INT 810*

### **INT 850 (3)**

The purpose of this course is to guide students through the process of writing a doctoral dissertation proposal. The proposal will include a problem statement, literature review. It will also incorporate the research design and methodology, a description of how the data will be treated and analyzed, and the significance and limitations of their proposed study.

*Pre-requisites: INT 833, and successful completion of the qualifying paper.*

*Pre-requisites: INT 845, INT 841*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 810 (3)**

An advanced seminar focusing on linguistic and translation theory and research as it pertains to interpretation. Topics will vary depending upon current developments in the field.

### **INT 812 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will

assume increasing responsibilities on research projects approved by their advisor.

*Prerequisite: Acceptance into the program or permission of the instructor.*

*Corequisite: INT 810 Linguistic and Translation Dimensions*

### **INT 813 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars.

Students will participate in this field work for 50 clock hours per credit hour under the supervision of a

Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

*Pre-requisite: INT 812*

### **INT 820 (3)**

An advanced seminar focusing on socio-linguistic and anthropologic theory and research as it pertains to interpretation. Topics will vary depending upon current developments in the field.

*Prerequisites: INT 810*

### **INT 821 (3)**

This course provides students with an introduction to educational and interpretation philosophies, teaching considerations and techniques, and considerations for faculty responsibilities in academia in the areas of teaching, service, scholarship, and administration. Students will research and analyze program and curriculum design and their interplay with student learning outcomes, teaching Deaf and non-deaf interpreters, and teaching styles.

Students will learn procedures for observing classrooms, teachers and students and perform observations. They will learn how learning experiences are planned, the role technology plays in learning experiences, and how to assess reading and course materials. Students will survey teaching techniques for teaching ethics, interpreting skills, assessing student skills, and teaching self-assessment skills.

*Prerequisite: INT 810 and an elective in curriculum or assessment*

### **INT 830 (3)**

An advanced seminar focusing on cognitive and psychological dimensions of the interpreting process.

Topics will vary depending upon current developments in the field.

*Prerequisite: INT 820*

### **INT 831 (3)**

This course builds on INT 821 and provides students with hands-on opportunities to put into practice what they have been learning. Students will address the issues of course design, classroom teaching, and assessment by co-teaching courses with department faculty. Learning experiences will address issues including, but not limited to, of student learning outcomes, ethics, skill development, self-assessment, attitude and interpreting skills, use of technology, use and development of materials, grading, academic integrity, and classroom activities. They will conduct evaluation of teaching interpreting through action research in the classroom.

*Prerequisites: INT 821 and electives in curriculum and assessment or permission of the instructor*

### **INT 832 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an advanced level, as approved by their advisor.

*Prerequisite: INT 813*

### **INT 833 (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at an professional level, as approved by their advisor.

*Prerequisite: INT 832*

### **INT 845 (3)**

This course is a one semester course in which students conduct an intensive research project conducted under the guidance of a faculty member. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course. Students are expected to develop an appropriate research plan, to complete the IRB process, to analyze data, and to write a final report of publishable quality.

*Prerequisite: INT 810*

### **INT 841 (3)**

This course provides students the opportunity to teach independently with supervision of department instructors following the successful completion of INT 821 and INT 831. The student assumes the role of instructor in one or more course(s) in the Department of Interpretation. The purpose of this practicum is to develop and hone the doctoral student's ability to plan, implement, and evaluate an academic course in the interpretation.

*Prerequisites: INT 821 and INT 831*

### **INT 842 (3)**

This course builds on INT 841, providing students the opportunity to teach independently with supervision of department instructors. The student assumes the role of instructor in one or more course(s) in the Department of Interpretation. The purpose of this practicum is to further develop and hone the doctoral student's ability to plan, implement, and evaluate an academic course in the interpretation.

*Prerequisite: INT 841 or permission of instructor*

### **INT 850 (3)**

The purpose of this course is to guide students through the process of writing a doctoral dissertation proposal. The proposal will include a problem statement, literature review. It will also incorporate the research design and methodology, a description of how the data will be treated and analyzed, and the significance and limitations of their proposed study.

*Pre-requisites: INT 833, and successful completion of the qualifying paper.*

*Pre-requisites: INT 845, INT 841*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

### **INT 900 (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

*Prerequisite: INT 850*

# MASTER OF ARTS IN INTERPRETATION: COMBINED INTERPRETING PRACTICE AND RESEARCH

## Overview

Web: [MAI: CIPR](#)

Dr. Christopher Stone, Program Coordinator  
Hall Memorial Building, 1415

The concentration in Combined Interpreting Practice and Research 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. This degree includes an overview research course followed by two semesters of guided research courses in which students conduct original research with the goal of producing a solid study in publishable form. This concentration follows a two-year format, consisting of four semesters followed by a summer internship. The program requires the completion of 48 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 33 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.

## Requirements

### *Admissions Procedures*

Applicants for the M.A. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	January 15th
<b>Last Date for Completed Application:</b>	April 15th or until all possible slots are filled. Students are accepted on a rolling basis.

### **Program Specific Requirements**

- Official transcript of all college work
- GRE, MAT, or TOEFL score
- 3 letters of reference - one letter should cite sign language skills
- An [ASLPI](#) result of 3 or higher
- Video ASL and English samples - obtain this from the department

### *Graduation Requirements*

#### **NIC Knowledge Exam or CDI Written Exam**

Students are required to successfully pass RID's National Interpreter Certification (NIC) Knowledge Exam or RID's Certified Deaf Interpreter (CDI) Written Exam by December 1st during their last academic year in the MA in Interpretation program.

#### **Practicum and Internship**

Practical classroom-based experiences are incorporated into each semester of the program. These experiences

include directed observation in interpreting events on the university campus and in Washington, D.C., Maryland, and Virginia. 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 and the internship coordinator will agree upon a suitable site, supervision, and plan of activity. Internship sites can be in any state in the U.S. and/or in other countries.

## **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 retake the examination or to withdraw from the program. Failure on this examination will be grounds for dismissal.

### **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.

### **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.

### **Semester I (Fall)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
INT 701	History of Interpreting	3
INT 707	Structure of Language for Interpreters: American Sign Language and English	3
INT 720	Discourse Analysis for Interpreters	3
INT 726	Fundamentals of Interpreting	3

### **Semester II (Spring)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
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

### **Qualifying Exam**

### **Semester III (Fall)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
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

### **RID NIC Knowledge Exam or CDI Written Exam**

### **Semester IV (Spring)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
INT 754	Interpreting Medical Discourse	3
INT 778	Guided Research Project II	3
INT 781	Field Rotation	3

### **Comprehensive Exam**

### **Semester V (Summer)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
INT 785	Internship	3

## **Courses**

### **INT 701 (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 707 (3)**

This course is an introduction to the linguistic structures of ASL and English for interpreters. Topics include phonology, morphology, syntax, semantics, and sociolinguistics, as well as depiction, bilingualism, language acquisition, and language variation. Students will identify and analyze linguistic features in their own and other peoples' linguistic use, and apply this information and skill to translating and interpreting work.

*Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.*

### **INT 720 (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 a 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 (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 (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 and INT 726 or permission of the instructor.*

### **INT 735 (3)**

The 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 and INT 726 or permission of the instructor.*

### **INT 736 (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 and INT 726 or permission of the instructor.*

### **INT 750 (3)**

The 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, conduct a literature review, gather data, perform analyses of the data, prepare a formal written report, and present findings in ASL. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines, and to prepare their final paper as they would a submission to a refereed journal.

*Prerequisites: INT 701, 707, 714, 720, or permission of the instructor*

### **INT 744 (3)**

The 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. 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 746 (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, 735, 736, or permission of the instructor*

### **INT 749 (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*

### **INT 777 (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*

### **INT 754 (3)**

The 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, 746, 749, or permission of the instructor*

### **INT 778 (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 777*

### **INT 781 (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*

### **INT 785 (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.

*Prerequisite: Permission of the department*

# **MASTER OF ARTS IN INTERPRETATION: INTERPRETING RESEARCH**

## **Overview**

Web: [MAI:IR](#)

Dr. Christopher Stone, Program Coordinator  
Hall Memorial Building, 1415

The concentration in Interpreting Research is designed to educate Deaf, hard of hearing, and hearing persons who have demonstrated competence in interpreting and who wish to further their education and knowledge with an advanced degree. This degree is designed to respond to the professional development needs of professional interpreters and interpreter educators. The program provides a multidisciplinary and interdisciplinary approach to interpretation instruction. Education focuses on current academic knowledge in areas that include discourse analysis, comparative ASL and English for interpreters, analysis of interactions, and research. The first three areas of knowledge will also provide foundational knowledge and skills for conducting research. This degree includes an overview research course followed by two semesters of guided research courses in which students conduct original research with the goal of producing a solid study in publishable form. With this experience, graduates can continue their investigative interests through further education and study. This degree would also prepare students to enter the Ph.D. in Interpretation program. The program follows a one year full-time format consisting of three semesters or a two-year part-time format consisting of four semesters. The program requires the completion of 30 credit hours of course work.

## **Requirements**

### ***Admissions Procedures***

Applicants for the M.A. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist](#)

[of application requirements](#). Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	January 15th
<b>Last Date for Completed Application:</b>	April 15th or until all possible slots are filled. Students are accepted on a rolling basis.

### Program Specific Requirements

- Official transcript of all college work
- GRE, MAT, or TOEFL score
- 3 letters of reference - one letter should be from a consumer citing competence in interpreting
- Resume/Curriculum Vitae
- Valid certification from RID (CSC, NIC, CI/CT, CDI), NAD (III, IV, or V), ASLTA (Qualified or Professional, AVLIC (COI), or documented equivalent for international applicants
- [ASLPI](#) result of 4 or higher for ASL users
- [ASLPI](#) result of 3 or higher for international students who are non-ASL users
- Portfolio of unrehearsed ASL to English and English to ASL interpreting samples - obtain this from the department; or equivalent portfolio of unrehearsed interpreting samples in applicants' working languages for international applicants
- One additional goals statement relating to ethics and professional practice

### Graduation Requirements

#### Qualifying Paper

During the final year of coursework, all students must successfully complete a research-based paper. This paper will represent a substantial data based research project related to interpretation. The research should address an important problem of manageable scope in the chosen field of study, and should make a significant contribution to the profession's theory or practice.

### 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 (Two Years - Part-time Only)

#### Semester I (Summer conducted ONLINE)

Code	Title	Credits
INT 707	Structure of Language for Interpreters: American Sign Language and English	3

#### Semester II (Fall)

Code	Title	Credits
INT 720	Discourse Analysis for Interpreters	3
INT 726	Fundamentals of Interpreting	3

#### Semester III (Spring)

Code	Title	Credits
INT 750	Research Methods in Interpretation	3
	Elective	3

#### Semester III (Summer)

Code	Title	Credits
INT 701	History of Interpreting	3

### Candidacy paper

#### Semester V (Spring)

Code	Title	Credits
INT 778	Guided Research Project II	3
	Elective	3

### Typical Program of Study (One Year - Full-time Only)

#### Semester I (Summer conducted ONLINE)

Code	Title	Credits
INT 701	History of Interpreting	3

INT 707	Structure of Language for Interpreters: American Sign Language and English	3
INT 750	Research Methods in Interpretation	3

### Semester II (Fall)

Code	Title	Credits
INT 720	Discourse Analysis for Interpreters	3
INT 726	Fundamentals of Interpreting	3
INT 777	Guided Research Project I	3
	Elective	3

### Candidacy paper

### Semester III (Spring)

Code	Title	Credits
INT 778	Guided Research Project II	3
	Elective	3
	Elective	3

## Courses

### INT 707 (3)

This course is an introduction to the linguistic structures of ASL and English for interpreters. Topics include phonology, morphology, syntax, semantics, and sociolinguistics, as well as depiction, bilingualism, language acquisition, and language variation. Students will identify and analyze linguistic features in their own and other peoples' linguistic use, and apply this information and skill to translating and interpreting work.

*Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.*

### INT 720 (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 a 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 (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 750 (3)

The 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, conduct a literature review, gather data, perform analyses of the data, prepare a formal written report, and present findings in ASL. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines, and to prepare their final paper as they would a submission to a refereed journal.

*Prerequisites: INT 701, 707, 714, 720, or permission of the instructor*

### INT 701 (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 778 (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 777*

### **INT 701 (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 707 (3)**

This course is an introduction to the linguistic structures of ASL and English for interpreters. Topics include phonology, morphology, syntax, semantics, and sociolinguistics, as well as depiction, bilingualism, language acquisition, and language variation. Students will identify and analyze linguistic features in their own and other peoples' linguistic use, and apply this information and skill to translating and interpreting work.

*Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.*

### **INT 750 (3)**

The 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, conduct a literature review, gather data, perform analyses of the data, prepare a formal written report, and present findings in ASL. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines, and to prepare their final paper as they would a submission to a refereed journal.

*Prerequisites: INT 701, 707, 714, 720, or permission of the instructor*

### **INT 720 (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 a 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 (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 777 (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*

### INT 778 (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 777*

## DEPARTMENT OF LINGUISTICS

Web: [Department of Linguistics](#)  
*College of Arts and Sciences*

Dr. Paul Dudis, Chair  
Sorenson Language and Communication Center, Room 3209

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. All majors in Linguistics are required to pay lab fees of \$50 per semester.

### 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.

### Graduate Programs offered:

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

## M.A. IN LINGUISTICS

### Overview

Dr. Kristin Mulrooney, Program Coordinator  
Sorenson Language and Communication Center, Room 2315

Students may seek an M.A. in Linguistics either as their terminal degree or as a prerequisite for the Ph.D program in Linguistics. However, students should note that successful completion of the M.A. program does not guarantee entry into the Ph.D. program; students must also submit a Ph.D. application portfolio which must be reviewed and unanimously approved by the Linguistics 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, for positions as teachers of Deaf children.

Students pursuing the M.A. in Linguistics at Gallaudet receive solid grounding in linguistic theory, methods, and research with a special emphasis on sign language linguistics. The program begins with foundational courses in linguistic theory, centered on phonology, cognitive linguistics and generative linguistics, focusing on both spoken and signed languages. Additionally, students receive training in working with new sign languages (Field Methods) and in various professional skills related to being a linguist (e.g. linguistic technical writing, use of video and software resources for analyzing sign data, applying for doctoral programs and jobs, etc.). In their second year, students select five elective courses out of a set of seven advanced courses according to their interests; topics vary from year to year. The M.A. program requires 41 credit hours of coursework. Full-time graduate students normally complete the program in four semesters. The program is designed to be completed during the fall and spring semesters, without weekend or summer coursework.

*\*NOTE: Students with prior coursework in linguistics from another institution may request course transfers and/or waivers for one or more courses, but these requests are approved on a case by case basis by the linguistics faculty.*

### Admissions Procedures

Applicants for the M.A. in Linguistics must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tab.

We accept applications on a rolling basis; will start reviewing applications on February 15. Ultimate deadline is April 15 or until all positions are filled.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	February 15
<b>Last Date for Completed Application:</b>	April 15 or until all possible slots are filled. Students are accepted on a rolling basis.

### Program Specific Requirements

GRE

Three letters of reference (at least one academic reference and one that cites sign language skills)

Videotape of ASL signing - Please contact department for guidelines

### Recommended Undergraduate Major

Language

Math

Science

### Recommended Prior Coursework

Introduction to Linguistics

Logic

Foreign Language

### Program Requirements

#### Elective Courses in Linguistics

Students must complete at least 15 credit hours of elective graduate courses in linguistics. Elective courses are selected from a list of at least 7 approved courses 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. Siena School for Liberal Arts: Gallaudet University has an agreement in place whereby students can take summer courses offered by the Siena School for Liberal Arts in Siena, Italy, for elective credit. Please see <http://fulbright.gallaudet.edu> for details - look for the Siena School information at the bottom of the homepage.

#### 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. Please contact the Department for video guidelines.

#### Qualifying Examinations

All students must take qualifying examinations during the first year of coursework. Students who do not achieve a passing score will be dismissed from the program.

# Requirements Program of Study

## Core Courses

Code	Title	Credits
LIN 701	Phonology I	4
LIN 731	Phonology II	3
LIN 702	Generative Linguistics I	4
LIN 733	Generative Linguistics II	3
LIN 721	Cognitive Linguistics I	4
LIN 732	Cognitive Linguistics II	3
LIN 703	Proseminar	1
LIN 771	Field Methods	4

## Semester I - Fall

Code	Title	Credits
LIN 701	Phonology I	4
LIN 702	Generative Linguistics I	4
LIN 721	Cognitive Linguistics I	4

## Semester II - Spring

Code	Title	Credits
LIN 703	Proseminar	1
LIN 731	Phonology II	3
LIN 732	Cognitive Linguistics II	3
LIN 733	Generative Linguistics II	3

## Semester III - Fall

Code	Title	Credits
LIN 771	Field Methods	4
	Elective #1- Choice 1 of 3 courses (see list below)	3

	Elective #2- Choice 2 of 3 courses (see list below)	3
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## Semester IV - Spring

Code	Title	Credits
	Elective #3- Choice 1 of 4 courses (see list below)	3
	Elective #4- Choice 2 of 4 courses (see list below)	3
	Elective #5- Choice 3 of 4 courses (see list below)	3

## List of electives to choose from (sample selection):

Code	Title	Credits
LIN 510	Introduction to First and Second Language Acquisition	3
LIN 543	Bilingualism	3
LIN 585	Prosody in Sign and Spoken Languages	3
LIN 741	Sociolinguistics in Deaf Communities	3
LIN 745	Languages and Cultures in Deaf Communities	3
LIN 811	First Language Acquisition	3
LIN 812	Second Language Acquisition	3
LIN 841	Discourse Analysis	3
LIN 860	Language Variation	3

## Courses

### LIN 701 (4)

An introduction to the principles of linguistic study, with a concentrated focus on phonology and phonological theory as applied to English and ASL. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory.

*Co-requisites: First year Linguistics MA courses (LIN 702 and LIN 721), or permission of instructor.*

### **LIN 731 (3)**

This course builds on foundational material presented in Phonology I. Students will investigate the phonological structure of signs in American Sign Language. Part one (I) presents a comparison of notation systems for signs and provides extensive training in sign notation. Part two (II) deals with phonological contrast. Part three (III) is concerned with the phonotactic properties of lexical signs. Part four (IV) deals with phonological processes and historical change.

