



GRADUATE CATALOG



GALLAUDET
UNIVERSITY
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2015-2016

On Campus

July 6	Business Registration begins
August 17–21	Faculty Professional Development Week
August 23–26	Pre-Orientation for Students with Disabilities (August 23–25) and International Students (August 24–26) (Arrival Day: August 23)
August 25–28	New Graduate Student Orientation (Arrival Day: Aug 25)
August 30	All residence halls open at 10 a.m. for returning students
August 31	Classes begin
August 31	ADD/DROP period begins (fee charged)
August 31	Deadline to waive health insurance charges
September 1	Late Business Registration begins (fee charged)
September 1	Faculty and Staff tuition waiver deadline
September 4	Last day for Business Registration
September 7	Labor Day Holiday (no classes)
September 11	Last day to ADD/DROP courses
September 29	Last day to withdraw with WD grades (forms must be signed and returned to Registrar's Office by 4:30 p.m.)
September 29	Last day to AUDIT
September 30	Final payment for Fall 2015 charges due (charges must be paid in full in order to register for Spring 2016 courses)
October 16	Financial appeal application deadline for Spring 2016 courses
November 2	Course registration for Spring 2016 semester for currently enrolled students
November 3	Last day to submit defensible dissertation to Graduate School Office (for December 2015 graduation)
November 23–27	Thanksgiving Holiday (No classes during the week. University open Monday–Wednesday)
November 24	Last day to defend dissertation for December 2015 graduation
December 1	Last day to submit final version of dissertation for December 2015 graduation
December 4	Graduation application deadline for December 2015 and May/August 2016
December 4	Last day to change Incomplete grades from the previous semester
December 5	Late graduation application begins (fee charged)
December 14	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 14	Classes end
December 15	Study Day
December 16–19	Final Examination Period
December 20	All residence halls close at noon and Winter Break begins
December 21	All grades due from Faculty no later than noon
December 25–January 1	Winter Break (University closed)

Online

8 Week (Session 1)

July 6	Business Registration begins
August 30	Course Registration ends
August 31	Classes begin
August 31	ADD/DROP period begins (fee charged)
September 1	Late Business Registration begins (fee charged)
September 1	Faculty and Staff tuition waiver deadline
September 3	Last day to ADD/DROP courses for Session 1 and Session 2
September 4	Last day for Business Registration
September 29	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
September 30	Final payment for Fall 2015 charges due (charges must be paid in full in order register for Spring 2016 courses)
October 16	Financial appeal application deadline for Spring 2016 courses
October 16	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 23	Classes end
October 26	All grades due from Faculty no later than noon
November 2	Course registration for Spring 2016 semester for currently enrolled students
November 26	Last day to change Incomplete grades for Spring 2015 sessions

8 Week (Session 2)

July 6	Business Registration begins
September 3	Last day to ADD/DROP courses for Session 1 and Session 2
September 30	Final payment for Fall 2015 charges due (charges must be paid in full in order to register for Spring 2016 courses)
October 16	Financial appeal application deadline for Spring 2016 courses
October 23	Last day for Business Registration
October 26	Classes begin
October 27	Late Business Registration begins (fee charged)
November 2	Course registration for Spring 2016 semester for currently enrolled students
November 17	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
November 26	Last day to change Incomplete grades for Spring 2015 sessions
December 4	Graduation application deadline for December 2015 and May/August 2016
December 5	Late graduation application begins (fee charged)
December 11	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 18	Classes end
December 21	All grades due from Faculty no later than noon
December 25–January 1	Winter Break (University closed)

ACADEMIC CATALOG

The web version of the Gallaudet catalog provides comprehensive current official information about academic programs, services, procedures, and policies. As such, it serves as the authoritative and complete catalog resource for current students and other members of our campus community. The responsible departments and offices update the online catalog information regularly, and current students are encouraged to use this web version for the most updated information.

To determine the specific offerings and requirements in place at the time that a student entered the University or is accepted into a specific major or program, use the PDF versions archived catalogs, available from the link at lower left. *To open the PDF files, you may need to [download](#) a free copy of Adobe Acrobat Reader.*

The Gallaudet University Catalog was prepared by the Council on Undergraduate Education; the Council on Graduate Education; the Provost's Office; the College of Arts and Sciences; Graduate School and Continuing Studies; School of Education, Business and Human Services; Enrollment Management offices, the Registrar's Office, and Gallaudet Technology Services and the Office of Academic Quality.

Every effort was made to provide information accurate as of August 10, 2015.

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

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ABOUT GALLAUDET

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. 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. International students comprise seven percent of the degree seeking student body; other non-U.S. students who are not pursuing an academic degree at Gallaudet participate in the International Special Students Program to gain practical knowledge for personal enrichment. The University also admits a small number of hearing, degree-seeking undergraduate students--up to five percent of an entering class.

Gallaudet Online Degree Program is available online for students who are at least 24 years old and unable to be on campus full-time. Students can earn an undergraduate degree through the accelerated Online 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 13 other institutions of higher learning that comprise the consortium: American University, The Catholic University of America, 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

Admissions Video Phone Numbers:

- 202-250-2474 (Undergraduate)
- 202-250-2006 (Graduate)

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

Videophone: 202-250-2995

Phone: 202-651-5750

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 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.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

[Online Learning](#)

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

Online Degree Completion Program

[Online Degree Completion Program](#)

Students who are at least 24 years old can earn an undergraduate degree online through the Online 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 prospective students can apply through the Online Degree Program.

Graduate Certificate Programs

Gallaudet University currently offers several 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 Programs](#)

Summer Programs offers a comprehensive array of academic and enrichment programs through the offering of graduate, undergraduate and professional studies classes, degree and certificate programs, intensive ASL instruction, non-credit trainings, and youth camps. Programs may be offered on-campus, online, or on-site.

Center for Continuing Studies

[Center for Continuing Studies](#)

The Center for Continuing Studies (CCS) 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. Programs may be offered on-campus, online, or on-site. Courses with a "PST" prefix are offered for non-degree credit and although credits earned 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)

[English Language Institute \(ELI\)](#)

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.

International Students and Researchers

[International Students and Researchers](#)

The International Special Students Program is designed for non-U.S. students who are not pursuing an academic degree at Gallaudet University. The program is customized to meet the needs of each scholar, allowing them to gain practical knowledge for personal enrichment and to share when they return home. While at Gallaudet they can audit courses, be exposed to what is happening at Gallaudet, and visit schools, organizations, and agencies. There are great opportunities to do intensive data collection at Gallaudet to acquire specific information and skills relating to deafness. This is a one- or two-semester non-degree program.

The International Special Researcher Program was established to accommodate a limited number of professors, researchers, and other scholars who wish to use the facilities at Gallaudet University each academic year. The Office of Research Support and International Affairs works closely with academic departments and faculty members to extend its resources on a selective basis in the spirit of institutional collegiality, fostering knowledge, and the exchange of information.

HISTORY OF GALLAUDET

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

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).

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: 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).

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

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.

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.

MISSION AND GOALS

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 in 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](#).

Graduate:

Consult individual graduate programs for ASL proficiency requirements. 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

Web: gradschool.gallaudet.edu

Email: graduate.school@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** for Fall admits. 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 Interim Dean of the Graduate School and Continuing Studies 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 complete each page. 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 for more information.

For ASLPI scores and more information regarding the sign language proficiency, please visit the [ASLPI website](#).

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 non-refundable 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 an official transcript showing completion of the degree prior to enrollment.
- All students under the age of 26 at Gallaudet University are required to submit proof of immunizations as required by the District of Columbia. Students will not be permitted to register for classes without the required immunizations. Additionally, all full time students are required to have health insurance that provides coverage in the District of Columbia metro area. Students must either waive or purchase Gallaudet's health insurance online through their student account. For more information concerning requirements for immunization and how to waive or purchase Gallaudet's health insurance, please visit the Student Health Services [website](#).

- 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 official transcripts 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.
- Contact the Graduate Admissions Office for a list of acceptable evaluation agencies for foreign transcripts.

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. The TOEFL is not required for applicants from English speaking countries. Other 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.

Applicants with transcripts from foreign institutions must submit their transcripts in English and must have their GPA converted to U.S. standards. Helpful information about calculating a GPA on the U.S. system can be found on the World Education Services (WES) website: <http://www.wes.org>. WES also provides an iGPA Calculator: <http://www.wes.org/students/igpascal.asp> for students, for a nominal fee, to instantly convert and calculate your GPA.

International Special Scholar Programs

The International Special 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 the [Research Support and International Affairs](#) at (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 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.

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 from the time of acceptance. 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 Assistant Dean 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.

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 ([Consumer Information](#))
- 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 2014](#))
- Completion/graduation rate of freshmen ([Retention](#))

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

PROFESSIONAL STUDIES COURSE ADMISSIONS

Professional Studies (PST) courses and certificate programs are offered in a variety of formats to students from all over the world. From traditional classroom settings to online or onsite instruction, these courses cover topics designed to accommodate the learning needs of professionals seeking to develop or enhance skills and remain competitive in the workforce, or to supplement the educational needs of students in other programs of study. While professional studies credits do not apply to degree programs at Gallaudet University, they may be transferable to other universities and will often satisfy requirements for certification and employment. In addition, some PST courses lead to a professional certificate.

To register for professional studies (PST) courses, follow the procedures outlined on the website of the Center for Continuing Studies at ccs.gallaudet.edu.

ENGLISH LANGUAGE INSTITUTE ADMISSIONS

The English Language Institute (ELI) provides comprehensive immersion programs in English as a Second Language to international as well as a few American students. American Sign Language (ASL) and cultural studies courses are also offered, enabling students to gain proficiency in English and ASL in order to qualify for, and thrive after, admission to Gallaudet or other U.S. universities.

The English Language Institute (ELI) does not require applicants to take the ACT, SAT, TOEFL, or any other test before they apply for admission to the ELI program. The ELI accepts applicants with emergent to advanced ESL skills. Other ELI admission criteria are listed below.

- Both international and domestic applicants can be admitted
- Has finished high school, college, or the highest secondary schooling possible in their home country. Transcripts should include some form of separate writing class and reading class, math, history, science, and geography classes. These classes represent a liberal arts education. In certain circumstances and on a case-by-case basis, the ELI admission requirement for a secondary school certificate of completion / high school diploma can be waived.
- Deaf or hard of hearing applicants are eligible for admission. Hearing people who plan to major in deaf-related fields or hearing professionals who work with deaf or hard of hearing clients are eligible.
- Age 17 or older

Please note that admission to the ELI does not constitute admission to the undergraduate or graduate programs at Gallaudet University.

Detailed information, admissions procedures, and requirements for the ELI program are available at: <http://www.gallaudet.edu/wlc/eli.html>.

TUITION, FEES AND AID

Information on Tuition, Fees, and Financial Aid is provided in this chapter.

More information can also be found on the [Student Financial Services](#) website.

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.

Tuition and Fee Schedules Basic Costs per Semester Fall 2015/Spring 2016

U.S. Students

	Undergraduate	Graduate
Tuition (full-time rate)	\$7,539.00	\$8,298.00
Unit Fee	\$138.00	\$138.00
Room	\$3,540.00***	\$3,540.00***
Board	\$2,775.00	\$2,775.00
Health Insurance Fee (Annual)	\$2,784.00**	\$2,784.00**
Health Service Fee	\$125.00	\$125.00
Full-Time Student Total	\$16,901.00	\$17,660.00
Commuter Student Total	\$10,586.00	\$11,345.00
Tuition Rate per Credit*	\$628.25	\$922.00

*Tuition rate per credit for part-time students or over 18 credits in addition to full-time tuition rate

International Students (Non-Developing Countries)

	Undergraduate	Graduate
Tuition (full-time rate)	\$15,078.00	\$16,596.00
Unit Fee	\$138.00	\$138.00
Room	\$3,540.00***	\$3,540.00***
Board	\$2,775.00	\$2,775.00
Health Insurance Fee (Annual)	\$2,784.00**	\$2,784.00**
Health Service Fee	\$125.00	\$125.00
Full-Time Student Total	\$24,440.00	\$25,958.00
Commuter Student Total	\$18,125.00	\$19,643.00
Tuition Rate per Credit*	\$1,256.50	\$1,844.00

*Tuition rate per credit for part-time students or over 18 credits in addition to full-time tuition rate

International Students (Developing Countries)

	Undergraduate	Graduate
Tuition (full-time rate)	\$11,308.50	\$12,447.00
Unit Fee	\$138.00	\$138.00
Room	\$3,540.00***	\$3,540.00***
Board	\$2,775.00	\$2,775.00
Health Insurance Fee (Annual)	\$2,784.00**	\$2,784.00**
Health Service Fee	\$125.00	\$125.00
Full-Time Student Total	\$20,670.50	\$21,809.00
Commuter Student Total	\$14,355.50	\$15,494.00
Tuition Rate per Credit*	\$942.38	\$1,383.00

*Tuition rate per credit for part-time students or over 18 credits in addition to full-time tuition rate

Explanation of Basic Costs:

Tuition:

Undergraduate: Amount indicated is for full-time undergraduate students. A full-time course load for undergraduate students is 12 to 18 credits. Additional credits above 18 credits will incur additional part-time tuition rate per credit.

Graduate: Amount indicated is for full-time graduate students. A full-time course load for graduate student is 9 to 18 credits. Additional credits above 18 credits will incur additional part-time tuition rate per credit.

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 2015/2016](#).

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

*****Room:** Single room with private bathroom in Carlin, Clerc, and LLRH6 \$4,040.00; single room with community bathroom in Ballard West and Benson \$3,790.00; double-occupancy room in Benson, Carlin, Clerc and LLRH6 \$3,540.00; double-occupancy room in Ballard West \$3,290.00; double-occupancy room in Ballard and Denison

Houses \$960.00 per month; double-occupancy room in Fay House \$920.00 per month; students with housing accommodations in the residence halls approved by the Office for Students With Disabilities \$3,540.00.

****Health Insurance Fee:** This subject-to-change annual fee is \$2,784.00 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, 2015 at 12:01 a.m. to July 15, 2016 at 12:01 a.m.

Students enrolling in spring semester 2016 are billed \$1,620.00 for coverage from December 15, 2015 to July 15, 2016. Students enrolling in summer session 2016 are billed \$464.00 for coverage from May 15, 2016 to July 15, 2016. The health insurance fees for 2015-2016 are subject to change at policy renewal on July 15, 2015.

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 DEGREE COMPLETION PROGRAM - TUITION AND FEES

Online Degree Completion Program (ODCP)

Undergraduate Tuition and Fee Schedule*
Fall 2015/Spring 2016
Basic Costs per Session (Eight Weeks)

Tuition Costs (Based on # of credits)

	1	2	3	4	5	6	7
United States Students	\$628.25	\$1,256.50	\$1,884.75	\$2,513.00	\$3,141.25	\$3,769.50	\$4,397.75
International Students (Non-Developing Countries)**	\$1,256.50	\$2,513.00	\$3,769.50	\$5,026.00	\$6,282.50	\$7,539.00	\$8,795.50
International Students (Developing Countries)	\$942.38	\$1,884.76	\$2,827.14	\$3,769.52	\$4,711.90	\$5,654.28	\$6,596.66

	8	9	10	11	12-18	19+ (additional tuition per credit)
United States Students	\$5,026.00	\$5,654.25	\$6,282.50	\$6,910.75	\$7,539.00	\$628.25
International Students (Non-Developing Countries)**	\$10,052.00	\$11,308.50	\$12,565.00	\$13,821.50	\$15,078.00	\$1,256.50
International Students (Developing Countries)	\$7,539.04	\$8,481.42	\$9,423.80	\$10,366.18	\$11,308.50	\$942.38

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, graduate students may be placed in the graduate community at Carlin Hall. 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 standard room fee for the fall or spring semester is \$3,540** and does not include the winter recess.

****Room:** Room rates in the residence halls are for one semester. Variable room rate options are: 1) Single rooms with private bathroom in Carlin Hall and LLRH6: **\$4,040.00**, 2) Single rooms with community bathroom in Ballard West and Benson Hall: **\$3,790.00**, 3) Standard double-occupancy rooms in Benson, Carlin, Clerc and LLRH6 residence halls: **\$3,540.00**. 4) Standard double-occupancy rooms in Ballard West: **\$3,290.00**, 5) Standard double-occupancy rooms in Ballard and Denison Houses **\$960.00 per month** and Fay House **\$920.00 per month**. Note: Students with special housing accommodations approved by OSWD will follow standard room rate of \$3,540.00.

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. The \$500 cancellation fee may be assessed. 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 2015/Spring 2016 are:

250 Block Plan = 250 Block Meals + \$50 Dining Dollars Per Semester Cost: \$2,895

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 every day at Cafe Bon Appetit (University Dining Hall) or for a meal deal or \$50 in Dining Dollars in the Rathskeller, Starbucks, or Marketplace. Blocks can be utilized at the Cafe Bon Appetit anytime, all semester, without restriction.

220 Block Plan = 220 Block Meals + \$50 Dining Dollars Per Semester Cost: \$2,775

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: \$2,775

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: \$2,685

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: \$2,310

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 Enrollment Fee	\$200	Required for all students accepting admission to the University
Graduate Application Fee	\$75	Required for all new graduate applicants and students applying for readmission, \$40 for each additional application
Graduate Enrollment Fee	\$100	Required for admissions process (\$50 nonrefundable, \$50 deposit to be credited to student's account after enrollment)
Graduate Continuous Enrollment Fee	\$100	Required for all graduate students registering for Continuous Enrollment, GPS 798 or GPS 898
Honors Program Fee	\$100	Required for all Honor Program students
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
International Student Orientation Fee	\$100	Required for all new International students
English Language Institute New Student Orientation Fee	\$490	Fall and \$400 Spring - Required for all new ELI Students
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
JumpStart Program Fee	\$375	Available for freshman and transfer students
International Special Student Program Application Fee	\$100	Required for all international non-degree student applicants
International Special Student Program Enrollment Fee	\$100	Required for all international non-degree students accepting admission to the program
International Visiting Research Program Application Fee	\$100	Required for all international research applicants
International Visiting Research Program Enrollment Fee	\$100	Required for all international researchers accepting admission to the program

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 2015 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

Tuition Refund for Maryland Residents Taking Online Courses Only

The refund is based on the proportion of total course, program or term completed as of the date of the withdrawal or termination:

- 10 days or less, 90% of the charge
- 11 to 21 days, 80% of the charge
- 22 to 33 days, 60% of the charge
- 34 to 44 days, 40% of the charge
- 45 to 66 days, 20% of the charge
- 67 days and after, no refund

A refund due to a Maryland student shall be based on the date of the withdrawal or termination and paid within 60 days from the date of the withdrawal or termination.

Tuition Refund for Wisconsin Residents Taking Online Courses Only

The student will receive a full refund of all money paid if the student cancels within the three business day cancellation period, if the student accepted was unqualified and the school did not secure a disclaimer, or if the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school.

A student who withdraws or is dismissed after the three business day cancellation period, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below (less any amounts owed by student for the current enrollment period):

- 9 days or less, (20% of course completed) 100% of the charge
- 10 to 14 days, (30% of course completed) 70% of the charge
- 15 to 19 days, (40% of course completed) 60% of the charge
- 20 to 24 days, (50% of course completed) 50% of the charge
- 25 to 29 days, (60% of course completed) 40% of the charge
- 30 days and after, (100% of course completed) no refund of the charge

A written notice of withdrawal is not required. Gallaudet shall honor any valid notice of withdrawal given after the

three business day cancellation period, and within 30 calendar days after the dismissal of the student or receipt of notice of withdrawal.

No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Gallaudet shall issue refunds within 30 days of the effective date of termination.

Tuition Refund for Oregon Residents Taking Online Courses Only

Oregon residents enrolled in an on-line education course are allowed a modified tuition refund policy in order to meet OAR 583-030-0035(18)(c). An Oregon student who withdraws from an on-line course is eligible for a partial refund through the middle week of the term. Refunds are based on unused instructional time and are prorated on a weekly basis.

- During the first week of class, 100% of the charge
- During the second week of class, 83% of the charge
- During the third week of class, 66% of the charge
- During the fourth week of class, 50% of the charge
- Thereafter, 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 one 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 Email: 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/ (external website, not affiliated with Gallaudet University)

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 maximum financial aid cost of attendance for the 2015-2016 academic year is \$35,288.00 for undergraduate students and \$40,644 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).

All applications for financial aid may be accessed online at 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 2015-2016 academic year, these priority deadlines are July 1, 2015, and January 12, 2016. 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, federal work study (FWS), and federal 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, 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.
- Must not have met lifetime limits for Pell Grants or loans.

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	
Grant-In-Aid	x	x	x		x				x	x	
SCHOL	x	x	x	x	x				x	x	

UG	Undergraduate Student	P/T	Less than 6 credit 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 IFAA (in BISON). Summer school aid will be awarded only to students who have completed the FAFSA and Gallaudet Summer IFAA, and registered for classes.

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 2015-Spring 2016 and who starts a graduate program in Summer of 2016 **MUST** correct their 2015-2016 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

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 Graduate Departments offer merit-based scholarships to deaf and hard of hearing students whose scholastic and personal achievements are exemplary. All newly admitted incoming graduate applicants will automatically be considered for all merit-based scholarships. No separate forms are necessary.

Scholarship winners will be notified by the Graduate School Dean. 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

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, 2015, interest rates will be "fixed" at 4.29% for Undergraduate Subsidized Loans. Undergraduate Unsubsidized loans will be "fixed" at 4.29%. All Graduate Stafford loans will be "fixed" at 5.84%.

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 requests can be made through your BISON account.

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 above \$1,000 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, or on the web at: www.studentloans.gov

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

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 6.84% if the loan is disbursed on or after July 1, 2015 and before July 1, 2016, and payments may be deferred while enrolled upon request from your lender. See the Financial Aid Office for further information.

*Loan Fees applies ([see Parent PLUS page](#)).

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

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 22, 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) as well as the Federal Work Student Center located on the Financial Aid homepage (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.

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.**

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).

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.

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.

REGISTRATION AND POLICIES

Registrar's Office

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
- Online Student Information System, bison.gallaudet.edu
- Course Schedule, courseschedule.gallaudet.edu
- People Directory, people.gallaudet.edu
- Online Learning System (Blackboard), my.gallaudet.edu

REGISTRATION

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.

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; courses may be added through Friday of the first week of 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.

Online 8-Week Session Course Changes

Gallaudet University and Online Consortium of Independent Colleges & University (OCICU) online 8-

week students' add and drop period for enrolling in both 8-week online sessions courses ends on the last day of the first week of the semester. To be eligible for financial aid, students must maintain their same level of enrollment as stated below:

Enrollment Chart for Financial Aid Eligibility

Enrollment Status for Sessions A and B

	Full-Time	Three-Quarter Time	Half-Time	Less-Than-Half Time
Award Programs	Undergraduate: At least 12 credits	Undergraduate: 9-11 credits	Undergraduate: 6-8 credits	Undergraduate: 1-5 credits
	Graduate/Professional: At least 9 credits	Graduate/Professional: 8 credits	Graduate/Professional: 6-7 credits	Graduate/ Professional: 1-5 credits

For the purpose of Title IV Federal Student Aid, enrollment status is determined at the end of the add/drop period. For online courses, both 8-week online sessions in a semester are considered to be one unit. Thus, if a student aid recipient who is registered for both sessions either (1) completes the first session, but withdraws from the second, or (2) withdraws from the first session, but goes on to complete the second session, the student may be subject to the U.S. Department of Education's Federal Return of Title IV Funds calculation. If the student's enrollment status level changes, financial aid may be prorated or reduced. Furthermore, a student in situation (2), above, must confirm in writing that he or she will return for the second session, or risk losing all Title IV funding for the semester. All students who receive financial aid and are considering withdrawing from courses are advised to consult with the financial aid office.

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, or "ANC" for unsuccessful completion, 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 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.
- 5.

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 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 online materials. In addition, we offer a variety of online courses, both for college 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 video conferencing on the main campus and at the Gallaudet University Regional Centers in various parts of the United States.

The following categories and descriptions of course delivery formats available at Gallaudet University are:

In-Person Courses:

Classroom Course: Course activity is organized around scheduled face-to-face (in-person) class meetings. Classroom courses require students to be present on campus.

Distance Education/Distance Learning Courses include:

Online Courses: Online courses can be asynchronous or synchronous.

Online Asynchronous: Students are NOT required to login at a specific time. Online Asynchronous courses achieve the required credit hours primarily through time spent online at the time of the student's choosing.

Online Synchronous: Students are required to login at a specific time. A synchronous course will indicate this information either within the course description or list a specific online meeting time. Time online could vary between 1% to 100% of course time and activities.

Hybrid Courses: Courses that include a face-to-face component and an online component. A course is designated hybrid if time online is substituted for 51% or more of required in-class time. Hybrid courses can be asynchronous or synchronous. Students are required to attend class meetings or exams on campus, as well as, to participate in an online element.

Hybrid Asynchronous: The online component of hybrid asynchronous courses achieve the required credit hours primarily through time spent online at the time of the student's choosing. Students are NOT required to login at a specific time.

Hybrid Synchronous: The online component of a hybrid synchronous course requires students to login at a specific time. A synchronous course will indicate this information either within the course description or list a specific online meeting time. Time online could vary between 1% to 100% of course time and activities

CONSORTIUM COURSES

Washington Area Consortium Program & Courses

Gallaudet University participates in the Consortium of Universities of the Washington Metro Area ([CUWMA](#)), the Consortium of Online Colleges and Universities ([OCICU](#)), study abroad Consortium cross registration with Siena School of Art in Italy* and study abroad Consortium exchange program with UFSI in Brazil*.

*SPECIAL APPLICATION PROCESS AND RESTRICTIONS APPLY - Special cross registration and preparations with program parent departments, International Services Office and the Registrar's Office required.

Consortium Programs Quick Reference

<p>CUWMA</p>	<p>Consortium of Universities of the Washington Metro Area. Gallaudet University is a participating member of this local Washington, DC area higher education Consortium program. This program provides the opportunity for students enrolled in eligible degree programs at one Consortium member institution to register for a course at another member institution - dramatically increasing the number of available course options. Restrictions to programs and courses apply. Refer to the Registrar's Office web link for complete Consortium information.</p> <p>Appropriate Reasons for CUWMA Consortium Program Participation Include:</p> <ul style="list-style-type: none">• Augment/enhance a student's degree program• Challenge a student visiting another school with different class structure/environment• Broaden their college experience if doing well overall at Gallaudet <p>To qualify for a course through the CUWMA consortium program, an undergraduate student must meet the following criteria:</p> <ul style="list-style-type: none">• Be a full-time active degree-seeking student at Gallaudet University• Be in good academic standing (GPA of 3.0 is advisable)• Have good campus and financial standing• Have completed all non-degree condition courses.• Be at least a second-semester freshman. <p>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 CUWMA Consortium Advisor (Thelma Schroeder - Academic Advising Office) and program dean.</p> <p>Graduate students requesting participation in the Consortium Cross Registration program may seek authorization with the following criteria met:</p> <ul style="list-style-type: none">• Be an active degree-seeking student at Gallaudet University• Be in good academic standing• Have good campus and financial standing• Permission from graduate academic department and the Dean of the Graduate School <p>Generally, graduate students may register for no more than 50% of the credits taken for a semester at a CUWMA consortium institution. An exception is made for doctoral students, who may register for up to 40% of their career credits at a consortium institution.</p> <p>Graduate students should not request undergraduate courses for degree requirement credits.</p> <p>All policies for the home and host institution are adhered to. CUWMA authorization forms for UG/G students available at the Registrar's web link as well as in the Registrar's Office.</p> <p>Questions - Contact Registrar's Consortium Coordinator.</p>
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<p>OCICU - for Gallaudet UG degree students</p>	<p>Online Consortium of Independent Colleges & Universities - GU is a participating member of OCICU. Undergraduate* level online courses are offered by other accredited consortium member colleges and universities.</p> <p>OCICU courses are offered in an accelerated format, usually eight weeks long. Students register for OCICU courses, pay tuition, and receive grades through GU just as they would any other courses at GU. OCICU courses are offered in an accelerated format, usually five or eight weeks long. Students register for OCICU courses, pay tuition, and receive grades through GU just as they would any other courses at GU. *Some graduate level courses are available to graduate career students.</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Be a degree seeking student • Be in good academic, campus and financial standing at GU • Be able to have unlimited access to a computer with internet • Verify that your computer meets the minimum system requirements established by the provider institution of OCICU so that you can fully access the online environment. • Have permission from your program advisor and the Director of Distance Education and in some circumstances the dean's permission (refer to process information below). <p>Graduate level courses are available to graduate career students.</p> <p>PROCESS: Complete student sections of the OCICU Authorization form and sign all OCIC student request and commitment areas. Have your academic advisor sign their permission and the commitment included. If you have requested more than one (1) OCICU course in a semester, your program dean must also grant permission. Exceeding the maximum credits for a semester will also require the dean's signature approval.</p> <p>OCICU Authorization Form.</p> <p>Questions - Contact Registrar's Consortium Coordinator.</p>
<p>OCICU - for Gallaudet ODCP students</p>	<p>Gallaudet Online Degree Completion Program - - Degree Completion - using GU and OCICU online course for degree completion. This online degree completion service is for Adult Learners who have accumulated 80 hours of college credits toward a bachelor's degree, either at Gallaudet or at other institutions, and who elect to transfer to Gallaudet to successfully finish that degree. Refer to information for OCICU program above and at Registrar's Office Consortium information link.</p> <p>Questions - Contact/Email the ODCP Program Director.</p>
<p>SIENA School Study</p>	<p>Siena Study Abroad (Siena School - Italy) - Gallaudet University has an affiliation Consortium program with Siena School in Italy for course cross registration and study abroad experience for deaf students. Refer to catalog and full information and Consortium study benefits.</p> <p>Questions - Contacts: deafstudies@sienaschool.com - Consortium Coordinator: Barbara.Proctor@gallaudet.edu</p>
<p>Siena Course Request Authorization</p>	<p>Siena course authorization request form for cross registration into courses offered in Siena, Italy as resident credit on student's academic record.</p> <p>See Consortium Coordinator in the Registrar's Office for GU student forms and guidance.</p>
<p>BRAZIL - Study Abroad</p>	<p>UFSC Study Abroad - This program allows for Consortium benefits for a student during an academic semester. Refer to catalog and full Consortium information.</p> <p>Contact ITP Department Chair & Consortium Coordinator in the Registrar's Office</p>

CUWMA - Washington Area Consortium Program & 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. This program has been used by Gallaudet students since the mid 1980's and has given our students a broader understanding and experience in higher education as well as supporting their degree studies.

Appropriate Reasons for CUWMA Consortium Program Participation Include:

- Augment/enhance a student's degree program
- Challenge a student visiting another school with different class structure/environment
- 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.

CUWMA 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 CUWMA 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. Debt owed to a CUWMA Consortium institution for class/lab fees, parking fees/fines, library fines etc. will force a transcript block to be placed on the student's official record which will inhibit the release of a student's

transcripts until the bill is cleared and proof given to the Consortium Coordinator. Students are responsible to abide by the policies and restrictions of the program. All students are expected to attend all class meetings. 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 CUWMA Consortium course cross registration program are given below:

CUWMA Consortium Course Cross Registration Eligibility for Undergraduate Career Students:

To qualify for a course through the CUWMA 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 CUWMA Consortium Advisor (Thelma Schroeder - Academic Advising Office) and program dean.

For students taking a **CUWMA** Consortium course in their final semester before graduation: Be aware that the date of your graduation may need to be delayed if the required official grade report is not available in time for degree conferral.

NOTES:

- o Students requiring full-time credits in a semester for financial aid, VR, VA tuition assistance/support should not depend on any CUWMA course.
- o Students need to realize that CUWMA course changes (cancellations, drop or course withdrawals) may impact their financial aid etc., degree requirements and campus residence status.
- o Incomplete grades follow home institution policies strictly but may defer to an 'F' grade by both institutions if not handled by the Consortium Coordinators in a timely manner.

CUWMA 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: ○ Be an active degree-seeking student at Gallaudet University ○ Be in good academic standing ○ 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 CUWMA consortium institution. An exception is made for doctoral students, who may register for up to 40% of their career credits at a consortium institution. Graduate students should not request undergraduate courses for degree requirement credits.

NOTES:

- Students requiring full-time credits in a semester for financial aid, VR, VA tuition assistance/support should not depend on any CUWMA course.
- Students need to realize that CUWMA course changes (cancellations, drop or course withdrawals) may impact their financial aid etc., degree requirements and campus residence status.
- Incomplete grades follow home institution policies strictly but may defer to an 'F' grade by both institutions if not handled by the Consortium Coordinators in a timely manner.

For students taking a CUWMA Consortium course in their final semester before graduation: Be aware that the date of your graduation may need to be delayed if the required official grade report is not available in time for degree conferral.

CUWMA Consortium Cross Registration Process

Review all program/course restrictions called 'exclusions' on chart - open this link- [Consortium Cross Registration Exclusions](#) Complete the CUWMA 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 is paid by the host institution. Most institutions now provide all catalogs, schedules and program department information online.

Questions or concerns about the CUWMA Consortium Program or process can be directed to the Consortium Coordinator at the Registrar's Office.

Most institutions provide catalogs and course schedules online along with campus maps, travel directions as well as academic department program information.

The Consortium of the Washington Metro Area Member Institutions:

- American University
- The Catholic University of America
- Gallaudet University
- George Mason University
- Georgetown University
- The George Washington University
- Howard University
- Marymount University
- National Intelligence College *
- National Defense University *
- Trinity Washington University
- Uniformed Services University of the Health Sciences
- The University of the District of Columbia
- The University of Maryland

** Cross registration at these military institutions is by special articulation agreements only. 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](#).

ONLINE CONSORTIUM OF INDEPENDENT COLLEGES & UNIVERSITIES

Undergraduate students (2nd semester freshman status through senior status) are typically allowed to request one course for cross-registration per session unless special permission is given by the Gallaudet Undergraduate major Advisor and program dean.

For students taking an OCICU course in their final session before graduation: be aware that the date of your graduation may be delayed if the required official grade report is not available in time for degree conferral.

OCICU Programs

OCICU	Online Consortium of Independent Colleges & Universities - GU is a participating member of OCICU
OCICU - for Gallaudet UG degree students	Undergraduate* level online courses are offered by other accredited consortium member colleges and universities. OCICU courses are offered in an accelerated format, usually eight weeks long. Students register for OCICU courses, pay tuition, and receive grades through GU just as they would any other courses at GU. *Some graduate level courses are available to graduate career students. OCICU Authorization Form . A student advisor commitment form is also required - contact Registrar's Consortium Coordinator .
OCICU for Gallaudet ODCP Students	Gallaudet Online Degree Program - - Degree Completion - using GU and OCICU online course for degree completion. This online degree completion service is for ODCP students who have accumulated 80 hours of college credits toward a bachelor's degree, either at Gallaudet or at other institutions, and who elect to transfer to Gallaudet to successfully finish that degree. Questions - Contact/Email the ODCP Program Director , Dr. Tammy Weiner.

More information on OCICU can be found [here](#).

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

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.

COURSE WAIVERS

Students who have extensive academic content or professional experience that aligns with the Student Learning Outcomes (SLOs) for a particular course may request a waiver for that course. Supporting documentation is required, such as a syllabus, evidence of previous experience, and the student's successful mastery of the skills and concepts covered in the course. Waivers will only be given at the department's discretion.

Faculty must complete the Course Waiver form (available electronically on the Registrar's [website](#)), including required supporting documentation and signatures, and it must be submitted to the registrar's office before the waiver will be added to the student's transcript. The student is responsible for providing the instructor with all the supporting documentation necessary to complete the Course Waiver form.

No more than 12 total credits of major coursework may be waived. Waivers do not reduce the number of credits a student must take for the major; the waived course can be replaced with an appropriate program-approved elective.

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

Official Responsible: Mr. Albert Benedict, Dean, Student Affairs and Academic Support

Office: Office for Students with Disabilities

Official Responsible: Mr. Albert Benedict, Dean, Student Affairs and Academic Support

Disciplinary Records

Office: Office of Student Conduct

Official Responsible: Ms. Eloise Molock, Director of Student Conduct/Deputy Title IX Coordinator for Students

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: Hysha Robinson Nesmith, Director of
Financial Aid

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: Research Support and International Affairs

Official Responsible: Ms. Mona Blanchette-McCubbin,
Immigration Compliance Officer/International Student
Advisor

Library Files (Regarding Money Owed)

Office: Gallaudet University Library

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

BEHAVIOR CODES

Student Responsibility

As members of the University community, students have certain responsibilities and obligations, including satisfactory academic performance and responsible social behavior. Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. Students also have an obligation to report any suspected crime or serious violations of the University Code of Conduct to the Department of Public Safety or other appropriate University official, especially if such crimes or serious violations may result in significant harm to individuals or property loss or damage. To fulfill its functions of imparting and gaining knowledge, the University retains the right to maintain order within the University and to address, through appropriate disciplinary procedures, conduct that adversely affects the University community or

the University's pursuit of its educational objectives.

Student conduct is not considered in isolation within the University community but as an integral part of the educational process. Developing citizenship, respect for others, and responsible social behavior are part of the University's commitment to the education of the whole person; it is expected that student behavior will reflect well on self, bring credit to the University, and to contribute positively to student and University life. This includes upholding all published University policies, rules, and regulations. It is clear that in a community of learning, the willful disruption of the educational process, destruction of property and/or interference with the orderly processes of the University, or with the rights of other members of the University community, for example, cannot be tolerated. Ignorance of a rule or regulation will not be an acceptable defense, so we urge you to become familiar with the Student Code and the conduct expectations of Gallaudet University students in general.

Gallaudet Student Handbook

The Gallaudet Student Handbook is maintained by the Office of the Dean of Student Affairs and Academic Support online at

http://www.gallaudet.edu/student_affairs.html. The online Student Handbook is considered the most updated version and should be referred to at all times. 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.

ALCOHOL, DRUGS, AND SMOKING

Alcohol and Other Drugs Policies

Gallaudet is committed to providing a campus environment that is free from illegal or abusive use of alcohol and other drugs. Gallaudet affirms that illegal alcohol and drug use is unlawful and harmful. In doing so, Gallaudet will implement disciplinary procedures against those who violate University policy related to the illegal or abusive use of alcohol and other drugs and those who interfere with the rights of other students to live and learn in a drug-free environment. In compliance with the Federal Drug-Free Schools and Campuses Act, the online Student

Handbook contains Gallaudet's policies on alcohol and other drugs, applicable laws as well as disciplinary sanctions/legal penalties related to the use, possession and distribution of alcohol and other drugs; information about the risks and effects of drug and alcohol use and dependence; and resources to assist students who may be having a problem with alcohol or other drugs. Please read the additional policy pages regarding alcohol and other drugs, which can be found online at the following links below.

Gallaudet's drug-free environment policy can be found at this link:
http://www.gallaudet.edu/af/section_1_general/105_drug_free_environment.html.

Gallaudet's policy regarding on-campus distribution and consumption of alcoholic beverages can be found at this link:
http://www.gallaudet.edu/af/section_1_general/104_alcoholic_beverages.html.

Gallaudet's Alcohol and Other Drugs policies in the online Student Handbook can be found at this link:
http://www.gallaudet.edu/student_affairs/student_handbook.html.

Smoking Policy

Gallaudet University is committed to providing a healthy, smoke-free environment for students, faculty, staff, and visitors on the campus by reducing health risks associated with tobacco smoke and minimizing discomfort and inconvenience to non-smokers. Smoking on campus will only be permitted in designated smoking areas. Smoking is not permitted in any other campus locations including University and Clerc Center buildings, in elevators or bathrooms, in any University vehicle, walking on campus, or at the entrance of any building. The designated smoking areas are 1) located on the side of the Kellogg Conference Hotel behind Ole Jim, 2) the area under the old bridge near Benson Hall Circle, and 3) the sitting area on the side of the Merrill Learning Center facing the Gallaudet Mall. In addition to the University's smoking policy, the Office of Residence Life and Housing prohibits the use of e-cigarettes in the residence halls; individuals who wish to use e-cigarettes should smoke in the designated smoking areas as outlined above.

Gallaudet's policy on smoking can be found at this link:
http://www.gallaudet.edu/af/section_1_general/107_smoking.html.

SERVICE ANIMALS

At Gallaudet University, a service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Owners of service animals must formally register the animal with the Service Animal Evaluator (service.animal@gallaudet.edu) at least thirty (30) days prior to arriving on campus to allow for processing and clearance.

Gallaudet's policy on service animals can be found at this link:
http://www.gallaudet.edu/af/section_1_general/108_service_animals.html.

SEXUAL MISCONDUCT, INTIMATE PARTNER ABUSE, AND STALKING POLICY AND PROCEDURES

Gallaudet University is committed to creating and maintaining a living and learning environment free from all forms of harassment, exploitation, intimidation, and/or violence, including sexual discrimination and all forms of sexual misconduct. All members of the University community are expected to conduct themselves in a manner that demonstrates respect for the rights of others. The University Sexual Misconduct, Intimate Partner Abuse, and Stalking Policy and Procedures intend to define community expectations, to reaffirm these principles, and to provide recourse for those individuals whose rights have been violated.

Creating a safe environment is the responsibility of all members of the University community. The University is committed to addressing sexual misconduct and other

forms of gender based discrimination, fostering an environment that promotes prompt reporting of all types of sexual misconduct, intimate partner abuse, and stalking and ensuring the fair resolution of sexual misconduct complaints. Every member of the University community has a responsibility to become familiar with the Sexual Misconduct, Intimate Partner Abuse, and Stalking Policy and Procedures.

As a recipient of Federal funds, the University is required to comply with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs and activities. Sexual misconduct, intimate partner abuse, and stalking as defined in this policy, is a form of sex discrimination prohibited by Title IX and will not be tolerated at Gallaudet. Such discrimination includes, but is not limited to: sexual harassment, sexual violence, sex or gender-based bullying, hazing, stalking, and intimate partner abuse (including domestic violence and dating violence). Resolution of complaints of such discrimination is intended to bring an end to harassing or discriminatory conduct, prevent its recurrence and remedy the effects on the victim and the community. Gallaudet takes the necessary steps to reduce the need for reactive intervention by providing preventive and risk education and training and by preparing and disseminating educational print material, videos, workshops, training seminars and academic course offerings related to sexual misconduct, intimate partner abuse, and stalking. Gallaudet also attempts to eliminate pressure that might lead students to suppress a sexual misconduct, intimate partner abuse, and/or stalking charge(s) or to minimize its seriousness by providing a process whereby the parties involved are treated with dignity; privacy and confidentiality are maintained to the fullest extent possible; allegations of sexual misconduct, intimate partner abuse, and stalking are investigated promptly and thoroughly; and that students are provided with full support and assistance.

The University's Sexual Misconduct, Intimate Partner Abuse, and Stalking Policies and Procedures can be found at these links below:

Gallaudet's Protection Against Sexual Harassment policy can be found at this link:
http://www.gallaudet.edu/af/section_3_human_resources_-_general/302_protection_against_sexual_harassment.html.

Gallaudet's Sexual Misconduct, Intimate Partner Abuse, and Stalking Policy and Procedures in the online Student Handbook can be found at this link:
http://www.gallaudet.edu/student_affairs/student_handbook.html. There are resources in the online Student

Handbook such as on how to report incidents of sexual misconduct, intimate partner abuse, and/or stalking, helping a friend who may be a victim of sexual misconduct, intimate partner abuse, and/or stalking, a list of on- and off-campus resources, and a frequently asked questions page.

STUDENT GRIEVANCE POLICY

Student Grievance Guidelines

I. PREAMBLE

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administration of Gallaudet University. The purpose of the grievance procedures is to provide a process for an impartial review of student-initiated concerns and to ensure that the rights of university students are properly recognized and protected.

II. PURPOSE AND SCOPE

Any student may file a grievance under this policy. The grievance can arise from any official faculty or staff action or decision deemed to be unjust or discriminatory by the student and is based upon violation of an institutional policy or written standard that protects every student. The goal of this process is to insure fair and equitable treatment of all students, to hold administrators, faculty and staff accountable for compliance with institutional policies and procedures. Resolution of student complaints, regardless of the outcome, also can improve a student's progress toward completion of a course or degree and ultimately success at the institution.

III. DEFINITION OF GRIEVABLE ACTIONS

A. A grievable action is an action that:

1. *Is in violation of written campus policies or procedures, or*
2. *Constitutes misapplication or misinterpretation of University policies, regulations, rules, or procedures. Grievances may not be used to challenge policies or*

procedures of general applicability.