*Pre-requisite: LIN 701 or permission of instructor.*

### **LIN 702 (4)**

This course provides an introduction to generative linguistics and principles of syntactic argumentation within the generative tradition. Topics include Parts of Speech, Phrase Structure rules, X-bar rules, the role of the Lexicon, and various types of syntactic movement related to verbal morphology, questions and passive constructions. The course focuses initially on English and other spoken languages, but also includes application to ASL towards the end of the course.

*Co-requisite: first semester Linguistics MA courses or permission of instructor.*

### **LIN 733 (3)**

This course builds on foundational material presented in Generative Linguistics I and extends them to the study of ASL and other sign languages. Lectures include continued opportunity for hands-on practice in deriving various syntactic structures, and also develop students' abilities to independently read and understand articles in generative linguistics.

*Prerequisite: LIN 702 or permission of instructor*

### **LIN 721 (4)**

This is the first of a three-course sequence focusing on a cognitive linguistics approach to ASL. The course begins with a discussion of cognitive linguistic tenets, including (a) the view that meaning is grounded in bodily experience and (b) the view that lexicon and grammar consist of form-meaning pairing with varying degrees of abstraction and complexity. This discussion provides a theoretical background with which to investigate iconic and metaphorical expressions in ASL using previously developed cognitive linguistic models as well as standard linguistic concerns, including grammatical classes (e.g. noun and verb categories) and complex expressions (e.g. certain words and phrases) in ASL. While much of the course content will involve data from English and other languages, the primary focus will be on ASL.

*Co-requisites: LIN 701, 702 or permission of instructor.*

### **LIN 732 (3)**

This course is a continuation of LIN 721. Examination of morphology, syntax, and discourse in ASL from the perspective of cognitive grammar, based in part on related insights on spoken language structure. The course is an in-depth examination of the cognitive linguistic approach to the structure of words and larger constructions, with primary focus on ASL. Topics include compounding, affixation, numeral incorporation, reduplication, depicting verbs, aspectual constructions, grammatical relations, topic marking, and complex sentences.

*Prerequisite: LIN 721 or permission of instructor*

### **LIN 703 (1)**

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 a variety of skills relevant to graduate studies in linguistics, such as technical writing, using library resources to locate literature, using computer and editing techniques needed for carrying out sign linguistics projects, and applying for research grants and IRB approval for student research projects.

*Co-requisite: first semester Linguistics MA courses or permission of instructor.*

### **LIN 771 (4)**

This course 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.

*Pre-requisite: all first year Linguistics MA courses*

*Co-requisite: LIN 733*

### **LIN 701 (4)**

An introduction to the principles of linguistic study, with a concentrated focus on phonology and phonological theory as applied to English and ASL. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory.

*Co-requisites: First year Linguistics MA courses (LIN 702 and LIN 721), or permission of instructor.*

### **LIN 702 (4)**

This course provides an introduction to generative linguistics and principles of syntactic argumentation within the generative tradition. Topics include Parts of Speech, Phrase Structure rules, X-bar rules, the role of the Lexicon, and various types of syntactic movement related to verbal morphology, questions and passive constructions. The course focuses initially on English and other spoken languages, but also includes application to ASL towards the end of the course.

*Co-requisite: first semester Linguistics MA courses or permission of instructor.*

### **LIN 721 (4)**

This is the first of a three-course sequence focusing on a cognitive linguistics approach to ASL. The course begins with a discussion of cognitive linguistic tenets, including (a) the view that meaning is grounded in bodily experience and (b) the view that lexicon and grammar consist of form-meaning pairing with varying degrees of abstraction and complexity. This discussion provides a theoretical background with which to investigate iconic and metaphorical expressions in ASL using previously developed cognitive linguistic models as well as standard linguistic concerns, including grammatical classes (e.g. noun and verb categories) and complex expressions (e.g. certain words and phrases) in ASL. While much of the course content will involve data from English and other languages, the primary focus will be on ASL.

*Co-requisites: LIN 701, 702 or permission of instructor.*

### **LIN 703 (1)**

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 a variety of skills relevant to graduate studies in linguistics, such as technical writing, using library resources to locate literature, using computer and editing techniques needed for carrying out sign linguistics projects, and applying for research grants and IRB approval for student research projects.

*Co-requisite: first semester Linguistics MA courses or permission of instructor.*

### **LIN 731 (3)**

This course builds on foundational material presented in Phonology I. Students will investigate the phonological structure of signs in American Sign Language. Part one (I) presents a comparison of notation systems for signs and provides extensive training in sign notation. Part two (II)

deals with phonological contrast. Part three (III) is concerned with the phonotactic properties of lexical signs. Part four (IV) deals with phonological processes and historical change.

*Pre-requisite: LIN 701 or permission of instructor.*

### **LIN 732 (3)**

This course is a continuation of LIN 721. Examination of morphology, syntax, and discourse in ASL from the perspective of cognitive grammar, based in part on related insights on spoken language structure. The course is an in-depth examination of the cognitive linguistic approach to the structure of words and larger constructions, with primary focus on ASL. Topics include compounding, affixation, numeral incorporation, reduplication, depicting verbs, aspectual constructions, grammatical relations, topic marking, and complex sentences.

*Prerequisite: LIN 721 or permission of instructor*

### **LIN 733 (3)**

This course builds on foundational material presented in Generative Linguistics I and extends them to the study of ASL and other sign languages. Lectures include continued opportunity for hands-on practice in deriving various syntactic structures, and also develop students' abilities to independently read and understand articles in generative linguistics.

*Prerequisite: LIN 702 or permission of instructor*

### **LIN 771 (4)**

This course 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.

*Pre-requisite: all first year Linguistics MA courses*  
*Co-requisite: LIN 733*

### **LIN 510 (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: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### **LIN 543 (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: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### **LIN 585 (3)**

This course introduces students to the theories and methods of analyzing prosody in signed and spoken languages. These prosodic features play a critical role in human communication and have a wide range of functions, including expression at linguistic, attitudinal, affective and personal levels.

*Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### **LIN 741 (3)**

An examination of the theories and principles of sociolinguistics with specific reference to sign languages and Deaf communities around the world. Topics include multilingualism, bilingualism, and language contact, variation, discourse analysis, language policy and planning and language attitudes.

*Pre-requisite: All first year Linguistics MA courses or by permission of instructor.*

### **LIN 745 (3)**

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to various approaches to qualitative analysis as research tools for understanding the interplay between language and culture in the Deaf community in which they participate.

*Pre-requisite: All first year Linguistics MA courses or by permission of instructor.*

### **LIN 811 (3)**

This course examines general issues in first language acquisition, focusing on the period from birth to five years. It includes critical review of literature on phonological, lexical, morphological and syntactic development for both signed and spoken first languages, from both nativist and usage-based theoretical perspectives.

*Pre-requisite: all first year Linguistics MA courses plus LIN 741, or permission of instructor.*

### **LIN 812 (3)**

This course will review current theory and research in second language acquisition (SLA) from linguistic and psychological perspectives, focusing on the influences of various theoretical models. Students will be introduced to the principal areas of SLA research and the major methodologies available for their study. Course material will focus on acquisition of a spoken second language, but also discuss recent studies and analyze data related to second language acquisition of a sign language.

*Pre-requisite: all first year Linguistics MA courses plus LIN 741, or permission of instructor.*

### **LIN 841 (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.

*Pre-requisite: all first year Linguistics MA courses, or permission of instructor*

## LIN 860 (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 introduction to quantitative tools, including the Varbrul program.

*Pre-requisite: all first year Linguistics MA courses plus LIN 741, or permission of instructor.*

# PH.D. IN LINGUISTICS

## Overview

Dr. Kristin Mulrooney, Program Coordinator  
Sorenson Language and Communication Center, Room 2315

Gallaudet's Ph.D. program in linguistics, with a focus on sign language, gives students the opportunity to 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, completing 33 credits of coursework beyond those required for the M.A. degree in linguistics, followed by dissertation proposal development and dissertation research. Ph.D. level coursework includes the following required courses, plus at least 12 credits of elective coursework: Phonology III (LIN 801), Generative Linguistics III (LIN 802), Cognitive Linguistics III (LIN 821), Sociolinguistics in Deaf Communities (LIN 741), Guided Research Project I (LIN 880-taken twice), Concept Paper (LIN 893), Dissertation Proposal Development (LIN 890), and Dissertation Research (LIN 900).

## Admissions Procedures

Any student in the final semester of the Linguistics M.A. curriculum and in good academic standing may apply to the Ph.D. program. Admission to the Ph.D. program following the M.A. program is not automatic or guaranteed. All students wishing to enter the Ph.D. program must submit an application. Admission is determined by faculty assessment of the student's performance and application portfolio. The application portfolio consists of the following items:

- A letter of interest, in which the student describes his/her topic of interest for dissertation research and identifies a faculty member who would potentially serve as dissertation advisor.
- A curriculum vitae (CV) listing academic background, relevant extracurricular activities such as participation in linguistics conferences, involvement in student or faculty research projects, linguistics teaching, receipt of any awards or research grants.
- A 10-20 page sample of the student's written work. This should be a paper from a previous linguistics course, including references. The paper should be the final version submitted in class for a grade; no revisions are necessary.

If the faculty determines that the student has exhibited excellent academic and research performance appropriate for doctoral work, the student will be admitted into the Linguistics Ph.D. program for the subsequent academic year.

DEADLINE	DATE
<b>First Date for Best Consideration of Application:</b>	January 15
<b>Last Date for Completed Application:</b>	April 15

## Program Specific Requirements

Successful completion of the Gallaudet M.A. in Linguistics Ph.D. Application Portfolio

## Recommended Undergraduate Major

Language  
Linguistics  
Math  
Science

## Recommended Prior Coursework

Gallaudet M.A. in Linguistics (Required)  
Linguistics  
Logic  
Foreign Language

## ***Program of Study***

The doctoral curriculum consists of a total of 78 credits of coursework plus dissertation research. This means that those who have taken the 41 credits required by the M.A. curriculum must complete another 37 credits of advanced linguistics courses. All students must complete the following advanced courses, totaling 22 credit hours: Sociolinguistics in Deaf Communities (LIN 741), Guided Research Project (LIN 880, taken twice), Phonology III (LIN 801), Generative Linguistics III (LIN 802), Cognitive Linguistics III (LIN 827), Concept Paper (LIN 803) and Dissertation Proposal Development (LIN 890) An additional 15 credits of elective courses must also be completed, to be chosen by the student in consultation with the student's advisor. These courses should focus on aspects of linguistic theory, application, or research related to the student's professional or academic goals. Some electives may also be taken through the Consortium of Colleges and Universities.

### **Field Exam as Candidacy Examination**

The Field Exam will replace the Comprehensive Exam as the candidacy examination for the LIN PhD program. This examination will be administered in the fall semester of the second year (i.e. the third semester) of the Ph.D. program. Content will be determined by the student's Concept Paper. Three examiners (the LIN faculty member who led the student's Concept Paper, a second LIN faculty member with expertise in some area relevant to the student's Concept Paper, and a third LIN faculty member who does not work in the area of the student's Concept Paper) will conduct in-depth questioning in areas pertinent to the student's Concept Paper topic. Student responses will be evaluated by all three examiners together as a Pass with Distinction, Pass, Unsatisfactory or Fail. Students who receive an Unsatisfactory score on the Field Exam will be required to retake the exam; students who Fail the Field Exam will be terminated from the program. Students who retake the Field Exam and receive either a score of Unsatisfactory or Fail will be terminated from the program.

### **Qualifying Papers**

During the first year of the PhD program, students will prepare a qualifying paper, the product of a substantial data-based research project on a topic of relevance to sign languages, that is distinct from the student's anticipated dissertation research topic. The paper should be of publishable quality, as determined by two faculty readers (to be selected by the student). Successful completion of the Qualifying Paper (in addition to passing the Field Exam

and completing all core LIN PhD courses) is a prerequisite for enrollment in LIN 890 Dissertation Proposal Development. Students who do not obtain approval of their Qualifying Paper in the first year of the PhD program may enroll in elective courses the subsequent semester, but will not be able to advance to the next stage towards the dissertation process (the Concept Paper).

### **Concept Paper and Presentation**

In the fall semester of the second year of the PhD program, students will prepare a Concept Paper on their proposed dissertation topic, guided by a faculty member with expertise in the student's area of interest. Although this paper will include a statement of the research question and a review of relevant literature, it will focus primarily on (a) defining the key concepts relevant to the student's anticipated research plans and (b) making explicit any underlying theoretical assumptions. Ideally, students should complete their Concept Paper after a single semester of LIN 803, but they may register for a second semester of LIN 803 at the discretion of the Linguistics faculty (e.g. in cases where the student has selected a particularly complex topic and is making steady progress, or scores a Provisional Pass on their Field Exam and is required to revisit and strengthen their Concept Paper). Once the guiding faculty member has approved the Concept Paper, the student will present it formally to department faculty for feedback (Concept Paper Presentation). The Concept Paper Presentation can occur in the first few weeks of the subsequent semester and is therefore not included in the grade for LIN 803; however, Concept Paper Presentation is a program-level requirement of the LIN PhD curriculum. Students must successfully complete the Concept Paper, Presentation and Field Exam before enrolling in LIN 890 Dissertation Proposal Development.

### **Dissertation Proposal and 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. Students are expected to complete their dissertation proposal in one semester (LIN 890 Dissertation Proposal Development). However, those who fail to do so will be permitted to register for additional semesters of LIN 890 Dissertation Proposal Development, provided they maintain a passing grade each semester. Once students have successfully completed and defended their dissertation proposal, they advance to LIN 900 Dissertation Research. LIN 900 may be taken multiple times, provided students earn a passing grade each semester and successfully defend their completed

dissertation within seven years from entering the LIN MA program.

## Requirements

### Core Courses (Ph.D. )

(assuming prior completion of the Gallaudet MA in Linguistics)

Code	Title	Credits
LIN 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 802	Generative Linguistics III	3
LIN 803	Dissertation Concept Paper	1
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3

### Elective Courses in Linguistics (selected sample)

Code	Title	Credits
LIN 510	Introduction to First and Second Language Acquisition	3
LIN 543	Bilingualism	3
LIN 585	Prosody in Sign and Spoken Languages	3
LIN 745	Languages and Cultures in Deaf Communities	3
LIN 811	First Language Acquisition	3
LIN 812	Second Language Acquisition	3
LIN 841	Discourse Analysis	3
LIN 860	Language Variation	3
*	Core Courses in Statistics (Ph.D.)	
EDU 801	Principles of Statistics I	3
EDU 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.)

(assuming prior completion of Linguistics M.A. curriculum)

#### Year III - Fall

Code	Title	Credits
LIN 802	Generative Linguistics III	3
LIN 880	Guided Research Project (Qualifying Paper #2)	3
LIN 741	Sociolinguistics in Deaf Communities	3
	Complete Qualifying Paper #1 (Field Methods)	

#### Year III - Spring

Code	Title	Credits
LIN 827	Cognitive Linguistics III	3
LIN 801	Phonology III	3
LIN 880	Guided Research Project Oral Comprehensive Examination	3

#### Year IV - Fall

Code	Title	Credits
	Elective #1	3
	Elective #2	3
	Elective #3	3
	Complete Qualifying Paper # 2 (LIN 880)	
LIN 803	Dissertation Concept Paper	1

## Year IV

Code	Title	Credits
LIN 890	Dissertation Proposal Development	3
	Elective #4	3
	Elective #5	3

## Year V - Fall (and onward)

Code	Title	Credits
LIN 900	Dissertation Research	1-9

## Courses

### LIN 741 (3)

An examination of the theories and principles of sociolinguistics with specific reference to sign languages and Deaf communities around the world. Topics include multilingualism, bilingualism, and language contact, variation, discourse analysis, language policy and planning and language attitudes.

*Pre-requisite: All first year Linguistics MA courses or by permission of instructor.*

### LIN 801 (3)

This course is an advanced seminar focusing on phonological theory, building on foundational material presented in Phonology I and Phonology II. Topics will vary depending upon current developments in phonological theory, focusing on both spoken and signed languages.

*Pre-requisite: LIN 731*

### LIN 802 (3)

This course is an advanced seminar focusing on generative approaches to syntactic theory, building on foundational material presented in Generative Syntax I and Generative Syntax II. Topics will vary depending upon current developments in syntactic theory, focusing on both spoken and signed languages.

*Pre-requisite: LIN 733*

### LIN 803 (1)

In this course, the student will identify a dissertation topic and write a 10-page concept paper. The paper will identify the topic, discuss the general area of the topic, define the scope of work of the dissertation and outline a preliminary research plan. This course serves as preparation for LIN 890, Dissertation Proposal Development.

*Prerequisites: Phd comprehensive exam and first year of PhD coursework*

### LIN 827 (3)

This seminar is the third course in the Cognitive Linguistic sequence of courses in the graduate linguistics program (the first two being LIN 721 and LIN 732). Possible major topics include cognitive grammar, cognitive semantics, conceptual blending, constructional grammar, embodiment, depiction, mental spaces, metaphor, metonymy, and the usage-based approach to language.

*Pre-requisite: LIN 732*

### LIN 880 (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 Ph.D. program*

### LIN 510 (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: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### LIN 543 (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: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### **LIN 585 (3)**

This course introduces students to the theories and methods of analyzing prosody in signed and spoken languages. These prosodic features play a critical role in human communication and have a wide range of functions, including expression at linguistic, attitudinal, affective and personal levels.

*Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor*

### **LIN 745 (3)**

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to various approaches to qualitative analysis as research tools for understanding the interplay between language and culture in the Deaf community in which they participate.

*Pre-requisite: All first year Linguistics MA courses or by permission of instructor.*

### **LIN 811 (3)**

This course examines general issues in first language acquisition, focusing on the period from birth to five years. It includes critical review of literature on phonological, lexical, morphological and syntactic development for both signed and spoken first languages, from both nativist and usage-based theoretical perspectives.

*Pre-requisite: all first year Linguistics MA courses plus LIN 741, or permission of instructor.*

### **LIN 812 (3)**

This course will review current theory and research in second language acquisition (SLA) from linguistic and psychological perspectives, focusing on the influences of various theoretical models. Students will be introduced to the principal areas of SLA research and the major

methodologies available for their study. Course material will focus on acquisition of a spoken second language, but also discuss recent studies and analyze data related to second language acquisition of a sign language.

*Pre-requisite: all first year Linguistics MA courses plus LIN 741, or permission of instructor.*

### **LIN 841 (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.

*Pre-requisite: all first year Linguistics MA courses, or permission of instructor*

### **LIN 860 (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 introduction to quantitative tools, including the Varbrul program.