B. Complaints between students, disciplinary decisions administered by the Office of Student Conduct, and decisions made by persons not employed by Gallaudet University are not grievable under these procedures.

C. A [flow chart](#) to help determine what is grievable and what is not grievable action.

IV. INFORMAL PROCEDURES

A. A party or parties to a dispute or grievance are defined as the grievant and/or the respondent(s). The student(s) initiating a grievance must be the student(s) who alleged he/she was unfairly treated or discriminated against; a grievance cannot be filed on behalf of another student.

B. The Student Grievance Procedures rely on the good faith of all involved to achieve a reasonable resolution of grievable actions.

C. Any student who believes he/she has grounds for a grievance shall make an attempt in good faith to resolve the problem through early informal discussion of the matter with the academic, administrative, or staff member directly involved. A timely response to the student's complaint should occur within fifteen (15) days of initial contact. Flexibility should be given or considered during times when school is not in session, during summer breaks, and if extenuating circumstances exist (e.g. medical emergencies, sabbaticals).

D. If the student is not satisfied with the early informal discussion of the matter with the academic, administrative, or staff member directly involved, the student shall attempt to resolve the grievance through either of the following channels:

1. *In the case of faculty, through the chairperson of the unit (department or program) that offers the course, and the unit's pertinent procedures, and if resolution still cannot be attained, the Dean of the School.*
2. *In the case of professional or support staff or administrative personnel, through the employee's*

supervisor, and if resolution still cannot be attained, through that person's immediate supervisor (or to a higher administrative authority), if feasible.

E. The Student Grievance Coordinator, the grievant's academic advisor and/or the campus ombuds may be consulted for assistance at any point in these informal discussions if the grievant so desires.

V. ALTERNATE AVENUES FOR NON-GRIEVABLE ACTIONS

A. Student(s) can file a grievance against another student through the Office of Student Conduct (OSC) in Ely Center #103. Please click on [this](#) to go to the website for the Office of Student Conduct.

B. Student appeals for Financial Aid decisions, rules, and regulations are to be submitted in writing to the Director of the Financial Aid Office in order to initiate the Financial Aid Appeal Process. Please click on [this](#) to go to the website for the Office of Financial Aid.

C. Issues or problems with Facilities service should be reported to the Facilities Department at facilities@gallaudet.edu, (202) 250-2560 (Video-phone), (202) 651-5181 (TTY/Voice), or submit a work request at <http://tma.gallaudet.edu>.

D. Computer related issues are referred to the Helpdesk through its website: <http://helpdesk.gallaudet.edu>.

E. Questions about course grades must first be addressed with the professor, then the department chair, school dean, and the provost in that order until a resolution is reached.

F. Allegations of discrimination that fall under the sexual harassment or non-discrimination policies are handled by the EEO officer. Please click on [this](#) to go to the website for the Equal Opportunity Programs.

G. Students should follow the procedures for matters covered under other University policies that contain complaint, grievance, hearing, and/or appeal procedures (such as FERPA or the Academic Integrity Policy, for example).

H. Non-grievable concerns can be brought to the campus ombuds. The Office of Ombuds is available as an informal, independent, impartial and confidential conflict

management resource. Please click on [this](#) to go to the website for the Office of the Ombuds.

I. WHISTLEBLOWER HOTLINE

To support the Board of Trustees' mandate to report possible misconduct (known as "whistleblower policy"), the University and the Clerc Center have a whistleblower hotline through [EthicsPoint](#). The Board's overarching goal is for people to speak up for a better Gallaudet -- to come forward with rule or policy violations or safety concerns so we can correct them. Please read the [Section 1.15 Policy on Reporting Suspected Misconduct \(Whistleblower Policy\)](#) in the Gallaudet University Administration and Operations Manual. The link to the EthicsPoint website is: [Ethics Point](#)

VI. STANDING TO FILE A GRIEVANCE

A student has standing to file a grievance under these procedures if he/she is enrolled in a course or was a student during the semester (or summer/intersession) prior to the time of filing, provided that person has attempted to resolve his or her complaint informally through those procedures discussed in Section IV above.

VII. INITIATION OF FORMAL GRIEVANCE PROCEDURES

A. If a resolution of the problem is not achieved through the informal procedures, the student may request an official examination of the facts by presenting a completed grievance form to the [Student Grievance Coordinator](#). To complete the form, the student must prepare a specific written statement of how the decision or action is unfair and harmful to the grievant and list the University policies, regulations, or rules that have been violated. A brief narrative (including the names of individuals and/or departments and how they are involved, specific dates, times, and other relevant information) is required to support the allegations made. The student should also specify the remedies requested. Remedies under these procedures are generally limited to restoring losses suffered by a student or making changes in University policy, practice, procedures or training. Monetary damages, fines or penalties, or disciplinary action against an individual who is the subject of the grievance are not remedies available to the student under these guidelines. The [Student Grievance Form](#) may also be obtained from the Student Grievance Coordinator. The Student Grievance Coordinator may assist the student in preparing the grievance document to ensure its clarity.

B. In addition, the Student Grievance Coordinator will determine if the grievance is a resubmission of a previously decided grievance. If that is the case, the student will be informed that the matter is not grievable.

C. The Student Grievance Coordinator shall forward a copy of the completed Student Grievance Form submitted by the student to each member of the faculty, administration, or staff named in the grievance, along with a copy of the Student Grievance Procedures.

D. Within fifteen (15) business days (days that are not University recognized holidays, or weekends) of receipt of the completed form, the Student Grievance Coordinator shall verify on the Grievance Form confirming that informal efforts have been made to resolve the issue from the immediate supervisor and higher administrative authority. The completed form will be submitted by the Student Grievance Coordinator to the Chair of the Student Grievance Board.

VIII. TIME LIMIT ON FILING A GRIEVANCE

A grievance must be filed with the Student Grievance Coordinator no later than the end of the following semester after the occurrence of the action on which it is based. For example, an alleged grievance that occurred during the Spring semester can be filed before the end of the following Fall semester.

IX. PROTECTION AGAINST RETALIATION

Under no circumstances will the filing of a grievance result in retaliation by the party being grieved against or his/her department. Any student who has been retaliated against should contact the Student Grievance Coordinator immediately. If appropriate, the Department of Public Safety (DPS) should be contacted as well.

X. STUDENT GRIEVANCE BOARD

A. Composition: The Student Grievance Board will be composed of the Dean of Student Affairs, who is the non-voting Chair, and twenty-six members: six members of the faculty selected by the University Faculty Chair; six professional staff under Academic Affairs appointed by the Provost; six professional staff appointed by the Vice President of Administration and Finance, four undergraduate students selected by the President of the Student Body Government (SBG), and four graduate students selected by the President of the Graduate Student Association (GSA). This Student Grievance Board serves as a pool, from which 5-member hearing panels are appointed.

B. Training: All members of the Student Grievance Board will be trained on the hearing process. The training will be provided by Student Affairs and will be similar to the training given to Student Conduct Board members by the Office of Student Conduct.

C. Qualification of Student Grievance Board Members: Faculty members must have tenure. Staff members must have been employed at Gallaudet for at least one year. Undergraduate students must have a minimum GPA of 2.7, be at least a junior, and must have no significant or recent disciplinary incidents, Graduate students must have no significant or recent disciplinary incidents.

D. Term of Service: Members of the Student Grievance Board shall serve for one (1) calendar year and may be reappointed.

E. To facilitate the grievance process, the Dean of Student Affairs and Academic Support appoints the Student Grievance Coordinator, who serves as the support staff for the Student Grievance Board.

F. Conflict of Interest: In the event of any conflict of interest which will be identified through self-declaration by any of the Board members regarding a particular potential grievance or by membership or affiliation with a department or program in which the grievant or respondent is a member of, the individual will recuse himself or herself from the Board on that matter. Panel members should have no personal interest in the outcome of the proceedings, and should not have any personal involvement in earlier stages of the matter. The Student Grievance Board Chair will rule on any challenges regarding conflict of interest.

G. Maintenance of Records: The Student Grievance Coordinator will be responsible for maintaining all records of the Student Grievance Board. The records for each grievance will be maintained for a period of four (4) years after the final recommendation has been rendered.

H. Legal Advice: The Chair of the Student Grievance Board, on behalf of the Board, may seek legal advice from the Office of Risk Management and Insurance and/or informal advice from the Ombuds.

I. Student Grievance Hearing Panel

1. *The Chair of the Student Grievance Board will appoint five Board members, none of whom may have a conflict of interest, which includes two teaching faculty members or professional staff (depending on whether the grievance is against a faculty or*

staff member), and two student members, to review a particular grievance. The appointed professional staff member will be a member of the Division of which the defendant is a member; while the appointed student members will be either graduate or undergraduate students, following the student status of the student filing the grievance. The fifth member could be a faculty member or a staff member, following the wishes of the defendant. The Chair of the Student Grievance Board will communicate the names of the members of the Student Grievance Hearing Panel to each party. The Chair of the Student Grievance Board serves as the non-voting (and sixth) member and as the chair of the Student Grievance Hearing Panel.

2. *Either party will have the right to exercise one preemptory challenge, in writing to the Chair of the Student Grievance Board within three academic days, against any of the chosen appointed members of the Student Grievance Hearing Panel. If such challenges are accepted by the Chair of the Student Grievance Board, the member(s) will be replaced.*

XI. DETERMINATION OF GRIEVABILITY

A. The Chair will convene the Student Grievance Hearing Panel within fifteen (15) academic days after receiving the completed Student Grievance Form (see Appendix B) from the Student Grievance Coordinator confirming that efforts have been made to resolve the issue informally. The Panel will determine by majority vote of those present whether the grievant has standing to file and whether a grievable act, as defined in these procedures, is alleged in the grievance filing.

B. All parties involved in the grievance will be notified in writing, by the Chair of the Student Grievance Board, as to the determination of grievability. A finding by the Panel that no grievable action is alleged or that the grievant lacks standing to file will conclude the proceedings. This determination by the Panel will be final. If the Panel finds that a grievable action is alleged and that the grievant has standing to file, the Chair will schedule a hearing to be held by the Student Grievance Panel within ten (10) academic days.

XII. HEARING PROCEDURES

A. The full five-member Student Grievance Hearing Panel and the Chair must be present for the hearing to proceed. All hearings will be closed to the public. Witnesses are to be present only during the time in which they are introduced at the beginning of the hearing or give their statement and will remain outside the hearing room until called. In a closed hearing, only the grievant and respondent, the advisors, and members of the Student Grievance Hearing Panel may be present. The grievant and respondent will be provided with the dates and times of the hearing and given the opportunity to hear any information presented. Should the respondent elect not to appear, it shall be held in the absence of the respondent. In such instances, all information in support of the grievance will be presented and considered in the absence of the respondent. If the grievant does not appear within a half hour of the scheduled hearing, the hearing proceedings will conclude. The complaint will be dismissed unless a valid excuse (as determined by the Student Grievance Hearing Panel) is presented within 48 hours.

B. An advisor, with prior notification to the Chair of the Student Grievance Hearing Panel and the other party, may accompany either party to the dispute provided that the advisor is a member of the campus community. A member of the campus community is defined as faculty or staff currently employed or full-time students currently enrolled in the University. The grievant and the respondent are each responsible for presenting their own information and therefore, advisors are not permitted to speak or to participate directly in the hearing. Advisors may confer

with the grievant/respondent only when there is not a question on the table or a response pending from either party. Failure of an advisor to appear for either party shall not constitute grounds for a continuance of the hearing.

C. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses will be provided to all parties prior to their appearance, but the unavailability of a witness shall not constitute grounds for a continuance of the hearing. Written or video statements may be permitted from witnesses unable to attend the hearing. Such statements must be made available in advance of the hearing.

D. Prior to the hearing, both parties will have the right to inspect and review all information pertinent to the grievance. Formal rules of evidence are not applicable in Student Grievance hearings. Any information or testimony the Panel believes to be relevant may be considered.

E. The Student Grievance Hearing Panel will determine whether the respondent is responsible for a grievable action as defined in these guidelines. The Panel's determination shall be made on the basis of whether it is more likely than not (preponderance of the evidence) that the respondent violated published policies, rules, or procedures, and if so, will make recommendations or offer remedies. The Panel will then prepare its written report, which will consist of the Panel's findings and recommendations.

F. Within ten (10) academic days of the conclusion of the hearing, the Chair of the Student Grievance Hearing Panel will ensure that the Student Grievance Panel Report is completed, and shall send copies to the parties involved in the grievance, an appropriate senior administrator, and the Student Grievance Coordinator.

XIII. DISCIPLINARY ACTION

Although disciplinary action against an employee is not a remedy available to a student who files a grievance under these guidelines, the University reserves the right to impose discipline on its employees as a result of determinations made through the grievance process. Any such discipline will be imposed only after the Student Grievance Hearing Panel has completed its report and the appeal period has expired. Such discipline, if imposed, will be handled by the employee's supervisor, and may not be appealed by the employee under these grievance procedures. Such appeals will be made in accordance with appropriate staff or faculty procedures or guidelines. Such information is confidential and will not be shared with the student grievant at any time.

XIV. APPEALS

A. Within ten working days after receipt of the Student Grievance Panel's decision, either party to the grievance may appeal the decision to the Provost or the appropriate Vice-President receiving the report. The decision of the Student Grievance Panel may be appealed on the grounds that:

1. *the Student Grievance Hearing was not conducted fairly and in conformity with prescribed procedures which made it unfair. However, deviations from designated procedures will not be a basis for submitting an appeal unless significant unfairness results,*
2. *the decision was not supported by substantial information; that is, the facts of the case were or were not sufficient to establish that a grievable action occurred, and/or*
3. *the recommended remedies to the student were insufficient or excessive.*

B. The appeal must be submitted in writing, must indicate the grounds in which he/she is appealing, and provide a clear rationale for appealing. The Chair of the Student Grievance Board will share relevant information and records of the hearing to the Provost or the appropriate Vice-President. There is no requirement that the person handling the appeal meet with the grievant or the respondent. The Provost or the appropriate Vice-President will make a final decision on the grievance within 15 working days of receiving the appeal. This decision will be in writing. The Provost or the appropriate Vice-President can uphold, modify, or reverse the decision of the Student Grievance Panel.

XV. CONFIDENTIALITY OF GRIEVANCES

A. All information in the grievance process is confidential and protected by the Federal Family Educational Rights and Privacy Act, and cannot be further disclosed.

B. All materials developed in the course of the grievance investigation and hearing will be placed in a confidential, non-personnel file, to be maintained by the Student Grievance Coordinator. None of these materials may be removed from the file or copied unless needed for compliance with appropriate administrative or legal requirements. These materials will not include any records of actions taken against an employee by the University as a result of the determination(s) made through the grievance process.

XVI. FALSE GRIEVANCES

The purpose of these guidelines is to provide a mechanism to address legitimate student complaints and grievances. However, false grievances undermine the purpose and effectiveness of these guidelines/this policy. Accordingly, persons who knowingly bring false grievances may be subject to disciplinary action through the Office of Student Conduct. Allegations of false grievances must be reported within 30 working days after the grievance was resolved. The fact that a grievance may not result in a finding that an employee has violated a University policy, rule, or procedure, or has otherwise acted in a manner resulting in unfair treatment of a student is not alone sufficient information that the grievance was knowingly false.

XVII. PROVISIONS FOR AMENDING THE GRIEVANCE GUIDELINES/POLICY

Authority to amend these Student Grievance Procedures rests with the Provost in consultation with the Gallaudet University Faculty Senate, Staff Advisory Council, Student Body Government and Graduate Student Association.

Approved - September 3, 2010

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.

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 complete 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.

Graduate Students in Undergraduate Courses

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

Undergraduate courses will not be counted towards either the total credits earned or any of the graduate degree requirements.

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 Interim Dean of the Graduate School and Continuing Studies.

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 Continuing Studies 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.

Credit Hours Earned	Minimum amount of Instruction Time Required	Minimum Amount of Time Required Outside of Class/Instruction Time	Amount of Time required for all Activities (Note: this is the same as the previous two columns combined)
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 student 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.

CLASS ATTENDANCE

Regular attendance and participation is an obligation assumed by every student registered for courses at Gallaudet University. Faculty establish attendance policies for their own classes and these policies will be clearly stated in their course syllabi. Students must attend the first week of classes to verify their enrollment. Students, who are registered for class and who fail to attend the first week of scheduled classes, may be dropped from the course by the instructor.

Online 8-Week Class Attendance

Students, who are registered for 8-week online class and who fail to participate the first week of the session, may be dropped from the course by the instructor. Please refer to the [refund policy](#) to determine the tuition and room charges.

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, http://www.gallaudet.edu/office_for_students_with_disabilities.html.

The Reasonable Accommodation policy is also online [here](#).

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.

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.

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.

ACADEMIC INTEGRITY POLICY

Academic Integrity Policy ¹

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.

¹ 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.¹

- 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.

¹The "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 Interim Dean of The Graduate School and Continuing Studies 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 Interim Dean of The Graduate School and Continuing Studies 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 Interim Dean of The Graduate School and Continuing Studies, 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 Continuing Studies.
- 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 Interim Dean of The Graduate School and Continuing Studies 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., RGS, SEBHS or CAS).
- 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 RGS, SEBHS OR CAS Dean.

- 7.2.1. The RGS, SEBHS, or CAS 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 Interim Dean of the Graduate School and Continuing Studies 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 Continuing Studies 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 Continuing Studies. 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 Continuing Studies 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 Continuing Studies. 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 Continuing Studies 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 Continuing Studies 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 Continuing Studies approves the department's request.

When probationary requirements are met, the department chair should inform the dean of the Graduate School and Continuing Studies, 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 CAS 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. 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.

Grace Period

There is currently no grace period for graduate students. In order to be conferred a degree in a given month, all final grades must be complete, with no pending incomplete courses.

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.

COMMUNICATION ACCESS POLICIES

Division of Academic Affairs Communication Access Policies and Guidelines

Last Revision: May 1, 2014

Refer Questions To: [Office of the Provost](#)

Introduction

1. The Division of Academic Affairs is one of the university's heaviest consumers of communication access services, broadly defined as interpreting and captioning. In recent years, each new undergraduate and graduate cohort has included increasingly greater numbers of students for whom American Sign Language and Deaf culture are new or emerging concepts. In addition, Gallaudet enrolls a growing number of students with additional disabilities who request communication access services through the university's Office for Students With Disabilities (OSWD). Finally, every year, the Division hires faculty, administrative and professional staff, and support staff who are new signers.

2. Enrollment and retention are two of the university's five strategic priorities, so it is in our best interest to enroll and retain students who need communication access services. At the same time, this has resulted in dramatically rising costs. It has become necessary to institute more rigorous tracking of communication access requests and costs. This document sets out policies and guidelines to guide administrators, requesters, and consumers.

Scope

These policies and guidelines apply to faculty, staff, undergraduate and graduate students, and visitors in all academic departments and units within the Division of Academic Affairs that use communication access services.

Philosophical Framework

The following philosophical framework was used to develop these guidelines:

Gallaudet University is a bilingual educational

institution with the focus on a rich student experience that promotes students' current and future successes. Because the majority of students rely on visual modes for accessing communication and direct communication is the ideal norm, each faculty, staff person, and student of the Gallaudet community is accountable for direct, effective, meaningful, and accessible communication in the various aspects of University life.

As Gallaudet strives to achieve the ideal norm, it is recognized that some members of the University community, particularly some of those who have recently been introduced to American Sign Language, require the prudent and efficient use of University resources in order to ensure that they can participate in effective and meaningful communications that promote student success until such time they become capable of directly communicating in ASL with other Gallaudet community members.

This philosophical framework was derived from careful review of the Americans with Disabilities Act, the Gallaudet University Sign Communication Statement, the Gallaudet University Language and Communication Expectations Recommendations, the Gallaudet University mission and vision statements, and the Gallaudet Strategic Plan. It is subject to revision as the university itself evolves.

Definition of communication access services

1. Gallaudet University provides communication access services via interpreting and captioning through Gallaudet Interpreting Service (GIS), a unit of the Division of Administration and Finance.

2. Communication access services are provided in a variety of situations, both on-campus and off-campus.

These situations include, but are not limited to:

- a. Academic classes
- b. Practica, internships, externships, student teaching, and other "field" activities
- c. Telephone calls and teleconferences
- d. Meetings
- e. Lectures, panels, symposia, face-to-face conferences, videoconferences, webinars

- f. Performances
 - g. Athletic events
 - h. Official University functions (Convocation, Commencement, dissertation defenses, etc.)
 - i. Mission-critical activities
 - j. Crisis and emergency situations
3. The following types of interpreting are provided.
- a. American Sign Language to English
 - b. English to American Sign Language
 - c. deaf-blind (including tactile, tracking, and close vision)
4. The following types of captioning are provided.
- a. Communication access realtime translation (CART)
 - b. TypeWell, also known as C-Print or Text Interpreting
 - c. live captioning
 - d. transcription services
5. GIS will make efforts to provide other specialized communication access services, such as international interpreting, trilingual interpreting, or cued speech, if requests are submitted in a timely manner and qualified providers are available.

Shared Responsibility for Communication Access

The University has an affirmative responsibility to meet the communication access needs of its present and future students. Enrollment Management and demographic research units must make every effort to project future enrollment trends. This will help the division to allocate its communication access resources and contain costs.

Each member of the Academic Affairs community has a responsibility to work cooperatively, patiently, and respectfully so that everyone understands and is understood in classes, meetings, and other situations, both formal and informal. Determination of optimum communication modality must be a collaborative endeavor among faculty, staff, and students to ensure that each Academic Affairs community member has full access.

STUDENT ATTENDANCE REQUIREMENTS

Student Attendance Requirements

Students who use communication access services for a long-term class or required activity (defined as a field placement, practicum, internship, or externship), must attend regularly and on time. Individual departments may institute superseding policies/requirements; however, those policies must be clearly communicated to the student and to Gallaudet Interpreting Service (GIS).

- **Timely cancellations.** Students must inform GIS of any expected absences three or more business days prior to their occurrence.
- **Late cancellations.** Late cancellations are those that are reported to GIS with less than three business days' notice.
- **Emergency situations.** Students who miss class or a required activity because of an unforeseen illness or emergency must inform the instructor, GIS, and the requesting department (for undergraduate students, the Office of Academic Advising; for graduate students, their home department or the department offering the class or required activity) as soon as possible. Typically, instructors and administrators will excuse illness and/or emergency situations.
- **Tardiness.** Interpreters may be dismissed from an assignment if students show up late for a class or required activity. The standard wait time is 20 minutes per hour of the assignment; i.e., 20 minutes for a one-hour class, 30 minutes for a 1.5-hour class, etc. Students who show up past the wait time are not guaranteed communication access services for that day's class. If a student arrives past the wait time and the interpreter has already been dismissed, the assignment is considered a late cancellation.

- **Cessation of services.** GIS is obligated to suspend communication access services for students who are excessively absent or late to class. The following conditions may lead to suspension of services: three (3) unexcused absences; and/or three (3) non-emergency late cancellations; or any combination thereof.
- **Notification.** When a student reaches two (2) unexcused absence or non-emergency late cancellations, the student's academic advisor will inform the student and the requesting department that suspension of services may occur if the student has one more absence/late cancellation.
- **Required actions.** Students for whom communication access services are suspended must meet with their academic advisor to discuss their attendance issues. The academic advisor and/or requesting department must inform GIS that a satisfactory student meeting has occurred before communication access services are reinstated.
- **Reinstatement of services.** After notification from the academic advisor and/or requesting department, GIS will reinstate communication access services as instructed by the academic advisor and/or requesting department.

STUDENT AGREEMENT FORM FOR ACADEMIC SETTINGS

The mission of Gallaudet University is to provide the highest quality in educational services. Gallaudet's bilingual mission supports communication access services being provided for Deaf-Blind, Deaf and hard of hearing students when undertaking academic studies at Gallaudet, on an as needed basis. The majority language for communication in academic and public settings is American Sign Language (ASL), and students at Gallaudet are expected to be or become competent in both ASL and English as a part of their educational goals.

Classroom requests for communication access services for students not yet fluent in ASL are made to academic advisors (departmental advisors or Academic Advising). Please refer to the [Academic Affairs Communication Access Policy](#) for the full text of policies and procedures.

Classroom requests for communication access services for students using Tactile or Close Vision interpreting services are made directly to Gallaudet Interpreting Service (GIS) at gis.db@gallaudet.edu. For students registered with the Office of Students with Disabilities (OSWD), please also refer to the [OSWD website](#).

I understand that I have the right to request communication access services, as I also have corresponding responsibilities. By making a request for communication access services, I agree

While I have the right to request, and the University will make every reasonable effort to provide access services, I understand that short notice requests and changes in my schedule may result in no services being available.

It is my responsibility to communicate changes in my class schedule, including 1) adding, dropping, or changing any courses and 2) absences or tardiness to class. I accept this responsibility and will notify via email:

- my academic advisor (departmental advisor or Academic Advising)
- instructor of the course
- OSWD (if registered with OSWD)

If I have 3 unexcused absences, my services may be suspended.

- If my services are at risk of being suspended, I must talk with my academic advisor to ensure that services will continue.
- If I am registered with OSWD, I must talk with my OSWD counselor to ensure that services will continue.

I understand that I can appeal a decision regarding my access services by following the appeal process by following the chain of command within the academic department or following the process as listed in the A&O Manual. Please download, sign, and return the [Student Communication Access Agreement Form for Academic Settings](#).

For any questions or concerns regarding this agreement, please contact the following campus resources.

- [Academic Advising](#)
- [Gallaudet Interpreting Service](#)
- [Office for Students with Disabilities](#)
- [Student Success](#)
- [Office of the Provost](#)

STUDENT AGREEMENT FORM FOR NON-ACADEMIC SETTINGS

Gallaudet University

Academic Affairs/Student Affairs

Communication Access Agreement Form

For Non-Academic Activities

The mission of Gallaudet University is to provide the highest quality in educational services. Gallaudet's bilingual mission supports communication access services being provided for Deaf-Blind, Deaf and hard of hearing students when undertaking academic studies at Gallaudet, on an as needed basis. As quality of campus life experience is an important component in the educational experience at Gallaudet, this agreement form applies to communication access services for non-academic activities, such as student organization activities, athletic activities, and/or public presentations at Gallaudet University for which I may request communication access services. The majority language for communication in academic and public settings is American Sign Language (ASL), and students at Gallaudet are expected to be or become competent in both ASL and English as a part of their educational goals.

Campus activities requests for communication access services (captioning or interpreting) are made to the host entity, as published in any announcements for events.

I understand that I have the right to request communication access services, as I also have corresponding responsibilities. By making a request for communication access services, I agree to the following:

While I have the right to request, and the University will make every reasonable effort to provide access services, I understand that short notice requests and changes in my

schedule may result in no services being available.

It is my responsibility to communicate changes in my plan to attend events for which I request services, including absences, cancellations or tardiness to any event for which I request communication access services. I accept this responsibility and will notify via email:

If I have 3 cancellations or absences, my services may be suspended.

o the host entity of the event

o If my services are suspended, I must talk with the Dean of Student Affairs to reinstate services.

Please click here for the [Student Agreement Form for Non-Academic Settings](#).

For any questions or concerns regarding this agreement, please contact the following campus resources.

[Campus Activities](#)

[Gallaudet Interpreting Service](#)

[Dean of Student Affairs](#)

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 Student Action 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 Interim 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 Interim 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: In honoring the university's bilingual mission and vision, the Graduate School's **residency policy** requires at least 70% of any degree program's coursework to be taken at or through* Gallaudet University.

Each graduate degree program may impose additional residency requirements, which must be specified in its program of study.

*'Through' can mean on-site, online, or through other technology-dependent delivery formats. 'Through' can also mean via consortium cross-registration.

- 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 2015-2016 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 Interim Dean of the Graduate School and Continuing Studies. 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 Interim 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

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](#)

GRADUATE SCHOOL AND CONTINUING STUDIES

Graduate School and Continuing Studies:
Dean [Dr. Gaurav Mathur](#)
Fowler Hall, Room 210

The Graduate School and Continuing Studies houses the following programs:

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

[M.A. in International Development](#)

[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.

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 the concentration in Cultural
Studies for their second year.

M.A. IN DEAF STUDIES: CULTURAL STUDIES

Overview

Dr. Gene Mirus, Program Coordinator
Sorenson Language and Communication Center, Room
1211

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.

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?
- 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
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
GPS 700	Culture & Language Seminar	1

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

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.

Admissions suspended for the 2015-2016 academic year

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
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
GPS 700	Culture & Language Seminar	1
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

M.A. IN SIGN LANGUAGE EDUCATION

Overview

Web: [Department of ASL and Deaf Studies](#)

Dr. Patrick Boudreault, Program Coordinator
Sorenson Language and Communication Center, Room
1219

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 consecutive 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.

The fall and spring semester courses are entirely *online* and do not require on-campus presence. The program offers some face-to-face options for students who wish to remain local/on-campus, however there are limited space in those on-campus classes.

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 Master's 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 for August graduation. Please contact us for more details at SignLanguageEducation@gallaudet.edu.

*The Masters in Sign Language Education program is not a state approved licensure program or part of the Educator Preparation Providers 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.

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)
- Submission of all official postsecondary transcript(s)
- [Three letters of recommendation](#) (emailed to 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: February 1st

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

Program Specific Requirements:

- Online Video interview. The direct link for the online video interview will be given to you after you have officially applied to the program.
- ASLPI result of 4 or above for teachers of ASL, or 3+ or above for teachers of other signed languages. Please contact ASL Diagnostics and Evaluation Services (ASL-DES) to schedule an ASL Proficiency Interview (ASLPI). Please visit their website at gallaudet.edu/asldes/aslpi.html.

You are required to submit evidence of your American Sign Language Proficiency Interview (ASLPI) result from ASL-DES. Please send the documentation of your ASLPI score to the Graduate Admissions Office at: gradapplications@gallaudet.edu. Other types of sign language proficiency interview scores will not be accepted.

Program Equipment

The MA-SLED program is primarily an Apple/Mac-based degree program. All courses require quality bilingual Sign Language/English submissions. During the summers (on-campus classes), the department provides 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. The program expect the same video quality during the online portion of the program - fall and spring semesters, so students are expected to obtain (or ensure access to) necessary equipment prior to starting the program.

Required equipment*:

- External Hard drive (1 TB or higher)
- Recording equipment that can record at 1080p or higher (e.g. Canon 60D, 7D, or EOS 5D Mark II and III)
- Minimum internet bandwidth: Download speed 25Mbps / Upload speed 10Mbps

Recommended equipment/software:

- Apple Laptop/Computer with 8GB memory minimum
- Tripod
- Light kit
- Final Cut Pro X
- Blue/green screen chroma key background (using either a chroma key cloth or paint).

*Equipment specifications subject to change.

Typical Program Schedule: 2015-2016

- 10 core courses
- 2 elective courses
- 2 field experiences (practicum and internship)

Summer I (On Campus)

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

Fall I (Online)

Code	Title	Credits
ASL 760**	Connecting Sign Language Research to Practice	3
ASL 762	Seminar in Sign Language Education	3
LIN 510	Introduction to First and Second Language Acquisition	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.

CERTIFICATE IN DEAF STUDIES

the professional and academic interests of the applicant.

Overview

Dr. Gene Mirus, Program Coordinator
Sorenson Language and Communication Center, Room 1211

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.

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
First Date for Consideration of Application:	No set date
Due Date for Completed Application:	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

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

DEPARTMENT COURSES

ASL 595 - Special Topics (3)

Special Topics

ASL 601 - Communication in Gestures I (1)

This course is taught in five 3 hour sessions which provide an introduction to communicating with gestures. Students learn to describe objects, ask for and give directions, and discuss limited hypothetical issues through the use of gestures. The instructor uses gestures throughout the course.

ASL 602 - Communication in Gestures II (1)

This course is taught in five 3-hour sessions which build on the skills learned in ASL 601. Students learn to paraphrase, describe floor plans, and develop a skit through the use of gestures. The instructor uses gestures throughout the course.

Prerequisite: ASL 601

ASL 661 - American Sign Language Curriculum (3)

This course teaches curriculum planning and specialized adaptations in teaching ASL for various types of students. The course features reading and analysis of other ASL curricula. Focus is on tailored lesson planning, material and method selection and type of evaluation tools.

ASL 695 - Special Topics (1-3)

Grading System: letter grades only.

ASL 699 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

ASL 709 - Sign Language Media Production (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.

Prerequisites: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

Course Fee: \$100.00

ASL 724 - Sign Language Linguistics for Sign Language Professionals (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.

Prerequisites: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

ASL 731 - Visual-Gestural Communication (2)

This course will develop capabilities in nonverbal/visual-gestural communication that will expand functional communication of graduate students in the various disciplines they are pursuing.

ASL 741 - Methods of Sign Language Teaching (3)

This course focuses on principled approaches to developing and implementing classroom methods and strategies for language teaching. It also investigates linguistic, psychological and attitudinal factors that influence student-teacher interaction in the classroom. The course examines in detail the most important teaching methodologies that have evolved over the past thirty years. Following a thorough analysis of each methodology, in terms of its theoretical justification and supporting empirical research, students will endeavor to teach and learn some aspect of a sign language through the implementation of each of the methodologies.

Prerequisites: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

ASL 743 - Curriculum Development for Sign Language Education (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.

Prerequisites: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

ASL 745 - Sign Language Teaching, Culture and History (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.

Prerequisites: Matriculation into the Masters in Sign Language Education program or permission of the program coordinator.

ASL 750 - Assessing Sign Language Skills (3)

This course examines factors involved in developing and administering an assessment of Sign Language students' linguistic proficiency and socio-cultural competence. Topics include the role and function of assessment, assessment validity, assessment reliability, the use of measurement instruments, current approaches to assessing language learning, and an analysis of current tools for testing Sign Language skills and knowledge. Students will develop samples of assessment tools.

Prerequisites: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

ASL 752 - Sign Language Practicum (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.

Prerequisites: ASL 724, 741, 743, and 750 or equivalent courses; a B grade or above is required.

ASL 760 – Connecting Sign Language Research to Practice (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.

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

ASL 762 - Seminar in Sign Language Education (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.

Prerequisites: ASL 709, 724, 741, 743 and 750; or permission of the program coordinator.

ASL 770 - Sign Language Planning and Advocacy (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.

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

ASL 777 - Digital Pedagogy in the Sign Language Field (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.

Prerequisites: Matriculation into the Masters in Sign Language Education program or permission of the program coordinator.

ASL 790 - Sign Language Internship (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; a B grade of above is required.

ASL 795 - Special Topics (1-3)

Grading System: letter grades only.

ASL 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

ASL 895 - Special Topics (1-3)

Grading System: letter grades only.

DST 595 - Special Topics (3)

Grading system: letter grades only.

DST 695 - Special Topics (1-3)

Grading System: letter grades only.

DST 699 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

DST 700 - Proseminar I (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.

Prerequisite: Students must be matriculated in the Deaf Studies MA program.

DST 701 - Proseminar II (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.

Prerequisite: DST 700

DST 703 - Deaf Cultural Studies (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 - Sign & the Philosophy of Language (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 - Literary Traditions in the Deaf Community (3)

This course is designed as a thorough exploration of the literary traditions in the Deaf community. Attention will be given to the unique face-to-face nature of signed literature and its numerous traditional forms. Students will become versed in the stylists, poetics, and cultural contexts of signed literature in its live as well as video-text formats.

DST 712 - Enforcing Normalcy: Deaf and Disability Studies (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 - Critical Pedagogy (3)

This course focuses on the field of inquiry known as Critical Pedagogy, which examines the role that education plays in shaping and transmitting the ideology of those in power. This course also inquires into the use of education as a means of resistance and emancipation. Particular focus will be given to the disparate conditions relating to the education of those populations considered to be in the margins, i.e., class, race, ethnicity, gender, and disability.

DST 733 - Theory & Identity in Deaf Studies (3)

This course is designed to explore the various issues and complexities inherent in d/Deaf identity constructions. By drawing on contemporary theoretical practices, including Marxism, postcolonialism, feminism, structuralism, poststructuralism, queer theory and phenomenology, students will be encouraged to engage in a critical exchange between Deaf Studies and these theoretical lens.

Prerequisite: Completion of MA Deaf Studies Core Curriculum

DST 735 - Visual Studies (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 Deaf space within a phonocentric world.

Prerequisite: Completion of MA Deaf Studies Core Curriculum

DST 737 - Public Policy, Advocacy and the Deaf Community (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 740 - Studies in the Human Rights of Deaf People (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 - Development of the Transnational Deaf Public Sphere (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 750 - Seminar in Deaf Cultural Studies (3)

This course allows the opportunity to offer courses on a variety of topics of concern to Deaf Cultural Studies.

DST 780 - Cultural Studies Master's Project I (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.

Prerequisite: Students must have successfully completed the first year of the DST MA program.

DST 781 - Cultural Studies Master's Project II (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.

Prerequisites: Students must have successfully completed the first year of the DST MA program and DST 780

DST 790 - Deaf Studies Internship (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

DST 795 - Special Topics (1-3)

Grading System: letter grades only.

DST 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

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 - Economic Development (3)

This course will be a survey of the major issues in economic development. There will be an overview of the central questions in economic development, including the very definition of development itself; the problem of how to measure economic development; the causes and consequences of differences in economic growth rates among countries; and a review of the history of international development policymaking. Topics covered will include international trade policy, international capital flows, exchange rate policy, inflation, public finance, monetary policy, agriculture, population, and the environment. The class will end with a synthesis of these diverse fields into the theory of development economics as a tool for promoting growth and reducing poverty.

Prerequisite: Acceptance into the Master's Program.

ECO 725 - Micropolitics of Development (3)

The primary goal of this course is to help students attain an understanding of the struggles for survival that groups, individuals and organizations face, and the strategies they use to combat those challenges. This course will focus on the project level in which development takes place, and will introduce the main categories that affect the development and political process and how those impact on individual choices. Those key classifications include but not limited to disability status, ethnicity, religion, gender, caste, and other differences inherent within the national framework.

Prerequisites: IDP 770: Introduction to International Development and IDP 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 and online 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.

M.A. IN CLINICAL MENTAL HEALTH COUNSELING

Overview

Web: [Department of Counseling](#)

Professor SooHyun Tak, Program Director
Fowler Hall, Room 118

The Clinical Mental Health Counseling Program prepares graduates to be multiculturally competent professional counselors, able to work skillfully with deaf, hard of hearing, deaf-blind, 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 Clinical 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 program is a hybrid program with the first year (including the summer session) being in residence at Gallaudet with courses taught primarily in the traditional classroom setting and the second year being a fieldwork placement out of the DC metropolitan area with continued coursework online.

The master's degree in Clinical Mental Health Counseling consists of a minimum of 70 credit hours and requires two academic years, including one summer to complete. The program of study is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Students are eligible to take the

National Counselor Examination for Licensure and Certification (NCE) during their last semester of studies.

Admissions Procedures and Requirements

Applicants for the M.A. in Clinical 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
First Date for Consideration of Application:	November 15
Due Date for Completed Application:	February 15

Students applying to the Clinical 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/Adolescent 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

Semester I - Fall

Code	Title	Credits
COU 708	Counseling for Wellness and Human Development	3
COU 710	Orientation to the Profession of Mental Health Counseling	3
COU 721	Foundations in Helping Skills I	4
COU 730	Social and Cultural Diversity Foundations & Multicultural Counseling	3
COU 732	Theories and Approaches in Counseling and Psychotherapy	3
GPS 700	Culture & Language Seminar	1

Total Semester Credits: 17

Semester II - Spring

Code	Title	Credits
COU 709	Counseling Deaf People	3
COU 714	Emotional & Behavioral Disorders Across the Lifespan	4
COU 715	Family Therapy	3
COU 720	Introduction to Research for Counselors	3
COU 731	SIMSOC: Simulated Society	1
COU 742	Practicum in Clinical Mental Health Counseling	4

Qualifying Exam at end of Spring

Total Semester Credits: 18

Summer Session

Code	Title	Credits
COU 716	Psychopharmacology for Counselors	1
COU 748	Principles of Assessment in Counseling	3
COU 753	Group Psychotherapy	4
COU 765	Crisis and Trauma Counseling	2

Total Semester Hours: 10

Semester III - Fall

Code	Title	Credits
COU 728	The Cycle of Substance Abuse	3
COU 792	Internship I in Clinical Mental Health Counseling	8

Total Semester Credits: 11

Semester IV - Spring

Code	Title	Credits
COU 734	Lifestyles and Career Development	3
COU 736	Organization and Administration of Human Service Programs	3
COU 794	Internship II in Clinical Mental Health Counseling	8

Total Semester Credits: 14

Total Core Credits for Degree: 70

M.A. IN SCHOOL COUNSELING

Overview

Web: [Department of Counseling](#)

Dr. Cheryl Wu, Program Director
Fowler Hall, Room 104

The School Counseling Programs (full-time) 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 consists of a minimum of 75 credit hours and requires two academic years to complete, including the summer between the first and second year of study.

The program is accredited by the Council on Accreditation of Counseling and Related Education Programs (CACREP) and is part of Gallaudet's Educator Preparation Provider Unit, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition to the Graduate School Requirements, the school counseling program requires the successful completion of three undergraduate or graduate courses, one each in child, adolescent, or human development; abnormal psychology; and one additional course in psychology (nine hours total).

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.

DEADLINE	DATE
First Date for Consideration of Application:	November 15
Preferred Date for Completed Application:	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.
- Interview, in person or through videophone, with one or more program faculty is required.

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
COU 712	Orientation to the Profession of School Counseling	3
COU 717	Lifespan Development	3
COU 721	Foundations in Helping Skills I	4
COU 730	Social and Cultural Diversity Foundations & Multicultural Counseling	3
COU 732	Theories and Approaches in Counseling and Psychotherapy	3
GPS 700	Culture & Language Seminar	1

Semester II - Spring

Code	Title	Credits
COU 709	Counseling Deaf People	3
COU 716	Psychopharmacology for Counselors	1
COU 720	Introduction to Research for Counselors	3
COU 731	SIMSOC: Simulated Society	1
COU 740*	Practicum in School Counseling	4
COU 751	School Based Group Counseling	4
COU 758	Counseling Students with Additional Special Needs	3

*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
COU 765	Crisis and Trauma Counseling	2

Semester III - Fall

Code	Title	Credits
COU 715	Family Therapy	3
COU 734	Lifestyles and Career Development	3
COU 737	Organization and Administration of School Programs	3
COU 741	Internship I in School Counseling	4
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

Total Credits: 75

SUMMERS AND ONLINE SCHOOL COUNSELING PROGRAM

Overview

Web: [Department of Counseling](#)

Dr. Linda Lytle, Program Director
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 is a hybrid program, generally requiring three years to complete. Typically students attend classes on campus three summers and take courses online for 6 semesters. As this program is typically grant

supported, the time frame and program specifics vary slightly depending on how awarded proposals are written so it is important for prospective students to be alert to those variations within the program.

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 is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and is part of Gallaudet's Educator Preparation Provider Unit, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Students are eligible to take the National Counselor Exam during their last semester in the program.

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
First Date for Consideration of Application:	November 15
Preferred Date for Completed Application:	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.
- Interview, in person or through videophone, with one or more program faculty is required
- A minimum of 2 years work experience (preferably within the schools, and definitely with children or teens) is required

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 Counseling	3
COU 721	Foundations in Helping Skills I	4
COU 730	Social and Cultural Diversity Foundations & Multicultural Counseling	3
COU 732	Theories and Approaches in Counseling and Psychotherapy	3

Second Semester (Fall)

ONLINE COURSE:

Code	Title	Credits
COU 717	Lifespan Development	3

Third Semester (Spring)

ONLINE COURSE:

Code	Title	Credits
COU 720	Introduction to Research for Counselors	3

Fourth Semester (Summer)

Code	Title	Credits
COU 716	Psychopharmacology for Counselors	1
COU 748	Principles of Assessment in Counseling	3
COU 751	School Based Group Counseling	4
COU 758	Counseling Students with Additional Special Needs	3

Fifth Semester (Fall)

ONLINE COURSES:

Code	Title	Credits
COU 734	Lifestyles and Career Development	3

Sixth Semester (Spring)

ONLINE COURSES:

Code	Title	Credits
COU 703	Substance Prevention For Children and Youth	3
COU 731	SIMSOC: Simulated Society	1
COU 765	Crisis and Trauma Counseling	2

Seventh Semester (Summer)

Code	Title	Credits
COU 702	Play Therapy	3
COU 715	Family Therapy	3
COU 737	Organization and Administration of School Programs	3

Eighth Semester (Fall)

Code	Title	Credits
COU 743	Practicum II in School Counseling	3

Ninth Semester (Spring)

Code	Title	Credits
COU 790	Internship II in School Counseling	12

Total Credits = 63

DEPARTMENT COURSES

COU 695 - Special Topics (1-3)

Grading System: letter grades only.

COU 701 - Seminar on Loss: Death, Dying, and Living (3)

This course is intended to better understand LIFE, particularly as it is affected by serious loss -- that is, loss related to life-threatening illness, loss related to disability, and the ultimate loss caused by death. It is the intent of the professor that the course provide a solid theoretical and practical knowledge base about the topic of serious loss. Second, and more importantly, this course will provide an opportunity for hearing and deaf people to discuss issues of loss as they are related to our professional responsibilities. Topics of loss and thanatology are multidisciplinary; therefore, the course will be designed for professionals from a variety of fields, including education, counseling, social work, psychology, audiology, and administration.

COU 702 - Play Therapy (3)

This course is designed to give the candidate exposure to the various play therapies: play room, sand tray, art, movement and psychodrama. Through reading, lecture, class discussion, case presentations, and role play simulations, candidates will become familiar with various techniques used with children in therapy and counseling. Candidates will discuss the applicability of these theories in

working with deaf and hard of hearing children and youth; as well as in working with children and youth with differing cultural and ethnic backgrounds.

Prerequisites: Graduate level standing.

COU 703 - Substance Prevention For Children and Youth (3)

This course will review current practice in the area of substance abuse prevention for children and youth, 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 708 - Counseling for Wellness and Human Development (3)

Wellness can be defined as a way of life oriented toward optimal health and well-being, in which the individual integrates mind, body, and spirit to experience life more fully. It is both an outcome and a process. Wellness will be considered in the context of human development and transitions across the life span. 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 and counselor throughout life. 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.

Co-requisite: COU 721; or permission of instructor

COU 709 - Counseling Deaf People (3)

This course is designed to focus on the lives of deaf individuals, their families and their communities. It will provide in-depth understanding of personal, social, and cultural relationships of deaf and hard of hearing individuals. Emphasis will be placed on deaf realities and deaf experiences through readings, discussions and experiential activities. This course is highly dependent on class participation and willingness to explore your own feelings related to issues raised in class. There are six units in this course: Deaf people viewed through both cultural and disability models, historical/sociopolitical/medical issues, educational issues, family life, populations within the Deaf community, and deaf clients and their counselors.

COU 710 - Orientation to the Profession of Mental Health Counseling (3)

The course provides an orientation to basic mental health counseling principles, processes, counselor roles and functions, professional ethics, issues, organizations, and publications. Specific emphasis will be placed on mental health counseling with deaf individuals and deaf people with multiple disabilities, networking with other agencies, advocacy, and professional responsibilities.

COU 712 - Orientation to the Profession of School Counseling (3)

The course provides an orientation to counseling services within K – 12 educational settings. Includes an introduction to the profession of school counseling, counselor roles and functions, principles and models, professional ethics, organizations, and publications related to the field. Emphasis will be the beginning development of a framework in which to apply issues of educational equity, social justice, and multicultural practices for all students.

COU 714 - Emotional & Behavioral Disorders Across the Lifespan (4)

This course is designed to provide a foundation in the conceptualization, identification and treatment of emotional and behavioral disorders across the lifespan. Attention will be given to the specific symptoms associated with common psychological disorders such as those addressed in the DSM-5 and medical diagnoses that may have emotional, behavioral or learning implications for children, adolescents and adults. In addition, the course will take into account cultural aspects, age considerations, associated complications, and predisposing factors. This important foundation is reinforced through case studies with emphasis on case formulation, conceptualization and potential interventions. Intervention and treatment planning using a strength- and wellness-based model will be considered. Additionally, attention is given to the appropriate preventive measures. Students will begin to utilize the DSM system of classification while not being completely bound by this system and thus begin to develop their own working models of how maladaptive patterns of adjustment develop, persist and can evolve into newer, more adaptive patterns of functioning.

Prerequisites: Completion of COU 710 or 712, and COU721 and COU732

COU 715 - Family Therapy (3)

This course is designed to examine the major contemporary theories and approaches in couples, marital and family therapy. From this framework, candidates will also consider the applicability of these theories in working with deaf children, adolescents, adults and families with

deaf members. Examined will be major concepts of family dynamics and the family life cycle, with additional emphasis on families with deaf members. Candidates will be introduced to key concepts involving 1) the understanding of functional and dysfunctional relationships which often occur within couples and families and which also may occur between the client/family and therapist or other professionals involved with deaf persons, 2) the formulation and implementation of clinical intervention techniques to modify dysfunctional individuals, couples or families and larger than family dynamics. Activities will include lecture, class discussion, case presentations, and role playing simulation sessions with post-session discussions. A major emphasis is placed on the development and becoming of the couples, marital and family therapist.

Prerequisites: COU 732.

COU 716 - Psychopharmacology for Counselors (1)

This is an introduction to current psychoactive medications used most often in schools and counseling/psychiatric settings today. The course will explore the conditions which respond best to psychoactive drugs, the specific drugs used to treat specific conditions, and the typical dosages used. In addition, it will explore when it is appropriate to suggest medication and also alternative medication, side effects to be aware of, and the benefits gained from the use of psychoactive drugs.

Prerequisites: Graduate level standing.

COU 717 - Lifespan Development (3)

This course is designed to review theories and principles of human development across the lifespan, and to familiarize students with current knowledge and research in the field. This course also covers areas of childhood disabilities, as well as current issues regarding deafness and human development. Developmental issues across the life span related to culture, gender, heredity and environment will also be included.

Prerequisites: Undergraduate course in child/adolescent development and an undergraduate course in abnormal psychology.

COU 720 - Introduction to Research for Counselors (3)

The purpose of this course is to assist students in understanding the language, principles, reasoning, and methodologies of research and to help them critically evaluate counseling research literature. Students will recognize ethical issues relevant to conducting culturally appropriate research, and how research can improve counseling effectiveness. Instruction is approached from a multicultural perspective, including through the selection of instructional materials and student assessments.

Prerequisites: permission of the instructor.

COU 721 - Foundations in Helping Skills I (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 723 - Counseling Deaf Students with Special Needs (3)

This course is designed to expose school counseling majors to the deaf child with special needs and low incidence disabilities in the school program. During the semester, school counseling graduate students will study the various medical and psychosocial issues of deaf students who have multiple disabilities. Additionally, the graduate student will discuss various approaches to providing both preventative and remedial mental health services to deaf students with special needs, and consultation services to parents, families, teachers, and staff members when appropriate. Specific instruction in developing the social/emotional component of the IEP, developing behavior plans, and providing consultation in behavior management, social skills development, independent living skills training, and transition planning will also be discussed.

Prerequisites: COU 717, COU 721, and COU 732.

COU 728 - The Cycle of Substance Abuse (3)

The goal of this course is to help professionals working with deaf and hard of hearing people understand the impact of drug and alcohol abuse throughout the individual's life span as well as within family and social systems. The course will examine current trends in alcohol and drug abuse; legal implications; street names and drug symptom identifiers for counselors; the medical implications for prescription and non-prescription drug abuse; substance abuse terminology; the historical context of substance abuse in American society; community responses to substance abuse; essentials of substance abuse prevention; deafness, family dynamics, and substance abuse; and substance abuse treatment strategies and service accessibility.

Prerequisites: Graduate level standing.

COU 730 - Social and Cultural Diversity Foundations & Multicultural Counseling (3)

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 including 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.

Co-requisites: Simultaneously taken with COU 710, or 712, 717, 721, 732

COU 731 - SIMSOC: Simulated Society (1)

SIMSOC is an experiential learning simulation activity developed in the 1960's by William Gamson that explores system / organizational dynamics, processes of large scale conflict, protest, social control, and social change. The simulation is played over two full consecutive days, and then is followed by an extensive debriefing, and an additional follow up and application session. During the simulation, participants are assigned membership into one of four "regions" of the SIMSOC "society". Each individual is given specific roles, responsibilities, and resources. During the SIMSOC experience, participants deepen their own understanding of themselves and others as they address complex intra- and inter- group communication,

team-building, trust building, negotiation skills and other aspects of fact to face multicultural interactions. Participants will also have the opportunity to explore the challenge of creating a Utopian society. They experience the dynamics between individualism and collectivism as they seek to satisfy specific individual "goals" while simultaneously working to ensure the survival and developing culture of the society as a whole. This course is required for all Department of Counseling students (both Mental and School Counseling majors). The course is an elective course for non-counseling graduate students with Instructors permission.

Prerequisites: This course is for graduate level students and/or instructor permission

COU 732 - Theories and Approaches in Counseling and Psychotherapy (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.

Prerequisites: Department of Counseling degree students and special graduate students with permission.

COU 734 - Lifestyles and Career Development (3)

This course is designed to provide students with knowledge of theories, materials, programs, and practices in the career development area. It specifically seeks to identify practices used with or potentially useful with deaf people. A central theme is the recognition of the role of career and work with the integration of personality. The course will discuss multicultural issues. Emphasis will be placed on discussing the career needs of deaf and hard of hearing people.

Prerequisites: COU 710.

COU 736 - Organization and Administration of Human Service Programs (3)

This course focuses on the principles and procedures for establishing and maintaining guidance and counseling services in a variety of educational settings. Special emphasis is given to the systems approach, and to the process of needs assessment, program development, and program evaluation.

COU 737 - Organization and Administration of School Programs (3)

This course is designed to provide students with organizational and administrative theoretical frameworks of comprehensive school counseling programs (CSCP), and a basic understanding of the processes involved with the design, implementation, management, and evaluation of a comprehensive school guidance and counseling program from a multicultural organizational development (MCOOD) context. In addition, the course will address knowledge and basic skills in multicultural organizational development, school-based consultation, advocacy, leadership, and coordination. The American School Counselor Association's (ASCA) national model for comprehensive school counseling programs will serve as the foundational framework students will utilize to explore, understand, and apply within a multicultural organizational developmental context. (Sue & Sue, 2004; Jackson & Holvino, 1994; Jackson & Hardiman, 1984; Pope, 1992; Colbert & Colbert, 2003). Course concepts and processes will be learned and reinforced primarily through the experiential class project throughout the semester. The project will focus on a comprehensive and multicultural organizational development analysis of an actual educational community.

Prerequisites: COU 712, COU 720, COU 721, COU 730, COU 751 and COU 740 (740 may be taken simultaneously and may be waived by instructor depending on student's experience level).

COU 740 - Practicum in School Counseling (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 741 - Internship I in School Counseling (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.

Prerequisites: COU 740 Practicum in School Counseling; Advancement to Candidacy; Passed 2nd and 3rd (summer) semester program transition points; permission of Program Director

COU 742 - Practicum in Clinical Mental Health Counseling (4)

This course is the first in a sequence of practica and is one of major experiential components of the Clinical 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, recorded sessions, and/or live observation. A focus will be on students developing reflectively through the use of supervision.

Prerequisites: successful completion of COU 710, COU 721 and COU 732

COU 743 - Practicum II in School Counseling (3)

This course is the beginning level of fieldwork experience in the Summers & Online 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 K – 12 educational setting for deaf and hard of hearing students. This first fieldwork experience is a minimum of 100 hours for the duration of at least one semester. Students engage in basic school counseling duties including guidance activities, psycho-educational groups, 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. Students also participate in individual and

peer group supervision with the goal of developing reflectively.

Prerequisites: COU 712, 717, 721, 730, 732, and 751

COU 748 - Principles of Assessment in Counseling (3)

Using a multicultural emphasis, this course provides an introduction to the purposes, concepts, and techniques of assessment, including how assessment information is used in counseling and how it is communicated to others. Includes a review of foundational statistical concepts, an overview of assessment procedures, ethics, and legal implications. Includes tools and procedures for assessment of intelligence and ability, aptitude, development, personality, educational, and clinical issues. Note this course does not cover vocational and career assessment.

Prerequisites: Counseling Major Only

COU 751 - School Based Group Counseling (4)

This course is for graduate school counseling majors and offers an introduction to basic group counseling theory and practice, with particular emphasis on counseling children and adolescents K-12 within the context of culturally diverse school settings. This course is largely experiential in nature as students will be exposed to a variety of group counseling approaches that may be utilized in a school setting as well as the opportunity to design a psychoeducational group counseling curriculum which will be directly applied in practicum/internship field placements. Students will also participate in a 10-week group process experience.

Prerequisites: COU 712, COU 721, COU 730, COU 732

COU 752 - Counseling Individuals with Multiple Disabilities (3)

This course addresses the counseling needs of deaf/hoh individuals with chronic illness and disabilities. These include Deaf-Blind persons, developmental disabilities, ADD, AIDS, chronic pain, cancer and other life-threatening illness, neurological problems, and orthopedic problems. Emphasis will be placed on understanding the counseling needs and available resources for these individuals and their families. Issues of advocacy, self-help, and accessibility will also be addressed.

Prerequisites: 9 credits of undergraduate psychology.

COU 753 - Group Psychotherapy (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 758 - Counseling Students with Additional Special Needs (3)

This course is designed to expose school counseling majors to children with special needs, psychiatric disorders, and low incidence disabilities in the school program. Students will study the various medical and psychosocial issues of students with disabilities, including students who have multiple disabilities. Emphasis will be placed on both preventative and remedial mental health services as well as collaborative and consultation services. 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 765 - Crisis and Trauma Counseling (2)

This course addresses the impact of crises, disasters, sexual assault and other trauma-causing events on individuals, schools, and communities. Students will be provided with opportunities for examining trauma and crisis counseling in school and community settings, including trauma and crisis theories; cognitive, affective, behavioral, and neurological effects associated with trauma; assessment strategies for clients/communities in crisis; and brief, intermediate and long-term culturally appropriate approaches to crisis and trauma intervention.

Prerequisites: Completion of COU721 and COU732

COU 768 - Techniques and Skills in Psychotherapy (3)

This is an advanced course in techniques and skills in psychotherapy, designed expressly for second year or advanced students in mental health counseling and related disciplines. Emphasis will be on the application of selected theoretical constructs in working with clients in general

and with deaf and hard of hearing clients in particular. An important aspect of the course is on therapist attitude, techniques, and skills essential in effective treatment of clients with specific psychological problems and disorders. Psychotherapy approaches with difficult clients or those resistant to treatment will be an integral aspect of the course. It is a student therapist-centered course, attentive to his or her development and growth as a therapist. The method of instruction is primarily hands-on experiential activities and will include supervised simulated therapy sessions, role play, student-therapist videotape replay and feedback, videotapes of actual therapy sessions featuring real clients and master therapists, psychotherapy case presentations, demonstrations, and live observations. The didactic aspect will include reviewing and analyzing psychotherapy research.

COU 770 - Diversity Foundations 1 (3)

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues and agencies. This class offers the opportunity to study cultural identity and its implications from theoretical, experiential and personal perspectives. It addresses impacts and interactions of multiple cultures on individuals and groups. It examines power in relation to cultures. It takes a meta-model approach to identity, and views people as being multifaceted, potentially members of multiple cultural/language groups, including racial, ethnic, regional, deaf, gay, transgender and more.

Prerequisites: Department of Counseling degree students and special graduate students with permission.

COU 771 - Diversity Foundations 2 (3)

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues, agencies and systems. Successful completion of this course requires that the student have awareness, knowledge, and skills for understanding and addressing the impact of culture and power on organizations and systems. This class builds on the prerequisite course entitled Diversity Foundations 1 by addressing issues of inter-cultural relationships, and the interactions of culture and power structures, and the impact of culture on organizations and systems. In addition to readings and didactic teaching, course methodology incorporates experiential and simulation learning activities including, field trips, guest presentations, and use of media.

Prerequisites: Department of Counseling degree students and special graduate students with permission.

COU 772 - Cultural Diversity Encounter (3)

Over the course of a semester period (15 weeks) in their home communities, students will engage in an interactive cultural diversity experience (through combined observation and actual interactions) with a cultural group/community different from their own. The design and approval for this study will take place during Diversity Foundations 2 in the summer prior to the fall semester in which this practicum experience begins. The objectives of the practicum are to develop deeper awareness, knowledge and appreciation for another cultural group. Students will notice the skills that they have/need to develop in order to work effectively with culturally different groups. They will continue to reflect on themselves as cultural beings and how their own identities and worldviews impact the way in which they perceive, understand and interact with people who are culturally different from themselves.

Prerequisites: COU 770 and COU 771

COU 773 - Multicultural Interviewing and Assessment (3)

This class provides an understanding of the importance, history and ethical/legal issues related to culturally/linguistically competent assessment. Its focus is on ethnic/racial diversity; however, deafness issues are woven into the discussion. The class will provide frameworks, approaches, considerations and strategies for engaging diverse clients, conducting culturally appropriate intakes and clinical interviews, and gathering assessment information through a variety of means. We will explore strategies for helping the client/family understand the

purpose of our questions. We will look at establishing allies in the cultural communities who can help interpret culturally and linguistically. We will review the major assessment tools and tests used with standard, culturally diverse and special need populations, focusing on understanding the appropriateness and usefulness of the instruments relative to the backgrounds of the clients, the protocols utilized, potential biases and how validity might be affected. We will examine use of the results, including feedback to the client and family, recommendations and referrals.

Prerequisites: COU 770, COU 771 and COU 772

COU 774 - Multicultural Strategies and Interventions (3)

Utilizing learning from the previous certificate program classes, this fifth and final course explores a range of culturally appropriate intervention strategies at the levels of client, agency and colleagues, community and systems. Some approaches include: non-western and indigenous approaches, and culture-specific strategies. Since no one can know it all, we'll explore how to create culturally relevant resources, and build collateral, collaborative relationships with community cultural agencies and experts.

Prerequisites: COU 770, COU 771, COU 772 and COU 773.

COU 790 - Internship II in School Counseling (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 792 - Internship I in Clinical Mental Health Counseling (8)

This course is the second in a sequence of practica and is one of the major experiential components of the Clinical Mental Health Counseling Program. Students build on the knowledge and skills gained in COU 742 and increase the scope and complexity of their counseling skills repertoire. They advance their counseling skills to include clinical intake interviews, individual therapy, group therapy, couples/family therapy, assessment, case management services to clients, record keeping, and information and referral. Counseling skills will be reviewed by supervisors using student self-report, recorded sessions, and/or live observation. A focus will be on students continuing to develop reflectively through the use of supervision.

Prerequisites: COU 742

COU 793 - Extended Internship in Mental Health Counseling (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.

Prerequisites: COU 792

COU 794 - Internship II in Clinical Mental Health Counseling (8)

This course is the final in a sequence of practica and is a major experiential component of the Clinical Mental Health Counseling Program. Students build on the knowledge and skills gained in COU 792 and continue to increase the scope and complexity of their counseling skills repertoire. They continue to advance their counseling skills with clinical intake interviews, individual therapy, group therapy, couples/family therapy, assessment, case management services to clients, record keeping, and providing information and referrals. Students will become proficient in using a variety of professional resources to enhance the provision of mental health services, such as screening instruments, technologies, print and non-print media, professional literature, and research information. Counseling skills will be reviewed by supervisors using student self-report, recorded sessions, and/or live observation. A focus will be on students continuing to develop reflectively through the use of supervision.

Prerequisites: COU 792

COU 795 - Special Topics (1-3)

Grading System: letter grades only.

Prerequisites: COU 732

COU 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

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.

PH.D. IN CRITICAL STUDIES IN THE EDUCATION OF DEAF LEARNERS

Overview

Web: [Department of Education](#)

Dr. M. Daine 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.

Admissions suspended for the 2015-2016 academic year

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.

DEADLINE	DATE
First Date for Consideration of Application:	As reviewed
Last Date for Completed Application:	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 805	Doctoral Seminar in Scholarly Discourse	2
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

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

SPECIALIST (ED.S.) IN DEAF EDUCATION

Overview

Web: [Department of Education](#)

Dr. Mary Clark, Program Coordinator
Hall Memorial Building, Room S205D

The Educational Specialist in Deaf Education program is a self-paced, individualized course of study for professionals who seek proficiency in an area of specialization. This is a self-paced 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.

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
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	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 experience with deaf and hard of hearing students (as shown in supporting documentation from applicant's supervisor). Evidence of satisfactory ASL proficiency (e.g., ASLPI scoring report, SCPI scoring report, or videotexts).

Program of Study

The 30 credit hour program is individually designed by the student and advisor within the following framework (approximate credits hours indicated):

- Professional Issues (6 credit hours)
- Specialization courses (15 credit hours)
- Elective courses (6 credit hours)

EDU 799 Independent Study (3 credit hours) (Each candidate will have to do a major research project and paper)

MASTER OF ARTS IN EDUCATION: TEACHER PREPARATION PROGRAM

Web: [Department of Education](#)

Dr. Christina Yuknis, Program Director
Fowler Hall, Room 409A

The Master of Arts in Education: Teacher Preparation Programs emphasize 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 programs focus is on the whole child, and merge 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 directly into the Deaf Education program.

The Graduate School admission requirements are essentially the same for all four programs. Prerequisites and plans of studies vary by degrees, as described below:

Degree	Credits	Typical Time Frame	Licensure and Certification
Master of Arts in Early Childhood Education and Deaf Education	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
Master of Arts in Elementary Education and Deaf Education	78	Two and half calendar years, including one summer	Dual state licensure in Elementary Education and Deaf Education (K-12) CED certification
Master of Arts in Secondary Education and Deaf Education	66	Two and half calendar years, including one summer	Dual state licensure in Secondary Education and Deaf education CED certification
Master of Arts in Deaf Education*	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 Programs 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:	Feb 15th
Last Date for Completed Application (including received test scores: Praxis and ASLPI results):	June 30th

The Graduate School admission requirements and program requirements are essentially the same for all four Teacher Preparation Programs. Prerequisites and plans of studies vary by degree and are described in the individual program pages.

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 Core](#) (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 is required for Dual License majors. (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+ is required for Deaf Education majors.

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

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION AND DEAF EDUCATION

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.

This program leads to DC Licensure. If you are seeking licensure in another state you are responsible for checking into their reciprocity policy.

Fall 1

Code	Title	Credits
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
GPS 700	Culture & Language Seminar	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

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 735	Introduction to Special Education and the IEP Process	2
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 792	Student Teaching Seminar	2
EDU 797	Student Teaching in Deaf Education	7

MASTER OF ARTS IN ELEMENTARY EDUCATION AND DEAF EDUCATION

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.

This program leads to DC Licensure. If you are seeking licensure in another state you are responsible for checking into their reciprocity policy.

Fall 1

Code	Title	Credits
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
GPS 700	Culture & Language Seminar	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 637	Elementary School Teaching Methods in Science	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 735	Introduction to Special Education and the IEP Process	2
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 792	Student Teaching Seminar	2
EDU 797	Student Teaching in Deaf Education	7

MASTER OF ARTS IN SECONDARY EDUCATION AND DEAF EDUCATION

You may apply for this program if your Bachelor's degree is in:

- English;
- Mathematics;
- History;
- Biology;
- Chemistry; or
- Physics

If not, please contact Dr. Christina Yuknis at Christina.Yuknis@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.

This program leads to DC Licensure. If you are seeking licensure in another state you are responsible for checking into their reciprocity policy.

Fall 1

Code	Title	Credits
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
GPS 700	Culture & Language Seminar	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

Code	Title	Credits
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 735	Introduction to Special Education and the IEP Process	2
EDU 789	Practicum II and Seminar: Deaf Education	2

Choose one based on your specialization:

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

Spring 2

Code	Title	Credits
EDU 648	Student Teaching: Secondary Education	9
EDU 694	Student Teaching Seminar	3

Fall 3

Code	Title	Credits
EDU 792	Student Teaching Seminar	2

EDU 797	Student Teaching in Deaf Education	7
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MASTER OF ARTS IN DEAF EDUCATION

You may apply for this program if your Bachelor's degree is in education and you are eligible for general education licensure. If not, please contact Dr. Christina Yuknis at Christina.Yuknis@gallaudet.edu.

Program of Study

Program Requirements

To complete the Master of Arts in Deaf Education 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+.

This program leads to DC Licensure. If you are seeking licensure in another state you are responsible for checking into their reciprocity policy.

Fall 1

Code	Title	Credits
EDU 600*	K-12 Curriculum and Instructional Technology	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 735	Introduction to Special Education and the IEP Process	2
EDU 785	Field Experience and Seminar: Deaf Education	1
GPS 700	Culture & Language Seminar	1

Spring 1

Code	Title	Credits
EDU 641*	Literacy Teaching and Learning: Secondary Grades	3
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 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 789	Practicum II and Seminar: Deaf Education	2

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
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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 education major.

**This course is required only if the candidate did not complete it as an undergraduate secondary English major.

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 of 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: [Department of Education](#)

Dr. Christina Yuknis, Program Director
Fowler Hall, Room 409A

The Advanced Studies in Deaf Education Master of Arts program is a 34-36 semester hour program (with 3 plans of study options). The program is designed to provide recent graduates of deaf education teacher preparation programs and experienced teachers the opportunity to acquire more in-depth knowledge in the specific concentration area of their choice. Each student follows an existing plan of study or develops an individually-tailored course of study based on educational background.

Graduates may be prepared for an additional specialization and/or certification area.

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
First Date for Consideration of Application:	Feb. 15 th
Last Date for Completed Application:	June 30

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):

Option A (current requirement which serves as Option 1):

- 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
DST 714	Critical Pedagogy	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
EDU 771	Trends in Special Education	3

Option B: ASL/English Bilingual ECE

Required Educational Foundations Courses (15 credits)

Code	Title	Credits
EDU 720	Introduction to Research	3
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3
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 771	Trends in Special Education	3

Bilingualism (9 credits)

Code	Title	Credits
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3

Professionalism (Content Areas or Specialization: ASL/English Bilingual ECE) (12 credits)

Code	Title	Credits
EDU 767	Capstone I: ASL/English Bilingual Early Childhood Education for 0-5	1
EDU 768	Capstone II: ASL/English Bilingual Early Childhood Education for 0-5	1
EDU 769	Capstone III: ASL/English Bilingual Early Childhood Education for 0-5	1

	Choose any 3 courses below:	
EDU 772	Classroom Management	3
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3
EDU 776	Teaching Functional Curriculum	3
EDU 777	Differentiating Instruction in the Content Areas	3
EDU 779	Assessment of Deaf Students with Disabilities	3

Option C: Teaching Deaf Students with Disabilities

Required Educational Foundation Courses (15 credits)

Code	Title	Credits
EDU 720	Introduction to Research	3
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3
EDU 771	Trends in Special Education	3
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
EDU 777	Differentiating Instruction in the Content Areas	3

Bilingualism (6 credits)

Code	Title	Credits
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3

Professionalism (Content Areas or Specialization: Deaf Students with Disabilities) (15 credits)

Code	Title	Credits
EDU 772	Classroom Management	3
EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3
EDU 776	Teaching Functional Curriculum	3
EDU 779	Assessment of Deaf Students with Disabilities	3
EDU 799	Independent Study	1-3

M.A. IN DEAF EDUCATION: SPECIAL PROGRAM

Overview

Web: [Department of Education](#)

Dr. Christina Yuknis, Program Director
Fowler Hall, Room 409A

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.

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.

DEADLINE	DATE
First Date for Consideration of Application:	February 15
Last Date for Completed Application:	June 30

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
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 785	Field Experience and Seminar: Deaf Education	1
GPS 700	Culture & Language Seminar	1

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: 14 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 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 789*	Practicum II and Seminar: Deaf Education	2

Total: 17 hours

*Students must satisfy a background check prior to beginning EDU 789

AMERICAN SIGN LANGUAGE & ENGLISH BILINGUAL EARLY CHILDHOOD DEAF EDUCATION: BIRTH TO 5 CERTIFICATE PROGRAM

Overview

Dr. Julie Mitchiner, Program Coordinator
Fowler Hall, Room 302B

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.

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 Consideration of Application for summer admission: April 1st.

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

EDUCATING DEAF STUDENTS WITH DISABILITIES GRADUATE CERTIFICATE PROGRAM

Overview

Dr. Christina Yuknis, Program Director
Fowler Hall, Room 409A

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.

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
Last Date for Consideration of Application for summer admission:	April 1st

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 776	Teaching Functional Curriculum	3
EDU 779	Assessment of Deaf Students with Disabilities	3

Spring 1

Code	Title	Credits
EDU 772	Classroom Management	3
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3

DEPARTMENT COURSES

EDU 600 - K-12 Curriculum and Instructional Technology (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.

Prerequisites: Admission to the program or permission of the program director.

Course Fee: \$75.00 (for purchase of Inspiration software to be used in the laboratory.)

EDU 601 - Reading and Writing for Teachers K-12 (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 using a multicultural perspective. 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.

Prerequisites: Admission to the program or permission of the program director.

EDU 609 - Home, School and Community Partnerships (3)

This course focuses on the dispositions, experiences, knowledge and skills necessary for home/school and interprofessional collaboration for young children and their families. Prepares students to use effective strategies and workable plans to support collaboration for providing integrative services to young children and their families. 20 hours of related field experience is required.

Prerequisite: Admission to the program or permission of the instructor

EDU 620 - Historical & Curricular Foundations of Early Childhood Education (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 621 - Literacy Teaching and Learning: Early Childhood (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 - Observing, Documenting and Assessing Young Children's Development (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.)

Prerequisites: Admission to the program or permission of the program director.

EDU 624 - Integrative Methods for Early Childhood Education: Preprimary (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.

Prerequisites: EDU 620; and admission to the program or permission of the program director.

EDU 626 - Integrative Methods for Early Childhood Education: K-3 (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 - Student Teaching in Early Childhood Education (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.

Prerequisites: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694

EDU 631 - Literacy Teaching and Learning: Elementary Grades (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.

Prerequisites: EDU 600 and EDU 311 or EDU 601 and admission to the program or permission of the program director.

EDU 633 - Language Arts in Elementary Education (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.

*Prerequisites: EDU 600
Pre- or Co-requisite: EDU 631*

EDU 635 - Elementary School Teaching Methods in Social Studies (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.

Pre- or Co-Requisite: EDU 600

EDU 637 - Elementary School Teaching Methods in Science (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; admission as a candidate to the Department of Education or permission of the program director.

EDU 638 - Student Teaching: Elementary Education (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.

Prerequisites: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694

EDU 639 - Elementary School Teaching Methods in Mathematics (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 641 - Literacy Teaching and Learning: Secondary Grades (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 643 - Secondary School Teaching Methods in English Language Arts (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).

Prerequisites: EDU 601

Pre- or Co-requisites: EDU 641

EDU 645 - Secondary School Teaching Methods in Social Studies (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 - Secondary School Teaching Methods in Science (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 648 - Student Teaching: Secondary Education (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.

Prerequisite: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694

EDU 649 - Secondary Teaching Methods in Mathematics (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 665 - Children's Literature (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 670 - Teaching Students with Disabilities (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 694 - Student Teaching Seminar (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.

Co-requisites: EDU 628, EDU 638, or EDU 648; and permission of the Department of Education

EDU 695 - Special Topics (1-3)

Grading System: either letter grades or pass/fail at the option of the instructor

EDU 701 - Deaf Learners and Education in Bilingual Communities (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 - The Structures and Application of American Sign Language and English in the Classroom (4)

This course is designed to provide the students with the knowledge of the specific linguistic structures and introduce them to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Examining categories from a universal perspective, the linguistic contrastive analysis is accomplished by focusing on: phonological and morphological processes, syntactic properties, discourse types, word classes, and linguistic variation in Deaf and Hearing communities in the United States. Also, the students will examine the basic phonological, morphological, syntactic, and semantic features of ASL and English. Application of the instructional ASL/English linguistics and structures in the classroom and activities will be presented. Students will develop activity plans, and adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

Prerequisite: Admission to the program or permission of the program director.

EDU 711 - Literacy Applications in ASL/English Bilingual Classrooms K-12 (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 - Language Acquisition and Cognitive Development (3)

This course addresses several theories and theorists on language acquisition and cognitive development, with a focus on educational applications with deaf children. The instructor presents information, facilitates cooperative learning activities, and models educational strategies. Class participants fully participate in cooperative learning activities, complete required readings and journal response activities, and complete projects/assignments, individually or in teams.

Prerequisite: EDU 707

Co-requisite: EDU 787

EDU 714 - Critical Pedagogy (3)

This course focuses on the field of inquiry known as Critical Pedagogy, which examines the role that education plays in shaping and transmitting the ideology of those in power. In addition, this course also inquires into the use of education as a means of resistance and emancipation. Particular focus will be given to the disparate conditions relating to the education of those populations considered to be in the margins, i.e., class, race, ethnicity, gender, and disability.

EDU 719 - K-12 Classroom-Based Assessment (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.

Prerequisites: EDU 600; Admission to the MA program or permission of the program director.

EDU 720 - Introduction to Research (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 724 - Classroom Applications of Sign Communication (2)

Focuses on the educational application of the principles of sign communication within the framework of a total communication philosophy. Procedures and strategies for effective communication in the educational setting are discussed. Feedback on communicative effectiveness provided.

EDU 730 - Multicultural Foundations of Education (3)

This course focuses on the importance of multicultural education and culturally pluralistic educational practices for all students, and considers the impact of personal, social, political, educational and cultural factors on school success or failure. Topics include: educational equity, anti-racist education, bilingual education, school reform and diversity in U.S. society and the Deaf community in particular. This course considers the Deaf to represent a separate cultural and linguistic group, and furthermore that the situations of multicultural deaf children and adults, based in two distinct communities, differ from the majority Deaf experience. Emphasis will be on the communities of multicultural deaf children and adults and their families that we as professionals and practitioners are most likely to come into contact with, including African Americans, Hispanic/Latinos, Asian/Pacific Islanders and Native Americans. Additionally, issues of class, gender, sexual orientation, ethnic origin, religious diversity, and disability will be considered.

EDU 731 - Home, School, and Community Collaboration for Diverse Learners (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.

Prerequisite: Admission to the Department of Education or the consent of program director.

EDU 732 - Teaching Latino Deaf and Hard of Hearing Students (3)

The course addresses critical topics relating to the education of Latino deaf and hard of hearing students. It provides teachers and other providers with the knowledge base they need to help meet the needs of Latino deaf and hard of hearing students. The knowledge base for this course is grounded in multicultural foundations. Latino deaf and hard of hearing students are currently one-fourth of all the school-age deaf and hard of hearing Pre-K-12 population, and their numbers grow yearly. A majority of these students are from Spanish-speaking homes, and many are immigrants, or children of immigrants. Topics addressed include: the diversity of Latino deaf and hard of hearing learners, home language issues, collaboration with Latino families, culturally responsive pedagogy, assessment issues, curriculum and materials, working with Spanish-dominant students, and under schooled students, and improving school achievement. This course has a multidisciplinary orientation and is an elective offering for graduate students studying deaf education, school counseling, school psychology, social work, educational administration, and other disciplines. It is also designed for professional currently working with deaf and hard of hearing students as teachers, school counselors, school psychologists, school social workers, administrators, and special educators, particularly those who work with (or will work with) deaf/hard of hearing Latino students and families.

EDU 735 - Introduction to Special Education and the IEP Process (2)

This course is designed to familiarize students with legislation in special education (past and present) and the IEP process.

Pre- or Co-requisite: EDU 670 Teaching Students with Disabilities, or equivalent.

EDU 740 - Introduction to Statistical Analysis (3)

This course covers the univariate and bivariate statistical techniques frequently used by human service professionals. Students will be given the opportunity to gain statistical skills regarding analysis and interpretation of data. Practical applications of these techniques will be emphasized. This course presumes no statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

Prerequisite: EDU 720

EDU 750 - Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu (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.

Prerequisite: Admission to the program or permission of the program director.

EDU 754 - Methods of Developing Writing for Deaf Students (3)

This course is composed of two components: the instructional component, and the writing workshop component. In the instructional portion of each class session, the instructor presents information, facilitates cooperative learning activities, and/or models the writing process steps. In the writing workshop component of each class, class members participate as a community of learners in a writing workshop, processing personal writing "pieces" from rehearsal to publication.

EDU 760 - Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5 (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 - Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5 (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 - Early Language Acquisition and Cognitive Development of Bilingualism (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 763 - Assessment and Individualized Planning in ASL/English Bilingual Early Childhood (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 764 - Applications in ASL/English Bilingual Early Childhood Education for 0-5 (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 - The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens (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 767 - Capstone I: ASL/English Bilingual Early Childhood Education for 0-5 (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 768 - Capstone II: ASL/English Bilingual Early Childhood Education for 0-5 (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 769 - Capstone III: ASL/English Bilingual Early Childhood Education for 0-5 (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

EDU 771 - Trends in Special Education (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 772 - Classroom Management (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 773 - Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals (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 775 - Language and Literacy Development for Deaf Students with Disabilities (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 776 - Teaching Functional Curriculum (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.

EDU 777 - Differentiating Instruction in the Content Areas (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: permission of the instructor

EDU 779 - Assessment of Deaf Students with Disabilities (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 785 - Field Experience and Seminar: Deaf Education (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
Co-requisite: EDU 601

EDU 787 - Practicum I and Seminar: Deaf Education (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.

Prerequisite: EDU 785
Co-requisite: Students must be registered currently in one or few methods courses.

EDU 789 - Practicum II and Seminar: Deaf Education (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.

Prerequisites: EDU 785 and EDU 787
Co-requisite: EDU 711

EDU 792 - Student Teaching Seminar (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 793 - Field Experience in Education: Deafness (1-6)

Supervised experience of an advanced nature and in a variety of settings related to the education of students who are deaf and hard of hearing.

Prerequisite: Matriculated students only.

EDU 795 - Special Topics (1-3)

Grading System: letter grades only.

EDU 797 - Student Teaching in Deaf Education (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.

Prerequisite: Department approval, after completion of all other program requirements except EDU 792 (Student Teaching Seminar)

Co-requisite: concurrent enrollment in EDU 792.

EDU 799 - Independent Study (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.

EDU 801 - Principles of Statistics I (3)

This introductory course sequence develops the primary statistical concepts and techniques needed to conduct

research. This course presumes no previous statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

Prerequisite: College-level algebra.

EDU 802 - Principles of Statistics II (3)

The purpose of this second course in statistics is to develop specific concepts and techniques to conduct basic inferential statistical analysis. The course emphasizes application skills, i.e., the ability to fit the appropriate analysis to a particular data set. Students will learn to conduct and interpret the most often used inferential tests for research and evaluation projects. Computer-assisted analysis (such as SPSS) will complement course work.

Prerequisites: EDU 720 or equivalent and EDU 801 or equivalent

EDU 803 - Multivariate Statistics (3)

EDF 803 is the third course in a statistics sequence. The purpose of the course is to develop statistical concepts and techniques needed to conduct research. This course presents a theoretical basis as well as a rationale for and practice with selected multivariate and longitudinal statistical techniques. Techniques that are offered in this course include linear and logistic regression, factor analysis - both exploratory and confirmatory factor analysis, structured equation modeling, latent class analysis, cluster analysis, and longitudinal data analysis. Discussions will focus on both manifest and latent variables analyses. Computer-assisted analysis (such as SPSS) will complement coursework.

Prerequisites: EDF 801, EDF 802 or permission of the instructor.

EDU 805 - Doctoral Seminar in Scholarly Discourse (2)

This student-centered professional seminar provides an opportunity for doctoral students to develop and enhance their knowledge and abilities in scholarly discourse through critical readings of the professional literature, production of manuscripts advancing scholarly arguments, and collegial presentation and discussion. Knowledge, skills, and dispositions are developed through a process of individual and group critique of manuscripts and presentations from seminar participants and the instructor, and critical reflections and revisions by the individual participants. This course is required during the first semester of doctoral studies, and may be repeated in subsequent semesters.

EDU 810 - Advanced Research Design I (3)

This course is designed to develop the ability to locate, review, and critically evaluate research studies. The course focuses on the proper format for research proposals and reports, ethics in research, measurement issues, and sampling. In addition, the student is introduced to quantitative and qualitative approaches to research. The student will develop critical analysis abilities using the criteria of internal and external validity as explicated in experimental design principles.

Prerequisites: EDU 720 or equivalent and EDU 801 or equivalent

EDU 811 - Advanced Research Design II (3)

This course is intended to develop professional competencies in two areas: (a) knowledge and use of the following approaches to research: experimental, quasi-experimental, causal-comparative, qualitative, correlational research, and survey research; and (b) development of formal research proposals. This course completes a four-course sequence designed to develop knowledge of research design options for evaluators and researchers.

Prerequisite: EDU 810

EDU 812 - Qualitative Research Methods (3)

This course will introduce graduate students to the major concepts, issues, and techniques of qualitative research methods. Students will practice interview and participant observation skills and will analyze and interpret data. Class topics will include formation of research questions; ethics of fieldwork, descriptive validity, and theory building. Case study methods, content, history, and foundations will be addressed.

Prerequisite: Advanced research methods classes or Permission of Instructor.

EDU 820 - Proseminar I : Critical Pedagogy in Education (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, synthetical 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 - Proseminar II : Critical Pedagogy in Education (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 830 - Doctoral Seminar in University Teaching in Education (2)

This seminar is first in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to teaching undergraduate and graduate university education courses; topics include course design, course preparation and presentation, use of appropriate technology and media, organizing effective participatory learning, developing and using effective teaching strategies and standards-based assessment techniques, and mentoring for reflective teaching/learning. In addition to seminars, the doctoral student will complete a minimum of 20 (twenty) hours of field experience comprised of classroom observation and conferencing with Department of Education faculty members.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the instructor.

EDU 831 - Doctoral Seminar in Pre-Service Teacher Supervision (2)

The seminar is second in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to clinical supervision of teachers, including observation and conferencing techniques, record-keeping, and supporting, guiding, and evaluating pre-service teachers in practica. In addition to seminars, the doctoral student will complete a minimum of 30 (thirty) hours of guided field experience in educational supervision comprised of observations of practicum and student teaching seminars taught by Department of Education instructors, observations of pre-service teachers in practica student-teaching and their supervisory conferences; and meetings with the course instructor to review observation notes.

Prerequisite: EDU 830 or permission of instructor.

EDU 834 - Program Development and Evaluation in Special Education and Human Services (3)

This course focuses on the design, development and evaluation of programs for individuals with disabilities. Topics to be covered include interpreting policy statements into relevant programmatic goals and objectives; determining organizational components and functions; establishing staffing patterns; setting up program-based budgets; and formulating ongoing process evaluation, product evaluation, and cost analysis plans. Students will be required to submit a proposal in response to a Request for Proposals (RFP), thereby increasing their managerial skills through simulation of an actual grant-writing experience.

Prerequisite: Permission of the instructor

EDU 835 - Project Design and Implementation (3)

The course covers the design, planning, and implementation of education and community development projects for and by disabled people and other disenfranchised groups in developing nations. The theoretical framework will include the nature of social change in traditional societies and the implications for minority peoples. Students will acquire planning and management skills while being encouraged to develop the sense of reflection, flexibility, and determination that underpins effective work in international development assistance.

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

EDU 840 - Professional Issues Seminar (2)

A variety of professional issues in the education of students who are deaf or hard of hearing related to the student's major field of study. Guidance in selecting problems related to the student's specialization and planning a method for studying one problem in depth.

Prerequisite: An Ed.S. course

EDU 844 - Guided Professional Studies (3)

Guidance in the review, analysis, and synthesis of data relating to the problem the student identified in EDU 840. A manuscript comparable to the quality of professional journal articles is to be produced.

Prerequisite: An Ed.S course

EDU 860 - Education Policy and Politics (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 880 - Doctoral Studies in Deaf Education (3)

This core course provides incoming doctoral students with a broad overview of the history of deaf education and current trends and issues in the field as well as an introduction to the essential skills of doctoral study and scholarship. This course serves as the foundation for ensuing doctoral core courses in the areas of: curriculum,

language, culture, literacy, assessment and instruction with deaf and hard of hearing children and youth. This course provides significant preparation for the content and skills addressed by the Qualifying Examination. Students will be exposed to the literature related to demographics, contextual issues in Deaf Education, including legal, public policy, and placement issues, and interdisciplinary trends and issues related to home, school, professional organizations, advocacy groups, the Deaf Community, funding sources, research units, and legislative bodies.

Prerequisite: 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 881 - Doctoral Studies in General and Special Education (3)

This course is designed for future educational leaders in Deaf Education whose primary focus is addressing needs of deaf and hard of hearing children and youth. The course deals in-depth with the history and role of schooling in American society. It addresses the nature and roots of curriculum as well as trends and issues at the early childhood, elementary and secondary levels in general education, including special education. Students in the course will be expected to critically analyze and synthesize the professional literature related to trends and issues in general and special education that impact on deaf education and to develop and defend positions on controversial issues.