*Pre-requisite: all first year Linguistics MA courses plus LIN 741, or permission of instructor.*

### **EDU 801 (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.*

### **EDU 802 (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.

*Prerequisites: EDF 720 or equivalent and EDF 801 or equivalent*

### **LIN 802 (3)**

This course is an advanced seminar focusing on generative approaches to syntactic theory, building on foundational material presented in Generative Syntax I and Generative Syntax II. Topics will vary depending upon current developments in syntactic theory, focusing on both spoken and signed languages.

*Pre-requisite: LIN 733*

### **LIN 880 (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 Ph.D. program*

### **LIN 741 (3)**

An examination of the theories and principles of sociolinguistics with specific reference to sign languages and Deaf communities around the world. Topics include multilingualism, bilingualism, and language contact, variation, discourse analysis, language policy and planning and language attitudes.

*Pre-requisite: All first year Linguistics MA courses or by permission of instructor.*

### **LIN 827 (3)**

This seminar is the third course in the Cognitive Linguistic sequence of courses in the graduate linguistics program (the first two being LIN 721 and LIN 732). Possible major topics include cognitive grammar, cognitive semantics, conceptual blending, constructional grammar, embodiment, depiction, mental spaces, metaphor, metonymy, and the usage-based approach to language.

*Pre-requisite: LIN 732*

### **LIN 801 (3)**

This course is an advanced seminar focusing on phonological theory, building on foundational material presented in Phonology I and Phonology II. Topics will vary depending upon current developments in phonological theory, focusing on both spoken and signed languages.

*Pre-requisite: LIN 731*

### **LIN 880 (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 Ph.D. program*

### **LIN 803 (1)**

In this course, the student will identify a dissertation topic and write a 10-page concept paper. The paper will identify the topic, discuss the general area of the topic, define the scope of work of the dissertation and outline a preliminary research plan. This course serves as preparation for LIN 890, Dissertation Proposal Development.

*Prerequisites: Phd comprehensive exam and first year of PhD coursework*

### **LIN 890 (3)**

This course provides students with intensive faculty guidance as they work through the process of developing their dissertation proposal. Emphasis is placed on selecting a topic of appropriate scope, defining relevant research question(s), applying a clear conceptual/theoretical framework, undertaking a literature review, and selecting an appropriate research design and methodology. The student will meet regularly with his/her dissertation advisor during this course, with occasional meetings with other members of the dissertation committee.

*Pre-requisite: all core Linguistics PhD courses, including LIN 803*

### **LIN 900 (1-9)**

Students may register for this course to conduct any aspect of their dissertation research.

*Prerequisite: Doctoral students in linguistics who have advanced to candidacy for the Ph.D. degree.*

# DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION

## Overview

Web: [Department of Physical Education and Recreation](#)  
*School of Education, Business, and Human  
Services*  
*Department of Physical Education and Recreation*

Christen Smith, Chair  
Field House, Room 144D

***No Graduate Programs or Certificates offered.***

## Courses

### **REC 705 (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. During this course, students will select and begin to develop a topic for a thesis or professional paper.

### **REC 710 (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 (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 (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 (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 (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 (1-3)**

Grading System: letter grades only.

## REC 799 (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

*Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.*

# DEPARTMENT OF PSYCHOLOGY

Web: [Department of Psychology](#)  
College of Arts and Sciences

Dennis Galvan, Chair  
Hall Memorial Building, Room W312B

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.

### ***Graduate Programs offered:***

- Ph.D. Clinical Psychology
- Psy.S. School Psychology

# PH.D. IN CLINICAL PSYCHOLOGY

## Overview

Dr Carolyn Corbett, Program Coordinator  
Hall Memorial Building, Room W312C

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 is based on a "scholar-practitioner" training model, with 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.

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).

## Admissions Procedures

Applicants for the Ph.D. in Clinical Psychology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#).

Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tab.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	February 1
<b>Last Date for Completed Application:</b>	February 1

## Program Specific Requirements

GRE General Test  
Three Letters of Reference  
Narrative Statements - Essay  
Writing Sample  
Resume  
On-campus Interview recommended (by invitation in February-March)

## Prior Degrees Required

Psychology M.A. preferred  
Undergraduate Psychology Major or Minor, or Related Field

## Prerequisite Coursework

Statistics  
Child Development  
Abnormal Psychology  
Experimental Psychology  
18 hours of Undergraduate Psychology courses preferred

## Prior Professional Experience

Preferred

## Program of Study

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.

## Sign Language Requirements

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.

## Practicum Opportunities

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.

## Requirements

### First Year Semester I - Fall

Code	Title	Credits
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	3
	ASL class as needed (3 each semester)	

### Semester II - Spring

Code	Title	Credits
PSY 703	Research Seminar	1

PSY 713	Psychological Statistics II	3
PSY 782	Foundations of Clinical Skills	3
PSY 834	Adult Psychopathology	3
PSY 865	Personality Assessment: Projective Techniques	3

### Summer

Code	Title	Credits
PSY 866	Personality Assessment: Objective Technique	2
PSY 704	Research Seminar	1

### Second Year Fall Semester

Code	Title	Credits
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 & Neurophysiological Foundations of Neuropsychology	3

### Spring Semester

Code	Title	Credits
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

Code	Title	Credits
	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

Code	Title	Credits
	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

Code	Title	Credits
	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

Code	Title	Credits
	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

Code	Title	Credits
	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

Code	Title	Credits
	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

Code	Title	Credits
PSY 900	Dissertation Research	1-12

### Fifth Year Fall-Spring-Summer

Code	Title	Credits
	Complete and defend dissertation	
	Complete clinical internship	
	Degree awarded in August	

## Courses

### PSY 711 (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 analyses 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 (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 733 (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 749 (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 & scoring, analysis and interpretation of test results, preparation of reports, and legal and ethical standards in assessment.

*Prerequisite: Matriculation in the Clinical Psychology Program.*

### **PSY 781 (3)**

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 instructor.*

### **PSY 703 (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.

*Prerequisite: Enrollment in the clinical psychology program or consent of instructor.*

*Corequisite: PSY 711 or equivalent*

### **PSY 713 (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 782 (3)**

This course focuses on clinical observations and interviewing skills, and is an introduction to the practice of psychotherapy. The focus is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Students will learn how to: conduct a mental status evaluation; use semi-structured interviews; conduct open-ended interviews with adults and children; and conduct behavioral observations. Emphasis is on the development of skills necessary in the practice of clinical psychology.

*Prerequisite: Enrollment in clinical psychology doctoral program or permission of instructor.*

### **PSY 834 (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.

*Prerequisites: Enrolled students in clinical psychology or mental health counseling or permission of instructor.*

### **PSY 865 (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.

*Prerequisite: PSY 781 and PSY 749.*

### **PSY 866 (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 and 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 834 and PSY 749.*

### **PSY 704 (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.

*Corequisite: PSY 712 or equivalent*

*Prerequisite: Enrollment in the clinical psychology program or consent of instructor.*

### **PSY 783 (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, while the case experience (1 credit) is taken in the spring semester. *Prerequisite/Corequisite: PSY 836 or equivalent.*

### **PSY 785 (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 as evidenced by the ASLPI; PSY 749, PSY 765, PSY 781, PSY 782, PSY 834, PSY 865, and PSY 866.*

### **PSY 800 (1-12)**

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision. *Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.*

### **PSY 833 (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 836 (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 instructor.*

### **PSY 840 (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 723 (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 factors including 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 784 (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 that 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 786 (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 as evidenced by the ASLPI; PSY 749, PSY 781, PSY 782, PSY 834, PSY 865, and PSY 866.*

### **PSY 800 (1-12)**

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision. *Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.*

### **PSY 751 (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. *Prerequisite: Enrollment in a graduate program in clinical psychology or school psychology or permission of the instructor.*

### **PSY 752 (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 815 (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. *Prerequisites: Graduate standing in psychology or permission of the instructor.*

### **PSY 800 (1-12)**

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision. *Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.*

### **PSY 900 (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 (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences. *Prerequisites: PSY 885 and PSY 886.*

### **PSY 809 (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 820 (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 thoughts 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. *Prerequisites: Graduate standing in psychology or permission of the instructor.*

### **PSY 885 (3)**

Generally taken in the 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, PSY 786, and PSY 836.*

### **PSY 900 (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 843 (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 854 (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 751 (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.

*Prerequisite: Enrollment in a graduate program in clinical psychology or school psychology or permission of the instructor.*

### **PSY 752 (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 815 (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.

*Prerequisites: Graduate standing in psychology or permission of the instructor.*

### **PSY 886 (3)**

Generally taken in the 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, PSY 786, and PSY 836.*

### **PSY 900 (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 800 (1-12)**

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

*Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.*

### **PSY 900 (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 (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

*Prerequisites: PSY 885 and PSY 886.*

### **PSY 809 (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 820 (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 thoughts 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.

*Prerequisites: Graduate standing in psychology or permission of the instructor.*

### **PSY 900 (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 (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

*Prerequisites: PSY 885 and PSY 886.*

### **PSY 843 (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 854 (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 900 (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 986 (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

*Prerequisites: PSY 885 and PSY 886.*

### **PSY 900 (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.*

## **SPECIALIST (PSY.S.) IN SCHOOL PSYCHOLOGY**

### **Overview**

Dr. Tania Thomas-Presswood, Program Director  
Hall Memorial Building, Room W312E

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 school psychology program is approved by the National Association of School Psychologists (NASP) and is part of Gallaudet's Professional Education Unit which is accredited 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.

### ***Admissions Procedures***

Applicants for the Psy.S. in School Psychology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tab.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 1

### **Program Specific Requirements**

GRE  
Three Letters of Reference

### **Required Undergraduate Major**

Psychology Major or Minor, or Related Field

### **Prerequisite Coursework**

Statistics  
Child Development  
Abnormal Psychology

## ***Program of Study***

### **Core Curriculum**

The core curriculum consists of credit hour requirements in all professional areas required by the National Association of School Psychologists (NASP). The School Psychology Specialist Program is fully approved by NASP and as such maintains a core curriculum consistent with current NASP training standards.

### **Additional Objectives**

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.

## Practicum and Internships

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.

### Typical Program of Study and Core Courses

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.

## Requirements

### Courses that must be taken at Gallaudet in the school psychology program:

Code	Title	Credits
PSY 701	Legal, Ethical and Professional	3

	Issues in School Psychology	
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	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

Code	Title	Credits
PSY 732	Child Psychopathology and Behavior Disorders	3
PSY 748	Psychoeducational Assessment and Programming for Exceptional Children	3
PSY 754	Biological Psychology: Brain & Behavior	3
PSY 766	School Psychology and Prevention Services	3
PSY 767	Psychological Consultation: Theory and Practice	3

## Courses

### PSY 732 (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 748 (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.

*Pre- or Corequisite: PSY 743 and PSY 746 or Permission of Instructor.*

### **PSY 754 (3)**

Addresses brain-behavior relationships with an emphasis upon 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 766 (3)**

Course will include the conceptual basis 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 (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 701 (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.

*Prerequisite: Permission of the instructor*

### **PSY 743 (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 (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, PSY 770.*

### **PSY 765 (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 Corequisite: PSY 711, PSY 743, and PSY 746 or Permission of Instructor.*

### **PSY 770 (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.  
*Pre- or Corequisite: PSY 746 and Prerequisite: Permission of the instructor.*

### **PSY 771 (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, PSY 743, PSY 746, PSY 748, PSY 770 and Permission of the instructor.*

### **PSY 772 (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 and PSY 771.*

### **PSY 790 (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.

*Prerequisite: Advanced program status and permission of instructor.*

### **PSY 791 (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; short term and group counseling with students.

*Prerequisite: Advanced program status and permission of instructor.*

### **PSY 792 (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.

*Prerequisite: Advanced program status and permission of instructor.*

### **PSY 793 (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.

*Prerequisite: Advanced program status and permission of instructor.*

# SCIENCES, TECHNOLOGY AND MATHEMATICS (STM) DEPARTMENT

## BIO 799 (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

*Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.*

## Overview

Web: [Department of Sciences, Technology and Mathematics](#)

*College of Arts and Sciences*

*Department of Sciences, Technology and Mathematics*

Dr. Kathleen Arnos, Chair

Hall Memorial Building, Room E300A

The Department of Biology at Gallaudet offers excellent programs for deaf and hard of hearing students in the biological sciences. Department faculty also manage the Genetics Program, which provides genetic evaluation and counseling services to members of the Deaf community and other deaf and hard of hearing people, and the Molecular Genetics Laboratory, a new research initiative with laboratory facilities completed in 2008.

***No Graduate Programs or Certificates offered.***

## Courses

### BIO 711 (3)

This course is cross-listed and is otherwise known as BIO 711. 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. Hereditary variations in deaf people are also discussed. Three hours of lecture per week.

### BIO 795 (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

# DEPARTMENT OF SOCIAL WORK

Web: [Department of Social Work](#)  
*College of Arts and Sciences*

Dr. David Barclay, Chair  
Hall Memorial Building, Room S333C

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.

## ***Graduate Programs offered:***

- M.S.W. Social Work
- M.S.W. Social Work (School Spec)

## M.S.W. IN SOCIAL WORK

### Overview

Dr. Elizabeth Moore, Program Director  
Hall Memorial Building, S334C

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 60 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 part of Gallaudet's Professional Education Unit, accredited by the National Council on Accreditation of Teacher Education (NCATE). 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 student'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.

### Admissions Procedures

Applicants for the MSW in Social Work must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate](#)

[Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tab.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 15

### Program Specific Requirements

Three Letters of Reference  
 Narrative Essay  
 Writing Sample recommended  
 On-Campus or Video Phone Interview Recommended

### Prerequisite Coursework

30 Hours of Liberal Arts or Humanities

### 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 63 credit limit.

## Requirements

## Two-Year Option

### Foundation Year

#### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
SWK 705	Human Behavior and the Social Environment I	3
SWK 711	Social Policy and Social Services	3
SWK 741*	Social Work Practice I : Individuals	3
SWK 744	Social Work Practice with Families and Small Groups	2
SWK 755	Research Methods I	3
SWK 771	Foundation Field Practicum I	3

Total: 18 credits

\* The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK 741

#### Semester II - Spring

Code	Title	Credits
SWK 706	Human Behavioral and the Social Environment II	3
SWK 742	Social Work Practice II	3
SWK 756	Data Analysis	3
SWK 772	Foundation Field Practicum II	3
HSL 707*	Audiology and Hearing Technology for Educators and Counseling Professionals	3
*	Elective	3

Total: 18 credits

\* May also be taken during the summer or any semester of the program

### Advanced Concentration Year

#### Semester III - Fall

Code	Title	Credits
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

\* The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK 741

\*\* May also be taken during the summer or any semester of the program

#### Semester IV - Spring

Code	Title	Credits
SWK 715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	6
SWK 791	Research Practicum I: Deaf and Hard of Hearing Populations	3

Total: 9 credits

**Grand Total: 60 credits**

## Three-Year Option

### First and Second Years: Foundations

#### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
SWK 705	Human Behavior and the Social Environment I	3
SWK 711	Social Policy and Social Services	3
SWK 755	Research Methods I	3

Total: 10 credits

### Semester II - Spring

Code	Title	Credits
SWK 706	Human Behavioral and the Social Environment II	3
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3
*	Elective	3

Total: 9 credits

\* May also be taken during the summer or any semester of the program

### Semester III - Fall

Code	Title	Credits
SWK 741	Social Work Practice I : Individuals	3
SWK 744	Social Work Practice with Families and Small Groups	2
SWK 771	Foundation Field Practicum I	3
	Elective	3

Total: 11 credits

### Semester IV - Spring

Code	Title	Credits
SWK 742	Social Work Practice II	3
SWK 756	Data Analysis	3
SWK 772	Foundation Field Practicum II	3

Total: 9 credits

## Third Year: Advanced Concentration: Deaf and Hard of Hearing Populations

### Semester V - Fall

Code	Title	Credits
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

Code	Title	Credits
SWK 715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK 780	Advanced Practice Seminar	3
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	6

Total: 12 credits

**Grand Total: 63 credits**

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf

individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **SWK 705 (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.

*Prerequisite: Graduate level standing.*

### **SWK 711 (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 741 (3)**

This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.

*Co-requisites: SWK 744 and SWK 771*

### **SWK 744 (2)**

This course is a foundation year social work practice course which focuses on the development of social work knowledge, values and skill in work with families and small groups. Students learn how to formulate assessments, develop goals and intervention strategies in work with families and small groups. This course introduces students to a variety of theoretical approaches that can be applied to diverse families and groups including those who are

vulnerable or at risk.

*Co-requisites: SWK 741 and SWK 771*

### **SWK 755 (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 771 (3)**

Foundation Field Practicum I comprises a semester-long 16-hour-per-week supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced M.S.W. social work internship 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 bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment.

*Co-requisites: SWK 741 and SWK 744*

### **SWK 741 (3)**

This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.

*Co-requisites: SWK 744 and SWK 771*

### **SWK 706 (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 742 (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 756 (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 772 (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.*

### **HSL 707 (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 707 (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.*

### **SWK 713 (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, SWK 706, and passing the qualifying exams.*

### **SWK 751 (3)**

This practice course is taken in the concentration (second year) of the Masters degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of

approaches to address ethical dilemmas in practice within Deaf communities.

*Prerequisite: Passing the qualifying examination*

*Co-requisites: SWK 713*

### **SWK 752 (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 prepares students for macro practice with a diverse population of deaf and hard of hearing people in communities and organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning, grant writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group theory and the strengths perspective are applied in work with deaf and hard of hearing populations.

*Co-requisite: SWK 751*

*Prerequisite: Passing the qualifying examination*

### **SWK 791 (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 751 (3)**

This practice course is taken in the concentration (second year) of the Masters degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice.

Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.

*Prerequisite: Passing the qualifying examination*

*Co-requisites: SWK 713*

### **SWK 715 (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 783 (6)**

Students in 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 hours days totaling thirty-two 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 of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student in 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.

*Prerequisites: SWK 771 and SWK 772*

### **SWK 791 (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.*

### **GPS 700 (1)**

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **SWK 705 (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.

*Prerequisite: Graduate level standing.*

### **SWK 711 (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 755 (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 706 (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.*

### **HSL 707 (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.*

### **SWK 741 (3)**

This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an

opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.

*Co-requisites: SWK 744 and SWK 771*

### **SWK 744 (2)**

This course is a foundation year social work practice course which focuses on the development of social work knowledge, values and skill in work with families and small groups. Students learn how to formulate assessments, develop goals and intervention strategies in work with families and small groups. This course introduces students to a variety of theoretical approaches that can be applied to diverse families and groups including those who are vulnerable or at risk.

*Co-requisites: SWK 741 and SWK 771*

### **SWK 771 (3)**

Foundation Field Practicum I comprises a semester-long 16-hour-per-week supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced M.S.W. social work internship 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 bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment.

*Co-requisites: SWK 741 and SWK 744*

### **SWK 742 (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.

### **SWK 756 (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 772 (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 713 (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, SWK 706, and passing the qualifying exams.*

### **SWK 751 (3)**

This practice course is taken in the concentration (second year) of the Masters degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.

*Prerequisite: Passing the qualifying examination*

*Co-requisites: SWK 713*

### **SWK 752 (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 prepares students for macro practice with a diverse population of deaf and hard of hearing people in communities and organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning, grant writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group theory and the strengths perspective are applied in work with deaf and hard of hearing populations.

*Co-requisite: SWK 751*

*Prerequisite: Passing the qualifying examination*

### **SWK 791 (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 715 (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 780 (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 (6)**

Students in 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 hours days totaling thirty-two 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 of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student in 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.

*Prerequisites: SWK 771 and SWK 772*

# M.S.W. IN SOCIAL WORK WITH SCHOOL SPECIALIZATION

## Overview

Dr Beth Betman, Coordinator of School Social Work Specialization  
Hall Memorial Building, Room S337C

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 63 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 part of Gallaudet's Professional Education Unit, accredited by the National Council for the Accreditation of Teacher Education (NCATE). 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 student'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.

### Admissions Procedures

Applicants for the MSW in Social Work must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tab.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 15

### Program Specific Requirements

Three Letters of Reference  
 Narrative Essay  
 Writing Sample recommended  
 On-Campus or Video Phone Interview Recommended

### Prerequisite Coursework

30 Hours of Liberal Arts or Humanities

### 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 63 credit limit.

## Requirements

### Two-Year Option

#### Foundation Year

#### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
SWK 705	Human Behavior and the Social Environment I	3
SWK 711	Social Policy and Social Services	3
SWK 741	Social Work Practice I : Individuals	3
SWK 744	Social Work Practice with Families and Small Groups	2
SWK 755	Research Methods I	3
SWK 771	Foundation Field Practicum I	3

Total: 18 credits

#### Semester II - Spring

Code	Title	Credits
SWK 706	Human Behavioral 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	3
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3

Total: 18 credits

## Advanced Concentration Year

### Semester III - Fall

Code	Title	Credits
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

Code	Title	Credits
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	6
SWK 791	Research Practicum I: Deaf and Hard of Hearing Populations	3

Total: 9 credits

**Grand Total: 60 credits**

### Three-Year Option

#### First and Second Years: Foundations

##### Semester I - Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
SWK 705	Human Behavior and the Social Environment I	3
SWK 711	Social Policy and Social Services	3
SWK 755	Research Methods I	3

Total: 10 credits

### Semester II - Spring

Code	Title	Credits
SWK 706	Human Behavioral 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

\* May also be taken during the summer or any semester of the program

### Semester III - Fall

Code	Title	Credits
SWK 741	Social Work Practice I: Individuals	3
SWK 744	Social Work Practice with Families and Small Groups	2
SWK 760	School Social Work Practice	3
SWK 771	Foundation Field Practicum I	3

Total: 11 credits

### Semester IV - Spring

Code	Title	Credits
SWK 742	Social Work Practice II	3
SWK 772	Foundation Field Practicum II	3
	Elective	3

Total: 9 credits

### Third Year: Advanced Concentration

#### Semester V - Fall

Code	Title	Credits
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

Code	Title	Credits
SWK 780	Advanced Practice Seminar	3
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	6
SWK 791	Research Practicum I: Deaf and Hard of Hearing Populations	3

Total: 12 credits

**Grand Total: 61 credits**

### Approved Electives

School Social Work Specialization Approved Electives

Code	Title	Credits
SWK 702	Play Therapy	3
SWK 709	Social Work Perspectives on Dysfunction	3
SWK 717	Cultural Competence	3
EDU 672	(Catholic University) Contemporary Issues in DSM - IV Diagnosis	3-6
EDU 765	The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens	3
EDU 771	Trends in Special Education	3
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
ITF 700	Socio-Cltl & Political Ctxts for DHH Infants, Toddlers and	3

	their Families	
ITF 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3
ITF 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3
ITF 705	DHH Infants Toddlers and their Families: Capstone Project Part 1	1
COU 716	Psychopharmacology for Counselors	1

(Other courses may be approved after consultation with a School Social Work advisor)

### Advanced Standing Students: First Semester

#### Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3
	Elective(s)	3-6
	Core Course Audit	3-6

Total: 13 credits

## Courses

### GPS 700 (1)

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **SWK 705 (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.

*Prerequisite: Graduate level standing.*

### **SWK 711 (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 741 (3)**

This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.

*Co-requisites: SWK 744 and SWK 771*

### **SWK 744 (2)**

This course is a foundation year social work practice course which focuses on the development of social work knowledge, values and skill in work with families and small groups. Students learn how to formulate assessments, develop goals and intervention strategies in work with families and small groups. This course introduces students to a variety of theoretical approaches that can be applied to diverse families and groups including those who are vulnerable or at risk.

*Co-requisites: SWK 741 and SWK 771*

### **SWK 755 (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 771 (3)**

Foundation Field Practicum I comprises a semester-long 16-hour-per-week supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced M.S.W. social work internship 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 bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment.

*Co-requisites: SWK 741 and SWK 744*

### **SWK 706 (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 742 (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 756 (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 761 (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, healthcare, 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 and SWK 711.*

### **SWK 772 (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.*

### **HSL 707 (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.*

### **SWK 713 (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, SWK 706, and passing the qualifying exams.*

### **SWK 751 (3)**

This practice course is taken in the concentration (second year) of the Masters degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.

*Prerequisite: Passing the qualifying examination*

*Co-requisites: SWK 713*

### **SWK 752 (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 prepares students for macro practice with a diverse population of deaf and hard of hearing people in communities and

organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning, grant writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group theory and the strengths perspective are applied in work with deaf and hard of hearing populations.

*Co-requisite: SWK 751*

*Prerequisite: Passing the qualifying examination*

### **SWK 760 (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 psycho-educational 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, SWK 706, SWK 741, and SWK 742.*

### **SWK 783 (6)**

Students in 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 hours days totaling thirty-two 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 of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student in 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.

*Prerequisites: SWK 771 and SWK 772*

### **SWK 791 (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.*

### **GPS 700 (1)**

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich

personal and academic experiences that can only be found at Gallaudet University.

### **SWK 705 (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.

*Prerequisite: Graduate level standing.*

### **SWK 711 (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 755 (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 706 (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 756 (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 761 (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, healthcare, 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 and SWK 711.*

### **HSL 707 (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 707 (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.*

### **SWK 741 (3)**

This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning, intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.

*Co-requisites: SWK 744 and SWK 771*

### **SWK 744 (2)**

This course is a foundation year social work practice course which focuses on the development of social work knowledge, values and skill in work with families and small groups. Students learn how to formulate assessments, develop goals and intervention strategies in work with families and small groups. This course introduces students to a variety of theoretical approaches that can be applied to diverse families and groups including those who are vulnerable or at risk.

*Co-requisites: SWK 741 and SWK 771*

### **SWK 760 (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 psycho-educational 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, SWK 706, SWK 741, and SWK 742.*

### **SWK 771 (3)**

Foundation Field Practicum I comprises a semester-long 16-hour-per-week supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced M.S.W. social work internship 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 bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment.

*Co-requisites: SWK 741 and SWK 744*

### **SWK 742 (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 772 (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 713 (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, SWK 706, and passing the qualifying exams.*

### **SWK 751 (3)**

This practice course is taken in the concentration (second year) of the Masters degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.

*Prerequisite: Passing the qualifying examination*

*Co-requisites: SWK 713*

### **SWK 752 (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 prepares

students for macro practice with a diverse population of deaf and hard of hearing people in communities and organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning, grant writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group theory and the strengths perspective are applied in work with deaf and hard of hearing populations.

*Co-requisite: SWK 751*

*Prerequisite: Passing the qualifying examination*

### **SWK 780 (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.

*Co-requisite: SWK 783.*

### **SWK 783 (6)**

Students in 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 hours days totaling thirty-two 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 of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student in 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.

*Prerequisites: SWK 771 and SWK 772*

### **SWK 791 (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 702 (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.

*Prerequisite: Graduate level standing.*

### **SWK 709 (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 and*

*Co-requisite: SWK 706.*

### **SWK 717 (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.

### **EDU 765 (3)**

ASL and English Bilingualism at home and in school promotes healthy language development and communication, and creates positive self-esteem among deaf/hard of hearing children from diverse backgrounds. This course/seminar is designed for professionals to acquire the knowledge and skills to work collaboratively with diverse families and other professionals to support the bilingual development and education of young deaf and hard of hearing children. Participants will discuss a working model of bilingual language acquisition (American Sign Language and English), approaches to providing support and encouragement to families, ways to promote positive communication with families, and the creation of culturally responsive and inclusive early childhood educational communities for all families. IN addition, participants will apply a basic working knowledge of Part C and Part B of the IDEA regulations as members of an early childhood education team.

*Prerequisites: Department's chair or program director's approval*

### **EDU 771 (3)**

This course uses a disability studies approach to familiarize students with major trends and issues in special education, including: historical roots, perception of disability, policies impacting students with disabilities, labeling, overrepresentation, and discipline. Other topics in the course include developing Individualized Education Plan (IEPs), examining instructional practices, and working with families. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs.

### **EDU 773 (3)**

In this course students will examine current trends and concerns which characterize the changing American family and draw implications for education, students with

disabilities and their families. They will examine family, community and school structures, patterns and relationships. Students will explore a variety of theories, concepts, principles, and models utilized when implementing effective family, school, and community partnership, in addition to collaboration among IEP team members and when working with other professionals, in regard to students and families with special and diverse needs. Students will identify and discuss the uses and applications of community and school resources in supporting families and students with disabilities. They will also learn and stimulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts. In addition, students will focus on topic/challenges that face families with children with disabilities such as: sibling support, respite care, financial planning, transition planning, independent living and IEP meetings.

### **ITF 700 (3)**

This course is the first course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and serves as an orientation to the program. This course requires both on-campus and online participation. Participants will examine perspectives on working with young deaf and hard of hearing children, their families, and communities and will discuss the historical foundations of birth-to-three programs and services. The impact of early hearing detection and intervention principles and practices on newborn hearing screening and programs will be addressed. The course will provide an overview of the following topics: professionalism, advocacy, ethics, dispositions, diversity, and other factors that impact deaf and hard of hearing infants and toddlers and their families. Resources to support collaboration, leadership and change will be included. Evidence-based research and best practice guidelines that benefit deaf and hard of hearing infants and toddlers and their families will be addressed.

*Pre-requisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program, or permission of instructor(s).*

### **ITF 701 (3)**

This course is the second course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires on-line participation. The course addresses language, communication, and cognitive

development and developmental milestones. Participants will examine socio-cultural factors that impact linguistic, cognitive and communication development from diverse perspectives. The course addresses language learning models for ASL and English, bilingual, multilingual and dual language learning. Participants will explore visual, auditory and tactile modalities, technological devices for supporting language and communication development, and the research that underlies current practices. Participants will explore how professionals with varying disciplinary expertise can collaborate to provide support to families to enhance their child's development. Family language learning models including Deaf Professional/Advisor programs and family sign language programs will also be addressed.

*Pre-requisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of the ITF 700 or Permission of Instructor(s).*

### **ITF 702 (3)**

This course is the third course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires on-line participation. This course examines family systems' perspectives and the interrelationships among the young child who is deaf or hard of hearing, family and communities. Family and community cultures, values and beliefs will be explored. Participants will understand the importance of building relationships and the research underlying the importance of family support systems, acceptance and accommodation. Emphasis will be on collaboration with professionals from different disciplinary backgrounds, leadership and advocacy. The course will address strategies and resources that promote family and professional collaboration, family-to-family support networks, and family involvement.

*Pre-requisite: Admission into the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of ITF 700 and ITF 701,*

### **ITF 705 (1)**

This course provides the opportunity for candidates in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program to engage in a leadership or collaborative project related to deaf and hard of hearing

infants, toddlers and their families. The course focuses on the development of a capstone project proposal. The course is conducted entirely through distance learning.

*Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program and ITF 700; or permission of the Instructor.*

### **COU 716 (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.

*Prerequisite: Graduate level standing.*

### **GPS 700 (1)**

Beginning in fall 2010, GPS 700 Culture and Language Seminar is required for all incoming graduate students (with the exception of summers-only and online students) in their first fall semester at Gallaudet. The seminar was designed to prepare graduate students to understand the unique cultural and linguistic environment at Gallaudet University. Throughout the seminar, students will engage in discussions of major cultural issues in the lives of deaf individuals and their communities. Having the opportunity to explore these issues with other graduate students and faculty will deepen students' appreciation of the rich personal and academic experiences that can only be found at Gallaudet University.

### **HSL 707 (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.*

# DEPARTMENT OF WORLD LANGUAGES AND CULTURES

## Overview

Web: [Department of World Languages and Cultures](#)  
*College of Arts and Sciences*

Mark Weinberg, Chair  
Hall Memorial Building, Room S233A

***No Graduate Programs or Certificates  
offered***

# SERVICES AND ACTIVITIES

Gallaudet University offers a variety of services and activities to support students in their academic and personal development.

- Academic Services
- Advising & Tutoring
- ASL Diagnostic & Evaluation Svcs
- ASL Programs
- Captioning Services
- Career Center
- English Language Institute
- Financial Aid
- Graduate Admissions
- Graduate Orientation
- Grad Student Support
- Institutional Review Board
- International Programs
- Licensure
- Library
- Ofc Diversity & Equity
- Ofc Diversity & Inclusion
- Ofc of Ombuds
- Ofc Students w/Disabilities
- Regional Outreach
- Registrar's Office
- Student Affairs & Academic Support
- Student Success
- Summer Programs
- Technology - GTS
- Undergraduate Admissions
- Undergraduate Orientation
- Campus Services
- Bison Shop
- Cable TV
- DPS
- Facilities
- Food Services
- Hearing & Speech Center
- Help Desk
- Interpreting Services
- Mental Health Center
- Postal Services
- Residence Life

- Shuttle-Parking
- Student Financial Services
- Student Health Services
- Student Activities
- Athletics
- Campus Activities
- Honor Societies
- Student Media
- Student Organizations

## ACADEMIC SERVICES

The following academic services are available:

- Advising & Tutoring
- ASL Diagnostic & Evaluation Svcs
- ASL Programs
- Captioning Services
- Career Center
- English Language Institute
- Financial Aid
- Graduate Admissions
- Graduate Orientation
- Grad Student Support
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- Ofc of Ombuds
- Ofc Students w/Disabilities
- Regional Outreach
- Registrar's Office
- Student Affairs & Academic Support
- Student Success
- Summer Programs
- Technology - GTS
- Undergraduate Admissions
- Undergraduate Orientation

# ACADEMIC ADVISING & TUTORING

*Jordan Student Academic Center, Room 2220*  
Web:

[academicadvising.gallaudet.edu](http://academicadvising.gallaudet.edu) Email: [academic.advising@gallaudet.edu](mailto:academic.advising@gallaudet.edu)

The Academic Advising Office supports and facilitates undergraduate students' transition and integration into college by assisting in the development of appropriate educational plans consistent with academic, career, and personal goals. Academic / Career Advisors promote the personal growth of students by respecting and appreciating various communication and cultural backgrounds.

Advisors provide academic and career advising for pre-major students and walk-in service for any other students. Upon arrival at Gallaudet University during New Student Orientation, each student is assigned to a professional advisor in the Academic Advising Office. Pre-major academic and career advising includes individual and group advising for new students, course registration, new student interviews, academic planning meetings, interest and personality testing (Self-Directed Search and the Myers-Briggs Type Indicator), computerized career guidance programs (Career Cruising), and assistance in selecting an academic major that best matches the student's values, interests, personality, and skills (VIPS). A student will remain with the same advisor until he/she declares a major. At that time, the student transfers to a faculty academic advisor within the department of the major. Academic/Career Advisors work extensively with academic departments on academic policies, procedures, and curriculum. Advisors are available to faculty, parents, vocational rehabilitation counselors, and professionals on and off campus for information sharing and other academic and career advising concerns.

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## Tutorial & Instructional Programs

*Jordan Student Academic Center, Room 1221*  
Web: [tip.gallaudet.edu](http://tip.gallaudet.edu) Email: [tip@gallaudet.edu](mailto:tip@gallaudet.edu)

Tutorial & Instructional Programs (TIP) at Gallaudet University provides an open and safe learning environment for students who request tutorial assistance and also serves

as a resource to the campus community. Through bilingual instruction and a variety of tutoring techniques by qualified tutors, students learn diverse skills and strategies necessary for academic success contributing to student retention.

TIP provides free tutoring, language advice and instructional support services for all undergraduate and graduate students. TIP is accredited by the College Reading and Learning Association's (CRLA). All tutors are trained and certified by CRLA's International Tutor Certification Program. The following services are provided by TIP:

- ASL Tutoring
- [English Works!](http://tip.gallaudet.edu/EnglishWorks.xml)  
([tip.gallaudet.edu/EnglishWorks.xml](http://tip.gallaudet.edu/EnglishWorks.xml))
- Group Tutoring
- Language Advice
- One-on-One Tutoring
- Paper Feedback
- Supplemental Instruction

## ASL DIAGNOSTIC AND EVALUATION SERVICES

*Merrill Learning Center, Room 2200*  
Web: [www.gallaudet.edu/asldes.html](http://www.gallaudet.edu/asldes.html) Email: [asldes@gallaudet.edu](mailto:asldes@gallaudet.edu)

ASL Diagnostic and Evaluation Services (ASL-DES) provides training, consultation and comprehensive measures of American Sign Language (ASL) proficiency and communicative competence. The data and information generated by ASL Diagnostic and Evaluation Services benefits not only individual language learning, but is also essential to Gallaudet University, institutions and governing bodies nationwide. Information pertaining to ASL proficiency is provided to ensure individuals have requisite language skills for (but not limited to):

- Admission into academic programs
- Core curriculum, practicum, internship and graduation
- Professional opportunities and advancements

## Diagnostic Assessment

Web: <http://www.gallaudet.edu/asldes.html> Email: [DxAssessment@gallaudet.edu](mailto:DxAssessment@gallaudet.edu)

## Diagnostic Assessment

Diagnostic Assessment services offer individuals feedback on the use of ASL, language discourse and communication aspects appropriate for various settings and purposes. Diagnostic Assessments identify strengths and areas needing improvement in an array of formats.