Prerequisite: 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 885 - Critical Studies in Language, Culture and Literacy (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 886 - Theory and Research: Reading and Writing Instruction for Deaf Students (3)

This course addresses current trends and issues in reading and writing instruction for deaf students. Students are exposed to the literature pertaining to theory and research related to the nature of fluent reading and writing processes for deaf and hearing readers, including deaf learners from diverse cultural backgrounds. Topics addressed include the relationship between speech, language, cognition, memory, background knowledge, and reading; the role of ASL in developing literacy, methods for developing conversational forms of print English for deaf students; the role of parents in literacy development, readability and reading assessment for deaf learners, alternative instructional frameworks for instruction, instructional readings and writing strategies for deaf students, and trends and issues in reading instruction in bilingual-bicultural programs.

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 889 - Seminar in Critical Curriculum Studies (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 890 - Internship (1-6)

Provides an intensive field-based experience for Ed.S. students who are expanding their teaching skills into specialized areas. Minimum of 60 clock hours per credit hour.

EDU 893 - Practicum in University Instruction (2)

The student assumes a major role for teaching a graduate course within the Department of Education under the supervision of a faculty mentor. The primary purpose of this practicum is to develop the doctoral student's ability to plan, teach, and evaluate the effectiveness of a graduate-level course in a content area in which the student has expertise. Students earn one to three credits for the practicum depending on the level of involvement in designing and/or teaching the course.

EDU 895 - Special Topics (1-3)

Grading System: letter grades only.

EDU 897 - Research Internship (2)

Field work in related research in education under the mentorship of an experienced researcher, 50 clock hours/credit hour; supervision provided by a Department of Education faculty member. Student assumes gradually increasing responsibilities for research-related activities on projects in the student's areas of expertise/interest and approved by the student's advisor and the Department Doctoral Studies Committee.

Prerequisite: Doctoral student in Dept. of Ed. and approval for research proposal by DDSC.

EDU 899 - Independent Study (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.

EDU 900 - Dissertation Research (1-9)

IDP 770 - Introduction to International Development (3)

This course introduces students to the theories and strategies of international development from the end of the Cold War until the current era of globalization. Development organizations possess varying theoretical assumptions and strategies about development. The students will study and critically analyze these assumptions in order to understand how these theories influence the strategies and programming overseas and the positive and negative outcomes of following these strategies. The students will learn to analyze which strategies work best and to create their own theory of development. Special attention will be given to the effect of development on people with disabilities in developing countries.

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

IDP 772 - International Development with People with Disabilities in Developing Countries (3)

This course introduces professionals to the political, social and developmental issues surrounding disability that result in the continual oppression and marginalization of disabled people throughout the developing world. Drawing upon disability studies, models of development, current overseas development assistance programs, case studies,

and reflections from leaders in the field, the course examines issues and conditions that impact people with disabilities in developing countries. Strategies are discussed which include and empower people with disabilities at both the international and grassroots level.

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

IDP 773 - Gender, Disability and Development (3)

This course addresses the social structural and cultural aspects of gender roles and of disability in traditional societies. It discusses family and work roles and how disability affects these. It also examines religious and cultural expectations of gender and of disability, social structural issues specific to males and 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 780 - Supervised Practicum for Master of Arts Degree in International Development (3)

The supervised practicum is a field experience observing and working in a development assistance organization, federal agency, or nonprofit organization and is an important part of the M.A. Program in International Development. The supervised field practicum is the first experience that provides the opportunity for students to integrate the interdisciplinary coursework and learned theory into an on-site experience. Supervision, collaboration, and guidance are provided by the on-site supervisor and university-based supervisor to support and assist the student in developing practical knowledge of international development issues. The supervised practicum in the field of international development requires a minimum of 40 clock hours per credit hour or 120 hours.

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

IDP 781 - Supervised Internship for Master of Arts Degree in International Development (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

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.

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.

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 in Government (DIG) support group in a letter of support for the program where Mark McKay (former DIG president) said:

"DIG 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
Due Date for Completed Application:	No set date
First Date for Consideration of Application:	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 plus 9 credits of electives for a total of 40 credits

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
MPA 710	Introduction to Public Administration	3
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 717	Capstone Experience in Public Administration	3
MPA 796	Executive Communication Skills	3
MPA 837	Interpersonal and Group Behavior in Organizations	3
MPA 838	Organization Development and the Management of Change	3
MPA 860	Ethics in Management	3

DEPARTMENT COURSES

GOV 791 - International Relations and Development (3)

Students are introduced to significant topics in international relations that affect economic and social development. Among the topics to be included will be: theories of the nation-state; theories of peace and war; theories, perspectives and measures of economic and social development; the role of international organizations and international law related to conflict resolution and development; Case studies of development reflecting various perspectives; and the role of women and disabled people as both participants and subjects of the development process.

MPA 710 - Introduction to Public Administration (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 711 - Basics of Management (3)

Presents basic management principles and concepts. Topics include: the historical evolution of management thought and practice; effective techniques for planning, decision making, problem solving, information management, and reporting; organizing and staffing; and principles of budget administration. Technology in the workplace, supervision of diverse individuals and groups, and interpersonal communication styles are featured.

Prerequisite: Permission of the instructor

MPA 712 - Decision Support Systems for Managers (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 - Budgeting in Public Sector and Non-Profit Organizations (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 - Strategic Leadership and Management (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 - Economics for Managers (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 - Quality Management in Public Sector and Non-Profit Organizations (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 717 - Capstone Experience in Public Administration (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.

MPA 780 - Human Resource Management (3)

In this course, students will have an opportunity to learn the role and responsibilities of effective and efficient human resource management (HRM) practices in managing government and non-profit organizations. HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, and compensated, and what steps are taken to retain them. Key functions such as decision-making, recruitment, selection, development, appraisal, retention, compensation, and labor relations will be studied in and out of classrooms. Implications of legal and workplace environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Students will acquire knowledge of HRM and increase an understanding of strategic partnership in the task of managing people that require good work relationship between human resources and general managers in the government agencies and non-profit organizations.

MPA 794 - Successful Grant Writing: From Ideas to Proposals (3)

Successful Grant Writing: From Idea to Proposal. Working in a highly interactive environment, participants will gain hands-on experience in how nonprofits, state agencies, and other can develop successful applications for federal, state and private funding. Topics will include: Dos and Dont's of proposal writing; importance of building relationships with funders; researching funding opportunities; creating a needs statement; defining goals and objectives; developing an evaluation plan; establishing an action plan; preparing a budget; tailoring proposals to specific audiences; and keeping track of grant requests.

MPA 795 - Special Topics (1-3)

Grading System: letter grades only.

MPA 796 - Executive Communication Skills (3)

Grammar is not the problem! Attitude is! This seminar helps the administrator avoid the tics plaguing his or her memos, letters, and position papers--tics such as taking forever to get to the point at hand; using marathon sentences to say what could be said in a dash; mixing metaphors and misplacing modifiers; burying the antecedents of pronouns in the underbrush of prose; and masquerading behind the obscurity of the passive voice. Analysis of style and tone of writing.

Prerequisite: Permission of the instructor

MPA 799 - Independent Study (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.

MPA 809 - Theory of Management and Leadership (3)

Theory follows practice. The application of classical management thought; the conundrum of power, authority, and responsibility; the principles of motivation; the option of Japanese management thought; the influence of personality type; and the ingredients of leadership training--all are interwoven into a masterful tapestry that contributes to the development of each participant's emerging management philosophy. Leadership styles are measured and demonstrated in weekly events.

Prerequisite: Permission of the instructor

MPA 810 - Public Policy and Persons with Disabilities (3)

The focus of this course is on the history, development, implementation, and analysis of those social policies designed to reconcile concerns and to overcome obstacles faced by those citizens of this democracy who happen to have disabilities. The major activity of the seminar will be the analysis of a national policy relative to the provision of services to people with disabilities.

Prerequisite: Permission of the instructor

MPA 821 - Issues in the Administration of Programs for People with Disabilities (3)

This course focuses on current issues of import and emerging trends in the management of special education programs from federal, state, and local perspectives. Concentration is on the broadest understanding of disabilities. Each topic covered in the seminar will begin with a review of the historical trends, theoretical underpinnings, philosophical foundation, and sociological bases of that topic in order to develop management practices that can be coherently and consistently implemented on a daily basis.

Prerequisite: Permission of the instructor

MPA 822 - Executive Management Skills (3)

The theory and application of the following managerial skill repertoires are presented: interviewing techniques, resume writing, time management, stress management, meeting management, parliamentary procedure, conflict management, and assertiveness training. Several case study leadership events are presented. Attention is given to actual management problems that are currently being experienced by the participants.

Prerequisite: Permission of the instructor

MPA 834 - Program Development and Evaluation in Special Education and Human Services (3)

This course focuses on the design, development, and evaluation of programs for individuals with disabilities. Topics to be covered in this course include interpreting policy statements into relevant programmatic goals and objectives; determining organizational components and functions; establishing staffing patterns; setting up program-based budgets; and formulating ongoing process evaluation, product evaluation, and cost analysis plans. Students will be required to submit a proposal in response to a Request for Proposals (RFP), thereby increasing their managerial skills through simulation of an actual grant-writing experience.

Prerequisite: Permission of the instructor

MPA 837 - Interpersonal and Group Behavior in Organizations (3)

The emphasis of the course is on interpersonal and group behavior in organizations. Through experienced-based learning activities, small group discussions, and short lectures, students learn about interpersonal interactions and dynamics in an organization setting. Topics include power and politics, decision making, conflict, and organizational culture.

Prerequisite: Permission of the instructor

MPA 838 - Organization Development and the Management of Change (3)

This course focuses on the processes of organization development and the management of change. In the course students learn how to diagnose organizational problems and how to plan ways to solve the problems. The process of change management is explored in depth. The course uses a combination of structured activities, small group discussions, and short lectures. Because of the nature of the course, active student participation is essential. It is designed for current or future administrators in schools, universities, and public sector organizations.

Prerequisite: Permission of the instructor

MPA 839 - Organization Theory and Design (3)

Students are introduced to principles of organization theory and design. They examine topics such as organization design; the external environment of organizations; the impact of organizational goals on organizational effectiveness; organizational technology; organizational bureaucracy; classic organizational structures; the impact of structure on innovation, change, information, and control, decision-making in organizations; power and politics; integrating all parts of an organization; and organizational learning and renewal. This course, when combined with ADM 838, ADM 840, and ADM 841, provides students with solid preparation for managing the process of organizational improvement.

Prerequisite: MPA 838 or Permission of the Instructor.

MPA 840 - Organizational Diagnosis (3)

This course teaches students how to plan and conduct a comprehensive organizational diagnosis for the purpose of improving organizational performance. The classic diagnostic procedures of interviewing, surveying, observing, and artifact analysis are taught. Students learn to diagnose 'root' problems related to an organization's work processes, its social 'architecture,' and its relationship with a broader environment. Students also learn how to choose effectiveness criteria for diagnosing organizational performance, accessing the quality of work life, how to reorganize and diagnose data into useable feedback for decision makers, and how to conduct a feedback/action planning meeting. The ethics and politics of organizational diagnosis are also examined. When combined with ADM 838, ADM 839, and ADM 841, this course provides future managers of education and human service organizations with solid preparation for managing organizational improvement processes.

Prerequisites: MPA 838 and MPA 839 or Permission of the Instructor.

MPA 841 - Redesigning Organizations (3)

This course is an advanced course in organizational improvement that expects students to apply what they learned from ADM 838, ADM 839, and ADM 840. Students learn a systemic and systematic model for transforming professional organizations into high performing learning organizations by making simultaneous improvements in three sets of key organizational variables; the organization's work processes, its social "architecture," and its relationship with its external environment. Students design an organizational improvement intervention in a real or fictitious organization.

Prerequisites: MPA 838, MPA 839, and MPA 840 or Permission of the Instructor.

MPA 855 - Field Experiences (3)

An individual set of experiences designed to give the graduate student in administration an understanding of the operation of several different education-related organizations.

MPA 860 - Ethics in Management (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 862 - Gender Issues in Management (3)

A classical seminar that alternates with ADM 860 and is offered every other spring semester during odd-numbered years by a team of three to four instructors. The nine-evening, once-a-week seminar involves outside lecturers addressing various issues confronting women administrators. Instead of traditional papers and examinations, the seminar requires class participation.

MPA 890 - Internship (3)

The internship requirement for the degree programs within the department is sometimes waived in the advisory process, pending evidence the student can produce. The advisor(s) reserve the right to determine the weight of such written evidence attesting to breadth and depth of administration experience prior to entry into the program. The internship itself involves a minimum of 360 clock hours of work within an administrative context in any education or human services setting. A written proposal on how the internship will be designed is required before the start of the semester in which it will be done. The department has proposal guidelines available.

GRADUATE PROFESSIONAL STUDIES PROGRAM AND COURSES

M.A. IN INTERNATIONAL DEVELOPMENT

Overview

Dr. Amy Wilson, Program Director
Fowler Hall, Room 406

The International Development Master of Arts Degree prepares professionals to work with federal agencies, international organizations, non-governmental organizations, and locally-based groups to design, implement, monitor and evaluate capacity-building activities and systems oriented toward social inclusion and social justice for all marginalized groups with a special focus on deaf and hard of hearing people and persons with disabilities. Coursework covers topics such as: a) the theories and strategies of 5 international development; b) the micropolitical issues of development, focusing on the actors, settings, and ideological categories impacting the development process (e.g., gender, language, race, disability, and sexuality); c) international relations which affect economic and social development; d) the political-economy of marginalized groups in lower economically developed countries; e) program development, implementation, and evaluation within an empowering transformative paradigm; f) project design techniques utilizing participatory models with feasibility, sustainability, and human resources in mind; and, g) practical methods to gather research data in developing countries. Within and across each of these content areas, students will gain a strong grounding in the diverse circumstances (e.g., social, structural, linguistic) encountered by deaf and hard of hearing persons and groups in a variety of national and sub-national settings. Upon completion of the program, graduates working in development agencies or foreign assistance programs will possess the knowledge, skills, and tools with which to: a) analyze a set of conditions, b) design and implement policies and practices for initiating or improving upon the inclusion of marginalized groups, and c) evaluate the process and outcome of such activities.

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 in the Graduate Catalog. The International Development program has additional application requirements which are the following:

1. A basic understanding of economics is necessary to complete coursework in economic development and micropolitics. Therefore, students must have passed an introductory course in economics.
2. 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 and/or plan for achieving 1 novice ability in the first year of the program.
3. 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.
4. Three current letters of recommendation
5. An interview with the Department
6. An English writing sample

DEADLINE	DATE
First Date for Consideration of Application:	No Set Date
Last Date for Completed Application:	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
EDU 720	Introduction to Research	3
GOV 791	International Relations and Development	3
IDP 770	Introduction to International Development	3
	MPA elective	3

Year One - Spring

Code	Title	Credits
ECO 714	Economic Development	3
EDU 835	Project Design and Implementation	3
IDP 772	International Development with People with Disabilities in Developing Countries	3
	MPA elective	3

Year Two - Fall

Code	Title	Credits
ECO 725	Micropolitics of Development	3
EDU 834	Program Development and Evaluation in Special Education and Human Services	3
IDP 780	Supervised Practicum for Master of Arts Degree in International Development	3
	MPA elective	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

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 expert 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: March 15, 2015

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 702	Contemporary Methods in Neuroimaging	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
EDU 802	Principles of Statistics II	3
PEN 701*	Educational Neuroscience Proseminar	1
PEN 704	Foundations of Educational Neuroscience II	3
	Open core elective	
	Complete Preliminary Exam	

*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 Qualifying Exam	
	Petition to Advance to Candidacy	

Summer II

Code	Title	Credits
PEN 710	Laboratory Research Rotation II	4

Fall III

Code	Title	Credits
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences	3
PEN 803	Guided Studies: Theory	3
	Complete Comprehensive Exam	
	Elective	2-3

Spring III

Code	Title	Credits
PEN 831	Doctoral Teaching Internship	3
PEN 898	Dissertation Proposal	3
	Defend Dissertation Proposal	
	Elective	2-3

Fall IV

Code	Title	Credits
PEN 900	Dissertation Research	3
	Elective	2-3

Spring IV

Code	Title	Credits
PEN 900*	Dissertation Research	3
	Defend Dissertation	
	Elective	2-3

*Successfully defend dissertation in Dissertation Defense by end of spring semester

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
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	February 1 or until all possible slots are filled.

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-Cltl & Political Ctxts for DHH Infants, Toddlers and their Families	3
ITF 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3

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
ITF 706	DHH Infants Toddlers and their Families: Capstone Project Part II	2

Summer 2

Code	Title	Credits
ITF 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3

DEPARTMENT COURSES

GPS 700 - Culture & Language Seminar (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.

GPS 701 - CLC Facilitator Training (2)

GPS 798 - Continuous Enrollment (0)

This course provides continuous enrollment for master's students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Coordinator of Enrolled Student Services in the Graduate School Office to enroll in this course.

Course Fee: \$100.00

GPS 898 - Continuous Enrollment (0)

This course provides continuous enrollment for doctoral students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Coordinator of Enrolled Student Services in the Graduate School Office to enroll in this course.

Course Fee: \$100.00

ITF 700 - Socio-Cltl & Political Ctxts for DHH Infants, Toddlers and their Families (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.

Prerequisite: 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 - Com, Language & Cognitive Dev: DHH Infants and Toddlers (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.

Prerequisite: 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 - Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm (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.

Prerequisite: 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 703 - Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers (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.

Prerequisite: 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 - A Developmental Approach to Programming for Infants/Toddlers and their Families (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.

Prerequisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of ITF 700, ITF 701, ITF 702, and ITF 703

ITF 705 - DHH Infants Toddlers and their Families: Capstone Project Part 1 (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 706 - DHH Infants Toddlers and their Families: Capstone Project Part II (2)

This course focuses on the implementation of a capstone project for candidates in the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program. Projects provide candidates with opportunities to engage in leadership or collaborative activities appropriate to their

goals and interests. This course builds on the candidate's previously approved proposal for a capstone project. 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 completion of ITF 705; or permission of the instructor.

ITF 795 - Special Topics (1-3)

Grading System: Letter grades only.

ITF 799 - Independent Study (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.

PEN 700 - Laboratory Research Rotation I (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 705, enrollment in PEN program, and CITI Responsible Conduct of Research (RCR) certification

PEN 701 - Educational Neuroscience Proseminar (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.

Co-requisites: PEN 703 and 705. Non-PEN students: permission of instructor.

PEN 702 - Contemporary Methods in Neuroimaging (1)

In this course, students will learn about the world's most advanced neuroimaging technology, and the neurophysiological principles of measurement on which each neuroimaging technology operates. They will learn the powerful relationship between the different types of neuroimaging systems and the range of questions that they can – and cannot – answer. Students can expect to leave the course with critical analysis skills on which to evaluate neuroimaging claims and their relevance to children's learning and education—knowledge key to the discipline of Educational Neuroscience. A laboratory component of this course will provide students with hands-on experience with functional Near Infrared Spectroscopy (fNIRS). Students will learn about neuroimaging experimental design (block vs event), neuroimaging data analyses, the ethical treatment of participants in brain studies, confidential and ethical archiving of neuroimaging data, ethical use of brain measuring equipment, and evaluate the ethical use of neuroimaging systems in society and education. Students will overall, gain expertise in the translation and interpretation of brain science to education.

Prerequisites: enrolled in PhD in Educational Neuroscience Program

Co-requisites: PEN 701, 703, and 705

PEN 703 - Foundations of Educational Neuroscience (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.

Prerequisite: Enrollment in PEN program

Co-requisites: PEN 701 and 705.

PEN 704 - Foundations of Educational Neuroscience II (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.

Prerequisites: PEN 703 and enrollment in PEN program

Co-requisite: PEN 701

PEN 705 - New Directions in Neuroethics (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.

Co-requisites: PEN 701 and 703. Non-PEN students: permission of instructor.

PEN 710 - Laboratory Research Rotation II (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 801 - Guided Studies: Clerc Center/Pk-12 Schools and Two-Way Translation (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: All first year PEN required coursework

PEN 802 - Guided Studies: Research (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: PEN 801

PEN 803 - Guided Studies: Theory (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, 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: PEN 802

PEN 831 - Doctoral Teaching Internship (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 895 - Special Topics (1-3)

Grading System: letter grades only.

PEN 898 - Dissertation Proposal (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 900 - Dissertation Research (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 (successful defense of dissertation proposal)

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.

In 2003, a Ph.D. program was added to provide a post-Au.D. terminal degree in audiology. It was revised in 2011 to be a Ph.D. program in Hearing, Speech and Language Sciences, designed to prepare candidates for faculty and research positions in universities and other research facilities.

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 Children's National Medical Center, the National Institute of Health, Walter Reed Military Medical Center, the Listening Center at Johns Hopkins University, Kennedy-Krieger Institute, Georgetown University Hospital, Washington Medical Center, Veterans Administration Healthcare System, Montgomery County Society for Crippled Children and Adults, Easter Seal Treatment Center, Maryland School for the Deaf, the River School, Arlington-Fairfax Hearing and Speech Center, Fairfax County Health Department, hospitals in Mount Vernon, Fairfax County, and Prince George's County, and several additional hospital, private practice and public school sites.

Students in the HSLS Ph.D. program have excellent research opportunities within the department and the clinic as well as other Gallaudet departments and Clerc Center. Research internships are also available through the affiliated programs in other universities and research sites (National Institutes of Health, Walter Reed National Military Medical Center).

AU.D. IN AUDIOLOGY

Overview

Dr. Chizuko Tamaki, Program Coordinator
Sorenson Language and Communication Center, Room 2216

The Clinical Doctoral Degree (AuD) education program in Audiology at Gallaudet University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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 9 full-time and 1 part-time faculty members and clinical audiologists, 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
First Date for Consideration of Application:	February 1
Preferred Date for Completed Application:	February 1

Program Specific Requirements

GRE or MAT
 Three Letters of reference ([Recommendation Form](#))

Recommended Undergraduate Major

Speech-Language Pathology
 Audiology or related discipline
 Communication Sciences/Disorders

Prerequisite Coursework

Physical Science (3 hrs)
 Biology (3 hrs)
 Statistics/Math (3 hrs)
 Behavioral/Social Science (6 hrs)

Anatomy and Physiology of Speech/Hearing Mechanisms
 Phonetics / Phonology
 Speech Science/Acoustics
 Normal Language Development
 Intro to Audiology

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 821	Informational Counseling and Multicultural Issues	3
HSL 827	Neural Bases of Hearing, Speech, and Language	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	6

Year IV - Summer Session

Code	Title	Credits
HSL 890	Externship	1-6

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 suspended for the 2015-2016 academic year

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
First Date for Consideration of Application:	February 15
Preferred Date for Completed Application:	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

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 II	1
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

M.S. IN SPEECH-LANGUAGE PATHOLOGY

Overview

Dr. Brenda Seal, Program Coordinator
Sorenson Language and Communication Center, Room 3201

The Master of Science Degree (MS) education program in Speech-Language Pathology at Gallaudet University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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. 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
First Date for Consideration of Application:	February 15
Preferred Date for Completed Application:	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.

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 746	Clinical Applications of Sign Communication	1
HSL 763	Clinical Procedures for Communication Disorders	3-4
HSL 771	Clinical Practicum in SLP 1	1
HSL 824	Aural Rehabilitation: Adults	3
	ASL American Sign Language I (or equivalent)	3

Semester II - Spring

Code	Title	Credits
HSL 723	Language Development and Disorders II	3
HSL 755	Neurogenic Speech and Language Disorders	3
HSL 772	Clinical Practicum in SLP 2	2
HSL 784	Research Methodology in Hearing, Speech, and Language Sciences	3
	ASL American Sign Language II (or equivalent)	3

Semester III - Summer

Code	Title	Credits
HSL 716	Audiology: Educational and Habilitative Implications	3
HSL 773	Clinical Practicum in SLP 3	1-4
HSL 826	Aural Rehabilitation: Pediatric	3

Semester IV - Fall

Code	Title	Credits
HSL 719	Aural Rehabilitation II	3
HSL 754	Speech Sound Disorders	3
HSL 760	Swallowing Disorders	3
HSL 774	Clinical Practicum in SLP 4	2-4
	ASL American Sign Language III (or equivalent)	3

Semester V - Spring

Code	Title	Credits
HSL 750	Voice & Resonance Disorders	3
HSL 751	Stuttering	2
HSL 775	Clinical Practicum in SLP 5	2-4
HSL 821	Informational Counseling and Multicultural Issues	3

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.

DEPARTMENT COURSES

HSL 707 - Audiology and Hearing Technology for Educators and Counseling Professionals (3)

This course is designed for professionals who work or are preparing to work with individuals with hearing loss. Using an ecological perspective, this course facilitates an understanding of the biological aspects of hearing loss as well as implications for the psychosocial systems. Areas examined include the scope of practice for audiology, sound and hearing, the anatomy and physiology of the hearing mechanism, etiologies of hearing loss, hearing measurement, audiometric interpretation, aural rehabilitation, and hearing technology including hearing aids, group listening systems, cochlear implants, telecommunication devices and alerting systems which facilitate communication in educational and social

contexts. Practical applications of these topics for education and the counseling professionals are explored.

Prerequisite: Permission of the instructor.

HSL 709 - Speech Science (2)

A study of the speech mechanism, speech production, and the acoustics of speech.

HSL 711 - Cued Speech & Cued American English I (2)

This course introduces students to the fundamental principles of Cued Speech, cued language, and cued American English and develops students' receptive and expressive cueing skills. Topics addressed include, but are not limited to: appropriate terminology, history and development of Cued Speech; research and theory supporting Cued Speech and cued language; adaptations of Cued Speech to other languages and dialects; Cued Language Transliterators, uses of cued speech in total communication, oral-aural, and bilingual education models for pediatric deaf and hard-of-hearing.

Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 712 - Cued Speech and Cued American English II (3)

This course is designed to enhance students' receptive and expressive cueing skills and to familiarize students with the Cued Speech and cued language literature. Topics include, but are not limited to: native language and natural language acquisition, multimodal speech perception, Cued speech compared to manually-coded English sign systems for conveying English; Cued Speech research, applications of Cued Speech for parents whose L1 is not English and for teaching foreign languages; Cued Speech for children who are deaf and hard-of-hearing, have Auditory Neuropathy Spectrum Disorder, and hearing children with language disorders.

Prerequisites: HSL 711 or permission of the instructor and department chair

HSL 713 - Language Development and Disorders I (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 - Speech Science (3)

This course provides basic information about how speech is produced, the nature of the speech signal, linguistic and phonetic frameworks for viewing speech, the anatomy and physiology of the speech production and auditory system, and processes of speech perception.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 715 - Pediatric Audiology and Auditory Habilitation of Deaf and Hard of Hearing Children (3)

This course is intended for parent-infant majors and is co-taught with the Department of Education with a focus on theory and practice of auditory habilitation with children.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 716 - Audiology: Educational and Habilitative Implications (3)

Study of the fundamentals of hearing, diagnostic audiologic procedures, special diagnostic procedures for infants, children, and difficult-to-test clients, and interpretation of audiologic test data for communication, psychosocial, and educational purposes.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 719 - Aural Rehabilitation II (3)

The study of the speechreading, auditory and nonauditory assistive technology, and educational management of deaf and hard of hearing children; advanced discussion of techniques of aural rehabilitation. A laboratory is required.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 723 - Language Development and Disorders II (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 746 - Clinical Applications of Sign Communication (1)

This course focuses on the clinical application of the principles of sign communication in the field of Speech-Language Pathology/Aural Rehabilitation.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 750 - Voice & Resonance Disorders (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 - Stuttering (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 754 - Speech Sound Disorders (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 755 - Neurogenic Speech and Language Disorders (3)

Provides information concerning etiology, assessment, and treatment of speech and language disruptions associated with various neurological disorders. Areas to be addressed include: review of neural anatomy and physiology, description of right hemisphere communication disorders, cognitive language disorders secondary to head injury and dementia, and apraxia of speech.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 760 - Swallowing Disorders (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 763 - Clinical Procedures for Communication Disorders (3-4)

Principles and methods of diagnosis and appraisal, and methodology in speech and language remediation as it pertains to individuals whose communication disorder is associated with peripheral and central auditory problems. Observation and practicum are required.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 771 - Clinical Practicum in SLP 1 (1)

This first clinical practicum at the Gallaudet Hearing and Speech Center provides students with at least two clinical assignments (an individual client or small group and a team diagnostic) representing communication differences, delays, disorders, and/or swallowing disorders. Students are also involved in clinical documentation of client progress and in evaluating their clinical own skills over the course of the semester.

Prerequisite: For HSL-SLP majors only.

HSL 772 - Clinical Practicum in SLP 2 (2)

This second clinical practicum at the Gallaudet Hearing and Speech Center provides students with at least three, individuals, small group and/or diagnostics with communication disorders, differences, delays, and/or swallowing disorders. Students are also involved clinical documentation and in evaluating their clinical skills over the course of the semester.

Prerequisite: HSL 771; For HSL-SLP majors only.

HSL 773 - Clinical Practicum in SLP 3 (1-4)

This third clinical practicum at either the Gallaudet Hearing and Speech Center or an approved off-campus site provides students with individual clients, small groups and/or diagnostic opportunities representing communication differences, delays, disorders, and/or swallowing disorders. Students are also involved in clinical documentation of client progress and in evaluating their clinical own skills over the course of the semester.

Prerequisite: HSL 772; For HSL-SLP majors only.

HSL 774 - Clinical Practicum in SLP 4 (2-4)

This fourth practicum, usually an off-campus internship experience, provides students with supervised practice in either a pediatric or adult placement specializing in one or more of the nine communication and swallowing disorders common to speech-language pathology caseloads.

Prerequisites: HSL 773, for HSL-SLP majors only.

HSL 775 - Clinical Practicum in SLP 5 (2-4)

This fifth practicum, usually an off-campus internship experience, provides students with supervised practice in either a pediatric or adult placement specializing in one or more of the nine communication and swallowing disorders common to speech-language pathology caseloads.

Prerequisites: HSL 774, For HSL-SLP majors only.

HSL 784 - Research Methodology in Hearing, Speech, and Language Sciences (3)

Evaluation of research in audiology and communication disorders. The course describes how to read, understand, and evaluate research appearing in the literature, and provides an introduction to research design. Although the major focus is for the research consumer, many of the principles presented will apply to the design and implementation of research.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 785 - Pharmacology (3)

This course provides the student with a better understanding of pharmacology from chemical and biochemical perspectives. The areas covered in this course include: classifications of drugs, routes of ingestion, chemical and biochemical structures of medications, metabolism of drugs, effects of drugs, and the relationship between the structures of some drugs and the structures of some important chemicals in the body. The course also covers material specifically related to ototoxic medications.

Prerequisites: CHE 211 or enrollment in the graduate Hearing, Speech and Language Sciences program or Permission of Instructor.

HSL 794 - Preparing a Research Proposal in Audiology and Speech-Language Pathology (1)

The purpose of this course is to guide students interested in pursuing a Master's Thesis in the Department of Hearing, Speech, and Language Sciences. In particular, the course will focus on the research proposal. Among the topics to be covered are: selecting a topic, researching the topic, developing the aims and questions, characteristics of the literature review, and developing appropriate methods to address the aims of the project.

Prerequisite: Permission of the Instructor
Co-requisite: HSL 784

HSL 795 - Special Topics (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 797 - Thesis (3)

This course will be taken by students involved with research associated with a thesis option in the audiology or speech-language pathology program. Research will be under the direction of a graduate faculty member and will entail developing and designing the research project, conducting the project, and writing and making oral presentations of findings. May be taken more than once.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 799 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

HSL 814 - Instrumentation Lab (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 - Acoustics and Psychoacoustics (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 - Anatomy & Physiology of the Auditory & Vestibular System (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 818 - Acoustic Phonetics (3)

Acoustic characteristics of speech sounds and their relation to articulatory physiology. Use of sound spectrograph. Clinical application of speech analysis.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 821 - Informational Counseling and Multicultural Issues (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 - Aural Rehabilitation: Adults (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 826 - Aural Rehabilitation: Pediatric (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 827 - Neural Bases of Hearing, Speech, and Language (3)

This course is designed to provide students with an understanding of anatomy and physiology of the nervous system as it relates to the development of hearing, vision, thought, memory and emotions as well as the perception, processing and production of speech and language.

Prerequisite: HSL 817 Anatomy and Physiology of Audition

HSL 834 - Diagnostic Audiology (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*

Course Fee: \$125.00

HSL 835 - Vestibular Assessment and Management (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 840 - Introduction to Practicum (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 841 - Clinical Practicum (Diagnostics Audiology) (2)

Clinical experience, encompassing the entire range of audiological procedures, including hearing aid selection, on the Gallaudet University campus.

Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 842 - Clinical Practicum (Aural Rehabilitation) (1)

Supervised experience in all phases of communication therapy on the Gallaudet campus with clients who are deaf or hard of hearing. May include teaching speech-reading classes, conducting hearing aid orientations/communications strategies workshops or other rehabilitation activities.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 846 - Clinical Applications of Sign Communication I (1-2)

The focus of this course is upon applying the principles of sign communication in the field of clinical audiology. Students will develop and demonstrate proficient sign language skills while performing the following clinical procedures: client interviewing/case history, walk-in service, assessing client communication skills and abilities, audiologic test interpretation, and instructional techniques for communication therapy.

Co-requisites: ASL I or equivalent, HSL 840, permission of instructor.

HSL 847 - Clinical Applications of Sign Communication II (1)

Continued focus upon the clinical application of principles of sign communication in the field of diagnostic audiology/aural rehabilitation. Emphasis will be placed on use of sign language for informal counseling of clients and instructional techniques for communication therapy.

Prerequisite: American Sign Language proficiency and HSL 846.

HSL 850 - Amplification I (3)

Study of amplification systems and hearing aids, including hearing aid design, electroacoustic characteristics and specifications, spectral shaping, earmold acoustics, candidacy issues, and fitting techniques.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 852 - Amplification II (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 855 - Communication Technology (3)

The study of auditory, visual, and vibrotactile receptive communication technologies designed to meet the needs of deaf and hard of hearing individuals as well as other populations, at home, in the workplace, in educational settings, and for recreational purposes. Communication technologies include systems to facilitate (1) face-to-face communication, (2) the reception of media, (3) telephone reception, and (4) the awareness of environmental sounds. Emphasis will be placed on needs assessment, selection, and verification process. Students also will examine the rights and responsibilities of their clients when using legal support (ADA and PL 6504) for the acquisition of receptive communication technologies. This course includes a hands-on experience in the Gallaudet Assistive Devices Demonstration Center.

Prerequisite: HSL 852.

HSL 858 - Cochlear Implants (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 861 - Pediatric and Educational Audiology (3)

The course covers various aspects of audiology as it relates to infants, children, and difficult-to-assess individuals. Topics include: case history/interviewing; parent counseling; normal and abnormal auditory development; review of normal motor, cognitive, language, and psychosocial development; identification audiometry; behavioral and electrophysiologic procedures; pure tone and speech audiometry; hearing aids and group amplification systems, audiologic counseling, and educational audiology. Ethnic and cultural differences are considered throughout the course.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 862 - Central Auditory Processing Disorders -- Evaluation and Remediation (3)

This course will provide knowledge of central auditory processing disorders and how they are assessed and managed in home, school, work, and therapeutic environments. Areas to be addressed include differential diagnosis, the collaborative model, counseling, and advocacy. The course will have an interdisciplinary focus.

Prerequisites: HSL 817 and HSL 834.

HSL 863 - Community and Industrial Audiology (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 866 - Electrophysiological Measures in Audiology (3)

Review of the anatomy and physiology of the auditory and vestibular systems and relationship to other balance mechanisms. Discussion of disorders of the auditory and vestibular systems. Differential diagnostic procedures for the balance mechanism, including the electronystagmography (ENG) battery, dynamic platform posturography, rotation testing, and computerized assessment procedures; 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 870 - Seminar in Medical Audiology (2)

Oto-audiologic and neurologic considerations in the differential diagnosis of auditory and vestibular disorders.

Prerequisite: HSL 835.

HSL 873 - Private Practice Development/Clinic Management (3)

Issues relating to establishing a private practice including clinical management, small business and accounting practices, models of private practice, referrals and reimbursement, managed care.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 875 - Professional Issues (1)

The study of issues of professional importance that have not been addressed in other courses. The important issues will be those that are current at the time the course is taught; content will change from year to year.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 880 - Internship in Audiology (2-6)

Advanced diagnostic and aural rehabilitation practicum in 1) a rehabilitation or medical facility and 2) school programs for deaf and hard of hearing students (day classes and residential).

Prerequisites: HSL 826, HSL 835, HSL 841 and HSL 842.

HSL 883 - Research Project in Audiology (1)

Students will develop a research proposal based upon a topic of the student's choice. Students will describe a problem area, develop a rationale for a study through the literature review, develop and explore a research hypothesis, and collect pilot data for the study. The course will be repeated until the research project is completed.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.

HSL 888 - Advanced Topics in Hearing, Speech, and Language Sciences I (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.

HSL 889 - Advanced Topics in Hearing, Speech, and Language Sciences II (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 890 - Externship (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 891 - Ph.D. Professional Issues Seminar I (1)

The Ph.D. Professional Issues Seminar I addresses topics of interest to doctoral students who plan to seek faculty positions in academic settings. Topics addressed include curriculum vitae, electronic portfolios, professional

organizations serving college and university professors, tenure and promotion decisions, professional ethics, professional liability, mission statements and strategic objectives in academic settings, the roles of administrators and faculty in curriculum development, faculty evaluation, and shared governance.

Prerequisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.

HSL 892 - Ph.D. Professional Issues Seminar II (1)

Ph.D. Professional Issues Seminar II complements Ph.D. Professional Issues Seminar I and addresses topics of interest to Ph.D. students who are interested in learning about faculty positions in academic settings. Topics include, but are not limited to: faculty service in academic settings; scholarship expectations for faculty; institutional research boards for protection of human subjects; ethical and unethical behavior; mentoring in academic settings; roles and functions of Offices of Sponsored Programs and Development Offices in Higher Education.

Prerequisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.

HSL 893 - Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences (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.

Prerequisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.

HSL 894 - Seminar in Higher Education Publishing, Grant, Writing and Presentation Skills (3)

This seminar addresses professional writing, grant-writing, and presentation abilities needed by higher education faculty in personnel preparation programs in 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.

Prerequisite: Admission to the PhD Program in Hearing, Speech, and Language Sciences.

HSL 895 - Special Topics (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 896 - Practicum in University Instruction (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.

Prerequisites: 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 897 - Ph.D. Internship (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.

Prerequisites: Matriculation as a HSLs PhD student, completion of the qualifying examination, completion of EDU 801-802, 810 and 811 (or equivalent) and permission of the advisor and department chair.

HSL 899 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

HSL 900 - Dissertation (1-10)

The dissertation is the culminating activity of the Ph.D. Program in Communication Sciences and Disorders. Students may register for 1-10 credits; In no instance will more than 10 credits be accrued. A grade of NG is recorded for dissertation credits until the student has satisfactorily defended the dissertation.

Prerequisites: Permission of Advisor

HISTORY, 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 for more information.

CERTIFICATE IN DEAF HISTORY

Overview

Admissions suspended for the 2015-2016 academic year

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
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	April 18

Prerequisite Coursework

Sign Language (or experience using Sign Language)

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

DEPARTMENT COURSES

HIS 731 - History of the American Deaf Community (3)

This course will introduce students to the history of the American Deaf community. While recent studies in social history have challenged our notions of race, class, and gender, historians have not yet fully addressed a fundamental component in our historical identity: physical ability and its underlying concept of normality. A close study of Deaf history offers one approach to this issue, and students will confront some of the specific issues facing this minority group. Particular attention will be paid to the ways in which deafness has been interpreted within the mainstream community, as well as how the Deaf people expressed and preserved their cultural identity. By studying the changes in this group and its relation to hearing society, this course also raises broader issues of cultural identity in the United States.

HIS 732 - History of Mass Media and the Deaf Community (3)

This is an historical survey of the mass media (print, film, and television) as sources and interpreters of deafness and deaf people within the context of U.S. social and cultural history. This class also will examine historical changes in the products of mass media within the deaf community and offer ways of critiquing media sources.

HIS 733 - Topics in European Deaf History (3)

This course will cover a variety of important topics in the history of the Deaf in Europe from the Eighteenth Century to the present, covering significant events, movements, issues, and perspectives on deafness in Great Britain, France, Germany, Russia, and Italy. Topics may vary each time the course is taught, based on emerging scholarship and its availability in English translation. Specific topics may include the medieval origins of modern cultural assumptions; changing attitudes and ideas about Sign Language in the Enlightenment; Abbe de l'Epee and other early educators of the Deaf; The Congress of Milan; The Braidwoods; Eugenics and Deafness; the evolution of education for the Deaf in Europe; Deaf People in Hitler's Europe; Modern Deaf Liberation Movements; etc.

HIS 734 - Deaf People in Hitler's Europe (3)

This course will cover a series of important topics in the history of the Deaf people in Europe living under Hitler's dictatorship. Topics may vary each time the course is taught, based on emerging scholarship and its availability in English translation. Topics will include the nature of Nazism and the Holocaust; the deaf community in 1933; deaf Nazis; eugenics, sterilization and the "T-4" Program; the fate of deaf Jews in Europe.

HIS 735 - History of Disability in the United States (3)

This course will address the meaning of disability in America in the nineteenth and twentieth centuries. This 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 - Deaf Women's History (3)

Examining the intersection of women's history and Deaf history, this course offers a close and comprehensive study of a minority within a minority: Deaf women. Students will be introduced to recent scholarship that directly examines this topic, as well as vital works from related fields in history and other disciplines. As a graduate-level course, this class emphasizes comparative studies and multidisciplinary interpretations, honing students' analytical skills. Moreover, it will incorporate hands-on work with primary sources to promote independent research in history and related disciplines. Ultimately, this focused study of identity challenges students to reconsider traditional notions of history, gender, disability, cultural Deafness, beauty, normalcy/ability, citizenship, and status.

Prerequisite: HIS 731 or by permission of the instructor.

HIS 787 - Introduction To Historical Methods and Research (3)

This course is designed to provide students with an opportunity to practice collecting, interpreting, and presenting data according to acceptable standards of method and style. Through focused discussions of the nature and problems of the discipline of history and specific challenges in Deaf history, students will gain confidence and skill in "doing" and assessing Deaf history. Because this course also examines the interaction between historical techniques and those of related disciplines, students with varied backgrounds and interests will improve their critical thinking and research skills.

Prerequisite: HIS 731 or by permission of the instructor.

HIS 793 - History Research Project I (3)

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate 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 - History Research Project II (3)

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate 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 - Special Topics in History (1-3)

Grading System: letter grades only.

HIS 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on 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.

PH.D. IN INTERPRETATION

Overview

Dr. Jeremy L. Brunson, Program Coordinator
Hall Memorial Building, Room 1409

The Department of Interpretation offers a Ph.D. degree in interpretation, with a focus on American Sign Language-English 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. Successful completion and graduation from the MAI or MA-IR program at Gallaudet is encouraged. The program consists of two years and a half years of coursework. Students advance to doctoral candidacy through an examination after one year of coursework, and take a comprehensive examination after 40 credits. Students complete a data-based research project and write a qualifying paper, and then progress to writing a dissertation proposal. After defending the proposal, students undertake a dissertation study and receive the Ph.D. after completion of a dissertation. Doctoral students also must have an ASLPI score of 4.0 or better to graduate.

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
First Date for Consideration of Application:	February 15
Last Date for Completed Application:	no set date

Program Specific Requirements

- MA in interpretation, translation or related field
- GRE or MAT
- TOEFL scores for international students
- A 15-20 page academic writing sample, or a 15-20 page essay, including references and citations (APA style) on the following: Please describe and assess three peer-reviewed articles or books in the field of Interpretation Studies that have shaped your thinking about the interpreting process and/or the role of the interpreter.
- Evidence of professional certification as interpreter
- Minimum 3 years interpreting experience (five years strongly encouraged)

Program of Study

The doctoral curriculum consists of a total of 50-51 credits of coursework plus dissertation research. Students may specialize in one of two theoretical and applied areas: interpreting research or interpretation pedagogy or do a combined program.