### Format Descriptions:

#### Classroom Discourse Observations (CDO)

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 faculty, and the faculty's comprehension of the students. ASL Diagnostic and Evaluation Services (ASL-DES) video records the faculty in the classroom and then analyzes the video recording to identify strengths and areas needing improvement in the areas of visually optimized environments, discourse, and pragmatics. The faculty is then provided a personalized feedback session which includes the opportunity to review and discuss the video recording.

**Focused Topic Preparation (FTP)** is for individuals with more advanced ASL skills. Feedback and support is provided to "polish" a presentation, performance, vlog or pre-recorded video segment prepared for a specific purpose. Feedback is provided on specific language aspects as well as pragmatics.

If you have questions, please send an email to [DxAssessment@gallaudet.edu](mailto:DxAssessment@gallaudet.edu).

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

Web: <http://www.gallaudet.edu/asldes.html> Email: [ASLPI@gallaudet.edu](mailto:ASLPI@gallaudet.edu)

The American Sign Language Proficiency Interview (ASLPI) at Gallaudet University is housed in ASL Diagnostic and Evaluation Services (ASL-DES).

The American Sign Language Proficiency Interview (ASLPI) is a holistic language evaluation used to determine global ASL proficiency at a given point in time. The ASLPI

is a 20-30 minute video recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators and examinees are awarded an overall proficiency level on a 0-5 rating scale. Except for LEVEL 5, the scoring process sometimes results in the assignment of a plus value (+). This does not represent a midway point between two levels, but may be inferred to indicate that the examinee exceeds the requirements for a particular level but does not satisfy in all respects the requirements of the next higher level. This language proficiency evaluation is not tied to any one course or curriculum nor does it measure a single skill in the language.

Due to rising costs, fees for the ASLPI will be assessed effective August 1, 2013. The new fee structure is as follows:

- Applicants for undergraduate and graduate programs, and employment positions requiring the ASLPI prior to admission/hire: \$165 per ASLPI evaluation
- Matriculated full-time undergraduate, graduate students, and non-degree-seeking students: \$35 per ASLPI evaluation
- Gallaudet University faculty: \$110 per ASLPI evaluation. The Division of Academic Affairs will cover the cost for one ASLPI evaluation per academic year for faculty members who must take the ASLPI for reappointment, promotion, or tenure. If a second ASLPI evaluation is scheduled within the academic year, the faculty member must cover the cost.
- Gallaudet University staff: \$110 per ASLPI evaluation
- Clerc Center administrators, teachers, and staff: \$110 per ASLPI evaluation
- Other people: \$165 per ASLPI evaluation

The process for paying fees will be outlined on the ASL-DES website: <http://www.gallaudet.edu/asldes.html>. This web site also has a description of the evaluation, and information about the scheduling process, preparation for taking the evaluation, and post-interview processing and interpretation of results.

## ASL PROGRAMS

*Hall Memorial Building, Room E-111*

Web: [aslprograms.gallaudet.edu](http://aslprograms.gallaudet.edu) Email:  
[aslprograms@gallaudet.edu](mailto:aslprograms@gallaudet.edu)

Non-degree credit American Sign Language classes are offered each semester. These include courses in ASL I-VI, Fingerspelling, Visual Gestural Communication, and other special topics (e.g., classifiers, numbers, non-manual signals).

Classes are open to current graduate, undergraduate, and visiting students. Non-credit classes are also offered to businesses, organizations, and other on-site locations upon request.

Registration procedures can be found online by following the semester schedule at [aslprograms.gallaudet.edu](http://aslprograms.gallaudet.edu).

## CAPTIONING SERVICES (CART)

Web: [gis.gallaudet.edu](http://gis.gallaudet.edu) Email: [gis@gallaudet.edu](mailto:gis@gallaudet.edu)

Real-time captioning services provide a text translation of the spoken content of a classroom or meeting event. The text is displayed on a computer or large screen display. A transcript file can be provided after the event.

[Gallaudet Interpreting Service](#) is the campus provider of real-time captioning for classes, meetings and special events. To submit a request for real-time captioning through GIS, please contact the relevant campus department, such as your academic advisor or academic department, to submit your request.

There are no charges for real-time captioning for classes when requested by students or faculty for academic purposes. Charges may apply for other events.

## CAREER CENTER

*Jordan Student Academic Center, Room 2221*

Web: [careercenter.gallaudet.edu](http://careercenter.gallaudet.edu) Email:  
[career.center@gallaudet.edu](mailto:career.center@gallaudet.edu)

The Career Center's mission is to assist students in reaching their career goals by integrating liberal education with experience in the marketplace. We educate and empower students to practice lifelong career management skills, make effective career decisions, and achieve professional success.

The Career Center provides a variety of services to assist students and alumni in developing effective career management skills including individual career consulting, workshops and seminars. As part of the on-campus recruiting program, employers provide information sessions to educate and recruit students about their agencies or organizations, participate in mock interview sessions to help prepare students for the world of work and interview students for internships and full-time employment positions. Internship and Job Fairs are held on campus every semester to give students and alumni an opportunity to network with employers and find out about potential internships and employment. The Career Library offers a collection of resources to assist students in making career choices, researching occupational information, and learning job search skills. Through the Career Center, students also have access to the Bison Career Link (BCL), an online recruitment and internship/job search service which gives job seekers updated listings of on-campus jobs, internship opportunities, and part-time and full-time jobs.

The Career Center offers a robust internship program that enables students to connect a liberal arts education with success in the professional world. Recent internship sites include the Library of Congress, U.S. Department of Defense, NASA, Merrill Lynch, Smithsonian Institution, Discovery Communications, Volkswagen Group of America, National Council on Disabilities (NCD), Naval Air Systems Command (NAVAIR) and many more. Students are also able to participate in an array of international internships.

# ENGLISH LANGUAGE INSTITUTE (ELI)

*Hall Memorial Building, Room E-253*

Web: [eli.gallaudet.edu](http://eli.gallaudet.edu) Email: [eli.office@gallaudet.edu](mailto:eli.office@gallaudet.edu)

English Language Institute (ELI) provides an intensive English as a Second Language program for American and international deaf and hard-of-hearing students. Bilingual instruction in both American Sign Language and written English provides a multicultural environment for ELI students to achieve academic, professional, and personal language goals.

For each semester, the ELI program offers five levels of ESL classes: Level One is for students with emergent to basic ESL skills, Level Two is for students with basic to low intermediate ESL skills, Level Three is for students with low intermediate to intermediate ESL skills, Level Four is for students with intermediate to high intermediate ESL skills, and Level Five is for students with high intermediate to advanced ESL skills.

## FINANCIAL AID

*Chapel Hall, Room G02*

Web: [financialaid.gallaudet.edu](http://financialaid.gallaudet.edu) Email: [financial.aid@gallaudet.edu](mailto:financial.aid@gallaudet.edu)

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 on a postsecondary level.

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.

Financial assistance is based on the following calculation:

- Student Cost of Attendance
  - minus (-) student/family contribution (EFC)

- minus (-) 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. All applicants for financial aid through Gallaudet must submit both the Gallaudet Institutional Financial Aid Application (IFAA) and the FAFSA. The FAFSA also serves as an application for a Federal Pell Grant.

Parents and students may obtain estimates on college costs, savings plans and expected family contribution and other financial information at: [www.finaid.org/calculators/](http://www.finaid.org/calculators/).

### Educational Costs

The purpose of financial aid is to assist in covering educational costs. Costs include tuition, fees, room, books, board, transportation, and an average allowance for personal expenses (for the period of time the student is enrolled). Financial aid is not intended to meet all living costs and students need to be prepared to meet their own non-educational living needs while they attend school. The average financial aid cost of attendance for the 2013-2014 academic year is \$29,852 for undergraduate students and \$35,508 for graduate students. Financial aid from all sources cannot exceed this amount.

### Application

Prospective students may apply for financial aid; however review of financial aid applications will occur only after admission is granted. Currently enrolled students can obtain financial aid applications, during the spring semester, for the following academic year at the Financial Aid Office or online (see below).

Initial Award Notifications are mailed to each applicant regarding the decisions made on his or her application. Revised award notices and all other Financial Aid notices are sent via campus email. Awards also may be viewed by accessing BISON ([bison.gallaudet.edu](http://bison.gallaudet.edu)).

All applications for financial aid may be accessed online at [http://www.gallaudet.edu/Financial\\_Aid/Applications\\_and\\_Other\\_Useful\\_Links.html](http://www.gallaudet.edu/Financial_Aid/Applications_and_Other_Useful_Links.html)

## Application Deadlines

The Financial Aid Office 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. For the 2013-14 academic year, these priority deadlines are July 1, 2013, and January 16, 2014. 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)

## GRADUATE ADMISSIONS

*Kendall Hall, 1st Floor*

Web: [www.gallaudet.edu/gradadmissions.xml](http://www.gallaudet.edu/gradadmissions.xml) Email: [graduate.school@gallaudet.edu](mailto:graduate.school@gallaudet.edu)

The role of the Graduate School Admissions Office is to engage in activities and support services for prospective Gallaudet graduate students in coordination and collaboration with the Dean, the CGE and the academic departments. This effort will include the systematization, standardization and coordination of the admissions process across graduate and degree programs.

### Mission Statement:

The Graduate School Admissions Office maintains as its mission and purpose to provide accurate and current information to prospective students and the University community regarding graduate programs and the application process for graduate studies; to facilitate the effective and efficient processing of graduate applications; and to provide open communication between programs and graduate admission. We strive to be a student-centered team, committed to quality customer service and continuous improvement provided in a welcoming, supportive, and accessible bilingual learning environment.

### Core Values:

- Efficient and friendly service to our current and prospective graduate students
- Quality service to our graduate faculty and administrators in the enrollment process

- Welcoming atmosphere in the Graduate School Enrollment Office for students, faculty and staff alike.

## GRADUATE 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.

## GRADUATE STUDENT SUPPORT SERVICES

### 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 Katherine Spiegel, Graduate Program Specialist in room 202A, Fowler Hall or by email at [katherine.spiegel@gallaudet.edu](mailto:katherine.spiegel@gallaudet.edu), or by VideoPhone at 202-250-2472.

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## 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.

## INSTITUTIONAL REVIEW BOARD (IRB)

*Office: Dawes House, Room B07;*  
*Coordinator's Office: Fowler Hall, Room 204*  
Web: [irb.gallaudet.edu](http://irb.gallaudet.edu) Email: [irb@gallaudet.edu](mailto:irb@gallaudet.edu)

The Gallaudet Institutional Review Board is a committee designated to review, approve, and conduct periodic review of research involving human subjects. The primary purpose of the review is to assure the protection of the rights and welfare of the human subjects. The IRB's role at Gallaudet extends to all research involving human subjects whether conducted by faculty, staff, graduate students, undergraduate students, or non-Gallaudet researchers. The IRB must also review all projects seeking to use Gallaudet faculty, staff, students and alumni as research participants. The IRB acts as an advocate for the research subject. This means that the IRB, during its review of a research project and the informed consent, has the right and responsibility to ensure that the research subject is fully informed of the procedures involved in the study as well as the risks. Information and instructions on the IRB Application and IRB Sponsorship can be found at our website.

## INTERNATIONAL STUDENT PROGRAMS AND SERVICES

*Hall Memorial Building, Room E-253*  
Web: [cips.gallaudet.edu](http://cips.gallaudet.edu) Email: [cips@gallaudet.edu](mailto:cips@gallaudet.edu)

The [Center for International Programs and Services](#) (CIPS) is Gallaudet University's one-stop office for all things international. It is comprised of two units, Global

Education and Scholar Services and International Student Services:

### Global Education and Scholar Services

[Global Education and Scholar Services](#) (GESS) offers a broad range of services and activities for students, faculty, and professionals at Gallaudet and provides programs for visiting students, scholars, researchers, and professionals who are interested in coming to Gallaudet. GESS programs include:

### Global Internship Program

Gallaudet 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 periods of time, up to one full semester.

### Global Partnership Program

The Global Partnership Program fosters international partnerships between the Gallaudet University community and Deaf and Hard of Hearing communities or organizations in other countries. The Global Partnership Program Provides educational preparation and in-service programs, technical assistance, international placement for students, and opportunities for cultural exchange.

### International Visiting Scholar Program

The International Visiting Scholar Program is designed for international school personnel, researchers, professionals, and students from other countries who are not pursuing an academic degree at Gallaudet University. The program is individually designed to meet the needs of each scholar, in which participants can audit courses, gain practical experience by being exposed to what is happening at Gallaudet, visit schools, organizations, and agencies. There are great opportunities to do intensive data collection in acquiring specific information and skills relating to deafness. This is a one- or two-semester, non-degree program. Areas of interest include the education of deaf children, teacher training, social work, career education, leadership development, sign language, linguistics, and Deaf studies.

### Leadership Training Program

The Leadership Training Program provides Gallaudet's international in-coming and out-going students with a

series of leadership training seminars on campus to help them to become future leaders. In addition, CIPS provides seminars or training to both deaf and hearing people in countries around the world.

## Study Abroad

Gallaudet offers the Study Abroad Program to students who are interested in traveling overseas to study the cultures, languages, and other areas in the humanities. The Center for International Programs and Services (CIPS) collaborates with individual academic departments in designing each program related to their classes and cultural studies.

Participants usually spend three to six weeks studying and traveling. Some of the countries visited by students on previous tours include China, Costa Rica, Cuba, the Czech Republic/Germany/Poland, India, Indonesia, Italy and Kenya.

Departments that have offered study abroad in the last several years include: Business, Counseling, Education, Educational Foundations and Research, English, History, Social Work, and World Languages and Cultures. Foreign language courses offered in French, Spanish, German, and Italian are offered by the Department of World Languages and Cultures.

Students interested in Study Abroad should consult with CIPS and the appropriate academic department. For information on Foreign Language courses offered, please see the Department of World Languages and Cultures section of this catalog.

## Visiting Researcher Program

The Visiting Researcher/Scholar Program at Gallaudet University was established to accommodate a limited number of researchers and scholars who wish to use the facilities of Gallaudet University each academic year. Global Education and Scholar Services works closely with academic departments and faculty members to extend its resources on selective basis in the spirit of institutional collegiality; fostering knowledge and exchange of information.

## Fulbright Scholarship Program

The Fulbright Program aims to increase mutual understanding between the people of the United States and other countries, through the exchange of persons, knowledge, and skills. The U.S Student Fulbright Program is designed to give masters and doctoral candidates and

recent B.S./B.A. graduates or graduating seniors opportunities for personal development, academic enrichment and international experience. Opportunities for faculty to participate in Fulbright Scholar Program or other international scholar exchange activities are also available.

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## International Student Services

[International Student Services](#) provides immigration and visa regulatory services and resources to international students as well as visa advice to U.S. students, faculty and staff planning foreign travel in their educational pursuits. The office also assists with academic advising, conflict resolution, and assistance in planning cultural events. ISS works in cooperation with other departments and units of the University to ensure that all international students and scholars are in compliance with current immigration regulations.

## LICENSURE

*Hall Memorial Building, Room 494B*  
Web: [oaq.gallaudet.edu](http://oaq.gallaudet.edu) Email: [quality@gallaudet.edu](mailto:quality@gallaudet.edu)

Programs that are approved for state (D.C.) licensure guide students through the process of obtaining their school credentials. The Licensure and Accreditation Unit in the Office of Academic Quality provides additional information and support to students when they apply for their D.C. license, and, if they need verification of licensing credentials following graduation.

## LIBRARY

*Merrill Learning Center, Library Service Desk, Room 1000*  
Web: [library.gallaudet.edu](http://library.gallaudet.edu) Email: [library.help@gallaudet.edu](mailto:library.help@gallaudet.edu); [archives@gallaudet.edu](mailto:archives@gallaudet.edu)

Gallaudet University Library's mission is to serve students, faculty, staff, and other researchers from around the world by providing access to research materials and the information literacy skills students will need throughout their lives. In addition to the world's largest collection of deaf materials, the Library builds, maintains, and organizes

a collection of general online and print books, journals, databases, videos, and other materials to support academic programs. The Library also maintains a small collection of popular videos and books for students' pleasure viewing and reading. Librarians create instructional tools and aids to make these collections accessible, teach classes in their use, and assist individual students and researchers. The Gallaudet University Archives is home to the institutional records of Gallaudet University and strives to preserve the memory of the global Deaf community. The Archives' collection includes artifacts, photographs, films, papers, periodicals, books, and other items.

Community members can access the Library catalog, journals, databases, and other resources from the Library web site. The Library web site also offers many online guides to help students and visitors start research in Deaf and other disciplines. Librarians are available to answer questions and help students with research in person, through video (866-957-4416) or voice (x5217) phone, email ([library\\_help@gallaudet.edu](mailto:library_help@gallaudet.edu)), text message (text bisonlib to 66746), and real-time chat accessible on the Library web site.

The Library's Group Study Rooms and Deaf Library Study Center, which include large display monitors, provide space for group study and collaboration. Round study tables and moveable white boards are available throughout the public spaces in the building. Students use individual study carrels and tables for private study. Comfortable chairs and couches give students a place to relax when they need study break.

Through Gallaudet's participation in the Washington Research Library Consortium ([www.wrlc.org](http://www.wrlc.org)), the Gallaudet community has full access to the Library collections at eight additional area universities, including the rights to borrow materials from those libraries. The shared catalog for the WRLC libraries includes more than 12 million items.

## OFFICE OF DIVERSITY AND EQUITY FOR STUDENTS

*Hall Memorial Building, South 141*

Web: [odes.gallaudet.edu](http://odes.gallaudet.edu) Email [odesstaff@gallaudet.edu](mailto:odesstaff@gallaudet.edu)

The mission of the Office of Diversity and Equity for Students (ODES) is to advocate and empower multicultural students of all backgrounds and differences to achieve academic, career, and personal success. ODES will achieve its mission by offering programs which foster self-awareness, cultural growth, intellectual curiosity, academic support, and a stimulating learning environment.

ODES is composed of two units: Keeping the Promise (KTP) and the Office of Multicultural Student Affairs (OMSA). KTP focuses on the education of Black and Latino Deaf students. The KTP program model will be applied to other multicultural student groups. The Office of Multicultural Student Affairs consists of four programs: Multicultural Student Programs, Peer Mentoring, Intergroup Dialogues and the LBGTQA Resource Center.

Our programs provide multicultural education and guidance to enrich the college experience of all Gallaudet students. ODES focuses primarily on the unique needs of multicultural students and strives to facilitate a campus climate that supports their academic success. ODES encourages academic excellence for all students and is fortunate to have staff of the highest caliber to serve Gallaudet students. Through our services and programs, students find a gateway into the diverse richness of today's interconnected global reality.

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### Keeping the Promise

*Hall Memorial Building, Room S-141*

Web: [odes.gallaudet.edu/ktp.xml](http://odes.gallaudet.edu/ktp.xml)

### Keeping the Promise of Educating Black Deaf Students

### Keeping the Promise of Educating Latino Students

The mission of *Keeping the Promise* is to promote the retention and persistence to graduation and the intellectual advancement of Black and Latino Deaf students by demonstrating and reinforcing the essential values of

scholarship and perseverance through intentionally-designed activities that foster motivation, empowerment, academic excellence, understanding of historical and cultural heritage, and model citizenship.

*Keeping the Promise of Educating Black Deaf Students* (KTP-B) and *Keeping the Promise of Educating Latino Students* (KTP-L) are voluntary participation programs which provide avenues for increasing, encouraging, and supporting the inclusion and educational success of Black and Latino students. KTP participants are engaged in designing career plans, developing academic success skills, increasing their self-knowledge through participation in cultural awareness programs and activities, engaged in progressive leadership training and advocacy programming. Gallaudet's academic community and volunteer Life Coaches come together to support Black and Latino students in their quest for a degree from Gallaudet University.

### **Multicultural Student Programs**

Hall Memorial Building, South 141E

Web: [odes.gallaudet.edu/msp.xml](http://odes.gallaudet.edu/msp.xml)

Multicultural Student Programs (MSP) is a cultural advocacy and resource unit under the Office of Multicultural Student Affairs. It provides support to racial and ethnic minority students and their organizations. The MSP Resource Room includes educational books, videotapes, and magazines for focusing on race, culture and diversity. MSP also strives to educate the Gallaudet community through programs offered by student paraprofessionals.

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.

### **LGBTQA Resource Center**

Hall Memorial Building, N113

[www.gallaudet.edu/GTS/Video\\_Gallaudet/LGBTQA\\_Resource\\_Center.html](http://www.gallaudet.edu/GTS/Video_Gallaudet/LGBTQA_Resource_Center.html)

The LGBTQA Resource Center is inclusive and student centered while providing resources and support aimed at the campus LGBTQA community. We provide activities, programs, services, trainings and a comprehensive resource

library for networking and referrals. The Center serves the LGBTQA community at Gallaudet University and the larger campus community, alumni and visitors. We serve as a catalyst to ensure a responsive and supportive environment that promotes equity, diversity, inclusion, academic success and social justice for LGBTQA students.

The LGBTQA Resource Center was established on National Coming Out Day, 2011 (October 11th) to create an inclusive environment where all students feel welcome, supported, valued and engaged. The Center is staffed by paraprofessionals and maintains evening hours to allow for maximum access during times when students are not in class. Programs and activities offered by the Resource Center include the Allies Network (Safe Zone) Training, Lavender Graduation, educational and social events, including Friends, Food and Fun Fridays, speakers, workshops and presentations on pertinent LGBT issues. The LGBTQA Resource Center is member of the Consortium of LGBT Centers and works closely with the Rainbow Society, Gallaudet's LGBT Student Organization.

## **OFFICE FOR DIVERSITY AND INCLUSION**

College Hall 203

Web: [diversity.gallaudet.edu](http://diversity.gallaudet.edu) Email: [diversity@gallaudet.edu](mailto:diversity@gallaudet.edu)

The Office for Diversity and Inclusion is charged with providing leadership to foster and advance a strategic and integrated approach to diversity in all aspects of University life. This Office supports a diverse student, faculty, and staff population and is committed to creating a climate in which all members of the community can succeed.

The Office for Diversity and Inclusion promotes a climate that is inclusive, accessible, and supportive of all students, faculty, and staff. This Office works toward ensuring that the community is knowledgeable about issues of diversity and inclusion and understands how diversity and academic excellence are intricately woven into patterns of student success.

The Office for Diversity and Inclusion sponsors and co-sponsors multiple and varied programs for the community including lecture series, pedagogical workshops, cultural competency training, diversity dialogues, and cultural

events. The University's highly successful Diversity Dialogue series has brought together diverse members of the community to discuss tough topics. In addition to these initiatives, this Office is responsible for developing policies and practices to guide the University toward its vision of an inclusive living, learning, and working environment

- creating an inclusive campus climate through focus groups, dialogues, and other research-based initiatives;
- managing overall planning, budgeting, organizing, and coordinating of diversity activities required to achieve campus-wide diversity goals;
- linking diversity and student academic success;
- professional development for faculty and staff regarding pedagogy, program design and curriculum development needed for a multicultural and bilingual university; and
- assessing and systematically reporting to the University community progress made toward the achievement of diversity goals.

## OFFICE OF THE OMBUDS

*Ely Center 113*

Web: [ombuds.gallaudet.edu](http://ombuds.gallaudet.edu) Email: [ombuds@gallaudet.edu](mailto:ombuds@gallaudet.edu)

Are you seeking help to resolve a problem that is interfering with your ability to study or to succeed with your academic endeavors? The ombuds is here to be an informal, confidential, independent, and neutral conflict management resource for students and their families to address concerns and conflicts which stem from University policies, procedures, practices and relationships. The Office of the Ombuds is a safe place to go where concerns can be discussed confidentially and informally in an "off-the-record" fashion. There is no wrong reason to visit the ombuds if you have a concern. Examples of concerns can include academic difficulties (e.g. problems with courses), administrative concerns (e.g., financial aid or housing), harassment and mistreatment (such as bias-related actions based on race, religion, creed, gender, age, ethnicity, national origin, disability, or sexual orientation), and any other concerns hindering the ability to succeed in school. To make an appointment, please contact the ombuds at [ombuds@gallaudet.edu](mailto:ombuds@gallaudet.edu).

## OFFICE FOR STUDENTS WITH DISABILITIES

*Jordan Student Academic Center, Room 1220*

Web: [oswd.gallaudet.edu](http://oswd.gallaudet.edu) Email: [oswd@gallaudet.edu](mailto:oswd@gallaudet.edu)

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 opportunity and access to curricular and extra-curricular activities. Faculty and staff, administrators, alumni, paraprofessionals, and parents and families also benefit from services and programs. Programs and services that are offered by OSWD include: adaptive technology assessment and training, braille/large print, specialized testing, note taking, interpreting services for low vision and deaf-blind students, faculty consultation, scholarships, public service and outreach, support groups and advisory boards, advocacy training, individualized support service plan development, Faculty Contact Forms, support service counseling, use of study lab, orientation and mobility assessment and training, reader/scribe services, and accessibility consultation.

Information and referral services offer assistance in personal attendant care, wheelchair repair, Seeing Eye dog training, psycho-educational and psychological evaluations, tutoring, mental health care, medical services, and legal advice. Students who use OSWD services are protected from discrimination under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which include confidential treatment of disability related information and records.

## REGIONAL OUTREACH

*Kellogg Conference Hotel, Room 3331*

Web: [rno.gallaudet.edu](http://rno.gallaudet.edu) Email: [rno@gallaudet.edu](mailto:rno@gallaudet.edu)

Through partnerships with host colleges, the Gallaudet University Regional Centers (GURCs), and the Laurent Clerc National Deaf Education Center, the resources and expertise of Gallaudet University is brought to sites across the country via the provision of extension courses, training

programs, workshops, conferences, enrichment programs, and technical assistance. RNIO also houses the university's many international outreach activities and helps further global competence, understanding, partnership in leadership, and education for deaf people by facilitating faculty and staff participation in projects or training that improves education for deaf and hard of hearing people.

The Gallaudet University Regional Centers (GURCs) are coordinated through the [Regional and National Outreach](#) unit and are located at the following host institutions:

- [Gallaudet University](#), Washington, DC
- [Kapiolani Community College](#), Honolulu, Hawaii
- [Northern Essex Community College](#), Haverhill, Massachusetts
- [Ohlone College](#), Fremont, California
- [John A. Logan College](#), Carterville, Illinois
- [Austin Community College](#), Texas

## REGISTRAR'S OFFICE

*Chapel Hall, Room 101*

Web: [registrar.gallaudet.edu](http://registrar.gallaudet.edu) Email: [registrar.office@gallaudet.edu](mailto:registrar.office@gallaudet.edu)

The Registrar's Office ensures the proper maintenance of academic records from the first student contact to graduation from the University. The Registrar's Office handles registration, scheduling of classes, grades, transcripts, degrees, room reservations, and final exam scheduling. The Office is also responsible for transfer credits, readmissions, second degree processing for returning students, and student withdrawal (WD) and leave of absence (LOA) processing. It also provides certification and enrollment verification; maintains records related to entrance conditions; implements academic suspensions and probation; manages progress toward graduation, declaration of major, and diplomas/graduation applications; helps prepare commencement program book and provides commencement support services; furnishes full support for summer programs and extensions; and administers registration for courses available through the Consortium of Universities of the Washington Metropolitan Area. The office ensures effective liaison with other departments and divisions of the University and with Information Technology Services, interprets and applies academic rules and regulations, maintains a master course

file, prepares the official University calendar, and prepares reports on degrees and matriculation.

## STUDENT AFFAIRS AND ACADEMIC SUPPORT

*Ely Center 102*

Web: [http://www.gallaudet.edu/student\\_affairs.html](http://www.gallaudet.edu/student_affairs.html)

Welcome to Student Affairs and Academic Support! Departments within Student Affairs and Academic Support contribute to the personal development and student learning of Gallaudet students through an array of high quality and comprehensive services and learning opportunities in a supportive campus environment.

Student Affairs and Academic Support recognizes that a majority of student hours are spent outside of the classroom. Therefore, this division contributes to the personal development and academic growth of our students through an array of high quality and comprehensive learning opportunities in a supportive campus environment.

Student Affairs and Academic Support consists of several internal units, which work in a collaborative effort to better serve our students. All programs and services are student-centered and provide a bridge to the academic programs of the University. These units include:

- [Academic Advising](#)
- [Athletics and Intramural Programs](#)
- [Career Center](#)
- [First Year Education](#)
- [Mental Health Center](#)
- [Office of Students with Disabilities](#)
- [Residence Life and Housing](#)
- [Student Center Programs and Services](#)
  - [Alcohol and other Drug Services](#)
  - [Campus Activities](#)
  - Community Service Programs
  - [Commuter Programs](#)
  - [Health and Wellness Programs](#)
  - [New Student Orientation](#)
  - [Office of Campus Ministries](#)

- [Office of Student Conduct](#)
- [Student Success](#)
- [Tutorial & Instructional Programs](#)

# STUDENT SUCCESS PROGRAMS FOR UNDERGRADUATE STUDENTS

Website: [studentsuccess.gallaudet.edu](http://studentsuccess.gallaudet.edu)  
See also [Undergraduate Orientation](#)

The goal of Student Success programs is to retain students by providing opportunities and guidance for students to engage as contributing members of Gallaudet University and to learn the academic and social skills necessary to succeed in a diverse university community and a global society. The Student Success program promotes student success and retention by providing targeted students with intentional academic and social support services designed to help them achieve their goal of graduating from Gallaudet University. Student Success begins in the summer with our JumpStart program and continues into the Fall and Spring with the Academic Success program. Students receive tutoring and support to develop and improve their academic success strategies and/or bilingual language skills.

Student Success supports the university's learning outcomes and bilingual mission by increasing the retention of students through:

- Identifying students in need of additional academic or social support
- Providing initial instructional experiences to bolster requisite academic skills
- Providing intense academic preparation for college aligned with the General Studies learning outcomes
- Providing American Sign Language instruction, deaf culture awareness, and deaf history to emerging signers

- Orienting families of new students to the requirements and expectations of undergraduate life;
- Providing individual and peer mentoring to students during their first year of college.

## JumpStart: Academic Success and American Sign Language

The JumpStart program is a five-week summer program for deaf and hard of hearing freshmen and transfer students. The program is intentionally designed to help students develop a solid academic and social foundation before the fall semester begins.

JumpStart outcomes:

*(Adapted from National Association for Developmental Education)*

- To develop in each learner the skills and attitudes necessary for the attainment of academic, career and life goals
- To ensure proper placement by assessing each learner's level of preparedness for college coursework
- To maintain academic standards by enabling learners to acquire competencies needed for success in a bilingual university

The program offers two tracks: Academic Success and American Sign Language.

## Academic Success (AS)

Jumpstart: Academic Success is a program for freshmen and transfer students admitted to Gallaudet University through the Admissions Review Committee (ARC). Students, who have been accepted through ARC, will be notified in a letter from the Office of Admissions if they are required to participate in the program which provides intensive instruction in college writing, reading, mathematics, and study skills necessary for college success.

In addition to receiving academic instruction, students in the JumpStart: Academic Success Program take the English and Math Placement Tests as well as a variety of learning style and career interest tests; receive individual academic advising including information about their own academic strengths and weaknesses; learn about university resources; and meet faculty and staff members.

Students also participate in recreational activities, it will be an adventure-based outdoor program focusing on developing teamwork as well as decision-making and conflict resolution skills.

### American Sign Language (ASL)

JumpStart: American Sign Language offers freshmen and transfer students a five-week immersion program in American Sign Language. The ASL program aims to teach new students basic signing skills prior to the start of the fall semester to ensure their transition into the bilingual learning environment of Gallaudet University. During the ASL program, new students attend concentrated instruction in sign classes that provide information about Gallaudet's history and traditions, Deaf awareness, Deaf culture, the history of the education of Deaf people, and related topics.

In addition to sign classes, students participate in recreational activities, it will be an adventure-based outdoor activities program that focuses on developing teamwork, decision-making, and conflict resolution skills.

## SUMMER PROGRAMS

### Kendall Hall

Web: [summer.gallaudet.edu](http://summer.gallaudet.edu) Email: [summer@gallaudet.edu](mailto:summer@gallaudet.edu)

Gallaudet University's Summer Programs provides current and visiting students, professionals, high school youth, and other interested individuals an array of academic and enrichment programs and courses. Credit and non-credit offerings include graduate and undergraduate classes, summers only degree and certificate programs, professional development opportunities, ASL immersion programs, interpreter education, scholar and sports camps for youth, and various other special events.

## GALLAUDET TECHNOLOGY SERVICES

*Help Desk - Hall Memorial Building, Room W121  
Administrative Offices - Merrill Learning Center,*

*Room 1120  
GTS has offices and services in various other locations on campus. For specific location information, please visit the GTS website, or see the information for each program listed below.*

Web: [gts.gallaudet.edu](http://gts.gallaudet.edu) HelpDesk: [helpdesk.gallaudet.edu](http://helpdesk.gallaudet.edu)  
Email: [helpdesk@gallaudet.edu](mailto:helpdesk@gallaudet.edu)

### Gallaudet Technology Services

*Merrill Learning Center, 1120*

Gallaudet Technology Services provides end-user training and support for academic and administrative uses of technology at Gallaudet University. Units that provide direct support to students include the Help Desk, Media and Classroom Support, eLearning & Web Authoring, and Video Services. Units that provide back office or indirect support include Data Center Operations, Enterprise Information Systems; Information Security & Networks; and Software System & Engineering.

**All requests for computer support, network, cable TV and other media services should be made through the Technology Help Desk, <http://helpdesk.gallaudet.edu>.**

Gallaudet software systems, including Google email (<http://mail.gallaudet.edu>), Blackboard (<http://my.gallaudet.edu>) and Peoplesoft (Bison) (<http://bison.gallaudet.edu>), use the same username and password. **Changing your password once will change it for all of these applications.** Passwords may be reset or changed at <http://password.gallaudet.edu>. Please do not share your password with anyone else. **For maximum security, all users are required to change their password once every six months (180 days).**

Students are responsible for bringing their own personal computers and ethernet cables for network connections, which are provided in all dorm rooms. Wireless access is available in most campus locations. Student Computer Support is available through the Help Desk.

All computers connected to the campus network must have active anti-virus software installed from one of the following vendors:

- Microsoft

- Sophos
- Symantec
- McAfee

Central computer labs in JSAC and HMB are available for students to use for their academic needs. Lab hours are listed in the Daily Digest and online, [http://www.gallaudet.edu/gts/services/computer\\_labs.html](http://www.gallaudet.edu/gts/services/computer_labs.html).

Information about free and licensed software is available at <http://software.gallaudet.edu>.

### **HELPDESK, MEDIA & CLASSROOM SERVICES**

*Hall Memorial Building W121*

*Technology Help Desk: <http://helpdesk.gallaudet.edu>*

The **Technology Help Desk** provides a **one-stop center** for all technology service requests for Gallaudet University and Clerc Center students, faculty and staff. **This should be your first contact** to request support for computer services, classroom technology, media services, on-campus cable TV support and any other GTS technology services.

You may submit requests for Help Desk and Media Services several ways:

- Via the web: <http://helpdesk.gallaudet.edu>
- Voice Telephone: TTY/V, (202) 651-5044
- Videophone: (202) 250-2010 or (202) 250-2314
- FAX: (202) 651-5023
- Walk-in, located in the Hall Memorial Building (HMB), Room W121, 7:00AM-6:00PM, M-F during the academic year; 8:00 AM-5:00 PM during the winter break and summer.

**Media Services** provides and maintains variety of technology equipment and services used for classes and meetings, including videoconferencing services. Members of the campus community can borrow, on a short term basis, a host of electronic equipment i.e. digital still cameras, digital video cameras, tripods, flip charts and easels, portable projectors, screens, laptops (not available to students), PowerPoint set ups and various other electronic equipment.

All university classrooms now have permanent

presentation equipment (e.g., computers, video projectors, displays). Equipment deliveries are provided for locations without equipment. Media Services provide supplies for whiteboard, chalkboard and lamp replacement for video projectors and overhead projectors in classrooms. Details about University classrooms are available online at <http://classrooms.gallaudet.edu>.

### ***eLEARNING and WEB AUTHORIZING*** *Merrill Learning Center, B205*

eLearning enhances learning and academic rigor through provision, training, and support of learning systems and tools, supports assessment of student performance, including testing and ePortfolios, support for academic applications of web and portal technologies, and provides system administration for academic systems.

eLearning provides training and support to faculty and students in integration and uses of learning technologies to enhance teaching and learning with the Blackboard [my.Gallaudet.edu](http://my.Gallaudet.edu) system. My.Gallaudet is used both as a supplement for face-to-face (web-enhanced) courses and for web-based courses offered completely online. The online learning portal will connect you to your courses, organizations, and other academic and administrative websites and other resources at <http://my.Gallaudet.edu>, which is powered by the tools in the Blackboard Academic Suite. The eLearning team also provide web authoring training and support and manages the centralized computer labs for students.