All students must complete the following courses: INT 810 Interpreting Studies: Linguistic and Translation Dimensions, INT 812 Research Internship, INT 813 Research Internship, INT 821 Interpreting Pedagogy I, INT 832 Research Internship, INT 845 Guided Research Project, and INT 833 Research Internship.

Students specializing in the pedagogy track also are required to take the following courses: INT 831 Interpreting Pedagogy II, INT 841 Doctoral Teaching Internship I, and INT 842 Doctoral Teaching Internship II (INT 831 and INT 841 may require residency on campus).

Students specializing in the research track also are required to take the following courses: INT 820 Interpreting Studies: Socio-cultural Dimensions, and INT 830 Interpreting Studies: Cognitive & Psychological Dimensions.

Students taking a combination track are also required to take the following courses: INT 820 Interpreting: Socio-cultural Dimensions, INT 830 Interpreting Studies: Cognitive Psychological Dimensions; and INT 842 Doctoral Teaching Internship II.

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 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 assist in teaching with department faculty in the BA and perhaps the MA courses. This prepares the student to teach independently within the department for their internship.

Candidacy Examination

After the first two semesters of coursework for full-time students, or 20 credit hours for part-time students, students must successfully complete a written examination designed to evaluate a student's understanding, knowledge, and application of the approaches that underlie interpretation studies, and pedagogical approaches. This examination will be in written English and requires a written response, or a translation of a signed response.

Comprehensive Examination

Comprehensive examinations serve to assess a doctoral student's knowledge and understanding of Interpreting Studies (IS) is at a sufficiently high level to begin dissertation research. Upon completion of 37 credit hours, students must successfully present a demonstration in ASL of their theoretical and methodological knowledge of IS and their grasp of the fundamental studies and works in IS. Students in the pedagogy and combined track will also create a presentation on pedagogy including curriculum and course development, evidence-based teaching practices, assessment practices, and the instruction of specific interpreting skills.

Qualifying Paper

Students are required to conduct a substantial data-based research project related to interpretation or translation, which results in a written qualifying paper. The process will be guided by a faculty advisor and will include conducting a review of relevant literature, writing a proposal (including IRB approval and/or small grants applications), collecting data, coding and analyzing data and creating drafts, which culminate in the completion of the final paper ready for submission to a journal.

Dissertation Proposal and Defense

Students will prepare a proposal which includes an introduction to the study and the research question(s), a preliminary review of the relevant literature, a detailed research plan including a description of the methodology and plan for analysis, a working bibliography, an outline of the dissertation, and a timeline. Once the dissertation advisor deems the proposal ready for review by the committee, the candidate distributes copies to the committee members. When the proposal is ready for a defense, the chair of the dissertation committee will schedule a formal defense, and will notify both the Department Chair and the PhD Coordinator.

Dissertation and Defense

The dissertation is a professional product that not only represents the student's level of achievement, but also the scholarship generated by the program, the department, and Gallaudet University. The dissertation chair and committee members work to ensure the project demonstrates original research that contributes to new knowledge and/or a reinterpretation of existing knowledge to the area of investigation. Students work closely with their chair, and occasionally with their committee members, throughout the proposal, research, and writing process.

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 statistics	3

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

MASTER OF ARTS IN INTERPRETATION: COMBINED INTERPRETING PRACTICE AND RESEARCH

Overview

Web: [Department of Interpretation](#)

Danielle Hunt, Program Coordinator
Hall Memorial Building, 1421

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.

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
First Date for Consideration of Application:	January 15th
Last Date for Completed Application:	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
- TOEFL score (international applicants)
- 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 year of full-time coursework, all students must successfully complete a comprehensive examination that will include a conceptual component and a skills evaluation. The conceptual component is offered to students in the final fall semester of the program and the skills evaluation in the final spring semester of the program. Students must take the skills exam in the semester immediately preceding internship with enrollment in the internship contingent on passing the skills 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)

Code	Title	Credits
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)

Code	Title	Credits
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)

Code	Title	Credits
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)

Code	Title	Credits
INT 754	Interpreting Medical Discourse	3
INT 778	Guided Research Project II	3
INT 781	Field Rotation	3

Comprehensive Exam

Semester V (Summer)

Code	Title	Credits
INT 785	Internship	3

MASTER OF ARTS IN INTERPRETATION: INTERPRETING RESEARCH

Overview

Web: [Department of Interpretation](#)

Danielle Hunt, Program Coordinator
Hall Memorial Building, 1421

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.

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
First Date for Consideration of Application:	January 15th
Last Date for Completed Application:	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
- TOEFL score (international applicants)
- 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 interpreting samples in applicants' working languages
- 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. The literature review for this research will be submitted separately for evaluation as a qualifying paper.

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

DEPARTMENT COURSES

INT 595 - Special Topics (1-3)

Grading System: letter grades only.

INT 600 - English Skills for Interpreters (1)

This course is designed for interpreters or future interpreters who have a good command of English and would like to further develop their English skills. Understanding the source message when it is in English is a crucial skill, often overlooked in interpreter education. The exercises deal with English only. Topics include finding the main point, outlining, abstracting, prediction skills, cloze skills, finding key words and propositions and text analysis. Also included will be exercises on figurative language, metaphors, and similes. This course is not included in the major.

INT 605 - The U.S. Deaf-Blind Community (1)

This is an introductory course designed for deaf-blind people, parents, educators, interpreters, and other interested people who would like to learn about deaf-blind individuals and the U.S. Deaf-Blind community. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

INT 660 - Practical Skills for Interpreter Educators (1)

This course is designed for interpreter educators who would like to develop or enhance their skills in teaching interpreting. Basic approaches to learning theory will be introduced. The emphasis of this course is on development of specific skills used in teaching the cognitive tasks associated with interpreting and the evaluation of those skills.

INT 661 - ASL Intralingual Skills for Interpreters (1)

This course is designed for interpreters or future interpreters who would like to develop their American Sign Language (ASL) skills. Understanding the source message when it is in ASL is a crucial skill often overlooked in interpreter education. The exercises deal with ASL only. Topics include finding the main point, abstracting, prediction skills, finding key signs, rephrasing, and text analysis. Also included will be exercises on simple and complex ASL utterances.

Prerequisites: Good command of ASL.

INT 662 - Introduction to Translation (1)

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating translations to ASL and to English are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course. Students will work in small groups and individually to prepare translations.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

INT 663 - Introduction to Processing Skills for Interpreting (1)

This course presents provides information on the importance of rapid and efficient cognitive processing in English and ASL. Exercises in ASL and English are provided. They include; shadowing, decalage, dual tasking, memory development and digit processing.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

INT 664 - Introduction to Consecutive Interpretation (1)

This course is designed for interpreters who would like to develop consecutive interpretation skills. Consecutive interpretation can be used as a professional tool or as a training exercise. Consecutive interpretation of the message begins after the source message has paused or stopped. Development of consecutive interpretation skills enhances memory development, both visual and auditory. The development of this skill enhances self-confidence in interpreters, and it allows for the development of cognitive control of processes central to interpretation. Component skills are also addressed, such as abstraction, note taking, expansion, cloze, and prediction.

Prerequisites: Fluency in ASL, English, and translation skills.

INT 665 - Introduction to Simultaneous Interpretation of ASL Monologues (1)

This is an introductory course dealing with interpretation of ASL to English monologues. Emphasis is placed on comprehension of ASL prior to interpretation into English. Course topics include effort in interpretation, restructuring, coping skills, simultaneity, and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source text in either language.

INT 667 - Introduction to Simultaneous Interpretation of English Monologues (1)

This is an introductory course dealing with interpretation of English to ASL monologues. Emphasis is placed on comprehension of English prior to interpretation into ASL. Course topics include effort in interpretation, restructuring, coping skills, simultaneity and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

INT 668 - Introduction to Deaf-Blind Interpretation (1)

This is an introductory course designed for interpreters or future interpreters who have a good command of English and American Sign Language and would like to develop deaf-blind interpreting skills. This course may be taken for: (1) no credit, (2) undergraduate credit, and (3) graduate credit.

Prerequisites: INT 605, fluency in ASL and English, and permission of the instructor

INT 680 - Introduction to Interpreting in Legal Settings, Part I (1)

This is an introductory course designed for interpreters who are interested in or are already working in the legal system. This course covers: pre-requisite skills and knowledge for legal interpreters; roles and protocol for legal interpreters; positioning of legal interpreters; roles of legal personnel; and ethics and the court code of conduct. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

Prerequisites: Hearing interpreters must hold national certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading packet is required.

INT 681 - Introduction to Interpreting in Legal Settings, Part II (1)

This is a continuation of the course, Introduction to Interpreting in Legal Settings, Part I. This course covers: preparation for legal assignments; text analysis of a commonly encountered legal text; qualifying and testifying as an expert; and continued professional development resources. All of the information is applicable for both deaf

and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

Prerequisites: INT 680. Hearing interpreters must hold certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading is required.

INT 691 - Fingerspelled Word Recognition for Interpreters (1)

This graduate-level course is designed for interpreters who already have experience in interpreting from ASL to English and from English-based signing into English and who can usually understand most of the message but frequently miss the fingerspelled word on the first try. Experiences will be provided that are designed to improve fingerspelled word recognition on the first try. Fingerspelled words will be studied in context and in isolation. This course also has a theoretical component in that the underlying cognitive processes associated with fingerspelled word recognition will be explained and discussed. The theoretical aspects form the basis for the practical applications.

INT 695 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

INT 699 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

INT 700 - How to Teach Processing Skills for Interpretation (1)

This course introduces the theoretical and practical basis for the development of cognitive processing skills in practice and training. Teaching methods are demonstrated for teaching processing skills. Issues related to grading and evaluation are discussed.

Prerequisites: Interpretation skills required.

INT 701 - History of Interpreting (3)

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 702 - How to Teach Translation (1)

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating a translation are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course.

INT 703 - Theory and Practice for Interpreter Educators (1)

This course is designed for professionals in the field of interpreter education who wish to upgrade their skills and knowledge in relation to teaching interpretation. The course includes a theoretical base for teaching, appropriate sequencing of skills in interpreter education programs, and an examination of student outcomes and how to evaluate them. Each participant will receive a set of instructional materials including videotapes and an audiotape, all with scripts and suggestions for using them in teaching and testing. This course is not included in the major.

INT 704 - How to Teach Consecutive Interpreting (1)

This course introduces the theoretical and practical basis for consecutive interpreting in practice and training. Teaching methods are demonstrated for teaching consecutive interpretation of monologues and dialogues. Issues related to grading and evaluation are discussed.

Prerequisites: Interpretation skills required.

INT 706 - How to Teach Simultaneous Interpretation of Monologues (1)

This course introduces the theoretical and practical basis for simultaneous interpreting in practice and training. Teaching methods are demonstrated for teaching simultaneous interpretation of monologues. Issues related to grading and evaluation are discussed.

Prerequisites: Interpretation skills required.

INT 707 - Structure of Language for Interpreters: American Sign Language and English (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 - Discourse Analysis for Interpreters (3)

This course is a broad introduction to the study of language and communication by focusing on discourse analysis. During the course students will analyze language use in 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 - Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain how meaning is co-constructed and where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation, text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Students will address theoretical constructs of translation and interpretation, as well as application of strategies and techniques required for effective interpretation. This class focuses on interactive settings with both face-to-face and monologic discourse for Deaf, Deaf/Blind, and non-deaf interpreters.

Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 734 - Interpreting Legal Discourse (3)

This course focuses on translating and interpreting in legal settings. Students will study the American legal system, its history, and its basis for operation, including conventions, expectations, and protocol of the participants involved. Students will critically analyze the social structure of legal events, and discourse analysis of the talk, interaction and strategies that appear in the various stages of the legal process. Students will look at the consequences of modes of interpretation (for example consecutive interpretation and simultaneous interpretation) and qualifications of interpreters while considering the unique and serious responsibilities inherent in interpreting in a legal setting. Students will apply text analysis skills to the translation, sight translation, consecutive interpretation and simultaneous interpretation of discourse in legal interactions.

Prerequisites: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 735 - Interpreting Mental Health Discourse (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 - Professional Practice I (3)

This course provides a focused analysis of the ethics and role of the interpreter in various settings, along with opportunities for directed observation of various encounters. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an

analytical framework for planning for and observing what happens in these types of interactions.

Prerequisites: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 744 - Interpreting the Discourse of Education (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, skills component qualifying exam pass, or permission of the instructor.

INT 746 - Interpreting Business and Government Discourse (3)

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspectives, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-related socio-political and technical considerations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in business and government encounters.

Prerequisites: INT 734, INT 735, INT 736, skills component qualifying exam pass, or permission of the instructor.

INT 749 - Professional Practice II (3)

This course is a sequel to INT 736, Professional Practice I, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

Prerequisites: INT 736, skills component qualifying exam pass

INT 750 - Research Methods in Interpretation (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: Acceptance into the M.A. in Interpretation program or permission of the instructor.

Course Fee: \$50.00

INT 754 - Interpreting Medical Discourse (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

Course Fee: \$50.00

INT 777 - Guided Research Project I (3)

This course is the first course of the two courses, which will provide students with experience in gathering and analyzing interpretation data. In this course, students will select their methodology, conduct a literature review, gather data, and perform analyses of the data. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines in preparation of their work for submitting it to a peer-reviewed journal for publication.

Prerequisites: INT 750, conceptual component qualifying exam pass

INT 778 - Guided Research Project II (3)

This course is sequential to INT 777 Guided Research Project I. In this course, students will continue their work from INT 777 Guided Research Project I by completing their analyses of the data, preparing a final written report, and presenting their findings in ASL. Students will be required to include an abstract, follow style guidelines, and prepare their final paper for publication to submit to a peer-reviewed journal.

Prerequisites: INT 777

INT 781 - Field Rotation (3)

Field experience in an approved setting provides students with supervised experience at an introductory level. Students will be placed with deaf professionals and/or professional interpreting practitioners in at least two of the five setting areas studied and engage in both observations and supervised interpretation. This is an intensive field-based rotation experience for students to expand their interpreting skills with a consumer-based perspective. Minimum of 15 hours of practicum interpreting per credit hour.

Prerequisites: INT 744, INT 746, INT 749

INT 785 - Internship (3)

The internship provides a valuable capstone experience in an occupational setting related to the student's specific professional goals. The experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. Students and instructors will agree upon a suitable site, supervision, and plan of activity before the semester begins. Students must prepare a written account of their practicum activities in a term paper that synthesizes the experience, keep a professional journal, and submit videotapes of interpreting done at the internship site. The internship is ordinarily undertaken during the summer semester following completion of all course work and satisfactory completion of the written and performance portions of the comprehensive exam.

Prerequisites: Permission of the department

INT 795 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

INT 799 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

INT 810 - Interpreting Studies: Linguistic and Translation Dimensions (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 - Research Internship I (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.

Prerequisites: Acceptance into the program or permission of the instructor.

Co-requisite: INT 810 Linguistic and Translation Dimensions

INT 813 - Research Internship II (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: INT 812

INT 820 - Interpreting Studies: Socio-Cultural Dimensions (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 - Interpreting Pedagogy I (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.

Prerequisites: INT 810 and an elective in curriculum or assessment

INT 830 - Interpreting Studies: Cognitive and Psychological Dimensions (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 - Interpreting Pedagogy II (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 - Research Internship III (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.

Prerequisites: INT 813

INT 833 - Research Internship IV (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 a professional level, as approved by their advisor.

Prerequisites: INT 832

INT 841 - Doctoral Teaching Internship I (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 - Doctoral Teaching Internship II (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.

Prerequisites: INT 841 or permission of instructor

INT 845 - Guided Research Project (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 - Dissertation Proposal (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.

Prerequisites: INT 833, 841, 845, and successful completion of the qualifying paper.

INT 895 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

INT 900 - Dissertation Research (1-9)

Students register for this course while conducting all aspects of the dissertation research.

Prerequisites: INT 850

DEPARTMENT OF LINGUISTICS

Web: [Department of Linguistics](#)
College of Arts and Sciences

Dr. Paul Dudis, Chair
Sorenson Language and Communication Center, Room 3208

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.

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.

M.A. IN LINGUISTICS

Overview

Dr. Kristin Mulrooney, Program Coordinator
Sorenson Language and Communication Center, Room 3215

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 elective 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 classes.

**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; for best consideration submit application by January 15. Final deadline is April 15 or until all positions are filled.

DEADLINE	DATE
First Date for Best Consideration of Application:	January 15
Last Date for Completed Application:	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 two of these letters should be academic references)
- Written English sample - Submit a PDF version of a final course paper that is at least 10 pages long. A paper from a linguistics course or related field is preferred.
- ASL sample. - Students will be given a short (3 1/2 minute) video of an academic presentation given in ASL and asked to record themselves summarizing the presentation. The summary will be 90 seconds or less. Here is the link to the [ASL Signing Sample Prompt](#).

Program Requirements

Elective Courses in Linguistics

Students must complete at least 15 credit hours of elective graduate courses in linguistics. Elective courses may be taken through the consortium and should focus on aspects of linguistic theory or research related to the student's professional goals.

Sign Language Fluency

All applicants to the program must have sufficient fluency in American Sign Language (ASL) to participate fully in classroom discussions conducted in ASL. Applicants are requested to provide an ASL sample. See explanation above under 'ASL Sample'.

Qualifying Examinations

All students must take a qualification exam after the first semester of course work. Students who do not achieve a passing score will be dismissed from the program.

MA Exit Compendium

All students will produce a compendium that will be used to evaluate MA students' progress through the Linguistics

Masters program and a student's achievement of the MA programs Student Learning Outcomes. Student who do not receive a passing evaluation on their compendium will be dismissed from the program

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	3
	Elective #2	3

Semester IV - Spring

Code	Title	Credits
	Elective #3	3
	Elective #4	3
	Elective #5	3

Additional courses offered:

Code	Title	Credits
LIN 510	Introduction to First and Second Language Acquisition	3
LIN 537	Iconicity and Depiction	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 801	Phonology III	3
LIN 802	Generative Linguistics III	3
LIN 811	First Language Acquisition	3
LIN 812	Second Language Acquisition	3
LIN 827	Cognitive Linguistics III	3
LIN 841	Discourse Analysis	3
LIN 842	Discourse Analysis: Conversation	3
LIN 843	Discourse Analysis: Narrative	3
LIN 860	Language Variation	3

PH.D. IN LINGUISTICS

Overview

Dr. Kristin Mulrooney, Program Coordinator
Sorenson Language and Communication Center, Room 3215

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. Faculty recommendation is based on candidates deemed appropriate for doctoral work. 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 graduate level course paper that exemplifies the student's written work.
- Completion of entrance exam.

DEADLINE	DATE
First Date for Best Consideration of Application:	January 15
Last Date for Completed Application:	April 15 if final deadline or until all positions are filled

Program Specific Requirements

Successful completion of the Gallaudet M.A. in Linguistics Ph.D. Application Portfolio

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.

Qualifying Paper

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

After completion of the GRP and qualifying paper, 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 an Unsatisfactory 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 and Field Exam before enrolling in LIN 890 Dissertation Proposal Development.

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.

Dissertation Proposal and Dissertation

Each student seeking a Ph.D. will be required to complete a research-based dissertation on a topic 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 five years from entering the LIN MA program.

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	3
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3

Elective Courses in Linguistics (selected sample)

Code	Title	Credits
EDU 801	Principles of Statistics I	3
EDU 802	Principles of Statistics II	3
LIN 510	Introduction to First and Second Language Acquisition	3
LIN 537	Iconicity and Depiction	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 842	Discourse Analysis: Conversation	3
LIN 843	Discourse Analysis: Narrative	3
LIN 860	Language Variation	3
*	Core Courses in Statistics (Ph.D.)	

* 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 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 880	Guided Research Project	3

Year III - Spring

Code	Title	Credits
LIN 802	Generative Linguistics III	3
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3
	Complete Qualifying Paper	

Year IV - Fall

Code	Title	Credits
	Elective #1	3
	Elective #2	3
LIN 803	Dissertation Concept Paper	3
	Present Qualifying Paper	
	Field Exam	

Year IV - Spring

Code	Title	Credits
	Concept Paper Presentation (January)	
LIN 890	Dissertation Proposal Development	3
	Elective #3	3
	Elective #4	3

Year V - Fall

Code	Title	Credits
LIN 900	Dissertation Research	1-9

Year V - Spring (and onward)

Code	Title	Credits
LIN 900	Dissertation Research	1-9

21 required credits + 12 elective credits = 33 PhD credits + Dissertation Proposal Development (LIN 890) and Dissertation Research (LIN 900)

DEPARTMENT COURSES

LIN 510 - Introduction to First and Second Language Acquisition (3)

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition), with a focus on sign languages. 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 also explores how delays in exposure affect the acquisition process, related 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 developed through student analysis of L1 and L2 data.

Prerequisites: For UG students: LIN 301, 302; for MASLED GRAD students: B or above in ASL 724 or permission of the instructor and MASLED program coordinator; for other GRAD students, permission of the instructor.

LIN 521 - Introduction to Cognitive Linguistics (3)

This course is an introduction to the cognitivist approach to linguistics, in which language and thought are taken to be grounded in basic human experiences and to grow out of the nature of the physical brain and body. Unlike some linguistic approaches, cognitive linguistics treats form and meaning as interrelated on all levels of linguistic structure. Topics include conceptual blending, metaphor, depiction, frame semantics, human categorization, mental spaces, and cognitive/construction grammar.

Prerequisites: LIN 101, 263

LIN 522 - Psycholinguistics of Sign Languages (3)

Deaf and hearing people around the world acquire, produce and perceive sign languages. This course takes an in-depth look at how they acquire, produce and perceive sign languages. Psycholinguistics generally covers three domains: acquisition, use (perception and production) and brain studies. This course focuses on perception and production, as well as brain studies (aka neurolinguistics). With respect to production, we will examine studies that focus on "slips of the hands", both spontaneous and induced. With respect to perception, we will look at both online and offline cases. For brain studies, we will discuss both behavioral and imaging studies.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor

LIN 537 - Iconicity and Depiction (3)

In this course, students are introduced to a descriptive framework with which to identify and analyze iconicity and depiction in ASL and other signed languages. The first part of the course focuses on depiction typology, covering role-shifting, constructed action and dialogue, classifier constructions/depicting verbs, aspectual constructions, metaphorical depictions, and other imagistic uses of space. In the second part of the course, we examine depiction in artistic and academic settings as well as in everyday conversations and narratives.

Prerequisites: LIN 101, graduate student status, or permission of the instructor.

LIN 541 - Introduction to Sociolinguistics (3)

Sociolinguistics is the discipline that studies the interaction of language and social life. This course will examine the major areas of sociolinguistics, including multilingualism, language contact, variation, language policy and planning and language attitudes. Methodological issues pertaining to the collection of sociolinguistic data will also be examined. The application of sociolinguistics to education, the law, medicine and sign language interpretation will be covered. All issues will be considered as they pertain to both spoken and signed languages.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor

LIN 543 - Bilingualism (3)

This course explores bilingualism, with a special emphasis on bilingualism in the Gallaudet community. We will examine the place of bilingualism and multilingualism in the world, both historically and currently; the linguistic structure and features of bilingualism; social constructions of bilingualism; the acquisition of bilinguality, from the

perspectives of both first- and second language acquisition; and we will explore the functions and meanings of bilingualism in communities. For each topic, we will examine the current state of the field, first from the perspective of spoken language bilingualism and then from the perspective of signed language (mixed modality) bilingualism, with special emphasis on the situation at Gallaudet University.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor

LIN 585 - Prosody in Sign and Spoken Languages (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 595 - Special Topics (1-3)

Grading System: letter grades only.

LIN 661 - Brief Introduction to the Structure of American Sign Language (1)

A survey of the major features of the linguistics structure and social uses of American Sign Language. The course will cover four major topics: (1) Phonology: The Study of the Raw Materials of Signs, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and influence of signs on one another in connected discourse; (2) Morphology; Building and Storing Words, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, and numeral incorporation. A discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; (3) Syntax: Building Sentences, the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and (4) Sociolinguistic Applications, a discussion of language variation and language contact in the deaf community.

LIN 662 - Survey of American Sign Language Phonology (1)

This course has four parts. Part one covers basic phonetic notation and includes practice in the phonetic description of lexical signs of ASL. This will include an examination of hand configurations, placements, orientations, nonmanual signals, and two-hand relationships. Part two deals with phonological processes, including movement epenthesis, hold deletion, metathesis, assimilation, location neutralization, and weak hand deletion. Part three examines phonotactic patterns within the lexicon of ASL, focusing on permissible combinations of phonetic elements. Part four considers the nature of phonological change and historical shifts in the structure of the lexicon.

LIN 663 - Morphology of ASL Verbs (1)

This course will focus on the use of space and the behavior of verbs that use space in meaningful ways in American Sign Language. Major topics will include an examination of the signing space and the four functions of a locus, syntactic versus topographical space, mental representations of space, identity shift, a detailed examination of indicating verbs, locative verbs, classifier predicates (including discussions of imagery, verb roots, categories of classifier handshapes, and types of representations), and aspectual inflections that operate by changing the movement of verbs in space.

LIN 664 - Survey of American Sign Language Syntax (1)

This course begins by examining the various roles of nonmanual signals within ASL grammar and ASL discourse. This leads to the role of nonmanual signs in helping to determine the structure of ASL sentences. Next, the course examines the order of constituents within ASL sentences, including topics and topicalization, subject pronoun copy, deletion of subjects and objects, and the placement of tense markers. The next section of the course focuses on the use of space in ASL discourse, verb classes based on how space is used, verb agreement, and conceptual mapping. The course concludes by examining subordination and specific types of ASL syntactic structures including relative clauses, conditional clauses, and related constructions.

LIN 665 - Sociolinguistics of the Deaf Community (1)

This course provides an overview of the major areas of sociolinguistics and of current sociolinguistic thinking, with a focus on the Deaf community. It begins with an introduction to the field, followed by a look at bilingualism and language contact phenomena, including lexical borrowing, code-switching, code-mixing, diglossia, pidgins, and creoles. Following this look at intralanguage

phenomena, the focus turns to the internal and external constraints upon them. Discourse analysis is then examined, with a focus on language and social interaction and the structure of conversations. Language attitudes are then discussed, followed by a look at language policy and planning.

LIN 670 - Introduction to First Language Acquisition by Children (1)

This course introduces students to the processes by which children acquire their first language, focusing on the major milestones of phonological and syntactic development. Children everywhere accomplish the task of learning their native language by the age of 5. They succeed despite the cognitive limitations of their age and follow the same general patterns of development regardless of what language they are learning. The efficiency with which children acquire language suggests some degree of innate linguistic knowledge, or a 'language instinct.' This course will overview some of the major research discoveries of how children combine this language instinct with information provided by the environment to acquire their native language. Course topics will include babbling and early phonetic development by infants, acquisition of word order, questions, and word meanings. A final segment of the course will explore the acquisition of sign languages and the ways in which deaf children's signing development parallels that of spoken language in hearing children.

LIN 671 - Introduction to Acquisition of Sign Language (1)

Modern linguistic theory, traditionally based on research conducted on spoken languages, has benefited greatly from recent linguistic investigation of sign languages. Findings of similarities between spoken and sign languages reaffirm their equivalent status as fully natural languages, while differences point to areas where existing theory must be expanded. This course introduces students to the acquisition of ASL as a first language by deaf children and the unique contributions this research makes to general theories of language development. As background preparation, we will begin with a broad overview of important milestones in the acquisition of spoken language by hearing children. This will be followed by a short discussion on the effects of modality (oral/aural vs. gestural/visual) on the acquisition process. The remaining two-thirds of the class will be devoted to language development in the gestural/visual modality. Readings and lectures will center on the acquisition of phonology and selected syntactic phenomena, including nonmanuals and questions. The course will end with a discussion of delayed exposure to sign language and its effects on acquisition, a topic of great importance to the field of Deaf education.

Prerequisite: LIN 670

LIN 695 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

LIN 699 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

LIN 701 - Phonology I (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 - Generative Linguistics I (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-requisites: first semester Linguistics MA courses or permission of instructor.

LIN 703 - Proseminar (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-requisites: first semester Linguistics MA courses or permission of instructor.

LIN 705 - Introduction to Language and Communication (3)

A comprehensive introduction to the science of language and communication. Topics include an introduction to levels of language and language study, language variation, discourse analysis, language in context, communication process models, cross-cultural communication; language issues in social stratification, and a brief introduction to the academic study of translation and interpretation. In conjunction with the lectures, students will spend at least seven hours observing situations where interpreting occurs.

Prerequisites: permission of the instructor

LIN 707 - The Structure of Language: English and American Sign Language (4)

A comprehensive introduction to the linguistic structures of English and American Sign Language. Topics include phonetics and phonemics; phonological processes; the identification, structure, and distribution of morphemes; principles of syntactic argumentation; detailed examination of the major syntactic structures of English and ASL; and the place of phonology, morphology, and syntax in terms of the larger context of grammar.

LIN 721 - Cognitive Linguistics I (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 731 - Phonology II (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.

Prerequisites: LIN 701 or permission of instructor.

LIN 732 - Cognitive Linguistics II (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.

Prerequisites: LIN 721 or permission of instructor

LIN 733 - Generative Linguistics II (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.

Prerequisites: LIN 702 or permission of instructor

LIN 741 - Sociolinguistics in Deaf Communities (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.

Prerequisites: All first year Linguistics MA courses or by permission of instructor.

LIN 745 - Languages and Cultures in Deaf Communities (3)

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to various approaches to qualitative analysis as research tools for

understanding the interplay between language and culture in the Deaf community in which they participate.

Prerequisites: All first year Linguistics MA courses or by permission of instructor.

LIN 750 - Research Methods in Linguistics (3)

Guided fieldwork experience in ASL linguistics with emphasis on data gathering and analysis. Students select research topics within a specific domain of ASL established by the instructor, conduct a literature review, gather data, perform analyses of the data, and prepare a formal written report.

Prerequisite: LIN 732

LIN 763 - American Sign Language Structure for Professionals in Deaf Education (3)

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course will cover four major topics: 1) Phonology, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and the influence of signs on one another in connected discourse; 2) Morphology, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, reduplication, temporal and distributional aspect, numeral incorporation, and a discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; 3) Syntax, an examination of the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and 4) Sociolinguistic Applications, a discussion of language variation and language contact in the Deaf community and of language issues in deaf education in the United States.

LIN 771 - Field Methods (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.

Prerequisites: All first year Linguistics MA courses
Co-requisite: LIN 733

LIN 795 - Special Topics (1-3)

Grading System: letter grades only.

LIN 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

LIN 801 - Phonology III (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.

Prerequisite: LIN 731

LIN 802 - Generative Linguistics III (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.

Prerequisite: LIN 733

LIN 803 - Dissertation Concept Paper (3)

This course serves as a transition from students' preparatory coursework to their dissertation proposal. Students will complete a concept paper that identifies research questions for their dissertation and the key concepts that underlie those research questions. The concept paper also identifies the theoretical framework(s) to be adopted for research and discusses previous literature assumed as background information.

Prerequisites: Successful completion of both semesters of LIN 880 Guided Research Project, including production of the Guided Research Paper.

LIN 811 - First Language Acquisition (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.

Prerequisites: all first year Linguistics MA courses plus LIN 741, or permission of instructor.

LIN 812 - Second Language Acquisition (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.

Prerequisites: All first year Linguistics MA courses plus LIN 741, or permission of instructor.

LIN 822 - Brain and Language (3)

This seminar will review the literature on the neurological bases for language. Particular attention will be given to the relationship between spatial ability and linguistic ability. Models developed based on spoken-language data will be critiqued in light of data from sign languages, as production and processing of signing requires interaction of linguistic and spatial skills on several levels. Sign language data will be used to evaluate the traditional model of brain hemispheric specialization, where linguistic skills are lateralized on the left and spatial skills on the right.

LIN 824 - Introduction to Mental Space Theory (3)

A seminar focusing on mental space theory. Topics include introductory concepts in cognitive grammar, conceptual space, space builders, cross-space mappings, metaphor, analogy, metonymy, blended mental spaces, grammar, and meaning construction.

LIN 827 - Cognitive Linguistics III (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.

Prerequisite: LIN 732

LIN 841 - Discourse Analysis (3)

The focus of this course is a comparison among six dominant approaches to the analysis of discourse: pragmatics, speech act theory, conversational analysis, interactional sociolinguistics, ethnography of communication, and variation analysis, with close examination of different kinds of sign language discourse.

Prerequisites: all first year Linguistics MA courses, or permission of instructor

LIN 842 - Discourse Analysis: Conversation (3)

The purpose of this course is to introduce students to theories and methods of discourse analysis. This is a companion course, not a sequel, to Discourse Analysis: Narrative. Whereas Discourse Analysis: Narrative is concerned with discourse produced primarily by one speaker. Discourse Analysis: Conversation is concerned with dialogic or multi-party discourse.

Prerequisites: all first year Linguistics MA courses, or permission of instructor

LIN 843 - Discourse Analysis: Narrative (3)

The purpose of this course is to introduce students to theories and methods of discourse analysis. Narrative is chosen for study because it is primarily monologic (at least in U.S. culture) as distinct from dialogic or multi-party discourse which is covered in Discourse Analysis: Conversation. This course will focus on the analysis of ASL narratives.

Prerequisites: All first year Linguistics MA courses plus LIN 741, or permission of the instructor

LIN 850 - Historical Linguistics (3)

This course focuses on language change. Topics include language families, methods of comparative reconstruction, phonological change, semantic change, and grammaticalization. We will evaluate the features of sign language in light of their relatively young age, and compare them to other "new" languages such as creoles. Attention will be paid to methods of historical reconstruction for languages that have not been written down in the past.

LIN 855 - Language Typology (3)

In this course we survey the range of variation among world languages, both spoken and signed. Topics include tense/aspect systems, modals, representations of spatial concepts, and word order, as well as a consideration of potential universals specific to sign languages.

LIN 860 - Language Variation (3)

An examination of analytical methods used in the study of variation and change in language structure and use, with a focus on sign language variation. Practice in the exploratory analysis and interpretation of sociolinguistics and discourse data, and introduction to quantitative tools, including the Varbrul program.

Prerequisites: All first year Linguistics MA courses plus LIN 741, or permission of instructor.

LIN 880 - Guided Research Project (3)

This course is required to be taken twice, beginning in the fall semester of students' first year in the Ph.D. program and continuing into the following spring semester. Students will design and conduct an independent research project under the guidance of a faculty member. Course requirements include a final paper and the following components, as applicable: development of an appropriate research plan, completion of the IRB human subjects review, and collection and analysis of data.

Prerequisite: Acceptance to Ph.D. program

LIN 890 - Dissertation Proposal Development (3)

In this course, students will develop their dissertation proposal, producing a research plan for answering the research questions posed in their Concept Paper. Emphasis will be on defining a project of appropriate scope, extending the literature review and selecting an appropriate research design and methodology. Students will meet regularly with their dissertation advisor for guidance and discussion, but are expected to pursue the bulk of the work independently.

Prerequisites: Successful completion of LIN 741, LIN 801, LIN 802, LIN 803, LIN 827, completion of Qualifying Paper, and passing score on Field Exam.

LIN 895 - Special Topics (1-3)

Grading System: letter grades only.

LIN 899 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

LIN 900 - Dissertation Research (1-9)

This course is for ABD students conducting any aspect of their dissertation research and writing.

Prerequisites: 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

Kathryn Baldrige, Chair
Field House, Room 144D

No Graduate Programs or Certificates offered.

Courses

REC 705 - Leisure Research Methods (3)

Introduction to the process of leisure research, beginning with ethical and political considerations, paradigm adoption, topic choice, and methodology (research designs, sampling, instrumentation, data collection approaches) used in leisure research. The class also emphasizes the reading and understanding of leisure research articles. During this course, students will select and begin to develop a topic for a thesis or professional paper.

REC 710 - Programming Leisure Services for Deaf and Other Populations (3)

This course is designed to introduce the student to a comprehensive program planning and benefits driven process. The emphasis is on recreation program planning for persons who are deaf/hard of hearing/late deafened. In an attempt to assist students in understanding the increasing diversity of the population of the United States and the world, this course will address program planning concerns and issues related to diversity (in terms of language choice, mainstream orientation, gender, age, race, ethnic group, sexual orientation, and ability).

REC 720 - Administrative Issues in Recreation Programs for Deaf & Other Population (3)

This course is designed to introduce the student to the major administrative, supervision and management issues confronting leisure service organizations. Administrative principles and practices will be discussed as they relate to the recreation and park profession serving the deaf community. In an attempt to assist students in understanding the increasing diversity of the population of the United States and the world, this course will address

administrative concerns and issues related to diversity (in terms of gender, age, race, ethnic group, sexual orientation, and ability).

REC 780 - Graduate Internship in Leisure Services Administration (3)

The graduate internship is the culminating experience in the Master of Science degree in Leisure Services Administration. The experience should enable the student to bring together all aspects of the graduate program so that he/she can apply theories, knowledge, and skills learned in the classroom.

Prerequisites: Completion of all credit hours, except thesis or guided professional paper credits, for the degree; and permission of the department.

REC 790 - Guided Professional Paper (1-3)

This course will be taken by students desiring either: intensive in-depth study and synthesis of a topic related to some aspect of leisure service delivery; or involvement in an approved service project for a leisure service organization. Development of the professional paper will be conducted under the direction of a graduate faculty member and will entail writing and making oral presentations of findings. May be taken more than once.

Prerequisites: REC 705 and permission of the instructor.

REC 791 - Thesis (1-3)

This course will be taken by students involved with research associated with a thesis option in the leisure services administration program. Research will be conducted under the direction of a graduate faculty member and will entail developing, designing and implementing the research project; as well as writing and making oral presentations of findings. May be taken more than once.

Prerequisites: REC 705 and permission of the instructor.

REC 795 - Special Topics (1-3)

Grading System: letter grades only.

REC 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: 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.

PH.D. IN CLINICAL PSYCHOLOGY

Overview

Dr. Carolyn Corbett, Director of Clinical Training
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 Commission 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 <http://www.apa.org/ed/accreditation/index.aspx> for the Office of Program Consultation and Accreditation.

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
First Date for Consideration of Application:	February 1
Last Date for Completed Application:	February 1

Program Specific Requirements

GRE General Test
Three Letters of Reference
Narrative Statements - Essay
Writing Sample
Resume
On-campus Interview by invitation in February-March

Prior Degrees Required

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 Counseling and Psychological Services (CAPS). Students who undertake or intend to undertake a practicum experience with the CAPS may not also receive clinical services from the center. Such students need to seek practitioners not associated with the CAPS and would be responsible for the costs of such services. The CAPS 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.

First Year Semester I - Fall

Code	Title	Credits
PSY 711	Principles of Statistics	3
PSY 712	Research Methods in Psychology	3
PSY 749	Intellectual Assessment: Measurement Principles and Applications	4
PSY 781	Clinical Psychology Ethics and Professional Issues	3
PSY 834	Adult Psychopathology	3
	ASL class as needed	

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 836	Methods of Adult Psychotherapy	3
PSY 865	Personality Assessment: Projective Techniques	3

Summer

Code	Title	Credits
PSY 704	Research Seminar	1
PSY 866	Personality Assessment: Objective Techniques	2

Second Year Fall Semester

Code	Title	Credits
	One elective 800-level PSY course on psychological intervention	3
PSY 733	Child Development	3
PSY 785	Clinical Psychology Practicum	3
PSY 800	Individual Research	1-12
PSY 840	Neuroanatomical & Neurophysiological Foundations of Neuropsychology	3

Spring Semester

Code	Title	Credits
PSY 723	Psychology and Deafness	3
	Cognitive or Affective course	3
PSY 786	Clinical Psychology Practicum	3
PSY 800	Individual Research	1-12
PSY 833	Adult Development and Personality	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	

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 Educator Preparation Provider 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
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	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 two areas (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. During the internship year, students must complete two comprehensive internship intervention case studies. Upon successful completion of the internship year the specialist degree in school psychology is awarded.

Typical Program of Study

Year 1

Semester 1

Code	Title	Credits
PSY 701	Legal, Ethical and Professional Issues in School Psychology	3
PSY 711	Principles of Statistics	3
PSY 732	Child Psychopathology and Behavior Disorders	3
PSY 736	Psychological Development I: Learning & Cognitive Development	3
PSY 743	Assessment I: History and Theory of Assessment	3

Semester 2

Code	Title	Credits
PSY 723	Psychology and Deafness	3
PSY 746	Assessment II: Intellectual Assessment	3
PSY 770	Practicum in School Psychology	3
	any course in diversity and multicultural issues	3
	any course in audiology	3

Plus Sign Language Courses (6 credits) or waivers

Year 2

Semester 3

Code	Title	Credits
PSY 754	Biological Psychology: Brain & Behavior	3
PSY 765	Assessment III: Social, Emotional and Behavioral Assessment	3
PSY 766	School Psychology and Prevention Services	3
PSY 771	Practicum in School Psychology II	3
	any course in curriculum issues	3

Semester 4

Code	Title	Credits
PSY 748	Psychoeducational Assessment and Programming for Exceptional Children	3
PSY 760	Behavioral and Therapeutic Interventions with Children	3
PSY 767	Psychological Consultation: Theory and Practice	3
PSY 768	Home/ School/ Community Collaboration, Family and Exceptionalities	3
PSY 769	Collaborative Problem Solving: Team Roles and Case Studies	2
PSY 772	Psychological Consultation: Externship	1

Year 3

Semester 5

Code	Title	Credits
PSY 790	Internship: Individual Case Study	3
PSY 791	Internship: Teacher Consultation and Counseling	3

Semester 6

Code	Title	Credits
PSY 792	Internship: System Consultation and In-Service	3
PSY 793	Internship: Advanced Case Conference	3

Courses that must be taken at Gallaudet in the school psychology program:

Code	Title	Credits
PSY 701	Legal, Ethical and Professional Issues in School Psychology	3
PSY 743	Assessment I: History and Theory of Assessment	3
PSY 746	Assessment II: Intellectual Assessment	3
PSY 765	Assessment III: Social, Emotional and Behavioral Assessment	3
PSY 770	Practicum in School Psychology	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

Elective courses:

Code	Title	Credits
PSY 739	Psychological Development II: Language Development & Assessment	3
PSY 750	Language Intervention with Special Populations	3

Required electives:

- a course in diversity and multicultural issues**
- a course in audiology, and**
- a course in curriculum issues**

DEPARTMENT COURSES

PSY 701 - Legal, Ethical and Professional Issues in School Psychology (3)

Provides familiarization with legal and ethical issues and the role and function of the psychologist in the school setting. Class and field experiences are designed to acquaint the student with the various roles, responsibilities and operations of multi-disciplinary teams from a multi-cultural perspective. Available school and community resources for deaf and hard of hearing people are explored.

Prerequisite: Permission of the instructor

PSY 703 - Research Seminar (1)

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

Prerequisite: Enrollment in the clinical psychology program or consent of instructor

Co-requisite: PSY 711 or equivalent

PSY 704 - Research Seminar (1)

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

Prerequisite: Enrollment in the clinical psychology program or consent of instructor

Co-requisite: PSY 712 or equivalent

PSY 711 - Principles of Statistics (3)

Discussion of the theory and applications of inferential statistics, including sampling, estimation, confidence intervals, inferences, effect sizes and hypothesis testing as well as descriptive statistics, validity and reliability. Specific statistical techniques such as t tests, Chi Square, one way and factorial 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 - Research Methods in Psychology (3)

Covers principles of research design in psychology from two-group comparisons to complex multiple treatment designs. Also includes guidelines and criteria for writing

research reports and articles, questionnaire and survey research, case studies and other single-subject designs, correlational studies, naturalistic observation, and ethical considerations in research.

Prerequisite: PSY 711.

PSY 713 - Psychological Statistics II (3)

Covers inferential statistics including simple and complex analysis of variance, multiple comparisons between means, and analysis of covariance. Chi-square and other nonparametric statistics and partial and multiple regression are included. Experience with computer programs (SPSS) for these statistical analyses will be provided.

Prerequisite: PSY 711.

PSY 720 - The Teaching of Psychology (3)

This course focuses on the teaching of psychology at the college level, with a Professional Portfolio developed as an end product to the course. In addition, students will be introduced to the scholarship and pedagogy of teaching. Students will have the opportunity to discuss issues related to teaching undergraduate psychology courses at Gallaudet University. Topics such as the following will be discussed: the syllabus, choosing a text, the first class, lecturing and presenting material, assessing student learning through tests, quizzes, written assignments and other methods, the faculty-student relationship and dealing with difficult students among other topics. Issues relating to deaf learners will also be discussed.