The eLearning Lab is located in MLC B220, where you can walk in for just-in-time assistance and participate in computer-based training sessions. Students can also use the Echo360 Video Recording suites for academic ASL assignments and other presentation recording activities.

### ***VIDEO SERVICES*** *Merrill Learning Center, B140*

Video Services supports the development and use of academic video for courses, BISON TV, and promotion of academic programs; produces institutional video for recruitment, central administration communication, recording of campus events, streaming web video services, operation of the campus cable TV system and the Gallaudet Video Library.

- Captioning services are an integral part of our mission of accessibility. Captioning services are

available in all video formats including DVD, CD, and web clips.

- Cable TV services provides broadcast, cable, and campus channels to dormitories and campus buildings. The Channel line is available at [tv.gallaudet.edu](http://tv.gallaudet.edu).

## UNDERGRADUATE ADMISSIONS

*EMG Building 1st floor*

Web: [admissions.gallaudet.edu](http://admissions.gallaudet.edu) Email: [admissions.office@gallaudet.edu](mailto:admissions.office@gallaudet.edu)

Deaf, hard of hearing, or hearing students are invited to apply for admissions to the baccalaureate program at Gallaudet University.

Gallaudet recommends that high school students take as many college preparatory classes as possible, including English, social science, science, algebra, and geometry, as well as taking the American College Test (ACT) in their sophomore, junior, and senior years. Admissions staff evaluate prospective students based on their profile of academic, professional, and personal achievements. They also evaluate educational and career goals.

### MISSION STATEMENT:

The Gallaudet University Office of Undergraduate Admissions leads and supports the University in meeting its enrollment goals. It ensures the delivery of the university's quality, educational programs to Deaf, Hard of Hearing and a limited number of hearing undergraduate (HUG) students, by identifying prospective students, informing them, their families, and professionals working with them about the excellent educational and co-curricular programs at Gallaudet, by guiding these students through the application and admissions processes and supporting their initial enrollment. The Gallaudet University Admissions Office is committed to the recruitment and enrollment of a qualified and diverse group of students for the purpose of providing a quality collegiate education and providing preparation for careers, professions, participation as a global citizen, and for advanced graduate level studies.

## UNDERGRADUATE ORIENTATION PROGRAMS (NSO)

*Jordan Student Academic Center, Room 2239*

Web: [New Student Orientation](http://New Student Orientation)

Every college journey begins with the first step of arriving on campus. This Student Affairs unit coordinates New Student Orientation (NSO) programs for all new students. Family members are invited to attend Family Orientation for a nominal fee.

### New Student Orientation

New Student Orientation is a required program for all new students enrolling at Gallaudet University for the first time. This includes freshmen, transfer students, visiting students, and international students. During NSO, new students meet their academic advisors, learn about academic expectations, Gallaudet's history and traditions, campus policies, and participate in social activities. English and mathematics placement tests are offered to determine appropriate course placement. New students involved in NSO will not participate in any activities other than those stated in the official NSO schedule.

### International Students

International students for the fall semester participate in a three-day pre-orientation in addition to NSO.

### Visiting Students

Visiting students from other universities also participate in a three-day orientation, and should have registered for courses prior to arrival. The Office of Admissions contacts visiting students to assist in course selection for the semester.

### Students with Disabilities

Students with visual, mobility, learning, or other special needs should submit disability documentation as early as possible directly to the Office of Students with Disabilities (OSWD). OSWD staff will help to accommodate students with special needs during NSO and throughout their college years.

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## Family Orientation Program

The Family Orientation Program is designed to help students and their families learn about Gallaudet together and ease the transition from family to university life. Two Family Orientation Programs are offered, one in July during the Jump Start Program and one in August during the New Student Orientation. During these orientations, families learn about the University's programs and services, especially in relation to their student's life on campus, academic progress, and resources available. Among the most popular events is a panel of current students who share their experiences and perceptions of college life.

## CAMPUS SERVICES

The following campus services are available:

- Bison Shop
- Cable TV
- DPS
- Facilities
- Food Services
- Hearing & Speech Center
- Help Desk
- Interpreting Services
- Mental Health Center
- Postal Services
- Residence Life
- Shuttle-Parking
- Student Financial Services
- Student Health Services
- 

## BISON SHOP - BOOKSTORE

*I. King Jordan Student Union Building*

Web: [bisonshop.gallaudet.edu](http://bisonshop.gallaudet.edu) Email: [bookstore@gallaudet.edu](mailto:bookstore@gallaudet.edu)

The Bison Shop is owned and operated by Gallaudet University and is an official bookstore and retailer of Gallaudet University apparel. The Bison Shop maintains and provides textbooks along with campus and academic supplies in order to promote the educational and economic welfare of the University's students, faculty, staff, and visitors.

The Bison Shop is open regularly Monday - Friday, 9 am - 4:30 pm.

## CABLE TV

*Merrill Learning Center, Room B-130*

Web: [tv.gallaudet.edu](http://tv.gallaudet.edu) Email: [helpdesk@gallaudet.edu](mailto:helpdesk@gallaudet.edu)

Gallaudet Technology Services provides educational and entertainment content on 111 standard definition and 22 high definition channels. All residence halls are equipped with cable TV connections. The Channel lineup for Gallaudet Television can be found online at [tv.gallaudet.edu](http://tv.gallaudet.edu). The TV guide is available on Channel 10, and campus content is broadcast on Channels 2, 3, 11, 12, and 13. The student production, BISON TV, is also available as a live internet feed at [bison.tv.gallaudet.edu](http://bison.tv.gallaudet.edu).

High definition channels are available on digital televisions only. Students may bring either digital or analog televisions for their dormitory rooms and are responsible for bringing their own connecting cables. TVs can be directly connected - no cable set-top boxes are required.

All requests for support of Cable TV in the dormitories should be submitted online to the Gallaudet Technology Help Desk ([helpdesk.gallaudet.edu](http://helpdesk.gallaudet.edu)).

## DEPARTMENT OF PUBLIC SAFETY (DPS)

*Carlin Hall, Ground Floor*

Web: [dps.gallaudet.edu](http://dps.gallaudet.edu) Email: [dps@gallaudet.edu](mailto:dps@gallaudet.edu)

### Emergency Lines

(202) 651-5444 (TTY)

(202) 651-5555 (Voice)

[dps@gallaudet.edu](mailto:dps@gallaudet.edu) (Pager)

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.

## **FACILITIES**

*Central Utilities Building, Room 301*  
Web: [gallaudet.edu/af/facilities.xml](http://gallaudet.edu/af/facilities.xml) Email: [facilities@gallaudet.edu](mailto:facilities@gallaudet.edu)

Dormitory maintenance is provided by the Facilities Department. Custodial Services maintains the common areas and rest room facilities. Students are responsible for maintaining their own rooms. Students may submit work order requests online at [tma.gallaudet.edu](http://tma.gallaudet.edu) (available on-campus only)

## **FOOD SERVICES**

Web: [www.cafebonappetit.com/gallaudet/](http://www.cafebonappetit.com/gallaudet/)

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 five different meal plans that include options at the student dining hall (Cafe Bon

Appetit), and the food court (Market Place) and Rathskellar pub in the Student Union Building. Residents may sign up for a particular meal plan during business registration. See [Tuition and Fees](#) for plans and prices.

Students will also be able to sign up for meal plans on line. Students who do not sign up during business registration will be billed for the "100 Block Plan" 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 the Fall semester to the Spring semester only and are non-refundable.

Weekly menus and schedules are posted on our website.

## **HEARING AND SPEECH CENTER**

*Sorenson Language and Communication Center, Room 2200*  
Web: [hsc.gallaudet.edu](http://hsc.gallaudet.edu) Email: [GUHSC@gallaudet.edu](mailto:GUHSC@gallaudet.edu)

The Gallaudet University Hearing and Speech Center provides a full range of audiological services, communication therapy services, and speech-language services to both the Gallaudet community and to the DC/Maryland/Virginia communities. GUHSC accepts many major medical insurance plans. Please contact your insurance provider to determine whether a medical referral is required and for details on services covered, co-pays and deductibles specific to your plan. If your insurance provider is not currently accepted or you are uninsured, you can still receive services through GUHSC.

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.

## HELP DESK, MEDIA AND CLASSROOM SERVICES (GTS)

Hall Memorial Building W121  
Technology Help Desk: <http://helpdesk.gallaudet.edu>

The **Technology Help Desk** provides a **one-stop center** for all technology service requests for Gallaudet University and Clerc Center students, faculty and staff. **This should be your first contact** to request support for computer services, classroom technology, media services, on-campus cable TV support and any other GTS technology services.

You may submit requests for Help Desk and Media Services several ways:

- Via the web: <http://helpdesk.gallaudet.edu>
- Voice Telephone: TTY/V, (202) 651-5044
- Videophone: (202) 250-2010 or (202) 250-2314
- FAX: (202) 651-5023
- Walk-in, located in the Hall Memorial Building (HMB),  
Room W121

Hours: 7:00AM-6:00PM, M-F during the academic year  
8:00 AM-5:00 PM, M-F during winter break and summer.

**Media Services** provides and maintains variety of technology equipment and services for classes and meetings, including videoconferencing services. Members of the campus community can borrow a host of electronic equipment on a short-term basis, such as digital still cameras, digital video cameras, flip charts and easels, portable projectors, screens, laptops (not available to students), PowerPoint set ups, and various other electronic equipment.

All university classrooms now have permanent presentation equipment (e.g., computers, video projectors, displays). Equipment deliveries are provided for locations without equipment. Media Services provide supplies for whiteboards, chalkboards and lamp replacement for video projectors and overhead projectors in classrooms. Details about University classrooms are available online at <http://classrooms.gallaudet.edu>.

## INTERPRETING SERVICES (GIS)

Web:[gis.gallaudet.edu](http://gis.gallaudet.edu) Email: [gis@gallaudet.edu](mailto:gis@gallaudet.edu)

The mission of GIS is to provide comprehensive information access through exemplary interpreting services. The highest commitment of GIS is to meet the interpreting needs of the Gallaudet University community. Additionally, GIS is committed to being a model of interpreting excellence both locally and nationwide.

We provide professional interpreting services, including close-vision and tactile interpreting services, to students, faculty, staff and teachers for Gallaudet-sponsored events as requested. Although GIS is primarily a campus resource, it provides interpreters to the community, including services to students attending the Washington area consortium of universities, for internships, and for other activities in the immediate Washington metropolitan area.

GIS provides workshops on a variety of topics and provides

mentoring, training, and supervision to practicum and intern interpreting students and freelance interpreters.

GIS also provides interpreting services to members of the deaf and hard of hearing community in the greater Washington, DC metro area on a fee-for-service basis. For more information, please contact us.

If you want to request an interpreter through GIS, please check with the relevant campus department to make this request. We also welcome your direct feedback and preferences regarding your interpreting service on campus.

The GIS offices are open Monday through Friday, 8:00 a.m. to 5:00 p.m.

## MENTAL HEALTH CENTER

*Kellogg Conference Hotel, Suite 3200*

Web: [mhc.gallaudet.edu](http://mhc.gallaudet.edu) Email: [mh.center@gallaudet.edu](mailto:mh.center@gallaudet.edu)

The college experience offers students challenges and opportunities that lead to personal and academic development. The Mental Health Center (MHC), a unit of Student Affairs, offers an array of supports and services in a confidential setting that helps students meet these challenges and be successful in college. The MHC offers individual and group counseling, psychological assessment services, crisis counseling, psychiatric services, and workshops. Licensed and supervised staff and supervised trainees, who communicate in American Sign Language and other modes of communication used by deaf and hard of hearing people, provide services. The MHC also is a training center where students train to become medical doctors, mental health counselors, psychologists, psychiatrists, and social workers who will work with the deaf and hard of hearing community.

## POSTAL SERVICES

*I. King Jordan Student Union Building*

Web: [Postal Services](#)

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.

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.

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.

## RESIDENCE LIFE

**The Office of Residence Life and Housing**

*Ely Center, Room 132*

Web: [reslife.gallaudet.edu](http://reslife.gallaudet.edu)

Email: [campus.housing@gallaudet.edu](mailto:campus.housing@gallaudet.edu)

The Office of Residence Life and Housing, a unit of Student Affairs, has the primary responsibility for the management of facilities and programs in the five residence halls, Denison House and the Kendall apartment complex. Residence Life provides quality programming, ensures the safety and security of the residents, proper referrals to available services on- and off-campus, maintains discipline in the residence halls, Denison House, and Kendall Apartments, and runs several paraprofessional programs in and out of the residence halls. Residence Life and Housing also provides a fee-based incoming and outgoing fax service in the main office for students.

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### Residence Halls

Students are not required to live on campus; however, living in one of the University's five 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.

Residence halls are staffed by teams of professional staff, graduate student paraprofessionals, and undergraduate student paraprofessionals. Eligibility criteria for on-campus housing are: students 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 Residence Life and Housing in order to live on campus.

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### **Housing for Single/Married Students with Children**

Housing is available on a limited basis in unfurnished apartments located on the upper level of the Kendall Demonstration Elementary School for students who have children. To reside in the Kendall Apartment Complex apartment with children, at least one parent must carry a full academic load. Individuals such as boy/girlfriends do not qualify as residents. To apply, please submit a completed Family Housing Form to the Office of Residence Life and Housing.

### **Housing for Married Students with No Dependent Children**

Housing is available on a limited basis in unfurnished apartments located in the residence halls for married couples. To reside in married housing, at least one spouse must carry a full academic load. Children may not live with parent(s) who are students residing in the residence halls. To apply, please submit a completed Married Housing Form to the Office of Residence Life and Housing.

## **SHUTTLE-PARKING**

### *Appleby Building*

Web: [Department of Transportation](#)

Email: [transportation@gallaudet.edu](mailto:transportation@gallaudet.edu)

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.

The [Shuttle service schedules](#), as well as web links to other metro transportation services, can be found on the Transportation Department website.

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### **Parking**

*Carlin Hall, Ground Floor*

Web: [Parking and Traffic Information](#)

Email: [dps.parking@gallaudet.edu](mailto:dps.parking@gallaudet.edu)

### **Vehicle Registration**

The Department of Public Safety is 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. Parking rate information is online.

## **STUDENT FINANCIAL SERVICES**

*College Hall, Room B-04*

Web: [Student Financial Services](#)

Email: [student.accounts@gallaudet.edu](mailto:student.accounts@gallaudet.edu)

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.

Student Financial Services manages the required Health Insurance fees and waivers for all on-campus students. See [Tuition and Fees](#) for more details.

Student Financial Services are managed by the Office of Finance. Hours of operation are 8:30 a.m. to 4:30 p.m. Monday through Friday.

Services provided to students include:

- Managing business registration
- Processing vocational rehabilitation authorizations
- Maintaining student account records
- Explaining accounting procedures
- Processing student loans
- Issuing student refunds

Services provided to parents include:

- Responding to inquiries

## STUDENT HEALTH SERVICES

*Peter J. Fine Building*

Web: [www.gallaudet.edu/shs.html](http://www.gallaudet.edu/shs.html) Email: [shs@gallaudet.edu](mailto:shs@gallaudet.edu)

The Gallaudet University Student Health Services (SHS) is committed to providing students with high quality and efficient health care. In addition to treatment, the medical staff will help students understand the causes of their medical conditions or injuries and how they may be avoided in the future.

Student Health Service office hours are 8:00am to 4:30pm Monday through Friday for appointments only. There are walk-in hours for students without appointments Students from 8:30am to 3:30pm Monday through Friday. Student Health Services is closed weekends and University holidays. The student health fee entitles students to a number of basic health services without charge such as unlimited medical visits, referrals to specialists, and health education materials. Immunizations are no longer provided by Student Health Service. However, student health service will provide a list of immunization clinics in the area that will provide immunizations for a specific fee.

The immunization laws for the District of Columbia require all students under the age of 26 to provide proof of immunizations. Students will not be permitted to attend classes without the required immunizations.

## STUDENT ACTIVITIES

The following student activities are available:

- Athletics
- Campus Activities
- Honor Societies
- Student Media
- Student Organizations

## ATHLETICS

*Field House, Room 102*

Web: [www.gallaudetathletics.com](http://www.gallaudetathletics.com)

Gallaudet University's students have a grand tradition of athletic competition, participating in intercollegiate sports since 1883. The Bison athletic department consists of 15 varsity programs and two club teams. GU competes in men's and women's basketball, men's and women's cross country, men's and women's soccer, men's and women's swimming, men's and women's track and field along with baseball, softball, and men's and women's volleyball in the North Eastern Athletic Conference. Fall and winter Gallaudet's cheerleading and wrestling teams are club while Bison football remains in the Eastern Collegiate Football Conference.

### Intramurals

The Athletics department also offers an intramural sports program including: men's and women's flag football, men's and women's volleyball, men's and women's basketball, men's and women's team handball, men's and women's indoor soccer, men's and women's wall dodgeball, coed wallyball, badminton, chess, ping pong, racquetball, wrestling, and more.

# CAMPUS ACTIVITIES

Jordan Student Academic Center, Room 1000

Web: [sa.gallaudet.edu/CampusActivities.xml](http://sa.gallaudet.edu/CampusActivities.xml)

Campus Activities serves as a resource center to provide student, faculty, staff and visitors with a wide range of services to meet the need of the community. Campus Activities provides support for student organizations and makes reservations for use of rooms in the Jordan Student Academic Center. Campus Activities' core value is to offer opportunities to foster leadership, character, citizenship, social responsibility and civility for the students and campus community.

## Movie Nights and Gallaudet Movie TV Channel

Campus Activities often shows one new captioned release film on Friday and Saturday nights in the Multimedia Theatre, SAC 1011. Free Admission!

Campus Activities will also show movies on Channel 3 of Gallaudet Cable TV.

# HONOR SOCIETIES

A University-wide Honor Society, Phi Alpha Pi, is the scholastic honor society of Gallaudet University. Seniors (with academic degree averages of 3.3 or above and at least 3.0 for their freshman and sophomore years) are nominated for membership. Not more than 10 percent of the senior class may be elected to membership. Juniors (one student in a class of 100 or fewer and not more than 1 percent of a larger class) may be elected if their academic records are clearly superior (a degree average of 3.5 or more). Honorary members may also be elected from alumni, faculty, and staff.