Prerequisite: Students must have second-year status or above to take this course

PSY 723 - Psychology and Deafness (3)

This course provides in-depth exploration of the complex interrelationships between the functioning of deaf and hard-of-hearing individuals and psychological, biological, and socio-cultural aspects within a human systems framework that incorporates multicultural perspectives. Psychological principles and theories related to the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and hard -of-hearing individuals are considered. Also considered are 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 724 - Psychology and Disability (3)

This course provides a comprehensive foundation of theory, research, and practice relating to general and special psychological aspects of physical, mental, and emotional disabilities in American society. Includes medical, psychological, psychiatric, and employment-related as well as entitlement program-related definitions of disability and their ramifications; the impact of disabilities upon psychological growth and coping in individuals and families, societal attitudes toward disabilities, and prevention and treatment strategies and issues.

Prerequisite: Current enrollment in the clinical psychology program or permission of instructor.

PSY 732 - Child Psychopathology and Behavior Disorders (3)

A study of child behavior disorders and other psychopathologies of childhood, including types of disorders, etiology, and intervention and prevention strategies. Psychological, developmental, biological, cultural, and educational factors are included.

Prerequisite: Permission of the instructor

PSY 733 - Child Development (3)

Knowledge bases in child and adolescent development, including biological, cognitive, social, affective, and moral development. Methodological and theoretical issues and controversies in the study of human development are discussed.

Prerequisite: Matriculation in the Clinical Psychology Program.

PSY 736 - Psychological Development I: Learning & Cognitive Development (3)

A survey of current psychological research on cognitive processes and development, including perceptual learning, concept learning, problem solving, and memory.

Prerequisite: Permission of the instructor

PSY 739 - Psychological Development II: Language Development & Assessment (3)

A survey of research and theory on language structure, processing, and development including evaluation of instruments for assessing language development.

Prerequisite: General Psychology or Permission of Instructor.

PSY 743 - Assessment I: History and Theory of Assessment (3)

An introduction to multiple methods of assessing behavior, abilities, and achievement. Includes the history of assessment practices and theory and a discussion of the statistical properties of assessment instruments including reliability, validity, standard error of measurement and normal distributions. Criteria for evaluating and selecting tests, methods and theoretical approaches to assessment are also presented.

Prerequisite: Permission of the instructor

PSY 746 - Assessment II: Intellectual Assessment (3)

An intensive course designed to provide the graduate student with an integrated foundation consisting of knowledge of theory, methods, and techniques, along with applied clinical skills, in the effective appraisal of individual intelligence. Course instruction focuses primarily upon skill development in test selection, administration, and scoring; analysis and interpretation of test results; preparation of reports on findings; and application of knowledge of assessment practices, including confidentiality considerations, within a framework provided by professional, ethical, and legal standards.

Prerequisites: School Psychology Majors: PSY 743, PSY 770.

PSY 748 - Psychoeducational Assessment and Programming for Exceptional Children (3)

An overview of formal and informal assessment procedures used in identifying exceptional children, including cognitive, social-emotional, and perceptual-motor functioning as well as achievement measures. Assessment procedures used in developing and evaluating intervention strategies and Individualized Education Plans will be discussed, using an interdisciplinary model and a multicultural and/or bilingual perspective. The collection and use of data for the purpose of evaluating program effectiveness will also be included.

Pre- or Co-requisite: PSY 743 and PSY 746 or Permission of Instructor.

PSY 749 - Intellectual Assessment: Measurement Principles and Applications (4)

An intensive course in theory, methods, and clinical skills in appraisal of individual intelligence, including a critical analysis of individual tests, criteria for evaluating and selecting tests, values, limitations of tests, test selection, administration & 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 750 - Language Intervention with Special Populations (3)

A seminar in which students critically evaluate research articles related to language development and intervention of special education populations such as mentally retarded, blind/low vision, autistic/emotionally disturbed, deaf or hard of hearing, and learning disabled children. This course is generally taken by students enrolled in PSY 771 and concurrently serving special education referral children.

Prerequisite: PSY 736 or permission of instructor.

PSY 751 - Psychology of Perception (3)

Theories and research findings in human and animal perception with emphasis on the visual system. Course topics include: neuroanatomy and physiology of the visual system, psychophysics, color vision, space perception, form perception, information processing, and the psychopathology of perception.

Prerequisite: Enrollment in a graduate programs in clinical psychology or school psychology or permission of the instructor.

PSY 752 - Cognitive Psychology (3)

This course provides an understanding of current theories and research in the field of cognitive psychology, including information processing, memory, learning, language development, and the influence of deafness on cognitive development and strategies, particularly as they relate to clinical practice and research.

PSY 754 - Biological Psychology: Brain & Behavior (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 757 - Family Assessment, Interviewing and Interventions (2)

Methods of interviewing, assessing, and introducing change into family systems. Theories and methods of family therapy.

Prerequisite: PSY 733

PSY 760 - Behavioral and Therapeutic Interventions with Children (3)

The course focuses upon the theoretical and applied use of interventions used with children exhibiting behavioral and/or emotional difficulties. Emphasis is placed upon the use of Applied Behavioral Analysis, functional analysis, behavior modification techniques and psycho-educational interventions used with individuals, small groups, and family constellations.

Prerequisite: Permission of the instructor

PSY 765 - Assessment III: Social, Emotional and Behavioral Assessment (3)

Training with techniques and instruments used in social, emotional and behavioral assessment. Projective and descriptive techniques are discussed in addition to the use of adaptive behavior instruments. The use of assessment data for educational and vocational planning and decision-making is emphasized from a multi-cultural perspective..

Pre- or Co-requisite: PSY 711, PSY 743, and PSY 746 or Permission of Instructor.

PSY 766 - School Psychology and Prevention Services (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 - Psychological Consultation: Theory and Practice (3)

Survey of major theoretical models of psychological consultation with professional peers, parents, administrators and organizations as they are applied to school settings, mental health settings, medical settings, natural communities and workplaces. Methods for achieving individual or system-wide change are reviewed through literature, class discussion, simulation, and role-playing activities.

Prerequisite: Second Year Graduate Status or Permission of the Instructor.

PSY 768 - Home/ School/ Community Collaboration, Family and Exceptionalities (3)

This course combines three knowledge areas relevant to providing psychological services to children: family, exceptionality, and schools. It provides a study of family development and family systems to analyze how these influence children's cognitive, motivational and academic performance, and social and behavioral characteristics. This course will also discuss the impact of having an exceptional child on family, parents, siblings; diversity; and it will explore frameworks of the provision of comprehensive psychological services to children in schools and the development of more effective relationships between home, school and community.

*Prerequisites: PSY 723 and 732
Co-requisites: PSY 766 and 765*

PSY 769 - Collaborative Problem Solving: Team Roles and Case Studies (2)

This course surveys the scope of school collaboration. The course will study methods of collaborating with teachers. Instructional Consultation Teams and Instructional Support Teams are included in this discussion. The course will also review collaboration with parents, including parent education. Furthermore, the course will examine the nature of collaborating with administrators, including a discussion of organizational development consultation. Finally, in addition to a discussion of interagency collaboration, the course will examine some pragmatic issues regarding the implementation of collaborative problem solving teams in schools.

PSY 770 - Practicum in School Psychology (3)

Under close supervision students gain experience in multi-dimensional assessment of individuals in various settings. Emphasis is on developing skills in administering, interpreting, and reporting the results of various measures of intelligence related to educational functioning.

Pre- or Co-requisite: PSY 746 and Prerequisite: Permission of the instructor.

PSY 771 - Practicum in School Psychology II (3)

Under the close supervision of a certified or licensed psychologist, students work in a school or clinic setting providing psychological and educational assessments, preparing reports, counseling with clients, and developing and implementing intervention programs. In addition, students attend a weekly seminar emphasizing major issues in the professional practice of school psychology.

Prerequisites: PSY 701, PSY 743, PSY 746, PSY 748, PSY 770 and Permission of the instructor.

PSY 772 - Psychological Consultation: Externship (1)

A supervised practicum in which the student is responsible for designing, implementing, and evaluating a psychological consultation experience in a school or educational program.

Prerequisites: PSY 767 and PSY 771.

PSY 781 - Clinical Psychology Ethics and Professional Issues (3)

This course introduces clinical psychology doctoral students to ethical issues and professional practice in clinical psychology. The course covers the APA Code of Ethics, ethical decision-making and clinical judgment, professional expectations and guidelines, legal obligations of psychologists, and an overview of clinical practice settings. Cross-cultural and social justice issues in clinical practice are emphasized as they relate to ethical decision making in the evolving world of clinical practice.

Prerequisite: Enrollment in clinical psychology doctoral program or permission of instructor.

PSY 782 - Foundations of Clinical Skills (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

PSY 783 - Foundations of Psychotherapy I (2)

This course is an introduction to the practice of psychotherapy, and the spring semester lab provides an opportunity to work with a deaf client in psychotherapy. This course is a complement to Methods of Psychotherapy, which provides an overview of theories and approaches. For most students, Foundations of Psychotherapy and Methods of Therapy are taken at the same time. The focus is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Class participation and application of skills in practice sessions are essential components of this course. Foundations of Psychotherapy is a 2-part course. The didactic portion (2 credits) is taken in the fall semester, while the case experience (1 credit) is taken in the spring semester

Pre- or Co-requisite: PSY 836 or equivalent.

PSY 784 - Foundations of Psychotherapy Lab II (1)

This course is a 1-credit hour lab course that follows Foundations of Psychotherapy I. It is designed to provide graduate students in clinical psychology with psychotherapy experience, particularly with deaf and hard-of-hearing individuals. Through Gallaudet University's Mental Health Center, students will conduct, under direct supervision, a minimum of six psychotherapy sessions with a client 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 785 - Clinical Psychology Practicum (3)

This practicum is generally taken in the second year of the clinical psychology program, and focuses on the development of assessment and psychodiagnostic skills. Interviewing, test selection, administration, scoring, case formulation, report writing, and providing feedback to

clients and others are included. Individual and group supervision are provided by faculty and on-site supervisors.

Prerequisites: Second year standing in the clinical psychology program; satisfactory communication skills as evidenced by the ASLPI; PSY 749, PSY 765, PSY 781, PSY 782, PSY 834, PSY 865, and PSY 866.

PSY 786 - Clinical Psychology Practicum (3)

This practicum is generally taken in the second year of the clinical psychology program, and focuses on the development of assessment and psychodiagnostic skills. Interviewing, test selection, administration, scoring, case formulation, report writing, and providing feedback to clients and others are included. Individual and group supervision are provided by faculty and on-site supervisors.

Prerequisites: Second year standing in the clinical psychology program; satisfactory communication skills as evidenced by the ASLPI; PSY 749, PSY 781, PSY 782, PSY 834, PSY 865, and PSY 866.

PSY 790 - Internship: Individual Case Study (3)

Field experience in an approved setting provides supervised experience in identification and description of school-related problems, formulation of diagnostic plans, selection and use of appropriate evaluation tools, referral to appropriate specialists, integration of findings, and recommendation of appropriate action and follow-up.

Prerequisite: Advanced program status and permission of instructor

PSY 791 - Internship: Teacher Consultation and Counseling (3)

Field experience in an approved setting provides supervised experience in conferences with teachers to interpret results of child diagnostic study; conferences with parents to interpret plan of action for child or youth; short term and group counseling with students.

Prerequisite: Advanced program status and permission of instructor

PSY 792 - Internship: System Consultation and In-Service (3)

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists in the school and community concerning planning, referrals, and in-school interventions and experience in developing and implementing in-service programs for teachers, administrators, and staff.

Prerequisite: Advanced program status and permission of instructor

PSY 793 - Internship: Advanced Case Conference (3)

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists to interpret the results of child diagnostic study; active participation in multidisciplinary staffings; and design and development of interventions for the remediation of student learning and behavior problems in the classroom.

Prerequisite: Advanced program status and permission of instructor

PSY 795 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

PSY 799 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

PSY 800 - Individual Research (1-12)

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.

PSY 809 - Social Psychology and Human Diversity (3)

This course provides an introduction to theoretical and research foundations in social psychology, particularly as related to clinical/personality psychology and to the study of cultural minorities and the diversities of human experience.

PSY 815 - Psycholinguistics (3)

This course provides an overview of theoretical perspectives and research issues in psycholinguistics. Topics include theoretical perspectives, language development and acquisition, neurolinguistics, language comprehension and production, and the relationships between language and cognition, social relationships, self-concept, and power. Cross-linguistic comparisons will be made between signed and spoken languages.

Prerequisites: Graduate standing in psychology or permission of the instructor.

PSY 820 - History and Systems (2)

Review of theoretical approaches in the historical development of psychology as a discipline, including the emergence of clinical and experimental psychology from roots in philosophy and physiology. The principal systems and schools of 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 825 - Health Psychology (3)

This course provides an introduction to the interaction of psychological and biological factors in health and illness, and the effects of psychological interventions on high- and low-risk lifestyles and medical outcomes. Students become familiar with theories of psychobiological interactions, biological systems believed to be affected by this interaction, and assessment and intervention techniques used to alter health outcomes of these interactions. Specific diseases such as cancer, heart disease, and asthma are addressed, as are treatment compliance and the role of the psychologist in the medical setting.

Prerequisite: PSY 754

PSY 826 - Child Clinical Psychology Treatment Methods (3)

A survey of treatment methods with children and adolescents, the child in the context of the family, and issues in working with and understanding educational and other settings.

Prerequisites: PSY 732 and PSY 782

PSY 833 - Adult Development and Personality (3)

This course introduces students to theories of adult development throughout the adult life cycle. The interweaving of biological, social, cultural, and psychological aspects of development will be examined relative to dimensions of change that occur throughout adulthood. We will explore conceptualizations of change in physical functioning, personality, socialization, occupation, cognition, and other aspects of development during adult life and aging. The impact of various life-styles, gender, culture, ethnicity, family factors, and deafness among other things will all be considered as pertinent throughout the course.

PSY 834 - Adult Psychopathology (3)

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV will be discussed. Treatment implications of various diagnostic categories will be included.

Prerequisites: Enrolled students in clinical psychology or mental health counseling or permission of instructor.

PSY 835 - Late Adulthood and Aging (3)

This course provides the student with basic information about the physical, social, and psychological effects of aging, the developmental issues that arise during older adulthood, and the approaches to coping with these changes and adjustment to the death of loved ones and the individual's own confrontation with mortality.

PSY 836 - Methods of Adult Psychotherapy (3)

An overview of methods and theories of psychotherapy used with adults. Covers professional and ethical guidelines as applied to the conduct of psychotherapy.

Prerequisites: PSY 781 and PSY 834 or permission of instructor.

PSY 840 - Neuroanatomical & Neurophysiological Foundations of Neuropsychology (3)

This course provides a foundation in functional neuroanatomy, neurophysiology, and the presentation and effects of brain injuries, illnesses, and syndromes. It also includes material on peripheral sensory and perceptual functions. When you complete this course, you should have a basic knowledge of brain structure and function/dysfunction and the interaction of mind and body. An emphasis is placed on application of the information to clinical populations and the ability to critically evaluate neurophysiological and neuropsychological research.

PSY 843 - Neuropsychological Foundations and Assessment (3)

This course provides an introduction to the foundations of neuropsychology, including an introduction to functional neuroanatomy, neuropsychological research, and the presentation and effects of brain injuries, illnesses, and syndromes. Students learn to apply this knowledge through the administration, scoring, and interpretation of selected neuropsychological screening tests, with emphasis on their use with deaf and hard of hearing populations

Prerequisite: PSY 840

PSY 851 - Group Psychotherapy (3)

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course, which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Prerequisite: PSY 836

PSY 854 - Psychopharmacology (3)

This course provides an introduction to the uses, neurophysiological mode of action, and physiological and behavioral effects of various categories of psychoactive medications, including antipsychotic, anxiolytic, and antidepressant medications. Basic psychopharmacological research and the psychomimetic effects of drugs used for the treatment of medical disorders will be discussed.

Prerequisite: PSY 840

PSY 860 - Cognitive-Behavior Therapies (3)

This course provides an in-depth examination of the theories, principles, and applications of cognitive-behavior therapy. Historical issues, behavioral models, and specific types of cognitive-behavioral therapy, including Rational Emotive, Cognitive Therapy, and the Case Formulation Model, are explored. Research trends including application to the problems of eating disorders, anxiety, depression, poor social skills, and marital dysfunction are also addressed.

Prerequisites: PSY 712, PSY 781, PSY 834, or permission of instructor.

PSY 862 - Multicultural and Urban Issues in Clinical Practice (3)

The Washington D.C. Metropolitan Area is one that is very culturally diverse. This course will focus on the special issues that are raised when offering mental health and psychotherapy services to persons of color who reside in this large urban area. During the course, students will have the opportunity to examine the following content areas: the psychology of racism and oppression, theoretical issues and research findings on psychotherapy with minority populations, the impact of therapist racial/cultural characteristics on the therapeutic process, multicultural issues in psychodiagnostic testing, and relevant issues for traditional and emerging minority groups. Each class period will also include a module on an "urban issue" of concern to area residents.

Prerequisites: PSY 781, PSY 834, PSY 836, PSY 865, and PSY 866.

PSY 865 - Personality Assessment: Projective Techniques (3)

During this course, students learn the basic principles of the Exner Comprehensive System of Rorschach testing. Students learn how to administer the Rorschach, practice scoring using the Exner System, and interpreting the test results. Other projective techniques such as the Thematic Apperception Test are also covered. Students practice report-writing skills. Information learned about personality testing is integrated with information previously learned in Assessment II: Intellectual Assessment.

Prerequisites: PSY 781 and PSY 749

PSY 866 - Personality Assessment: Objective Techniques (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 870 - Clinical Hypnosis and Brief Psychotherapy (3)

The present course is an elective, intervention course in the Clinical Psychology program. It introduces students to the work of Milton Erickson and others who have pioneered the use of hypnosis in clinical settings. While this course does not lead to certification in the field of hypnosis, it will lay the foundation for anyone later wishing to pursue certification through professional groups such as the American Society for Clinical Hypnosis (ASCH). The course is highly experiential, including work on trance inductions, development of metaphors, and application of trance principles and hypnosis to specific kinds of issues in psychotherapy and healing in general, as well as application of hypnosis work with deaf people. Enrollment in this course signifies that you agree to serve as a participant with one or more of your classmates. In addition to the experiential component, the course will provide students the opportunity to review research into hypnosis and hypnotic phenomena.

Prerequisite: A graduate level course in methods of psychotherapy or an equivalent.

PSY 880 - Clinical Supervision (3)

Clinical Supervision provides students with an introduction to theory, methods, and ethical issues in the supervision of clinical services. The course emphasizes the supervision of psychotherapy and related interventions. Supervision of other clinical services, such as assessment and crisis intervention, are also included. Both individual and group supervision are considered. Classes include lecture, discussion of readings, and case material.

Prerequisites: Enrollment is a graduate program in a mental health field such as Clinical Psychology, Counseling, Social Work, or School Psychology. PSY 836 (Methods of Adult Psychotherapy) or equivalent. Completion of at least 2 semesters of supervised

PSY 885 - Clinical Psychology Externship (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 886 - Clinical Psychology Externship (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 895 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

PSY 899 - Independent Study (1-3)

Grading System: letter grades or pass/fail at the option of the instructor. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

PSY 900 - Dissertation Research (1-12)

Students may register for dissertation research while conducting any phase of their dissertation research project.

Prerequisite: Doctoral students in clinical psychology who have advanced to candidacy for the Ph.D. degree.

PSY 985 - Advanced Clinical Psychology Externship (1-6)

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

Prerequisites: PSY 885 and PSY 886

PSY 986 - Advanced Clinical Psychology Externship (1-6)

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

Prerequisites: PSY 885 and PSY 886

PSY 999 - Clinical Psychology Internship (1-6)

Registration indicates that the student is undertaking a psychology internship approved by the clinical psychology program at the predoctoral or doctoral level.

Prerequisites: Open only to students who have completed comprehensive examinations, advanced to candidacy for the Ph.D. degree, and are in an internship approved by the clinical psychology program faculty.

SCIENCE, TECHNOLOGY, AND MATHEMATICS (STM) DEPARTMENT

Overview

Web: [Department of Science, Technology, and Mathematics](#)

College of Arts and Sciences

Department of Science, Technology, and Mathematics

Dr. Kathleen Arnos, Chair
Hall Memorial Building, Room E300A

The Biology Program at Gallaudet offers excellent programs for deaf and hard of hearing students in the biological sciences. Program faculty also manage the Molecular Genetics Laboratory, a new research initiative with laboratory facilities completed in 2008.

No Graduate Programs or Certificates offered.

Courses

BIO 711 - Human Genetics (3)

This course is cross-listed and is otherwise known as BIO 411. 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 - Special Topics (1-3)

Grading System: letter grades or pass/fail at the option of the instructor.

BIO 799 - Independent Study (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.

Prerequisites: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

DEPARTMENT OF SOCIAL WORK

Web: [Department of Social Work](#)
College of Arts and Sciences

Dr. Teresa Crowe, Chair
Hall Memorial Building, Room S338F

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.

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 Educator Preparation Providers 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
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	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 6 credit limit.

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	Qualitative Social Work Research	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 702, SWK 705, SWK 709, SWK 713, SWK 741, SWK 744, SWK 751, SWK 771, SWK 772, and SWK 783

Semester II - Spring

Code	Title	Credits
HSL 707*	Audiology and Hearing Technology for Educators and Counseling Professionals	3
SWK 706	Human Behavioral and the Social Environment II	3
SWK 742	Social Work Practice II	3
SWK 756	Quantitative Social Work Research	3
SWK 772	Foundation Field Practicum II	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
**	Elective	3

Total: 12 credits

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**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: 12 credits

Grand Total: 60 credits

Three-Year Option

First and Second Years: 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 755	Qualitative Social Work Research	3

Total: 10 credits

Semester II - Spring

Code	Title	Credits
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3
SWK 706	Human Behavioral and the Social Environment II	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	Quantitative Social Work Research	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

Total: 9 credits

Semester VI - 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: 12 credits

Grand Total: 60 credits

Advanced Standing Students: First Semester

Fall

Code	Title	Credits
GPS 700	Culture & Language Seminar	1
	Elective(s)	3-6
	Core Course Audit	3-6

Total: 13 credits

M.S.W. IN SOCIAL WORK WITH SCHOOL SPECIALIZATION

Overview

Kota Takayama, Coordinator of School Social Work Specialization
Hall Memorial Building, Room S337C

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Two-Year Option

Foundation Year

Semester I - Fall

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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	Qualitative Social Work Research	3
SWK 771	Foundation Field Practicum I	3

Total: 18 credits

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Semester II - Spring

Code	Title	Credits
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3
SWK 706	Human Behavioral and the Social Environment II	3
SWK 742	Social Work Practice II	3
SWK 756	Quantitative Social Work Research	3
SWK 761	School Social Work Policy	3
SWK 772	Foundation Field Practicum II	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: 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 755	Qualitative Social Work Research	3

Total: 10 credits

Semester II - Spring

Code	Title	Credits
HSL 707*	Audiology and Hearing Technology for Educators and Counseling Professionals	3
SWK 706	Human Behavioral and the Social Environment II	3
SWK 756	Quantitative Social Work Research	3
SWK 761	School Social Work Policy	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 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

Approved Electives

School Social Work Specialization Approved Electives

Code	Title	Credits
COU 716	Psychopharmacology for Counselors	1
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 their Families	3
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
SWK 702	Play Therapy	3
SWK 709	Social Work Perspectives on Dysfunction	3
SWK 717	Cultural Competence	3

(Other courses may be approved after consultation with a School Social Work advisor)

DEPARTMENT COURSES

SWK 702 - Play Therapy (3)

This course is designed to give the candidate exposure to the various play therapies: play room, sand tray, art, movement and psychodrama. Through reading, lecture, class discussion, case presentations, and role play simulations, candidates will become familiar with various techniques used with children in therapy and counseling. Candidates will discuss the applicability of these theories in working with deaf and hard of hearing children and youth; as well as in working with children and youth with differing cultural and ethnic backgrounds.

Prerequisite: Graduate level standing.

SWK 705 - Human Behavior and the Social Environment I (3)

This foundation course affirms the central focus of social work practice as the person or human group in interaction with the social environment. Its purpose -- to understand the problematic transactions between people and their environments; its goal -- to use this understanding to restore and enhance mutually beneficial transactions between people and society through reciprocal tasks and adaptations. Concepts of biopsychosocial development across the life span will be presented. The family will be considered as an open system with functions that shift at stages of transitions.

Prerequisite: Graduate level standing.

SWK 706 - Human Behavioral and the Social Environment II (3)

This course examines the behaviors, functions, and structure of groups, communities, and organizations. Students are introduced to theories that explain interactions within and between each of these larger systems. Students are also given an opportunity to apply many of the theoretical concepts used to explain the behaviors of individuals and families learned in the first semester Human behavior course, to behaviors exhibited by larger systems (groups, communities, and organizations). The course also addresses issues related to equitable distribution of goods and services that may be encountered by macro systems.

Prerequisite: SWK 705.

SWK 707 - Introduction to Gerontology (3)

This second course examines the biological, social, and psychological aspects of aging, with special attention to the interrelationship between theoretical and practice-oriented knowledge. The course is organized around basic theories and processes of aging and considers developmental issues facing aging individuals as they move through maturity and old age. Examination of cross-cultural issues that shed light on the American experience will be introduced. Cultural/historical, class, gender, ethnic, and minority relationships to aging will be considered. Selected policy issues related to developmental changes and needs will be introduced where possible, as will earlier developmental processes that continue into advanced age.

SWK 709 - Social Work Perspectives on Dysfunction (3)

This elective course examines dysfunctional behavior in the context of developmental and environmental stresses. Ego psychology as a system of personality theory is considered as a means to understanding the development of adaptive and maladaptive ego functioning. The course surveys the

varied manifestations of adult psychopathology, including psychotic disorders, personality disorders, adjustment disorders, affective disorders, eating disorders, and addictions.

Prerequisite: SWK 705 and

Co-requisite: SWK 706

SWK 711 - Social Policy and Social Services (3)

This foundation course is an introduction to the understanding and appraisal of social services and social policies in the United States. The social values and economic and political factors which guide their development will be discussed. Attention is given to the role of social work in evaluating and changing policies.

SWK 713 - Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)

This concentration course, taken in the second year, focuses on human behavior and the social environment of deaf and hard of hearing populations. The course looks at the complex interplay of psychosocial, system, and ecological forces in the life cycle development of individuals who experience deafness. The course explores forces of oppression and political and economic influences that impact the behavior, adaptation, and functioning of deaf and hard of hearing people.

Prerequisites: SWK 705, SWK 706, and passing the qualifying exams.

SWK 715 - Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)

This course presents specialized content about social welfare policies affecting deaf and hard of hearing people and people with disabilities. These policies are discussed within the framework of analysis and evaluation to determine future directions for policy. The impact of the service delivery, funding, and organizational systems on the implementation of policy will be considered. The course will look at policies for people who are deaf-blind, developmentally disabled, and chronically mentally ill.

Prerequisite: SWK 711

SWK 717 - Cultural Competence (3)

This course examines theories of cultural and ethnic identity, literature related to the cultures of women, deaf and hard of hearing people, gay and lesbian people, ethnic minorities of color, and people with disabilities. Because of the complexity of culturally competent social work practice, students are required to examine personal prejudices, stereotypes, and belief systems that negatively affect the provision of services to diverse populations. Readings on oppression, identity, and minority cultures are supplemented with presentations by experts from the community and dialogue with them. The course uses classroom exercises, written assignments, and objective measurements to increase self-awareness in the context of the student's personal identity and attitudes about difference based on ethnicity, gender, sexual orientation, and disability.

SWK 741 - Social Work Practice I : Individuals (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 742 - Social Work Practice II (3)

This is the second foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required for effective intervention with larger systems of organizations and communities. It builds upon knowledge of interventions with individuals and groups to develop foundation skills such as advocating for clients within complex systems, building coalitions, negotiating with diverse groups, assessing community needs, program evaluation, development, management, proposal writing, understanding budgets, and supervision.

Prerequisite: SWK 741

SWK 743 - Social Work Practice with Older Persons and Their Families (3)

The focus of this course is on assessment and intervention with older people and their families. A primary, secondary, and tertiary intervention model is presented with emphasis on maintaining independence, using community-based services, and preventing institutionalization. The interdisciplinary aspects of gerontological social work,

working with teams, and educating as well as learning from other professionals are addressed. Special attention is given to social work with older people with hearing loss; Alzheimer's and other organic disorders; alcohol abuse; medication problems; bereavement, death, and dying; neglect; abuse and victimization; and social work practice with racial, ethnic, and sexual minorities.

Prerequisites: SWK 707 and SWK 741

SWK 744 - Social Work Practice with Families and Small Groups (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 749 - Social Policy and Community Planning with Aging Persons (3)

This course is part of the required sequence for the aging and hearing loss concentration. Its focus is on social policy and community planning issues related to needs and services for aging people in the United States. Questions facing all aging individuals will be framed within two contexts: the cultural context of the aging deaf, and the special situation of deaf and hard of hearing elderly people. The course's perspective is to examine how national policy and service networks promote or interfere with successful aging and ways in which social work can contribute to improving relevant social policies and programs.

Prerequisites: SWK 707 and SWK 743

SWK 751 - Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)

This practice course is taken in the concentration (second year) of the Master's 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.

Prerequisites: Passing the qualifying examination
Co-requisites: SWK 713

SWK 752 - Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

This is the second concentration practice course with a focus on specialized knowledge and skills needed to work with organizations and communities of which deaf and hard of hearing people are a part. Building on the foundation year principles of intervention with organizations and communities, this course 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.

Prerequisite: Passing the qualifying examination
Co-requisite: SWK 751

SWK 755 - Qualitative Social Work Research (3)

This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of qualitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate

alternative designs or models for research and evaluation, including in-depth interviews, focus groups, visual media comparisons, observational studies, and archival/document designs. Students learn to analyze qualitative data by applying appropriate content coding techniques. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

SWK 756 - Quantitative Social Work Research (3)

This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of quantitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate alternative designs or models for research and evaluation, including group and single-system designs. Students learn to analyze quantitative data by applying appropriate statistical tests. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

SWK 760 - School Social Work Practice (3)

This course exposes students to the specialized knowledge, skills and values needed for effective social work practice with deaf and hard of hearing children and their families within the complex ecosystem of their educational settings, and broader communities. Focus is on 1) assessment, intervention and prevention in the school setting; 2) collaboration and referral to outside agencies, 3) detection and reporting of child abuse and neglect; 4) interprofessional collaboration between social workers and educators to meet the complex needs of at risk students. Traditional school social work practice (family and group counseling, parent education, crisis intervention and advocacy) and emerging models of service delivery (play therapy modalities, and prevention activities such as 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 761 - School Social Work Policy (3)

This course builds a base of knowledge, skills and values among graduate social work students which will prepare them for work with deaf and hard of hearing children, adolescents and their families, within the context of the educational setting. Students will develop an understanding of laws and policies which impact the ecosystem of the child which relates to school social work and mental health policies, educational placement and access, poverty, violence, child abuse and maltreatment, substance abuse, domestic violence, 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 771 - Foundation Field Practicum I (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 772 - Foundation Field Practicum II (3)

This course follows successful completion of SWK 771. Students return to their agencies approximately two weeks prior to the start of classes for 16 hours a week for 17 weeks. Understanding of generalist social work theory and the development of intervention skills are expanded during this semester. Students refine and deepen the goals of their learning contract, as well as the skills of assessment and intervention with clients and client systems.

Prerequisite: SWK 771

Co-requisite: SWK 742

SWK 780 - Advanced Practice Seminar (3)

This course is designed to enhance students' abilities to integrate micro, mezzo, and macro levels of social work practice with deaf and hard of hearing populations. Seminar participants present their own work from field

practicum and participants in discussion of the work of peers. Seminar participants and the instructor also identify and examine controversial issues and other issues of concern to the profession in general and to social work practice with deaf and hard of hearing populations in particular.

Co-requisite: SWK 783

SWK 783 - Advanced Field Practicum with Deaf and Hard of Hearing Populations (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 - Research Practicum I: Deaf and Hard of Hearing Populations (3)

This course builds on principles of research taught in the first year; the student applies them to an area of interest within the concentration focus of deaf and hard of hearing populations. During this semester, students will develop a proposal for a research project or thesis. Each phase of the research process (topic development, literature review, development of problem statement, conceptual framework and methodology) will be reviewed; additional material will be taught as needed for application of general principles to the areas of research with Deaf and Hard of hearing populations. The final assignment for the course will be the student's completed application to the Institutional Review Board in preparation for data collection and analysis during the second semester.

Prerequisite: SWK 756

SWK 792 - Research Practicum II: Deaf and Hard of Hearing Populations (3)

This course is the second semester of the advanced research sequence. Students continue their research project (thesis), collecting their data, and analyzing findings using computer technology where appropriate for quantitative and qualitative analysis. Special issues of analysis and interpretation for research related to deaf and hard of hearing populations are considered.

Prerequisite: SWK 791

SWK 795 - Special Topics (1-3)

Grading System: letter grades only.

SWK 799 - Independent Study (1-3)

Grading System: letter grades only. Individualized course of study focusing on particular problem not covered in regular courses.

Prerequisite: Appropriate level of matriculation, permission of instructor and Special Independent Study Form.

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Overview

Web: [Department of World Languages and Cultures](#)
College of Arts and Sciences

Pilar Pinar, Chair
Hall Memorial Building, Room S233A

No Graduate Programs or Certificates offered

CENTER FOR CONTINUING STUDIES

Kendall Hall, 103

Web: ccs.gallaudet.edu Email: ccs@gallaudet.edu

Gallaudet University provides a comprehensive array of exemplary professional development and outreach programs and services designed to promote career development, advocacy and leadership abilities, and other life-long learning. Programs and courses may be offered for graduate, undergraduate, or non-degree professional studies credit and are held-on-campus, online, or at sites across the United States through collaboration with sponsoring schools, programs, agencies, and Gallaudet University's network of [Regional Centers](#).

Courses numbered with a "PST" prefix are offered for non-degree credit at no cost for full-time graduate and undergraduate students. To see courses currently being offered, please visit ccs.gallaudet.edu.

ASL PROGRAMS

*Sorenson Language and Communication Center,
Room 1212*

Web: www.gallaudet.edu/asl Email: 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 non-degree seeking 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 http://www.gallaudet.edu/asl/asl_courses.html.

PROFESSIONAL STUDIES

Gallaudet University's Center for Continuing Studies (CCS) offers a wide variety of personal and professional development and leadership courses/programs on campus, online, and at sites across the United States. "PST" prefixed courses are offered for non-degree credit at no cost for full-time graduate and undergraduate students. All other applicants must be at least 16 years of age and possess a high school diploma or GED equivalent to take PST prefixed courses. Graduate-level PST courses require completion of an undergraduate degree.

On the main campus, CCS offers flexible scheduling with evening, weekend, and hybrid courses with real-time interaction between instructors and peers. Online courses are asynchronous and provide the convenience and flexibility of being able to study anytime and anywhere, enabling students to work around other priorities. Classes may also be offered at sites across the United States via Gallaudet University's Regional Centers.

Go to ccs.gallaudet.edu to see a current listing of courses and information on how to register.

SUMMER PROGRAMS

Kendall Hall

Web: summer.gallaudet.edu Email: 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.

BURSTEIN CENTER FOR EXCELLENCE, LEADERSHIP AND INNOVATION

Hall Memorial Building

Web: [G. "Bummy" Burstein Leadership Institute](http://G.)

Email: david.penna@gallaudet.edu

The Burstein Center for Excellence, Leadership and Innovation (BCELI) is an entity uniquely qualified to provide deaf and hard of hearing individuals with leadership development programming specifically tailored to their personal and professional needs and addresses acute leadership shortages in education and social service professions, including deaf-centric for-profit and non-profit agencies and corporations. Using a multi-faceted approach to training and development, BCELI provides an array of quality and innovative program offerings that incorporate engaged learning formats with a focus on experiential learning, problem solving, and transformation. Programs are extended across the nation via the [Gallaudet University Regional Centers](#).

EXTENSION PROGRAMS

Off-Campus Extension Programs

Gallaudet University delivers undergraduate, graduate and professional studies courses for deaf and hard of hearing people, their families, and the professionals who work with them to various sites across the United States. These courses provide opportunities to study with recognized experts in such fields as American Sign Language, Linguistics, Deaf Studies, Deaf Education, and Interpreting.

These courses are provided through the Gallaudet University Regional Centers, often in collaboration with sponsoring agencies serving deaf and hearing communities. Schools for deaf students, special education school districts, interpreter training programs, or professional organizations can be sponsoring agencies.

PROFESSIONAL STUDIES

COURSES

PST 094 - Student Orientation to Online Learning (1)

Student Orientation to Online Learning introduces students to Gallaudet's online learning environment, addresses university policies, identifies resources and assesses student readiness to learn. All learners admitted into the Adult Degree Program are required to successfully pass this course and should be enrolled prior to taking the first online course. Other learners interested in taking an online course may opt to take this course.

PST 095 Online Course Development Shell for Instructors (0)

Instructor will learn, step-by-step, how to develop course content in blackboard. Attaching files, creating folders, copying and moving and editing course content will be covered. Course tools include such features as announcements, creating a calendar, staff profile, sending emails, and creating a task, using collaboration tools which allow the instructor to create and participate in real time lessons and discussion. Other options include adding a gradebook, creating tests, creating a forum, and discussion threads.

PST 102 - ASL Special Topic: Classifiers I (1)

This course introduces the students to basic classifiers. Skill-building activities are included.

Prerequisite: Completion of ASL 1 or permission of the department.

PST 105 - ASL Special Topic: Classifiers II (1)

This course focuses on application and expansion of classifiers. Rules will be provided for classifier use in various contexts, emphasizing how the signer's perspective influences the selection of the appropriate classifier.

Prerequisites: PST 303 or permission of the department

PST 112 - Basic French II (4)

This is the second semester of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

PST 120 - Mentoring for Interpreters Working with Individuals Who are Deaf-Blind (3)

This course is designed to provide Mentors and Mentees a foundation to build knowledge and skills in the area of deaf-blindness and deaf-blind interpreting. The course will address physiological, linguistic, environmental and cultural components that affect the interpreting process. The roles and expectations of the interpreter and effective communication strategies will also be covered. Designed for emerging or seasoned interpreters (mentees) with limited or no experience working with deaf-blind people and certified interpreters (mentors) who have 5-10 years of experience in the field and at least 5 years' experience in the area of deaf-blind interpreting.

PST 136 - Beginning Fingerspelling (1)

This course is designed to help students develop receptive and expressive fingerspelling skills used in American Sign Language. Within a range of contexts and using a variety of topics, the instructor will guide the students through extensive fingerspelling drills that emphasize clear form and transitions.

Prerequisites: Completion of ASL II or permission of the department

PST 137 - Intermediate Fingerspelling (1)

This course expands the emphasis on using fingerspelled and abbreviated words as well as lexicalized signs in ASL within a range of contexts. The instructor will guide the student through dialogues and short stories that emphasize clear form and transitions.

Prerequisites: Completion of Beginning Fingerspelling or equivalent and permission of program coordinator

PST 138 - Foundations of Deaf Interpreting I: Code of Professional Conduct (1)

Each professional organization has a code of ethics, and each professional has a set of principles they use as a guide to making decisions. Geared for deaf and hard of hearing participants who are interested in becoming Certified Deaf Interpreters (CDI), this course focuses on the RID Code of Professional Conduct, and explores its application to various hypothetical situations. Students will also begin to prepare for RID's written and performance test components, and will be provided an overview of the test, sample test questions, and recommended study materials.

PST 139 - Foundations of Deaf Interpreting: Roles and Responsibilities (1)

The role of the interpreter isn't limited to the time actually interpreting, but starts before and continues after the assignment. This course is geared to deaf and hard of hearing participants who are interested in becoming Certified Deaf Interpreters (CDI) and explores the many facets of interpreting, from pre-interpreting tasks, i.e., scheduling, learning about the consumers and setting involved, and following the RID code of ethics; to post-interpreting tasks, i.e; evaluation of the interpreting service provided and planning for future work. Students will also continue to prepare for RID's written and performance test components and will be given the opportunity to try their skills in a simulated practice performance exam.

PST 170 - NAD/RID NIC Test Preparation: Written (1)

This course will prepare potential RID certification candidates to pass the written component of the National

Interpreting Certification examination. The course will cover the ten content domains tested in this examination and techniques for handling the type of multiple choice test questions utilized. Students will take several practice tests to gauge their readiness for the actual examination.

Prerequisite: Completion of a basic survey course such as Introduction to Interpreting or Becoming a Certified Interpreter.

PST 172 - American History II (3)

This is a general survey of American history since the Civil War. Topics in this course include; Reconstruction, foreign policy, political reforms, women's history, technological and economic growth, immigration, civil rights, and America's complex identity in the 20th century.

PST 176 - Gender and Communication (3)

The dynamics of gender and communication are experienced daily by all humans, so to some degree we all have "opinions" about gender and communication. Trying to study the connections can be overwhelming. This course takes an exciting and sometimes challenging tour of this subject using reading, writing, discussion, and presentation to explore culture, family, education, the working world, media, biology and religion to discover what each teaches us about gender and communication.

PST 177 - Communication Accessibility (3)

The ability to have access to communications is an important foundation for empowerment of people who are deaf and hard of hearing. This course explores how communication accessibility is achieved through study of current and emerging technology, trends in industry, public policies, and the government agencies that enforce these policies. Access to telecommunications (including internet and wireless communications, relay services, etc.), information, video media, emergency services, public accommodations, employment, education, and other contexts are included.

PST 201 - Deaf Characters in Adolescent Literature (3)

This course provides a forum for intense reading, discussion, and exploration of the texts and issues associated with deaf characters in adolescent literature. The course will introduce students to quality adolescent literature and it will examine issues relevant to the reading and teaching of the genre. The course will also explore the history, characteristics, and benefits of deaf characters in adolescent texts.

Prerequisite: permission of instructor.

PST 202 - Dynamics of Oppression (3)

This course examines various forms of oppression by looking across different cultures and communities, and then examines possible parallels occurring within the deaf community. Students are expected to develop a course project at the end of the semester.

PST 203 - Oral Traditions in the Deaf Community (3)

The dynamics of oral cultures and their traditions will be introduced in this course by studying the development of oral literature and literary artists in other cultures. Then using this as background, attempts will be made to study ASL literary tradition by looking at life histories, narrative, and poetry performances. Students will have opportunities to create ASL literature.

PST 210 - Introduction to Deaf Studies (3)

This online course helps students appreciate deaf culture, American Sign Language, and the deaf community as contributors to the heritage in the United States and abroad. It gives students a chance to reevaluate these contributions through scholarship and research in advanced courses.

PST 212 - Deaf Culture (3)

This is a survey of the various areas of study of deaf culture in the United States (history, folklore, anthropology and sociology). The course begins with a macro-view at the term "culture" as it is seen through American eyes. The definition will then be applied to the Deaf experience. The course will end with an exploration of diversity within the global Deaf community.

PST 213 - Introduction to Cultural Studies (3)

How does "culture" shape the way we see the world? Cultural Studies assumes that the meanings in this world are central in creating us-individually and collectively. DST 202 explores cultural reading, examining various texts around us including ideologies. Students will set to understand how culture transmits a view of the world and power through critical analysis. Students will inquire how culture, identity and history frame experiences.

Materials: *The Theory Tool Box* (2nd edition) by Nealon and Giroux

*Prerequisite Completion of DST 201/PST 212 or permission of department,
Arlene.Kelly@gallaudet.edu*

PST 222 - Deaf Women's Studies (3)

This course explores how the field of women's studies came into being by way of the 1848 Seneca Falls Convention. Issues faced by both hearing and deaf women will be

investigated: career, educational opportunities, reproduction, and patriarchy, among others.

PST 223 - Black Deaf People's Studies (3)

This course primarily examines Black Deaf people in America as well as those in the Caribbean Islands and Africa. The course is organized to focus on the history, education, community and culture, language and psychosocial forces which influence their experience. It will concentrate on the social, political and cultural development of a unique group of people that are part of both the general Deaf community and the Black community. Readings will be from varied journalistic literature.

PST 224 - Deaf Women Authors (1)

This online course offers an opportunity to read, discuss, and write about English-language literature written by Deaf women. Memoirs and personal essays are the most popular form of literature written by Deaf (and CODA) women, but the course also includes some poetry, journalism, and short fiction. Because there is no anthology of Deaf women writers, selections from various books and some online sources are assigned.

PST 227 - Introduction to Deaf Literature (3)

This class will focus primarily on works by deaf writers/ASL artists with an examination of "the image of the deaf" and "the deaf experience" in literature.

Prerequisite: GSR150 or ENG204 or permission of the instructor.

PST 229 - Multicultural Lives: Ethnographic Studies (3)

This course will introduce students to multicultural perspectives of the Deaf Community. It will include theoretical frameworks, socialization processes, and identity development theories that impact our individual and collective identities. While its primary focus is on the American Deaf Community, the deaf immigrant experience will also be included and examined. Prerequisite: Completion of the GSR Learning Cluster; DST 201

Prerequisite: Completion of the GSR Learning Cluster; DST 201

PST 257 - Cultural History/Study Tour: Deaf Perspective (1-3)

This course covers the cultural history of a specific country with a focus on deafness. In addition to a brief overview of history and deafness, the course will cover the following topics: economy, social class system, apartheid, geography, political structure, and sign language proliferation. Fluency in ASL and English required.

PST 259 - History of the American Deaf Community (3)

This course will introduce students to the history of the American Deaf community. While recent studies in social history have challenged our notions of race, class, and gender, historians have not yet fully addressed a fundamental component in our historical identity: physical ability and its underlying concept of normality. A close study of Deaf history offers one approach to this issue, and students will confront some of the specific issues facing this minority group. Particular attention will be paid to the ways in which deafness has been interpreted within the mainstream community, as well as how the Deaf people have expressed and preserved their cultural identity. By studying the changes in this group and its relation to hearing society, this course also raises broader issues of cultural identity in the United States.

PST 260 - Disability Studies (3)

This course will introduce students to the field of Disability Studies. As an emerging interdisciplinary field of study, Disability Studies does not approach disability as a "medical condition, but as a human condition" (Charlton). Instead of studying the causes and rehabilitation of persons with disabilities, we will explore the historical, social, political, religious, philosophical, and cultural influences that "construct" the category of "disability." We will also examine how persons with disabilities construct their own meanings and identities.

PST 275 - Introduction to ASL Writing: si5s System (3)

Beginning-level fundamentals of si5s (American Sign Language) writing for students whose first or primary language is ASL and students learning ASL as a second language. Students will learn the elements of the written system and write American Sign Language with emphasis on reading comprehension, vocabulary, and grammar. Poetry and other visual arts will be explored and transliterated.

PST 276 - Advanced American Sign Language (3)

Advanced study of ASL grammar through ASL narratives and literature is covered. Further development and

refinement skills including fluency of signing are expected. Accentuates aspects of deaf culture and community through spontaneously generated conversations including strong emphasis on receptive and expressive skills. Semantic analysis of ASL is required. This course also includes assessment of students' sign production and comprehensive skills to prepare for language proficiency examinations. The assessment will include the following areas: grammatical accuracy, vocabulary development, fluency, production (accent), and comprehension.

Prerequisites: ASL V and permission of program coordinator

PST 300 - Visual Gestural Communication (3)

This course will develop capabilities in nonverbal, visual gestural communication, body language, facial expression, and studying gestures as a form of communication and basis for visual language. Emphasis is on developing the ability to think in pictures and building expressive and receptive communication skills.

PST 301 - American Sign Language I (3)

This course introduces the basics of American Sign Language (ASL) and is designed for students who have little or no previous knowledge of ASL. Readiness for learning will be approached via visual-gestural communication techniques, visual discrimination, and visual memory exercises. ASL questions, commands, and other simple sentence structures are introduced to develop rudimentary conversational skills in ASL. Information about the Deaf Community and Deaf Culture will be introduced.

PST 302 - American Sign Language II (3)

This course is designed to continue development of American Sign Language (ASL) with a primary focus on refining the use of basic ASL sentence types. Pronominalization, classifiers, spatial referencing, pluralization, and temporal and distributional aspect are introduced. Students will learn routine communicative functions of the language: asking, requesting, providing clarification, giving and asking for directions. Information about the Deaf community and Deaf culture will be included.

Prerequisites: ASL I with a grade of "B" or better or equivalent and permission of the department.

PST 303 - American Sign Language III (3)

This course builds on skills learned in American Sign Language II, adding more complex ASL grammatical features and vocabulary, short stories, narratives, and dialogues. Discourse will include description of general surroundings, appropriate sequencing, temporal aspects and conditionals. Information about the Deaf Community and Deaf Culture will be included.

Prerequisites: ASL II with a grade of "B" or better, or equivalent and permission of the department.

PST 304 - American Sign Language IV (3)

This course expands on the development of American Sign Language (ASL) vocabulary and grammar, including the use of two to three character role shifts. Students describe settings and explain or discuss everyday objects and their use, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf Community.

Prerequisites: ASL III with a grade of "B" or better or equivalent and permission of the department.

PST 305 - American Sign Language V (3)

This course applies knowledge of American Sign Language (ASL) grammar and vocabulary to the description of increasing complex constructs, processes and situations. Students incorporate multiple character role shifting into medium-length stories, narratives and the discussion of hypothetical issues. Information on cultural values and attitudes as they relate to the Deaf community is also examined.

Prerequisites: ASL IV with a grade of "B" or better, or equivalent and permission of the department.

PST 306 - American Sign Language VI (3)

This course gives emphasis to semantics, and incorporates advanced American Sign Language (ASL) grammar and vocabulary within sophisticated discourse. Students use appropriate register, a wide range of ASL sentence types, classifiers, conditionals, relative clauses and non-manual signals to explain complex constructs, processes and situations. A variety of communicative competencies are addressed including requesting clarification and providing elaboration. Information on cultural values and attitudes as they relate to the Deaf Community is also examined.

Prerequisites: ASL V with a grade of "B" or better, or equivalent and permission of program coordinator.

PST 322 - ASL and English: Comparative Analysis (3)

This course covers areas of vocabulary, semantics, grammar and organization of ASL and English. Students

look at the linguistic aspects of both languages and compare the two. The class also covers word classes and sentence structure of both languages. To assist students in understanding the structure of both languages, discussion of how languages work is included.

PST 324 - Sign Language Media Production (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.

Course Fee: \$100

PST 325 - Sign Language Interpreting as a Career (2)

An introduction to the basic theories, principles and practices of interpreting, this course will address the history of the profession, interpreters' roles and responsibilities, and national/local organization for interpreters. It is appropriate for beginning interpreters, advanced sign language students, and professionals who work with deaf people. Information is divided into four units: the field, the process, the ethics and the settings. Areas of focus include: explanation of the purpose, content and application of the Code of Professional Conduct; identification of physical and environmental factors that affect the interpreting process; development of basic business practices related to the field; discussion of the theories and models of the sign language interpreting process; development of current issues within the field of interpreting; and the basics of interpreting in specific settings and with various communication methods.

PST 326 - NAD/RID NIC Test Preparation: Interview/Performance (1)

This course will prepare RID test candidates to take the interview and performance components of the NEW National Interpreter Certification examination. For the interview portion, students will practice responding to ethical scenarios as they are presented in the new test. They will practice with hypothetical questions and record themselves responding to a mock exam. For the performance portion, the ten skill domains will be covered. Students will record themselves taking a mock performance exam and analyze their work.

Prerequisites: Students must have taken PST325 Introduction to Interpreting, passed the NIC Written Exam, or have permission of the instructor.

PST 327 - Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain 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. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. This class focuses specifically on analysis and restructuring in interactive settings, e.g., ASL-spoken English interaction, ASL-TASL interaction, intermediary interpreting teams. This course will help students increase their range of proficiency, comprehension and production of ASL and English.

PST 328 - The US Deaf-Blind Community (1)

This is an introductory course designed for deaf-blind people, parents, educators, interpreters, and other interested people who would like to learn about deaf-blind individuals and the U.S. Deaf-Blind community.

PST 329 - Introduction to Deaf-Blind Interpretation (1)

This is an introductory course designed for interpreters or future interpreters who have a good command of English and American Sign Language and would like to develop deaf-blind interpreting skills.

Prerequisite: PST328 or ITP605

PST 330 - English Skills for Interpreters (1)

This course will explore needed foundation skills in English for ASL-English interpreters. Whether an interpreting student, new interpreter, or practicing interpreter, this course helps broaden English skills to enhance interpreting quality. Work will be done on several levels: lexical, phrasal, sentential, and discourse. Focus will be on intralingual translation, interpreting text analysis techniques, and development of cognitive skills for meaning based translation and interpretation and will help students increase their range of proficiency, comprehension, and production of English with sign language interpreting.

PST 332 - ASL Intralingual Skills for Interpreters (1)

This course is designed for interpreters or future interpreters who would like to develop their American Sign Language (ASL) skills. Understanding the source message when it is in ASL is a crucial skill often overlooked in interpreter education. The exercises deal with ASL only. Topics include finding the main point, abstracting, prediction skills, finding key signs, rephrasing, and text analysis. Also included will be exercises on simple and complex ASL utterances.

Prerequisite: Good command of ASL

PST 333 - Introduction to Translation (1)

This introductory course provides an overview of the practical and theoretical applications of translation to the development of ASL-English interpreting. Students explore methods for creating translations to ASL and to English and approaches to evaluating a translation. Practical experience in preparing translations, both in small groups and individually, is an integral part of the course.

PST 334 - Introduction to Processing Skills for Interpreters (1)

This course presents provides information on the importance of rapid and efficient cognitive processing in English and ASL. Exercises in ASL and English are provided. They include; shadowing, decalage, dual tasking, memory development and digit processing.

PST 335 - Introduction to Consecutive Interpretation (1)

This course is designed for interpreters who would like to develop consecutive interpretation skills. Consecutive interpretation can be used as a professional tool or as a training exercise. Consecutive interpretation of the message begins after the source message has stopped. Development of consecutive interpretation skills enhances memory development, both visual and auditory. The development of this skill often enhances self-confidence in interpreters as it allows for the development of cognitive control of processes central to interpretation. Component skills are also addressed such as abstraction, note-taking, expansion, cloze and prediction.

Prerequisites: Fluency in ASL and English and translation skills.

PST 336 - Intro to Simultaneous Interpretation of ASL Monologues (1)

This is an introductory course dealing with interpretation of ASL to English monologues. Emphasis is placed on comprehension of ASL prior to interpretation into English. Course topics include effort in interpretation, coping skills, simultaneity and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source text in either language. Students must also have expressive language abilities which are commensurate with their current level of receptive skill.

PST 337 - Intro to Simultaneous Interpretation of English Monologues (1)

This is an introductory course dealing with interpretation of English to ASL monologues. Emphasis is placed on comprehension of English prior to interpretation into ASL. Course topics include effort in interpretation, restructuring, coping skills, simultaneity and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source text in either language. Students must also have expressive language abilities which are commensurate with their current level of receptive skill.

PST 338 - Fingerspelled Word Recognition for Interpreters (1)

This graduate level course is designed for interpreters who already have experience in interpreting from ASL to English and from English based signing into English and who can usually understand most of the message, but

frequently miss the fingerspelled word on the first try. Experiences will be provided which are designed to improve fingerspelled word recognition on the first try. Fingerspelled words will be studied in context and in isolation. This course also has a theoretical component wherein the underlying cognitive processes associated with fingerspelled word recognition will be explained and discussed. The theoretical aspects form the base for practical applications.

PST 344 - Internship: Deaf-Blind Interpreting (3)

Field experience in an approved setting provides students with supervised experience at an introductory level. Students will be placed with Deaf-Blind professionals in any of the five setting areas studied and engage in both observation and interactive interpretation of one-on-one interactions and small group encounters. This is an intensive field-based experience for students to expand their interpreting skills with a consumer-based perspective following completion of all course work. Minimum of 45 hours of interpreting internship per credit hour.

PST 349 - Interpreting English Signing: Transliteration (1)

A course in which students convert dialogues and monologues from varieties of English signing to spoken English and from spoken English to varieties of English signing with the interpretation beginning before the conclusion of the original utterance. Students are introduced to planned and unplanned dialogues such as telephone calls, social events, informal meetings, interviews, and non-technical conversations. In addition, students are introduced to planned and unplanned monologic events such as speeches, lectures, narratives, and media productions.

PST 353 - Interpreting Technical Materials (1)

This course is designed for working interpreters who work in academic or other settings where technical/scientific material is discussed. Topics will include processing, grammar, techniques, technical terminology, numbers, preparation and teaming. Materials will include a diversity of presenters and be at the advanced secondary/post-secondary/professional levels. Focus will be on English to ASL interpretation. Students will use web-based, video and print materials and must have a webcam and chat program or videophone to interact with other students and instructor.

PST 354 - Multimedia Translation (1-3)

This course focuses on the skills required for effective rendering of English written and spoken texts (official correspondence, promotional materials, websites, museum guides, etc.) into recorded ASL. The course includes critical analysis and application for systematically analyzing English written and spoken texts (i.e. intended readership, means of expression, information and function, constraints) in order to render a recorded ASL equivalent text, and of understanding and developing the cognitive and video editing skills for rendering a variety of recorded ASL texts. Students will be introduced to and practice translation and text analysis techniques through, paraphrasing and rewriting a message while retaining its meaning in ASL. Students will address theoretical constructs of multimedia translation, as well as application of strategies and techniques required for effective video editing. This class focuses on the rendering of written and spoken (accessed via written English) texts into recorded ASL.

PST 355 - Conceptualization & Blending: Interpreting Anatomy & Physiology (1)

This course is designed for interpreters working in K-12 educational settings. The interactive practice provided in the course will allow students to gain a more advanced understanding of the use of conceptual blending in ASL, in order to produce descriptively accurate interpretations. The framework for this course is a middle-school level biology class covering anatomy and physiology topics. Course is open to interpreters currently working in educational settings.

PST 356 - ASL Discourse for Interpreters (1)

This is an introductory course dealing with the grammatical and discourse-level structure of ASL. Emphasis is placed on identifying features of ASL and addressing their relevance to interpretation. Course topics include ASL grammar and syntax, turn taking, constructed action and constructed dialogue, and repair strategies.

PST 357 - Interactive Discourse Analysis (3)

This course focuses on analyzing discourse in dialogue situations/genres of English and American Sign Language (ASL) so that students become explicitly aware of features of language use in everyday life. Students transcribe and analyze linguistic features of conversations while reading and discussing theoretical notions underlying language use.

PST 359 - Introduction to Interpreting in Legal Settings I (1)

This is an introductory course designed for interpreters who are interested in or already working in the legal system. The course covers prerequisite skills and

knowledge for legal interpreters, roles and protocol for legal interpreters, positioning of legal interpreters, roles of legal personnel, and ethics and the court code of conduct. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams.

Prerequisites: Hearing interpreters must hold national certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of a pre-reading packet is required.

PST 360 - Intro to Interpreting in Legal Settings II (1)

This is a continuation of the course, PST359 (Introduction to Interpreting in Legal Settings, Part I). The course covers preparation for legal assignments, text analysis of a commonly encountered legal text, qualifying and testifying as an expert, and continued professional development resources. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams.

Prerequisites: PST359 or ITP680 (Introduction to Interpreting in Legal Settings, Part I). Hearing interpreters must hold national certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification.

PST 361 - Introduction to the Structure of American Sign Language (3)

An introduction to the "phonology," grammar, and semantics of American Sign Language, including studies of variations in structure related to factors of region, social class, ethnicity, age, and sex; studies of child language acquisition of American Sign Language; and studies of short-term memory processing in American Sign Language. Some comparisons with English and other languages will be offered.

PST 362 - Survey of ASL Phonology (1)

This course has four parts. Part one covers basic phonetic notation and includes practice in the phonetic description of lexical signs of ASL. This will include an examination of hand configurations, placements, orientations, nonmanual signals, and two-hand relationships. Part two deals with phonological processes, including movement epenthesis, hold deletion, metathesis, assimilation, location neutralization, and weak hand deletion. Part three examines phonotactic patterns within the lexicon of ASL, focusing on permissible combinations of phonetic elements. Part four considers the nature of phonological change and historical shifts in the structure of the lexicon.

Prerequisites: PST361

PST 363 - Morphology of ASL Verbs (1)

This course will focus on the use of space and the behavior of verbs that use space in meaningful ways in American Sign Language. Major topics will include an examination of the signing space and the four functions of a locus, syntactic versus topographical space, mental representations of space, identity shift, a detailed examination of indicating verbs, locative verbs, classifier predicates (including discussions of imagery, verb roots, categories of classifier handshapes, and types of representations), and aspectual inflections that operate by changing the movement of verbs in space.

Prerequisites: PST361

PST 364 - Survey of ASL Syntax (1)

This course begins by examining the various roles of nonmanual signals within ASL grammar and ASL discourse. This leads to the role of nonmanual signs in helping to determine the structure of ASL sentences. Next, the course examines the order of constituents within ASL sentences, including topics and topicalization, subject pronoun copy, deletion of subjects and objects, and the placement of tense markers. The next section of the course focuses on the use of space in ASL discourse, verb classes based on how space is used, verb agreement, and conceptual mapping. The course concludes by examining subordination and specific types of ASL syntactic structures including relative clauses, conditional clauses, and related constructions.

Prerequisites: PST361

PST 365 - Sociolinguistics of the Deaf Community (1)

This course provides an overview of the major areas of sociolinguistics and of current sociolinguistic thinking, with a focus on the Deaf community. It begins with an introduction to the field, followed by a look at bilingualism and language contact phenomena, including lexical borrowing, code-switching, code-mixing, diglossia, pidgins, and creoles. Following this look at intralanguage phenomena, the focus turns to the internal and external constraints upon them. Discourse analysis is then examined, with a focus on language and social interaction and the structure of conversations. Language attitudes are then discussed, followed by a look at language policy and planning.

Prerequisites: PST361

PST 367 - Introduction to First Language Acquisition by Children (1)

This course introduces students to the processes by which children acquire their first language, focusing on the major

milestones of phonological and syntactic development. Children everywhere accomplish the task of learning their native language by the age of 5. They succeed despite the cognitive limitations of their age and follow the same general patterns of development regardless of what language they are learning. The efficiency with which children acquire language suggests some degree of innate linguistic knowledge, or a "language instinct." This course will overview some of the major research discoveries of how children combine this language instinct with information provided by the environment to acquire their native language. Course topics will include babbling and early phonetic development by infants, acquisition of word order, questions, and word meanings. A final segment of the course will explore the acquisition of sign languages and the ways in which deaf children's signing development parallels that of spoken language in hearing children.

Prerequisites: None, although general course in linguistics suggested.

PST 368 - Introduction to Acquisition of Sign Language (1)

Modern linguistic theory, traditionally based on research conducted on spoken languages, has benefited greatly from recent linguistic investigation of sign languages. Findings of similarities between spoken and sign languages reaffirm their equivalent status as fully natural languages, while differences point to areas where existing theory must be expanded. This course introduces students to the acquisition of ASL as a first language by deaf children and the unique contributions this research makes to general theories of language development. As background preparation, we will begin with a broad overview of important milestones in the acquisition of spoken language by hearing children. This will be followed by a short discussion on the effects of modality (oral/aural vs. gestural/visual) on the acquisition process. The remaining two-thirds of the class will be devoted to language development in the gestural/visual modality. Readings and lectures will center on the acquisition of phonology and selected syntactic phenomena, including nonmanuals and questions. The course will end with a discussion of delayed exposure to sign language and its effects on acquisition, a topic of great importance to the field of Deaf education.

Prerequisites: None, although general course in linguistics suggested.

PST 369 - Depiction in ASL (1)

This course introduces a cognitive linguistic approach to role shifting, classifier predicates, and other meaningful uses of space, all of which are types of depiction. Through lecture, group discussion, and hands-on activities, participants will learn how to identify and analyze various types of depiction and discourse patterns in which they are exhibited. Application of current findings on this topic to professional language-related domains-- e.g., pedagogy, interpretation, assessment--will also be discussed.

PST 370 - Strategies for Ensuring Effective Classroom Discourse in ASL (1)

This course introduces students to the major features of sociolinguistic structure and social uses of American Sign Language in classroom discourse. It will cover an examination of the structure of the physical settings, cultural behaviors and interactive signals in both spoken and signed discourse, identify various interactive styles involved in classroom discourse, and discuss behavior approaches for self-regulation. Class discussions will consider theoretical implications of various anthropological and sociolinguistic approaches in classroom discourse, the use of ASL in classroom teaching/settings, the place of interpretation in interactive behaviors, and the place of props in the range of classroom discourse levels.

Prerequisite: ASL III skill level or above.

PST 371 - Transcription of Signed Languages (1)

This course provides a brief history of transcription practices in signed languages, particularly that of ASL linguistics, leading to discussion and evaluation of the role of gloss transcripts as data for ASL studies. The theory of transcription and what defines successful transcription practices is discussed. Attention is also given to learning ELAN software, a dedicated transcription program, and its application to ASL data. Students should already have some experience with glossing or translating signed language data.

PST 372 - An Introduction: Basic Linguistics of Nonmanual Markers in ASL (1)

This course introduces students to the theory and practice involved in analyzing nonmanual signals, which are aspects of American Sign Language that are not expressed on the hands. The functions of nonmanual signals are diverse, affecting the structure of ASL at the phonological, morphological/semantic, syntactic, and sociolinguistic level.

PST 373 - Introduction to First and Second Language Acquisition (3)

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition). The first part of the course covers the important milestones of normal L1 development in phonology, morphology, syntax and pragmatics for both spoken and signed languages. The course then explores how delays in exposure affect the acquisition process, leading to the main topics of the second part of the course: critical period effects and L2 acquisition. Readings and discussion throughout the course will reflect the perspective that acquisition studies on a broad variety of languages, both signed and spoken, are crucial for developing accurate theories of language structure and use. Application of concepts from lectures and discussion is encouraged through student collection and analysis of L1 and L2 data.

PST 374 - Sign Language & Sign Systems (3)

An introduction to the major features of languages and to the structure, use, and variation in the sign languages and sign systems commonly used in the United States. The course will cover four major topics: (1) Language: The nature and definition of languages, the uniqueness of language, and contrasts between language and other forms of communication; (2) Language and Culture: The role of language in human society, with special focus on language acquisition, language identity, and bilingualism; (3) American Sign Language Structure: A survey of the major features of the linguistic structure of ASL. Topics are: Phonology: the structure of the physical signals; Morphology: the basic structure and composition of meaningful units of ASL; Syntax: word order and nonmanual syntactic signals in ASL sentences; (4) Language Variation: Language variation and language contact in the deaf community, including discussions of contact varieties of signing and systems for representing English.

PST 375 - Language Learning by Eye or by Ear (1)

This one-credit course is designed to introduce the layperson to the basics of first language acquisition, focusing on sign language acquisition as the point of departure. The first few lectures of the course will provide a crash-course in linguistics for beginners, as well as provide background for the importance of studying child language development, particularly in the context of deafness and sign language. The remainder of the course is organized chronologically, from birth to 36 months, highlighting the major developmental milestones for each age and expanding to discuss current research on selected topics of interest for each age period.

PST 376 - Iconicity and Depiction (3)

In this course, students are introduced to a descriptive framework with which to identify and analyze iconicity and depiction in ASL and other signed languages. The first part of the course focuses on depiction typology, covering role-shifting, constructed action and dialogue, classifier constructions/depicting verbs, aspectual constructions, metaphorical depictions, and other imagistic uses of space. In the second part of the course, we examine depiction in artistic and academic settings as well as in everyday conversations and narratives.

PST 400 - Health Psychology (3)

This course discusses research into the ways behavior, mental states, culture, and physical health interact. Factors underlying health, disease, prevention and treatment occur within cultural contexts that affect our views, behaviors, lifestyles and approaches will be explored. This course will also examine how socio-cultural settings in America influences development, health beliefs, and health behaviors.

PST 401 - Cognition (3)

This course will provide an overview of various components of human cognition, including learning, memory, perception, and higher-level functions. In addition, this course will introduce experimental techniques used to advance our understanding of human cognition.

PST 402 - Development I: Child Psychology (3)

This course examines the physical, psychological, social, and cognitive development from conception to the end of childhood. It will include discussion of the interaction of genetic and environmental factors in shaping of personality. It will describe language development and social and emotional adjustment of the child.

PST 404 - Development III: Adulthood and Aging (3)

A study of the developmental process from adulthood until death. Includes the establishment of identity, vocational choices, marriage and the family, crisis of middle adulthood, problems of the aged, death, and bereavement.

PST 436 - Business Computer Applications (3)

This course focuses on computer applications that are used widely in business. The course emphasizes the use of spreadsheets and database applications. Through hands-on training and lectures, student will learn to create professional looking spreadsheet documents and personal database management systems.

PST 441 - Photoshop Basics & Intermediates (3)

This course introduces students to the unique capabilities, tools and functions of the Macintosh computer system. Students will also learn about the many features of imaging Photoshop. Emphasis is placed on acquiring a base of skills and understanding of this powerful bitmapped-based software.

PST 443 - Social and Professional Issues in IT (3)

This course explores how IT has changed the nature of society and contributed to evolution of global economy. It examines changing nature of work, education, and communication, and ethical issues such as intellectual property rights, legal issues in computing, computer-related crimes, privacy concerns, and public policy issues.

PST 465 - Proficiency in MS Excel 2013 (3)

This instructor-supported and self-paced hands-on course is designed to train individuals to become proficient in Microsoft Excel 2013. It prepares students to take Microsoft Office Specialist (MOS) in Excel 2013 certification exam and become certified by passing the exam. MOS in Excel 2013 certification is recognized around the world! The course contents follow the MOS exam objectives and skill sets which include: create, manage, and share worksheets and workbooks; create cells and ranges; create tables, charts, and objects; create and apply formulas and functions; apply customer formats and layouts; and perform what-if analysis. As soon as a student completes the required learning activities, he/she can register at www.certipoint.com as a certification exam candidate and use online practice exam (paid for by the course fees) to prepare for the actual exam. Exam voucher is included in the course fees. Students can take the MOS certification exam in EC206, the authorized test center by Certipoint.

Prerequisites: BUS181, or ITS101, or permission by the instructor.

Course Fee: \$150.00

PST 555 - Business and Technical Writing (3)

Study and practice of professional writing skills and genres, such as resumes, letters of application, emails, memos, proposals, short and long reports, and manuals. Also covers technical aspects of editing.

PST 561 - Business and Professional Communication (3)

This course prepares students to be effective communicators in the workplace and includes interviewing, professional presentations at staff meetings, business writing, and interaction with a variety of professionals.

PST 562 - Introduction to Mass Communication (3)

This course involves a critical study of the development, scope, influence, and theories of mass communication in America.

Prerequisite: COM 290 and junior or senior standing or permission of the department.

PST 565 - Creative Writing (3)

This course gives practice in the writing of fiction, drama, poetry, and other forms. There will be analysis and critique of students' writings held in group and individual conferences. The emphasis on specific genre(s) may vary semester to semester according to the instructor's writing specialty.

PST 571 - CRLA Tutor Training I (1)

This course will provide training that meets the requirements established by the College Reading and Learning Association's (CRLA) international Level I tutoring certification. Goals of this course are to provide instruction in the following areas: The Role of the Tutor/Writing Advisor, Common Tutoring Techniques, Employment Information and Policies and Procedures. Class format: Lectures, group discussions, online activities and quizzes, videotapes, and meetings with instructor.

Prerequisites: Employment with Gallaudet's Tutorial & Instructional Programs.

PST 572 - CRLA Tutor Training II (1)

This course will provide training that meets the requirements established by the College Reading and Learning Association's (CRLA) international Level II tutoring certification. Goals of this course are to provide instruction in the following areas: understanding learning disabilities, specialized tutoring techniques for respective areas of tutoring, introduction to Multiple Intelligences and a comprehensive review of Level I. Class format: lectures, group discussions, online activities and quizzes, videotapes, and meetings with instructor.

Prerequisites: Employment with Gallaudet's Tutorial & Instructional Programs and completion of CRLA Level I.

PST 573 - CRLA Tutor Training III (1)

This course will provide training that meets the requirements established by the College Reading and Learning Association's (CRLA) international Level III tutoring certification. Goals of this course are to provide instruction in the following areas: group management skills, specialized tutoring techniques for respective areas of tutoring, training and supervision of other tutors, tutoring target populations, individual projects focusing on areas of tutoring, and a comprehensive review of Level II. Class format: lectures, group discussions, online activities and quizzes, videotapes, and meetings with instructor.

Prerequisites: Employment with Gallaudet's Tutorial & Instructional Programs and completion of CRLA Level I and II.

PST 598 - Successful Grant Writing, Part 1 (3)

Working in a highly interactive online environment, participants gain hands on experience in how nonprofits, state and federal agencies, and schools can develop successful non-construction grant applications for funding. This course will provide a grant writing experience over 8 weeks for individuals with experience in working within the United States nonprofit or educational sectors (i.e. program staff, university faculty, executive directors, school administrators and program directors). All assignments, discussions, group activities and other forms of participation will be conducted online. Participants are expected to critically respond to questions and engage in inquiry both individually and with others to reflect upon the grant writing process. At the end of the course, participants will have a completed grant proposal for submission.

PST 599 - Successful Grant Writing, Part II (3)

Successful Grant Writing, Part II. Working in a highly interactive environment, participants will gain hands-on experience in how nonprofits, state agencies, and others can develop successful applications for federal, state and private funding. Topics will include: do's and don'ts of proposal writing, importance of building relationships with funders, researching funding opportunities, creating a need statement, defining goals and objectives, developing an evaluation plan, establishing an action plan, preparing a budget, tailoring proposals to specific audiences, and keeping track of grant requests. Each participant will leave the course with a completed grant ready for submission.

Prerequisites: PST 598 or permission of the instructor

PST 602 - Deaf Women's Leadership Program (1-3)

The Deaf Women's Leadership Program provides deaf women with an invigorating environment for self-awareness, exploration, actualization and leadership development. The program also strives to improve the quality of the participants' lives through community engagement, service, and development. Training modules will be offered by nationally recognized deaf female leaders who will engage the participants in learning how to effectively advocate for their causes and to develop the skills and self-confidence they need to follow through.

PST 604 - Level 1 ASL/English Bilingual Mentor Training (2)

The CAEBER ASL/English Bilingual Mentor Training program provides 96 hours of training in the theory and methodology of bilingual education using ASL and English as the languages of instruction. Mentors will be trained to

establish and facilitate the two-year ASL/English Bilingual Professional development in-service at their school, use classroom technology to enhance ASL/English bilingual instruction, and perform the role and responsibilities of an ASL/English bilingual in-service mentor. Using the critical pedagogy process, participants will survey and reflect upon current research in bilingual/bicultural education and how it applies to educating deaf children. Level 1 focuses on the seven principles of effective language learning within a bilingual environment.

Prerequisites: 5 years teaching experience in core subjects, K-8 preferred; demonstrated leadership skills, fluency in both ASL and English. MA preferred.

PST 605 - Level 2 ASL/English Bilingual Mentor Training (2)

The CAEBER ASL/English Bilingual Mentor Training program provides 96 hours of training in the theory and methodology of bilingual education using ASL and English as the languages of instruction. Mentors will be trained to establish and facilitate the two-year ASL/English Bilingual Professional development in-service at their school, use classroom technology to enhance ASL/English bilingual instruction, and perform the role and responsibilities of an ASL/English bilingual in-service mentor. Using the critical pedagogy process, participants will survey and reflect upon current research in bilingual/bicultural education and how it applies to educating deaf children. Level 2 focuses on bilingualism and second language acquisition and learning.

Prerequisites: PST 304

PST 606 - Level 3 ASL/English Bilingual Mentor Training (2)

The CAEBER ASL/English Bilingual Mentor Training provides 96 hours of training in the theory and methodology of bilingual education using ASL and English as the languages of instruction. Mentors will be trained to establish and facilitate the two-year ASL/English Bilingual Professional development in-service at their school, use classroom technology to enhance ASL/English bilingual instruction, and perform the role and responsibilities of an ASL/English bilingual in-services mentor. Using the critical pedagogy process, participants will survey and reflect upon current research in bilingual/bicultural education and how it applies to educating deaf children. Level 3 focuses on bilingual methodology for the classroom.

Prerequisites: PST 605

PST 607 - ASL/English Bilingual Mentor Training Level 4 (2)

The CAEBER ASL/English Bilingual Mentor Training provides 96 hours of training in the theory and methodology of bilingual education using ASL and English as the languages of instruction. Mentors will be trained to establish and facilitate the two-year ASL/English Bilingual Professional development in-service at their school, use classroom technology to enhance ASL/English bilingual instruction, and perform the role and responsibilities of an ASL/English bilingual in-services mentor. Using the critical pedagogy process, participants will survey and reflect upon current research in bilingual/bicultural education and how it applies to educating deaf children. Level 4 focuses on assessing the languages of ASL and English and using assessment to guide bilingual instruction.

Prerequisites: PST 606

PST 608 - Bilingualism as a Resource: A Shared Vision for Educating Deaf and Hard of Hearing Learners (1)

Through this forum, participants will be provided an opportunity to use critical pedagogy as defined by Wink (2000). Critical pedagogy is a process whereby participants "name" their beliefs, "reflect" critically on them, and then take "action." Participants will name traditional beliefs, critically and collaboratively reflect on them, and then act to implement effective instructional practices for deaf and hard-of-hearing students in all academic classes. The overall focus will be on two components of bilingual instruction: school-wide language planning, and classroom level bilingual instruction methodology.

PST 609 - Parliamentary Law and Procedures (1)

This short course focuses on learning the principles of parliamentary law, how meetings are structured, and the steps in making motions: the main motion; the most frequently used privileged, subsidiary, and incidental motions; and motions that bring questions again before an assembly. Also covered are debate, voting, decorum and protocol, nominations and elections, officers and boards, bylaws and standing rules, and conventions. The course will include units on effective meeting management for planners and chairs, recording of meeting minutes by secretaries, and effective meeting participation for members of an organization or assembly.

PST 611 - Deafblind Young Adults in Action: Participating in the Policy Process (3)

Participants will gain knowledge about the origins of legislative efforts that affect members of the Deafblind community, the current status of the initiatives, and what

action steps remain for achieving the goals of the legislative efforts. Participants will select one topic as the focus for guided practice for the course and will work with mentors on effective communication and advocacy skills around their chosen topic.

PST 612 - Leadership Training in Theatre Arts for Deaf and Hard of Hearing People of Color (3)

This intensive training program focuses on three distinct areas: 1) history of deaf theater and theater arts of color, 2) actors movements, and 3) play production. The program is designed specifically for deaf people of color, who are interested in leisure or professional participation in deaf theaters. Students will develop knowledge of theatre history and dramatic literature, basic or specialized skills/training in the theatre arts, skills in script analysis, and production skills.

PST 614 - Advocacy: A Blueprint for Community Success (0)

An intensive, weekend-long workshop targeting individual communities and their needs with regards to advocacy.

Core areas covered include:

- strategies and tips for becoming better advocates
- team building
- leadership components
- fighting community apathy
- recruiting and retaining new members
- addressing individual communities' needs and concerns
- effective communication

The workshop is designed with a number of activities, including role-playing activities to develop skills among participants so that they can return to their respective communities and immerse themselves in the field of advocacy.

PST 615 - Consumer, Family, and Community Advocacy Leadership Training (1-3)

A one-week training session for deaf and hard of hearing individuals and parents of deaf and hard of hearing children, focusing on improving the quality of life of deaf and hard of hearing consumers and their families. The training focuses on advocacy, as a process, and the tenets of effective advocacy efforts at the local, state, and national levels.

PST 616 - Leadership, Advocacy, Deaf History and Culture (3)

Deaf and hard of hearing individuals throughout the U.S. often lack the necessary training and resources to become successful leaders and advocates. In order to become proficient advocates, the appropriate content knowledge must be taught so that individuals may become skillful at addressing their needs as well as those of their community. Appropriate training of leadership and advocacy skills, combined with knowledge of history and culture is critical to ensure that deaf and hard of hearing individuals are able to live lives that are on par with their hearing peers with regards to accessibility and rights. To promote successful grassroots movements, this seminar will utilize a "bottom to top" approach to train individuals so that they are knowledgeable in all facets and to facilitate a grassroots approach to advocacy. Rationalizing skills, team building skills, investigative skills and research skills will be addressed with the intent to think outside the box.

PST 618 - Grassroots Advocacy Training for Deaf and Hard of Hearing People in Developing Countries (0)

This course is designed to provide training to deaf people from developing nations. The main focus will be on developing an understanding of leadership traits, empowerment and entitlement, and the building of non-government organizations. Participants will analyze existing laws in their countries and develop an agenda for future legislation and develop skills for networking regionally, nationally and internationally. Structured hands-on training will be geared for developing and implementing strategic planning. Participants must have at least five years' experience working in a non-profit organization serving the deaf and able to communicate effectively in writing and international signs.

PST 626 - ASL/English Bilingual Professional Development In-Service - Level 1 (2)

During the first year, teachers participate in 48 hours of training; the final seminar of each semester is used for reflection and evaluation. The first year will review the current research on bilingual/ESL education, culture, the deaf bilingual child, first and second language acquisition and learning, language use, language teaching, and language assessment. Teachers will reflect on the concepts of bilingualism and observe how they apply to their own classrooms. The result will be a collection of teachers' stories (reflections) that describe teacher development in creating a bilingual classroom for deaf children.

PST 627 - ASL/English Bilingual Professional Development In-Service - Level 2 (2)

During the first year, teachers participate in 48 hours of training; the final seminar of each semester is used for reflection and evaluation. The first year will review the current research on bilingual/ESL education, culture, the deaf bilingual child, first and second language acquisition and learning, language use, language teaching, and language assessment. Teachers will reflect on the concepts of bilingualism presented and observe how they apply to their own classrooms. The result will be a collection of teachers' stories (reflections) that describe teacher development in creating a bilingual classroom for deaf children.

PST 628 - ASL/English Bilingual Professional Development In-Service - Level 3 (2)

In the second year of the ASL/English bilingual Professional Development training, teachers will participate in 45 hours of training, focusing on teaching language and literacy based on bilingual methodology and bilingual assessment. Teachers will use action research to apply a variety of bilingual methodology approaches in their classrooms and report on their effectiveness. Teachers will also apply various assessment tools using ASL and English to explore ways of assessing students' language and literacy behaviors. Based on the results of these assessments, teachers will identify bilingual approaches to match the language (ASL and English) and English literacy needs of their students.

PST 629 - ASL/English Bilingual Professional Development In-Service - Level 4 (2)

In the second year of the ASL/English Bilingual Professional Development training, teachers will participate in 48 hours of training, focusing on teaching language and literacy based on bilingual methodology and bilingual assessment. Teachers will use action research to apply a variety of bilingual methodology approaches in their classrooms and report on their effectiveness. Teachers will also apply various assessment tools using ASL and English to explore ways of assessing students' language and literacy behaviors. Based on the results of these assessments, teachers will identify bilingual approaches to match the language (ASL and English) and English literacy needs of their students.

PST 630 - Enhancing Deaf Education: Language Planning and Leadership (3)

This project is designed to enhance the infusion of ASL/English language frameworks into the total schooling experience through collaborative language planning. The program is an adaptation of a research-based ASL/English bilingual staff development curriculum model that was developed, revised, and facilitated in 17 residential schools for the deaf in the United States from 1997 to the present. Instead of targeting classroom teachers, this staff development is aimed at key school administrators who, through planning and structuring the school-wide learning environment, can insure long-term development and change.

PST 638 - Business Plan Development for Entrepreneurs (6)

The Business Plan Development for Entrepreneurs is a 2-week seminar that provides a model for the delivery of professional programs for deaf entrepreneurs and business organizations and is designed to develop the leadership potential of deaf business owners and other deaf professionals. The program was developed in collaboration with the national Deaf Business Institute and focuses on developing a business plan, covering such topics as management for entrepreneurs, financial accounting, marketing, and taxation/business law. The seminar provides an environment where participants can learn from other deaf professionals who have experienced the challenges of establishing and expanding a business and succeeded.

PST 639 - Project Management for Beginners (3)

This course covers the philosophies, principles, and practices adopted by the Project Management Institute (PMI). As one of the fastest growing professional disciplines in North America, project management helps participants get a firm grip on an unwieldy workload by breaking it down into manageable steps. This course will provide participants with fundamental project management knowledge and skills, including the use of tools and techniques that prepare them to be able to support their organization projects. Course content will cover a broad, yet complete overview of the project management life cycle phases: Initiation, planning, implementation and closing. Participants will learn to develop project management documents, including a project charter, project plan, and scope; and requirement documents and communication, quality, risk management, and procurement plans.

PST 640 - Entrepreneurship & Leadership Seminar (3)

This seminar provides deaf professionals an overview of the skills and tools needed to start up a successful business. Topics include product development, market analysis, organization and management, leadership, promotion and advertising, legal aspects, and financial analysis and planning. Through team assignments, small group discussions and role plays, participants will learn from each other and form bonds that last well beyond the seminar. Participants will have the opportunity to meet deaf professionals who have successfully started their own ventures. The culminating product of the seminar is the first draft of a viable business plan.

PST 642 - Deaf Agency and Leadership Seminar (3)

This seminar is designed to cover five major areas in the non-profit sector for deaf and hard-of-hearing services in the USA: non-profit history, management, finances, board governance, and assessment/evaluation. The seminar will provide opportunities for engaged interactions and presentations by nationally recognized professionals from the non-profit sector and advocacy organizations that demonstrate, advocate, and represent multiculturalism and diversity. Hands-on activities will be incorporated throughout all seminar topics and each participant will develop a strategic plan for their unique situation. Each agency participant will provide a progress report on implementation of their strategic plans at 6 months intervals covering a period of one year.

PST 644 - Mastering the Art & Science of Transforming School Systems (3)

Teams of educators from schools for the deaf participate in the first of four courses that trains them how to create and sustain transformational change in their schools. During this course, participants learn basic transformational change concepts and principles. They are introduced to principles of personalized learning and learn why that philosophy is important for the future of their schools. They also are introduced to a field-tested methodology for creating and sustaining transformational change called the School System Transformation Protocol. They will study in-depth Phase 1 of the School System Transformational Protocol. Teams will be expected to design an action plan to prepare their schools to engage in transformational change. This course also provides a foundation for the Language Planning Institute, which is the second course in the sequence.

PST 646 - Preparing for Transformational Change Seminar (3)

Teams of educators from schools for the deaf participate in the third of four courses that trains them how to create and sustain transformational change in their schools. During this course, participating teams return to their schools to implement their action plans to prepare their schools to engage in transformational change. During the seminar, the teams also design a 5-day training institute that will deliver training to their colleagues about the nature of transformational change. The teams also design a team-based learning plan that will help each member become a master of the art and science of transforming school systems. During this course, all of the participating teams will be connected to each other through an on-line "Change Leadership Community." Change Leadership Academy faculty and staff will be available to provide technical assistance and advice to the teams as they prepare their systems to engage in transformational change.

PST 647 - Mastering the Art & Science of Transforming School Systems (Advanced) (3)

This is the fourth and final course in the Change Leadership Academy. During this course, participating teams return to the Academy to learn advanced concepts and principles for transforming school systems, including how to pay for whole-system change, the concepts high-leverage starting points, retooling reward systems, changing organization culture, the politics of change, principles of strategic communication, strategies for making changes "stick," and managing resistance to change. The remaining phases of the School System Transformation Protocol will be examined in detail. Teams will prepare a comprehensive action plan to fully implement the SST Protocol after they graduate from the Academy.

PST 650 - Internship/Externship, Professional Development Project (6)

A practical, hands-on opportunity to apply training into practice, students doing internships/externships will be responsible for a major project on-site that will have an impact on the workplace. They will have a mentor supervising their work. The Professional Development Project is a practical application of thesis work by the student.

Prerequisite: Students must have completed all coursework.

PST 651 - Introduction to Professional Coaching (3)

The International Coach Federation (ICF) defines coaching as partnering with clients in a thought-provoking and

creative process that inspires them to maximize their personal and professional potential. In this introductory course on how to coach individuals, students learn primary distinctions; concepts and models that help coaches work effectively with individuals. In addition, potential coaches learn about the importance of working on the development of their professional coaching skills, and will be introduced to basic skills that can be expanded in successive courses or linked to certificate coaching programs in life or leadership. Prerequisites: Bachelor's degree and at least 5 years of education, training and/or professional experiences in coaching or related field.

PST 652 - Coaching Development: Mindfulness and Presence (3)

In the sequence of the Professional Coaching courses, this second course is designed to continue individual development. Using full body presence students will explore and tap into the wisdom in the mind/body/emotion connection. The course will provide the students with skills and knowledge to incorporate mindfulness, presence, and somatic coaching practices. The course strives to create transformation learning through highly experiential components that focus on real-time coaching practice with consistent feedback and developmental plans. Upon completion of the course, students will receive International Coach Federation coach specific training hours.