The following academic Honor Societies are available to undergraduate students whose work excels in specific disciplines:

- [Alpha Kappa Delta](#) International Sociology Honor Society
- [Lambda Pi Eta](#) National Honor Society in Communication Studies

- [Phi Alpha, Mu Chapter](#) National Honor Society in Social Work.
- [Phi Sigma Iota](#), National Foreign Language Honor Society
- [Psi Chi](#) National Honor Society in Psychology

Please see the appropriate section for each Department for details.

# STUDENT MEDIA

## Buff and Blue

Web: [Buff and Blue](#)

The Buff and Blue is an independent campus newspaper published by University students from September to May. Students interested in reporting, writing, or editing can become members of the Buff and Blue staff.

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## Tower Clock

The Tower Clock is a student run organization responsible for creating an annual yearbook and offers opportunities for students who are interested in layout, photography, or editing.

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## Bison TV

Web: [bisontv.gallaudet.edu](http://bisontv.gallaudet.edu)

Bison Television Productions is a student media organization whose goal is to entertain, sponsor, and to encourage Gallaudet students and organizations to produce media projects for the Gallaudet community by broadcasting through the Gallaudet student television channel and the Internet.

# STUDENT ORGANIZATIONS

The Campus Activities office within Student Affairs 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.

A complete list of active organizations is provided online at [www.gallaudet.edu/Campus\\_Activities/Student\\_Organizations/Clubs\\_and\\_Organizations.html](http://www.gallaudet.edu/Campus_Activities/Student_Organizations/Clubs_and_Organizations.html)

## **Student Body Government (SBG)**

*Ely Center, Room 222*

Web: [sbg.gallaudet.edu](http://sbg.gallaudet.edu)

The Student Body Government (SBG) is the major organization through which the students govern themselves, plan activities for the campus, and work with the faculty and administration on matters of general interest to the student body. Full-time students automatically become members of the SBG when they enroll at the University. SBG's executive officers are chosen annually in a campus-wide election. The SBG has an executive, a legislative, and a judicial branch. The SBG president, with approval of the Student Congress, appoints directors for different departments within the executive Branch of the SBG. Through SBG's efforts, students serve as active members with full voting privileges on several faculty committees.

- Phi Kappa Zeta Sorority, 1892
- Kappa Gamma Fraternity, 1901
- Alpha Sigma Pi Fraternity, 1947
- Delta Epsilon Sorority, 1953
- Kappa Sigma Fraternity, 1982 (formerly Theta Nu Tau)
- Delta Sigma Phi Fraternity, 1989
- Delta Zeta Sorority, 1993
- Alpha Sigma Theta, 2009

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## **Graduate Student Association (GSA)**

*Kendall Hall, Room 104*

Web: [www.gallaudet.edu/GSPP\\_GSA.xml](http://www.gallaudet.edu/GSPP_GSA.xml)

The Graduate Student Association (GSA) is a student organization representing all graduate students at Gallaudet University. Their purpose is to promote academic excellence, provide a forum for the expression of opinion by graduate students, facilitate communications and joint activities within the various departments of Graduate School, and to promote the graduate school culture.

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## **Fraternities and Sororities**

*Ely Center, Third Floor*

There are eight registered Greek organizations on campus. Each stresses the importance of scholarship, leadership, and fellowship in selecting new members. All the Greek organizations endorse and must be in compliance with the University's Hazing Policy which prohibits hazing. All Greek organizations are members of the Greek Council. In order of date founded on campus, the Greek organizations are:

# UNIVERSITY COMMUNITY

The Gallaudet University community is composed of students, alumni, faculty, staff, administrators, and the Board of Trustees. Many friends of Gallaudet - from all corners of the world - also consider themselves part of the Gallaudet community.

The following directories, guides, and resources are available:

- Gallaudet Employee Directory: [people.gallaudet.edu](http://people.gallaudet.edu)
- Alumni Relations: [alumni.gallaudet.edu](http://alumni.gallaudet.edu)

Organizational Charts:

- [Gallaudet University Organizational Chart](#)
- [Academic Affairs Organizational Chart](#)

Additional information about the Gallaudet University Community:

- Patron & Trustees
- University Organization
- Academic Organization
- University Administrators
- University Faculty
- Emeriti Faculty & Admin

## PATRON AND BOARD OF TRUSTEES

### Patron

#### Barack Obama

President of the United States

### Board of Trustees

- [Benjamin J. Soukup, Jr.](#), E-'74 & H-'00, *Chair*, South Dakota
- [Dr. Harvey Goodstein](#), '65, *Vice Chair*, Arizona
- [Duane Halliburton](#), '85, *Secretary*, Maryland

- [Claire Bugen](#), Texas
- [Jameson Crane, Jr.](#), Ohio
- [Dr. Jorge L. Díaz-Herrera](#), New York
- [Claudia Gordon](#), District of Columbia
- [Heather Harker](#), Massachusetts
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# GALLAUDET UNIVERSITY

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The Gallaudet Faculty Senate and its Executive Committee, made up of elected representatives of the faculty, recommend academic policy to the president through a shared-governance process.

The university divides its operations into administrative divisions, each under the direction of a vice president. The current Gallaudet leadership team of president and his cabinet. The members of the President's Cabinet are:

- [Dr. T. Alan Hurwitz](#), President
- [Dr. Stephen F. Weiner](#), Provost, Academic Affairs
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- Ms. Catherine Murphy, Executive Director, Communications and Public Relations
- Dr. Genie Gertz, Dean, College of Arts and Sciences

- Dr. Isaac Agboola, Interim Dean, School of Education, Business and Human Services
- Mr. Dwight Benedict, Dean, Student Affairs and Academic Support
- [Ms. Charity Reedy](#), Chief Enrollment and Management Officer
- [Mr. Fred Weiner](#), Assistant Vice President, Administration and Finance

A full list of administrators is provided in this catalog. Contact information for University administrators can be found in the [People Directory](#).

The [University Organizational Chart](#) is available online and in the printed catalog.

## ACADEMIC ORGANIZATION

Academic Affairs operates under the direction of the Provost as the Chief Academic Officer. The Faculty Senate works collaboratively with the Provost in shared governance processes. The Academic Affairs leadership includes:

- Dr. Stephen Weiner, Provost
- Dr. Carol J. Erting, Associate Provost for Research and Dean, Graduate School, Continuing Studies and International Programs
- Dr. Patricia L. Hulsebosch, Associate Provost for Planning, Academic Quality and Institutional Research
- Dr. Genie Gertz, Dean, College of Arts and Sciences
- Dr. Isaac O. Agboola, Interim Dean, School of Education, Business and Human Services
- Mr. A. Dwight Benedict, Dean, Student Affairs and Academic Support
- Dr. Khadijat Rashid, Chair, Gallaudet University Faculty
- Dr. Cynthia Neese Bailes, Faculty Representative to the Academic Affairs Management Team

The [Academic Affairs organizational chart](#) at Gallaudet University is online. Contact information for Academic Affairs administrators is available in the [People Directory](#).

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### 2013-2014

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# APPENDICES

## GRADUATE AWARDS AND SCHOLARSHIPS

Many departments offer students assistance in the form of tuition scholarships or assistantships that provide a monthly stipend. Departments choose outstanding candidates from their applicant pool. Applicants should inform the department to which they are applying of their interest in being considered for an award.

Some awards and scholarships are given annually to students for their academic and leadership accomplishments. This is a representative list of the recognitions, many of which are awarded to graduate students at the Graduate Hooding Ceremony, which is held every Spring as part of Commencement activities.

### Graduate School Awards

**Graduate Student Achievement Award:** for two outstanding graduate students who have made a significant contribution to their field while in graduate programs at Gallaudet University.

**Outstanding External Collaboration Award:** for an individual who has provided exemplary support to Gallaudet University's Graduate School over a substantial period of time.

**Outstanding Graduate Faculty Member Award:** for an individual who has made exemplary contributions to Gallaudet University's graduate programs the years.

**Research Writing Award:** for a graduate student who completed outstanding research documents in the academic program.

**Weiner Family Research Award:** to recognize and support outstanding student research that adds to an understanding of diagnostic techniques and treatments aimed at improving mental health outcomes of individuals who are deaf.

**Ethel G. Simpson Scholarship:** for a female graduate student of Scandinavian descent.

**Jennie & Geri Werdig Scholarship Award:** for a married female graduate student.

### Department of Administration and Supervision

**Thomas J. Landers Award:** for a master's student making a significant contribution to the profession of special education.

**Thomas and Julia Burg Mayes Award:** for a graduate student already making a significant contribution as a community education leader and manager.

### Department of ASL and Deaf Studies

**George Veditz Deaf Studies Award:** for graduate students who have made and will continue to make an impact on the lives of Deaf People and field of Deaf Studies through their outstanding scholarship and activism.

### Department of Counseling

**Francine White Outstanding Counseling Student Award:** for a student who demonstrates high aptitude for and commitment to counseling.

**Richard M. Phillips Award:** for a professional whose career is characterized by a sustained record of contributing to the training of new counselors.

### Department of Education

**Daniel T. Cloud Award:** for an outstanding education student in memory of Daniel T. Cloud.

**Helen Fay Award:** for a student most likely to make an outstanding contribution in the field of teaching deaf or hard of hearing children.

**David S. Martin Award:** for a student from a developing country who is enrolled in the Department of Education.

**Phillip J. Schmidt Award:** for an outstanding graduate student who has demonstrated outstanding academic performance in the field of deaf education.

**Marjorie Stull Memorial Scholarship Award:** for a graduate student who has shown exceptional ability and aptitude in teaching students who are deaf on the basis of first-year graduate student performance.

### **Department of Hearing, Speech, and Languages**

**Seltzer League Award:** for a graduating student who has demonstrated excellence in academic and clinical areas of the speech-language pathology program and who is expected to broaden the understanding of hearing and hearing loss.

### **Department of Interpretation**

**The Barbara Babbini Brasel Research Award:** for an exemplary interpretation research paper completed by a student during graduate studies in the Interpretation Program

**Ron Coffey Award:** for an outstanding interpretation student

### **Department of Linguistics**

**Outstanding Linguistics Graduate Student Award:** for an outstanding linguistics student

### **Department of Psychology**

**Elizabeth Peet Award:** for an outstanding graduate student in school psychology

**Larry G. Stewart Award:** for an outstanding student in clinical psychology

### **Department of Physical Education and Recreation**

**Marty Minter Award:** for a student who has completed the M.S. in Leisure Services Administration degree, shows integrity, and is considered most likely to make a significant contribution to the leisure services profession

### **Department of Social Work**

**G. Arlene Gavin Award:** for a graduate student who has demonstrated outstanding professionalism and commitment to social justice

**Catherine H. Moses Award:** for a graduate student who has demonstrated leadership and outstanding potential for contributing to social work practice with deaf and hard of hearing people

### **Gallaudet Research Institute**

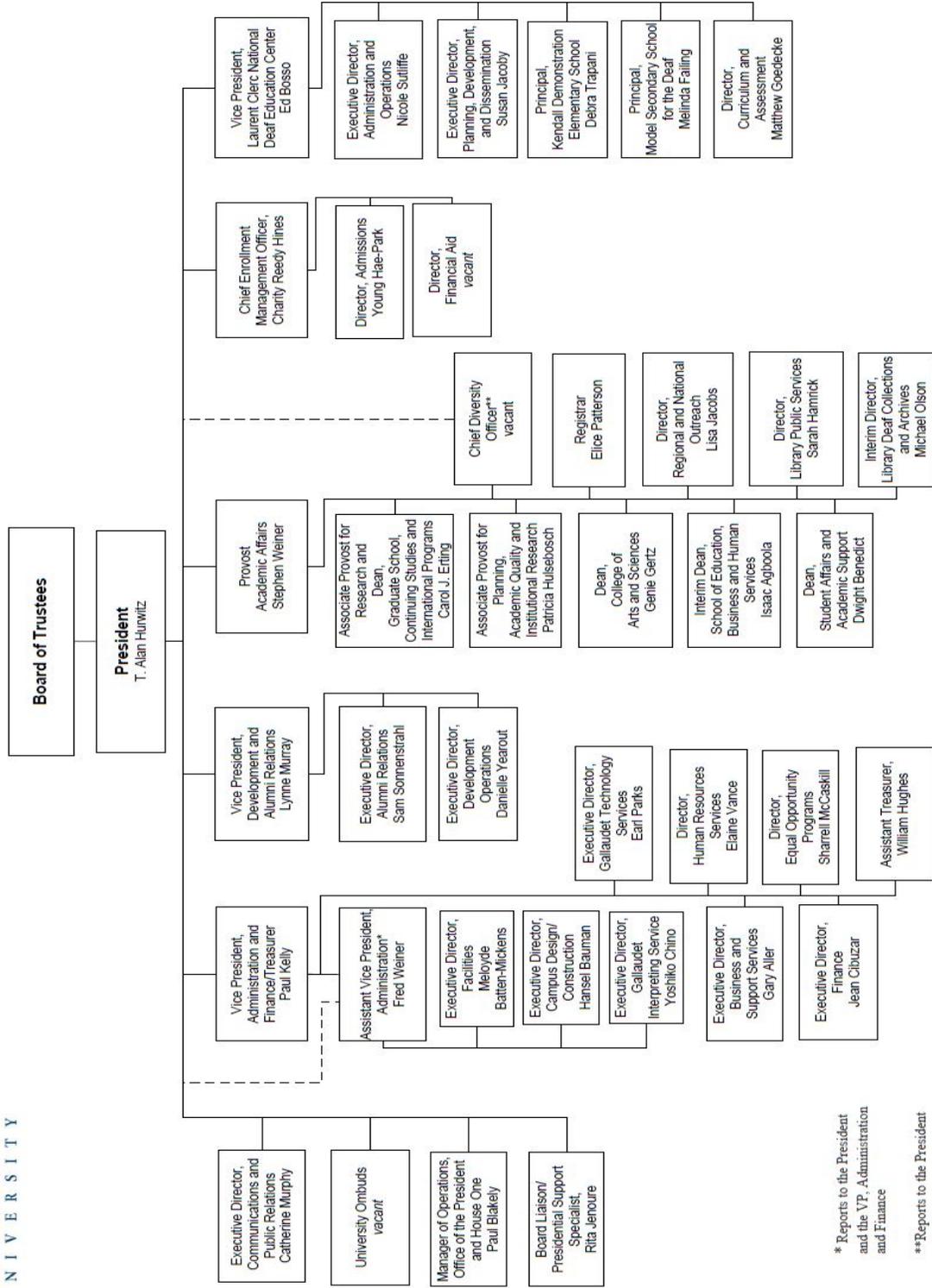
Through the **Small Grants Program**, students may request up to \$2,500 to support research projects intended to satisfy degree or course requirements.

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# Gallaudet University Organizational Chart



\* Reports to the President and the VP, Administration and Finance

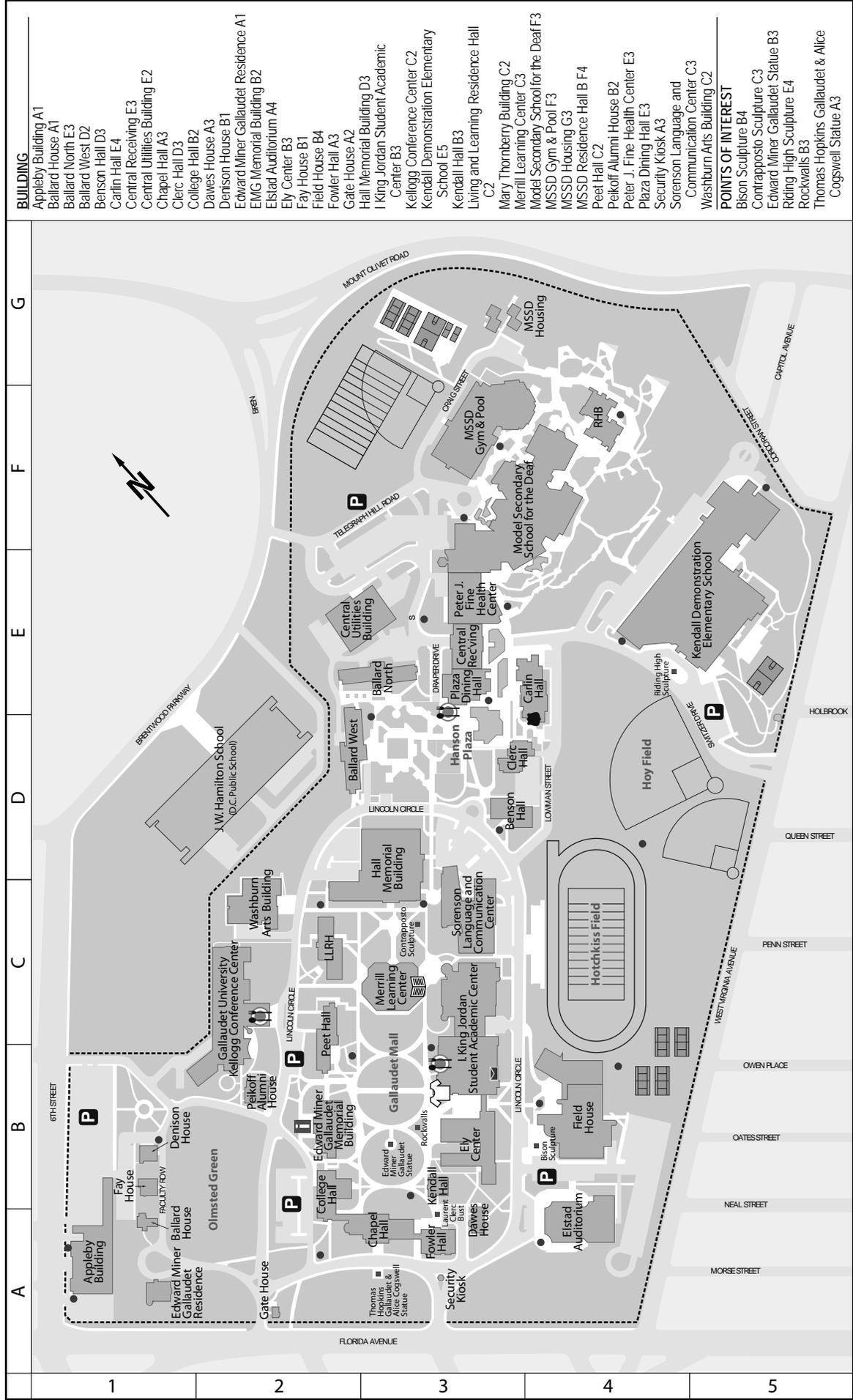
\*\* Reports to the President and the Provost

Revised: 3/11/2014



# CAMPUS MAP

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