PST 653 - Coaching Development: Coaching Models for Crystalizing Change (3)

In the third sequence of Professional Coaching courses, this course is designed to continue individual development and provides reflection and action-oriented experiences to integrate the mechanics of coaching. Students will be introduced to various existing coaching models and Stage of Adult Development and transformational learning essential to the experiential coaching processes. The course also strives to create transformation learning through highly experiential components that focus on real-time coaching practice with consistent feedback and developmental plans. Each student will complete supervised coaching that will consist of coaching two individual pro bono clients, each for a minimum of 5 hours within 2 months. Upon completion of the course, students will receive International Coach Federation coach specific training hours.

PST 654 - Shaping Coaching Conversations (3)

In the fourth sequence of Professional Coaching courses, this course is designed to continue individual development. Students will practice coaching skills and receive feedback learning how to use coaching interventions to increase the success in life, and create breakthrough thinking and actions. Students will create a customized and comprehensive best practice toolkit. This course provides reflection and action-oriented experiences to integrate the mechanics of coaching. The course strives to create transformation learning through highly experiential components that focus on real-time coaching practice with consistent feedback and developmental plans. Each student will complete supervised coaching that will consist of coaching two individual pro bono clients, each for a minimum 5 hours within 2 months. Upon completion of the course, students will receive International Coach Federation coach specific training hours.

PST 658 - Foundations of Policy/Legislative Persp on Bilingualism: Implications 0-5 on Bilingual Educ. (3)

This course is designed to educate candidates about state and federal education policies, particularly as they pertain to bilingualism. In addition, the course will address 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.

PST 660 - Socio-Cultural & Political Contexts of Early Educ. for Deaf/HH Infants, Toddlers and Families (3)

This course is the first in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Certificate Program and serves as an orientation to the program and requires both face-to-face and on-campus participation. Participants will understand the impact of early hearing detection and intervention principles and practices on newborn hearing screening and programs. The course will provide an overview of the following topics: professionalism, advocacy, ethics, dispositions, diversity, cultural and linguistic backgrounds, socio-economic resources, ethnicities, religion and other factors that influence values, beliefs and practices and the impact of these factors on deaf and hard of hearing infants and toddlers and their families. Resources to support collaboration, leadership and change will be included.

Prerequisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families:

Collaboration and Leadership (ITF) Interdisciplinary Certificate Program, or permission of instructor(s).

PST 661 - Developing Communication, Language & Cognition in Deaf/HH Infants and Toddlers (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.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Certificate Program and completion of PST660 or Permission of Instructor(s).

PST 662 - Leadership Perspectives on Families with Deaf/HH Infants and Toddlers & their Cultures & Communities (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.

Prerequisites: Admission into the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Certificate Program and completion of PST 660 and PST661, or permission of the Instructor(s).

PST 663 - Strategies for Developing Communication, Language & Cognition for D/HH Infants and Toddlers (3)

This online course is the fourth course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary 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.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Certificate Program and completion of PST 660, PST 661, and PST 662, or permission of the instructor(s).

PST 664 - A Developmental Approach to Programming for Infants/Toddlers and their Families (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.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of PST 660, PST 661, PST 662, and PST 663, or permission of the instructor(s).

PST 665 - DHH Infants Toddlers and their Families: Capstone Project (1-3)

This course provides the opportunity for candidates in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Graduate/PST Certificate Program to engage in a capstone project related to deaf and hard of hearing infants, toddlers and their families.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Graduate/PST Certificate Program and PST 660.

PST 670 - A Shared Bilingual Table: Deaf Professionals and Families Working Together (2)

This seminar is designed for currently practicing Deaf Mentors to acquire an understanding of the role and functions of mentorship following the linguistic and cultural model, as well as to foster a network of education and training support when providing mentoring services to deaf/hard of hearing children and their families in home, community and educational settings. The seminar provides an opportunity to discuss a working model of bilingual language acquisition (American Sign Language and English) and to create a multicultural community where deaf, hard of hearing and hearing people learn, play and work together cohesively. In addition, Deaf Mentors acquire a basic working knowledge of Part C and Part B of the IDEA regulations essential to their role and function as professionals of the Early Intervention and Deaf Education Teams.

PST 671 - Family Collaboration and Partnership: The ASL/English Bilingual Lens (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, ways to promote positive communication with families, and the creation of culturally responsive and inclusively 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.

PST 672 - Early Language Acquisition and Cognitive Development of Bilingualism (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.

PST 673 - Capstone I: ASL/English Bilingual Early Childhood Education for 0-5 (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.

PST 674 - Assessment and Individualized Planning in ASL/English Bilingual Early Childhood (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.

PST 675 - Capstone II: ASL/English Bilingual Early Childhood Education for 0-5 (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.

PST 676 - Applications in ASL/English Bilingual Early Childhood Education for 0-5 (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.

PST 677 - Capstone III: ASL/English Bilingual Early Childhood Education for 0-5 (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.

PST 683 - Orientation to Administration and Structure of Schools for the Deaf (1)

This course provides an overview of schools for the deaf in the United States. The first part covers history of education of the deaf in various settings since 1815 with an emphasis on the impact of PL 94-142. The second part will focus on state and private schools for the deaf as centers of education and deaf culture. Demographic and other statistics will be discussed to illustrate the differences and similarities between center schools and programs located in regular public school settings. Additional topics to be covered are: bilingual education, importance of 24-hour socio-educational environment, role of extracurricular activities in overall educational development and deaf students, and development of leadership skills. The final part will detail role of administrators in center schools in the areas of policy initiation, outreach, working with legislative and executive branches.

PST 696 - Strategies for Teaching Deaf Students with Multiple Disabilities (1)

Deaf students with additional disabilities or special needs have unique learning and behavioral characteristics which present many challenges to their teachers. This 1-credit course will address modifying curriculum, activities, teaching methods, educational materials, and learning environments to meet these special learning and behavioral

needs. Emphasis will be on establishing programs which both are meaningful to the students and provide an arena in which they can be successful in spite of their unique needs.

Prerequisites: BA/BS or permission of instructor.

PST 697 - Theoretical Perspectives of ASL/English Bilingual Education for Birth-5 (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 education

PST 701 - Working with Deaf Blind Students in the Classroom - Sociolinguistic (3)

This course is designed to introduce students to a range of physical, linguistic and social abilities that exist within the continuum of Deaf-Blindness. Students are provided with a background that is specifically geared towards furthering understanding of how to accommodate and appropriately include Deaf-Blind children and their supports into the classroom. Students are also exposed to counter-narratives of Deaf-Blind individuals, which employs a variety of critical theory lenses and perspectives of systematic oppression for Deaf-Blind individuals in education and social stigmatization. Students will apply these tools towards inclusion within their own classrooms and institutional organization.

PST 710 - Practical Instruction of ASL: ALL WAY for Deaf Children (2)

This course is designed for American Sign Language (ASL) professionals to instruct using ASL as a target language and a content area in a language separation setting that promotes diverse Deaf learners to acquire the language naturally as well as learning its structure. During two weeklong sessions, the ASL Professionals will explore and develop a scope of sequences of ASL instruction including a framework of Signacy. Also, this course will explore a progression for ASL instruction that lends itself to a visual spatial language and its impact on fostering general academic success. Students are expected to complete the course with ideas, strategies and practical tools for implementing ASL instruction in their educational institutions.

Prerequisite: Participants should have a strong command of ASL as well as a background in teaching.

PST 711 - Trends in Special Education (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 Plans (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.

PST 712 - Classroom Management (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.

PST 713 - Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals (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 regarding 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 simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts. In addition, students will focus on topics/challenges that face families with children with disabilities such as: sibling support, respite care, financial planning, transition planning, independent living and IEP meetings.

PST 714 - Language and Literacy Development for Deaf Students with Disabilities (3)

This course is designed to prepare graduate level students to address issues of language and literacy development for students with disabilities, with an emphasis on deaf children 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 inform students about augmentative and alternative communication systems for use by individuals who do not have or are limited in expressive language, whether it is ASL or English.

PST 715 - Teaching Functional Curriculum (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.

PST 716 - Differentiating Instruction in the Content Areas (3)

This 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 for 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. 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.

PST 717 - Assessment of Deaf Students with Disabilities (3)

Students will focus on concepts and methods of assessment in special education with an emphasis on administering, scoring, interpreting, and reporting on standardized educational tests. Emphasis will be placed on administration and interpretation of formal and informal diagnostic procedures, diagnostic reports, IEP development, and professional ethics.

PST 718 - Best Practices in Meeting the Needs of Deaf and Hard of Hearing Immigrant Students (1)

This course is designed to address the growing demand from professionals working with Deaf and hard of hearing students who are immigrants, and/or children of immigrants. These professionals include teachers of the deaf, speech and language therapists, early interventionists, audiologists, interpreters, and others. Topics will include communication and language development, working with immigrant families, older students with limited formal education, and instructional interventions and strategies for immigrant Deaf and hard of hearing students.

PST 720 - Prevention and Management of Problem Behaviors (1)

Deaf and hard of hearing students with disabilities or special needs have unique learning and behavioral characteristics which present many challenges to their

teachers. This course will address problem behaviors in students with multiple disabilities from a communication perspective. Those taking the course will learn to analyze such behaviors from their communicative or functional intent. They also will learn to design programs to provide their students with socially acceptable ways to meet these communicative functions or needs and to reduce the magnitude of the problem behaviors.

PST 728 - Deaf Learners on the Autism Spectrum (3)

Deaf and hard of hearing students with autism spectrum disorders have unique learning characteristics that present challenges for teachers, parents, and caregivers. This course is designed for practicing teachers and family members of deaf and hard of hearing students. It will address the specific characteristics and learning needs of deaf and hard of hearing students with autism spectrum disorders with a communication perspective and offer strategies for dealing with a variety of situations in different environments. A collaborative approach that addresses solutions to increase effectiveness in the area of the home/school continuum will be provided. Students must have BA/BS and have completed an introductory course in education of exceptional children or permission of instructor.

PST 748 - GRE General Test Preparation Course (2)

This course prepares students for taking the general GRE as they prepare for applying to graduate school. Students will learn test taking strategies for the general test as well as any other testing situation. Students will learn the type of questions presented on the exam and learn to identify the purpose and goals of questions in order to better answer them. Review of verbal and quantitative content as well as writing will further prepare students for the GRE. This course includes 12 hours of asynchronous learning where students will take skill building quizzes online in each of the content area.

PST 749 - State Assessment for Certification of Educators (1)

This State Assessment for Certification of Educators Special Topics course is designed to provide test preparation for educators needing to pass their state specific assessment tests for employment. Basic content areas will cover reading, writing, and mathematics, knowledge and skills mandated by the state to perform the job of an educator in that state. Specialized areas could include Special Education or Deaf Education. The course will provide information about the design and framework of the assessment, as well as sample test questions and additional test materials that will allow individuals to prepare for the test.

PST 750 - Praxis I Test Preparation: Reading (1)

This class provides participants with the opportunity for skill improvement, strengthening of test-taking, and sample test practice for the Reading section of the Praxis I: Pre-Professional Skills Assessments (PPST) test. Participants will work with the instructor to review strategies to understand, analyze, and evaluate written messages in a multiple choice format. Class is taught in ASL.

PST 751 - Praxis I Test Preparation: Mathematics (1)

The class provides participants with the opportunity for skill improvement, strengthening of test-taking strategies, and sample test practice for the mathematics section of the Praxis I: Pre-Professional Skills Assessments (PPST). Topics include problem solving, key concepts in mathematics, and the ability to reason in a quantitative way. Praxis practice tests provided.

PST 752 - Praxis I Test Preparation: Writing (1)

Participants are provided the opportunity to improve their ability to communicate effectively through writing and receive feedback on their strengths and weaknesses in preparation for the writing section of the Praxis I: Pre-Professional Skills Assessment. The sessions will also provide practice in recognizing errors in grammar, structure, mechanics, word choice and idiomatic use in a multiple choice format.

PST 753 - Health Profession Admissions Test Preparation: MCAT/DAT/VCAT/PCAT (2)

This course prepares students for taking the admissions exams for the health profession schools. Students will learn test taking strategies for this type of testing and for the areas of Chemistry, Biology, Physics, Math, Verbal Abilities and Writing. Students will learn the type of questions presented on the exam and learn to identify the purpose and goals of the questions in order to better answer them. Students will review content in each of the areas and will use practice exams to assess their strengths and weaknesses in those areas. There will also be sessions on critical thinking and writing skills. Prerequisite: ENG204 or equivalent or permission of instructor.

PST 756 - Genetics and Hearing Loss for Early Hearing Detection & Intervention Professionals (2)

This online course provides an introduction to the genetics of hearing loss and is designed for professionals who work in any aspect of early hearing detection and intervention (EHDI). Course lectures and activities will provide an

introduction to cell biology, modes of inheritance, pedigree analysis, genetic epidemiology of hearing loss, DNA structure and function, syndromic and non-syndromic forms of hearing loss and genetic counseling. Online discussions will also focus on strategies for infusing genetics into EHDI programs at the state and local level and meeting the needs of parents for genetic services and information.

PST 757 - Introduction to Medical Terminology (1-3)

This course provides knowledge of the building blocks of basic medical terminology. Such understanding will facilitate learning of scientific and medical principles encountered during more advanced career preparation. The relationship of word parts to their anatomical counterparts will be studied. Rules for combining word parts into complete medical terms will be stressed. The correct contextual use of terms will be emphasized throughout the course.

PST 758 - Nutrition for Health (3)

Based on a study in California, the difference between a "healthy" and "unhealthy" diet in America can impact a person's lifespan by as much as thirteen years. This class studies nutrition science in depth, focusing on issues that affect Americans today; the current obesity epidemic, popular (fad) diets, popular sports supplements and energy drinks, herbal supplements, and fast food and its effect on our health and the environment. Students will be taught how to analyze popular diets and supplements, how to perform nutrition self-analysis and analyze BMI and body fat percentages, how to lose weight effectively and safely, and how to develop a healthy nutritious meal plan.

PST 759 - Introduction to Human Biology (4)

This course addresses human biology from beginning to end--sexual reproduction and birth to aging and death--and includes the physical developmental stages in between. Students will study the structure and functions of cells and organ systems and learn how these systems are integrated to support the human body over its life span. The course will cover a number of bioethical and diversity issues, including such topics as advances in medical technology, recombinant DNA, and human genome studies. Students will be introduced to basic research methods and scientific writing.

PST 760 - Educational Neuroscience Seminar (3)

Revolutions in modern understanding about how children learn, the optimal conditions for learning in development and when in development children learn which types of information best, have led to the creation of a new discipline called Educational Neuroscience. This new field provides a most relevant level of analysis for addressing today's core problems in education. Students may expect to leave the seminar with general knowledge of overarching issues in language learning, reading, child development, educational assessment, educational intervention, and school, policy, and family processes associated with young children, especially young deaf visual learners.

PST 775 - Seminar: Orientation to Peer Mentoring (1)

This two-day orientation will introduce trainees to the concept of peer mentoring as a supplement to audiology professionals. Trainees will get an overview of the course materials, academic and experiential requirements, and actively participate in team building activities to establish a support network. The concept of mentoring as compared with counseling will be discussed. Participants will receive a brief overview of their responsibilities as peer mentors. Communication protocols and an online discussion forum will be established.

Prerequisite: Acceptance into RERC--Gallaudet's Peer Mentoring Program

PST 776 - Hearing Loss in America: An Overview (3)

This course will provide an overview of hearing loss in America. Students will read articles and complete experiential activities to help them develop a broad understanding of the impact of hearing loss on U.S. citizens. A weekly open discussion on readings and program related assignments will be chat-room based with ongoing dialogue through the Blackboard-based discussion forum. Topics of this course will include demographics of hearing loss in the U.S., micro-, meso- and macro-impact of hearing loss on individuals with hearing loss and their family, friends and co-workers; economic cultural, healthcare and legal impact, related social policy and law.

This course will be online. Learning approaches will include articles and book chapters, case studies, real time discussion, use of discussion forum and power point presentations. Projects which foster experiential learning will be incorporated for many objectives.

Prerequisites: Acceptance to Gallaudet Peer Mentoring Program (RERC)

PST 777 - Biopsychosocial Aspects of Hearing Loss (3)

This course will explore the various aspects of the biopsychosocial model as it relates to hearing loss with particular emphasis on the psychological (affective, behavioral, cognitive) and social impact of hearing loss on individuals, their families and group contexts in which they communicate. Learners will examine the grieving process and crisis as it relates to progressive and sudden onset hearing loss. Parallel reactions of significant others will be investigated. The range of behavioral reactions will be assessed using the assertiveness continuum.

This course will be online. Learning approaches will include articles and book chapters, case studies, real time discussions, use of discussion forum and power point presentations. Projects which foster experiential learning will be incorporated for many objectives.

PST 778 - Practical Audiology: Fundamentals for Consumers (3)

This course provides an overview of audiology for consumer needs. Hearing Health professionals and their scopes of practice will be explored. Learners will develop an understanding of the anatomy and physiology of the hearing mechanism and be able to describe how sound travels from its source to its interpretation by the brain. 21 of the most common etiologies which may cause hearing loss will be examined. Students will learn how to interpret basic audiologic information including pure tone results, speech audiometry and impedance results.

This course will be online. Learning approaches will include articles and book chapters, case studies, real time discussion, use of discussion forum and power point presentations. Projects which foster experiential learning will be incorporated for many objectives.

Prerequisite: PST 776

PST 779 - Communication Assistive Technology (2)

This course focuses on communication technology which will enhance the ability of a person with hearing loss to communicate more effectively. Mentors will be taught to assess the communication needs of their peers and help them select and pursue appropriate options for one on one, group and computer-based communication, as well as to access the media (TV, radio, etc.). Emphasis will be on four areas of technology: Alerting and Warning Devices, Personal Amplification System, Group Listening Systems, and Cochlear Implants. Both Consumer Strategies and Communication Strategies will be addressed in this course. This course will be online. Learning approaches will include articles and book chapters, case studies, real time discussion, use of discussion forum and power point presentations. Projects which foster experiential learning will be incorporated for many objectives.

Prerequisites: PST 778

PST 780 - Peer Mentoring for Hearing Loss (3)

This course is offered as part of a 16-credit certificate program, the Peer Mentor Training Certificate Program, designed to train qualified hard of hearing or deaf individuals to help others adapt to their hearing losses by providing them the needed skills and support under the supervision of certified or licensed hearing health professionals. The course integrates all of the information learned in the previous six courses. Using case studies, role play and volunteer subjects, learners will assess peers and develop mentoring plans under supervision. Community resources will be explored and advocacy issues addressed. Trends in aural rehabilitation will also be discussed.

Prerequisites: Hearing Technology

PST 781 - Final Seminar: Applications of Peer Mentoring (1)

This course will focus on the mentoring process. Boundaries for mentors will be explored, clearly defined and contrasted with those of counseling professionals. A needs assessment format will be developed by each participant. Problem solving models will be introduced and applied. The use of anticipatory, maintenance and repair communication strategies will be demonstrated and practiced in role play. The assertiveness continuum will be applied to strategy use.

Learning approaches will include articles and book chapters, case studies, real time discussion, use of discussion forum and power point presentations. Projects which foster experiential learning will be incorporated for many objectives.

Prerequisites: Hearing Technology NOTE: This course may be waived if trainees have completed the RERC NCHAT program

PST 857 - Fundamentals of Body Movement (3)

This introductory course familiarizes students with theories of body movement and trains students in the use of physical space, rhythm and balance for movement within theatrical context.

PST 875 - Psychology & Deaf People (3)

This is an online course for professionals who are new to the field of deafness and currently working with deaf and hard-of-hearing individuals. Topics covered include life-span developmental theories and issue related to deafness, including the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and hard-of-hearing individuals. 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 on psychological functioning will be considered.

PST 879 - The School Psychology Licensure Exam: Praxis Preparation (1)

The School Psychology Licensure Exam (Praxis II School Psychologist, 0401) is required by state credentialing agencies in order to gain licensure/certification as a school psychologist. Additionally, a passing score on the exam is required to obtain the title of Nationally Certified School Psychologist. In this course, students who have already completed graduate coursework in a school psychology program will learn about the exam (including accommodations for test takers with disabilities and health-related needs), review the content that is covered (including aspects of diversity such as assessment

considerations for special populations, factors related to academic success, and advocacy related to issues such as disproportionality, poverty, access, and equity), and develop personalized study plans (that are sensitive to individual strengths, needs, and resources).

PST 882 - Writing for the Social Profession (2)

This two-credit course is designed for students and professionals who would like to improve their written communication skills within the field of social work. Students in the course will learn strategies for improving their writing through experiential learning. The course will cover a variety of writing topics in areas such as human behavior in the social environment, social work practice, social policy, and research. Students will learn strategies for writing agency-based reports, such as case studies, focus group reports, grant writing, and professional letters.

PST 883 - Writing Skills for Mental Health Professionals (2)

This two-credit course is designed for students and professionals who would like to improve their written communication skills within the field of mental health. Students in the course will learn strategies for improving their documentation for psychotherapy. The course will cover a variety of writing topics in areas such as current documentation procedures for third-party billing, ethical considerations, biopsychosocial assessments, mental status exam, validating diagnoses, treatment plans, and progress notes. Students will learn strategies for writing agency-based reports, such as case studies, focus group reports, grant writing, and professional letters.

PST 885 - Adoptive Family Systems (3)

This course is designed for graduate students in social work or human services fields, as well as working professionals who are interested in the challenges of families formed by adoption. It explores the strength and challenges of adoptive family life from a family systems perspective and introduces current theory and research that informs the field of adoption. The course gives an overview of the U.S. child welfare system, the social policies that influence adoption, and most specifically, the lifelong impact of adoption on the adoption triad: birth parents, adoptive parents, and adopted children. Course topics include child abuse and neglect, foster care, infertility, open adoption, transracial, international and special needs adoption, and adoption by gay and lesbian persons, persons with disabilities and deaf and hard of hearing person will be explored, as well as policy and ethical issues that are salient in current adoption practice.

PST 886 - Oppressive Experiences Among Deaf Women (3)

This course focuses on diverse deaf women's mental health issues such as education, employment, family, stereotyping, stigmas, discrimination, gender, sexuality, health care, race, sexism, oppression and cultural conflicts. Students will develop assessment and intervention skills that further problem-solving approaches to oppressed deaf women's experiences. The course teaches strategies and evaluation of social change efforts and approaches to addressing cultural values and ethical dilemmas in practice. Students will learn about the integration of knowledge, skills, values, and critical analysis of feminist theories, assess deaf women's mental health issues, and develop and prioritize intervention strategies. Students will also identify specific strategies for empowerment within female client systems.

PST 895 - Social Work Licensure Preparation (1)

This course has been designed for social work students, graduates and professionals who want to prepare to take the social work licensing exam. The course is totally accessible to deaf and hard of hearing participants and will focus on some testing issues that impact this population. You will learn about the requirements for taking the exam, how to apply, what study materials are helpful, how to benefit from licensing practice materials, the content areas of the exam, important social work vocabulary, test taking strategies, special accommodation issues and more.

Prerequisites: It is assumed that interested students are eligible to take either the Masters, Advanced Generalist or Clinical level of the Social Work Licensing Exam.

PST 896 - Moral Philosophy (3)

The introductory study of the principles and methods of moral reasoning, with application to selected moral problems, this course focuses on breadth, not depth. The course is divided into 3 parts: the story as a tool of ethics, ethics of conflict, and virtue ethics. Students will apply what is learned about ethical theories to a variety of media, including narratives, case studies, movies, and popular culture.

PST 900 - Pre-College Mathematics (4)

This course is designed to promote mathematical literacy among liberal arts students and to prepare students for GSR 104. The approach in this course helps students increase their knowledge of mathematics, sharpen their problem-solving skills, and raise their overall confidence in their ability to learn and communicate mathematics. Technology is integrated throughout to help students interpret real-life data algebraically, numerically, symbolically, and graphically. Topics include calculator skills, number sense, basic algebraic manipulation, solving linear equations, graphing of linear equations, and their applications. Access to mathematics instructional software is provided to support and enhance student learning. A graphing calculator is required.

PST 955 - Basic French I (4)

This is the first part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

PST 957 - Basic Spanish I (4)

This is the first part of a two-semester course sequence. The course consists of an intensive study of the principles of Spanish grammar and usage of the language. The course also focuses on basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Students will also be exposed to aspects of the target culture(s), including information on its deaf communities abroad. Spanish Sign Language (LSE) will be integrated to support the vocabulary of each textbook chapter.

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
- Licensure
- Library
- Ofc Diversity & Equity
- Ofc Diversity & Inclusion
- Ofc of Ombuds
- Ofc Students w/Disabilities
- Regional and National Outreach
- Registrar's Office
- Research Support and International Affairs
- 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
- Counseling and Psychological Services
- Postal Services
- Residence Life
- Shuttle-Parking
- Student Financial Services
- Student Health Service
- University Communications
- 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 Students w/Disabilities
- Regional and National Outreach
- Registrar's Office
- Research Support and International Affairs
- Student Affairs & Academic Support
- Student Success
- Summer Programs
- Technology - GTS
- Undergraduate Admissions
- Undergraduate Orientation

ACADEMIC ADVISING & TUTORING

Academic Advising

Jordan Student Academic Center, Room 2220

Web:

academicadvising.gallaudet.edu Email: 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 undeclared 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. Academic and career advising includes individual and group advising for new students, course registration, new student interviews, academic planning meetings, interest and personality testing, computerized career guidance programs, and assistance in selecting an academic major that best matches the student's values, interests, personality, and skills. 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.

Tutorial & Instructional Programs

Jordan Student Academic Center, Room 1221

Web: tip.gallaudet.edu Email: 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, coaching, and instructional support services for all undergraduate and graduate students. TIP is accredited by the College Reading and Learning Association's (CRLA). All tutors and coaches are trained and certified by CRLA's International Tutor Certification Program. The following services are provided by TIP:

- ASL Coaching
- English Coaching
- Group Tutoring
- Math Coaching
- One-on-One Tutoring
- Supplemental Instruction

ASL DIAGNOSTIC AND EVALUATION SERVICES

Merrill Learning Center, Room 2200

Web: ASL-DES Email: 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

Information about the ASL-DES core services is outlined below.

Classroom Discourse Observation (CDO)

Web: [ASL-CDO](#) Email: CDO@gallaudet.edu

Classroom Discourse Observation (CDO) is an assessment which captures not only aspects of ASL, but also discourse techniques/pragmatics, heuristic functions, and whether the environment is visually optimized. A classroom-based assessment also notes 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 utilizing a visually optimized environment, discourse, and pragmatics. The faculty is then provided a personalized feedback session which includes the opportunity to review and discuss the video recording.

Following the feedback session, each faculty is encouraged to participate in the CDO Mentoring Program which is tailored support to improve the specific areas that were identified in the CDO and discussed in the feedback session. A CDO Action Plan is implemented addressing the areas needing improvement in an interactive portal which includes independent activities and those guided by a mentor. This is a great opportunity for new and seasoned faculty to better understand classroom discourse and to enhance teaching strategies.

Focused Topic Preparation (FTP)

Web: [ASL-FTP](#) Email: DxAssessment@gallaudet.edu

This service 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.

American Sign Language Proficiency Interview (ASLPI)

Web: [ASLPI](#) Email: ASLPI@gallaudet.edu

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 20-25 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 proficiency level 5, the rating 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.

For more information about the ASLPI including but not limited to the scheduling process, fees, preparation, and post-interview details, please visit the website.

ASL PROGRAMS

Jordan Student Academic Center, Room 1212

Web: aslprograms.gallaudet.edu Email: 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.

CAPTIONING SERVICES

Web: gis.gallaudet.edu Email: gis@gallaudet.edu, gis.captioning@gallaudet.edu

[Gallaudet Interpreting Service](#) (GIS) currently oversees provision of real-time captioning for classes, meetings and special events; real-time captioning services provide a text translation of the spoken content. GIS manages requests for captioning and partners with Alternative Communication Services (ACS) for provision of caption writers and Gallaudet Technology Services (GTS) for on-site technical support.

There are two types of captioning services currently available at Gallaudet University:

- Communication Access Real-time Translation (CART) is a verbatim text translation.
- TypeWell (also called text interpreting or C-Print) is a text based summary.

Both CART and TypeWell can be equally accurate, and a consumer may have a different preference depending on the environment. For example; CART might be preferred in a highly interactive classroom environment where the discussion is fast paced and access to the exact terminology is preferred. TypeWell might be better suited for a formal lecture based class, or a meeting, where the consumer wants access to a general summary. In both cases, the spoken English message (via an interpreter or a presenter), is relayed through a microphone to a caption writer that is transcribing remotely. The transcript is displayed on a large screen monitor at the front of the room.

GIS is also piloting a program where the text can be displayed on a consumer's personal laptop or tablet. This may provide better sight lines for a signed language environment.

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.

CAREER CENTER

Jordan Student Academic Center, Room 2221

Web: careercenter.gallaudet.edu Email: career.center@gallaudet.edu

CAREER CENTER

The Career Center's mission is to assist students in reaching their career goals by integrating liberal education with experience in the marketplace. Students are educated and empowered 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 agency

or organization, 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 variety of learning opportunities for students through its internship program. Working closely with faculty, the Career Center assists students in finding internships and enabling them to connect a liberal arts education with success in the professional workplace. Career consultants provide education to employers through an interactive deaf awareness workshop increasing understanding for developing professional relationships with deaf persons in the work environment. The Career Center also provides information to employers regarding access to video relay services and other technology available to support internship supervisors in their interactions with people who are deaf, hard of hearing, and deaf/blind.

Recent internship sites for students include the Library of Congress, Environmental Protection Agency (EPA), National Public Radio, Peace Corps, US Department of the Interior, National Association of the Deaf (NAD), the National Zoo, Octagon Sports Management, NASA, Congressional offices on Capitol Hill, as well as various schools and social service agencies. Students are also able to participate in an array of international internships. The experience gained in doing an internship related to their major is one of the best ways a student can prepare for "Life After Gallaudet"!

Services available at the Career Center include:

- Resume Writing/Cover Letter assistance
- Networking and Mock Interview Practice
- Employer Information Sessions
- On-Site Visits to Employers
- Internship Search and Preparation
- On-Campus Student Employment
- Internship and Job Fairs
- Career Library Resources
- Graduate School Information

ENGLISH LANGUAGE INSTITUTE (ELI)

Hall Memorial Building, Room E-253

Web: eli.gallaudet.edu Email: 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 seven levels of ESL classes: Developmental English is for students with emergent ESL skills. Level One is for students with low novice ESL skills, Level Two is for students with novice ESL skills, Level Three is for students with high novice ESL skills, Level Four is for students with low intermediate ESL skills, Level Five is for students with intermediate ESL skills, and Level Six is for students with high intermediate ESL skills.

FINANCIAL AID

Chapel Hall, Room G02

Web: financialaid.gallaudet.edu Email: 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/.

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 2014-2015 academic year is \$34,306 for undergraduate students and \$39,592 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).

All applications for financial aid may be accessed online at 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 2014-2015 academic year, these priority deadlines are July 1, 2014, and January 12, 2015. 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 Email: 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 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 204. 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 204, Fowler Hall or by email at katherine.spiegel@gallaudet.edu, or by VideoPhone at 202-250-2472.

INSTITUTIONAL REVIEW BOARD (IRB)

Office: *Fowler Hall, Room 202A*
Coordinator's Office: *Fowler Hall, Room 204*
Web: irb.gallaudet.edu Email: 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.

LICENSURE

College Hall 413
Web: oag.gallaudet.edu Email: quality@gallaudet.edu

Programs that are approved for state (D.C.) licensure guide students through the process of obtaining their school credentials. The Accreditation, Certification and Licensure 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 Email:
library.help@gallaudet.edu; 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 the world's largest repository of material on the history of deafness and Deaf Culture. It also collects the institutional records of Gallaudet, and its Manuscript Collection includes letters, speeches, and other writings produced by Gallaudet presidents, famous Deaf people, and organizations for the Deaf. The Archives' files contain over 80,000 photos from the history of Gallaudet and Deaf culture, as well as portraits and biographical files of prominent Deaf people. The Archives is also the home of Gallaudet's rare book collection, which holds books on sign language, Deaf education, and Deaf Culture dating back to the 16th century.

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 (202-779-9478) or voice (x5217) phone, email (library.help@gallaudet.edu), and real-time chat accessible on the Library web site.

The Library's Group Study Rooms, which include large display monitors, provide space for group study and collaboration. A quiet study room is available for students who prefer to study without visual and aural distractions. 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), 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

Edgar Palmer, Executive Director
Olugbenga Aina, Director, Diversity and Equity Programs

Keeping the Promise: Equitable Outcomes for Students
Multicultural Student Programs
LGBTQA Resource Center

Judith MOUNTY, Interim Director, Assessment, Planning and Training

Hall Memorial Building, South 141

Web: [Office of Diversity and Equity for Students](#)

Email: [ODES Staff](#)

The mission of the Office of Diversity and Equity for Students (ODES) is to advocate and empower students of all backgrounds 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 three units: Keeping the Promise: Equitable Outcomes for Students (KTP), the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally Resource Center (LGBTQA Resource Center), and Multicultural Student Programs (MSP). Additionally, the Campus-Wide Dialogue program is housed within ODES. Through intergroup dialogue activities, this program seeks to promote appreciation of diverse perspectives and experiences among all members of the campus community.

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 and LGBTQA students and strives to

facilitate a campus climate that supports their academic and personal 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.

The Campus-wide Dialogue Program sponsored by the Office of Diversity and Equity for Students is designed to increase mutual understanding, acceptance and respect among the cultures, experiences, values and perceptions represented on campus. These dialogues also aim to promote a welcoming climate while institutionalizing equity and inclusion.

Keeping the Promise: Equitable Outcomes for Students

Olugbenga Aina, Director
Hall Memorial Building, Room S-141

Web: [Keeping the Promise](#)

The Keeping the Promise (KTP) programs were designed to increase, encourage, support and advance the inclusion and educational success of collegians who are members of groups which are underrepresented in terms of retention and degree conferment. However, participation in these programs is open to all students.

Members of KTP are engaged in designing career plans, developing academic success skills, participating in cultural awareness activities, in addition to progressive leadership development training, and advocacy programming. They become more knowledgeable about themselves through a wide range of cultural enrichment and awareness programs. KTP enables Gallaudet's academic community to support these collegians in their quest for a degree from Gallaudet University.

Mission Statement

Keeping the Promise will promote student intellectual advancement 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.

Goals

- Increase persistence, retention and graduation rates of participating groups
- Support participants in realizing their full potential

- Equip participating collegians with success and survival skills
- Offer self-awareness and multicultural learning events
- Facilitate a campus-wide climate conducive to student success
- Collaborate with other campus offices to support positive outcomes for students

Multicultural Student Programs

Web: [Multicultural Student Programs](#)

Multicultural Student Programs (MSP) is a cultural advocacy and resource unit under the Office of Diversity and Equity for Students. 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

Web: [LGBTQA Resource Center](#)

The Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally Resource Center serves as a hub for LGBTQA related programs, services, trainings, activities, and student groups on campus. The Resource Center is a visible space to promote an LGBTQA presence year-round, with particular activity during Pride Month, Coming Out Week, Transgender Awareness Week, and Lavender Graduation. For these special events, the Center will offer meeting space, volunteers, and assistance with coordination and planning of events, including informal brown bag discussions and programs addressing heterosexism, homophobia, and complex interrelationships with race, ethnicity, religion, socioeconomic, and D/deaf/hearing status. The Resource Center Coordinator is available to assist with advising, consultation, community development, diversity training, referrals, and programming.

Additionally, we house a comprehensive resource library for networking and referrals for the LGBTQA community at Gallaudet University and the larger campus community, alumni and visitors. In keeping with the Gallaudet Strategic Plan 2010-2015, and the mission of ODES, the LGBTQA Resource Center promotes equity, diversity, inclusion, academic success, and social justice for LGBTQ and allied individuals and communities at Gallaudet. We work to ensure a responsive and supportive environment that promotes equity, diversity, inclusion, academic success and social justice for LGBTQ and ally students.

Located in HMB South 141 (the Office of Diversity and Equity for Students suite), 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 a full-time LGBTQA Resource Center Coordinator as well as ODES paraprofessionals and maintains a shared ODES lounge with 24/7 access to allow for maximum use during times when students are not in class. The Hangout Lounge is used by those affiliated with the Office of Diversity and Equity for Students and is a safe space for students, faculty, staff, alumni and the community to relax, have a cup of coffee, socialize, meet new people, learn about upcoming events and explore the Resource Library.

Programs and activities offered by the LGBTQA Resource Center include Allies Network training, a Pride Presenters Series, educational and social events, student meetings and meet-ups, and workshops and presentations on LGBTQA issues. The LGBTQA Resource Center is member of the [Consortium of Higher Education LGBT Resource Professionals](#) and works closely with [Rainbow Society](#), Gallaudet's LGBTQA Student organization.

OFFICE FOR DIVERSITY AND INCLUSION

College Hall 203

Web: diversity.gallaudet.edu Email: 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

Location: Ely Center 113

Web: ombuds.gallaudet.edu

Email: ombuds@gallaudet.edu

Phone Number: 202.559.5079

Twitter: [@OmbudsGallaudet](https://twitter.com/OmbudsGallaudet)

Welcome! If you're a member of the campus community and you want help with solving a problem, the Office of the Ombuds is the place to go.

About the Office of the Ombuds

Launched in January 2008, the Office of the Ombuds provides conflict management resources to all members of the campus community, including students and their families, faculty, staff, alumni, and others.

How can the Ombuds help you?

The Ombuds provides you with a confidential, neutral, informal and independent place to:

- Develop options
- Obtain referrals
- Clarify University policies and procedures
- Find solutions to problems
- Empower yourself to achieve academic, professional, and personal success

If you have University-related concerns or trouble accessing information, the Ombuds can help guide you to what you need.

Why Use the Ombuds?

If you feel trapped, lost, or confused, the Office of the Ombuds is a safe place where you can discuss your concerns confidentially and informally. All conversations are off the record.

During your visit with the Ombuds, you will:

- Focus on the issues, not people or personalities
- Work collaboratively to address real problems
- Identify and discuss creative solutions and resources
- Save or repair important relationships during conflict
- Redirect your attention to your work and studies

Your visit matters!

Walk-ins are welcome, but appointments are preferred so the Ombuds can reserve enough time to listen to you and help you explore different options and resources. To make an appointment, please contact ombuds@gallaudet.edu or call 202-559-5079.

The Ombuds Office operates according to the International Ombudsman Association (IOA) Code of Ethics and Standards of Practice.

OFFICE FOR STUDENTS WITH DISABILITIES

Jordan Student Academic Center, Room 1220

Web: oswd.gallaudet.edu Email: 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 and e-books, 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 AND NATIONAL OUTREACH

Lisa Jacobs, Director
Office of Regional & National Outreach
Peet Hall, Suite 412
Web: gurc.gallaudet.edu

An essential part of Gallaudet University is its wealth of resources, services and programs. The Office of Regional and National Outreach (RNO) is one way Gallaudet University brings those resources to deaf people, families and professionals around the country. RNO, which supports the university's strategic plan and enrollment efforts, includes three major components:

- Gallaudet University Regional Centers
- Youth Programs
- Deaf WorldTeach in the Pacific

Gallaudet University Regional Centers

Through partnerships, the Gallaudet University Regional Centers share Gallaudet's undergraduate and graduate programs and Laurent Clerc National Deaf Education Center's resources and expertise through training programs, workshops and conferences, youth programs, technical assistance and consultation. Regional centers are located at host colleges, including:

- [GURC-Midwest](#) at John A. Logan College, Carterville, Illinois
- [GURC-Northeast](#) at Northern Essex Community College, Haverhill, Massachusetts
- [GURC-Southeast](#) at Gallaudet University, Washington, DC
- [GURC-Southwest](#) at Austin Community College, Austin, Texas
- [GURC-West](#) at Ohlone College, Fremont, California

Youth Programs

RNO's Youth Programs component provides opportunities for middle and high school students to connect with each other, pursue academic challenges, and experience personal and academic development. The Youth Programs accomplish this through its regional and national Academic Bowl competitions, and national Battle of the Books competition. Also offered are summer learning experiences for high school students.

Deaf WorldTeach in the Pacific

Through a partnership with WorldTeach in Cambridge, MA, Deaf WorldTeach teaches deaf children, youth, families, professionals, and the community in the Republic of the Marshall Islands. Deaf WorldTeach expands the existing pool of teachers while strengthening the sign language skills of students, families, teachers, and community members.

REGISTRAR'S OFFICE

Chapel Hall, Room 101

Web: registrar.gallaudet.edu Email: 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 probations; 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.

RESEARCH SUPPORT AND INTERNATIONAL AFFAIRS

Dr. Charles Reilly, Executive Director
Dawes House, Room 207

Web: [Research Support and International Affairs](#)
Email: [RSIA](#)

The Office of Research Support and International Affairs (RSIA) strives to fulfill Gallaudet University's mission to encourage, promote, and facilitate scholarly research, and to offer and oversee international and intercultural education opportunities for Gallaudet students and faculty, as well as the global community. The office is located in Dawes House and is under the auspices of the Office of the Provost for research and dean of the graduate school, continuing studies, and international affairs.

RSIA facilitates faculty, staff, and student research by providing editing assistance with grant proposals and by administering the Priority Research and Small Grants programs. The office also oversees a variety of programs and scholarship opportunities (see below) for Gallaudet University and international scholars to further their studies and to undertake research projects. Further, the unit promotes achievements of this nature by reporting on the University's contributions to research and scholarship. In addition, the unit maintains the longstanding Annual Survey of Deaf and Hard of Hearing Children and Youth and research and activity on language planning.

International Special Students Program

Many students from around the world with a professional interest in the education of deaf and hard of hearing people, their language, and their history and culture find Gallaudet's non-degree International Special Students Program (ISSP) a tremendous learning experience. The ISSP provides one or two semesters of non-degree study that is customized to meet students' individual needs relating to general or specific areas of deafness. Courses may be audited or taken for college credit. Each student is assigned a mentor who is an expert in the particular area the student wishes to learn about.

International Visiting Researcher Program

Gallaudet is authorized by the United States Department of State to operate the Exchange Visitor Program. The purpose of the program is to increase mutual understanding between the people of the United States and other countries. RSIA works closely with academic departments and faculty members to extend its resources on a selective basis in the spirit of institutional collegiality, fostering knowledge, and the exchange of information.

The program allows a limited number of professors, researchers, and other scholars who wish to use the facilities at Gallaudet University each academic year in the following categories: Research Scholar, to conduct research, observe, or consult (up to five years); Short-term Scholar, to lecture, observe, consult, train, demonstrate special skills, or perform collaborative research (up to six months); or Specialist, to observe, consult, or demonstrate special skills (up to one year).

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.

Nippon Foundation Scholarships

RSIA oversees two scholarships funded by the Nippon Foundation of Tokyo, Japan: the World Deaf Leadership (WDL) and the Sasakawa International Scholarship Fund. The purpose of the WDL Scholarship Fund is to provide scholarships to Gallaudet students with financial need from developing nations. Gallaudet will select WDL Scholars who demonstrate the ability to become international leaders and make significant contributions to their nation and possibly the world. The scholarship will cover tuition, room, board, and up to two internships abroad.

The Sasakawa International Scholarship Fund provides financial assistance to qualified, deserving, deaf international students who are enrolled in at least their second year of a degree-granting program at Gallaudet University to help ensure they have the financial means to

complete their degree and graduate. Preference will be given to students who are residents of developing countries

Study Abroad

The Office of Research Support and International Affairs (RSIA) collaborates with several University offices to promote study abroad programs related to coursework, academic fields, or cross-cultural study. RSIA hosts programs designed for Gallaudet students, faculty, staff, and others interested in international study tours. Participants usually spend two to five 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 RSIA 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.

Global Partnerships

Gallaudet University's formal agreements with universities around the globe aim to advance opportunities to share knowledge. These agreements include student exchange and technical cooperation. Gallaudet also seeks ways for more people outside the U.S. to study at the University, thereby enriching their lives and the cultural diversity of the campus community. Currently, Gallaudet has cooperative agreements or Memorandums of Understanding with Beijing Union University (BUU) to prepare Chinese students for admission to Gallaudet and to improve BUU's accessibility; Universidad Especializada de las Américas, Panama, to prepare Latin American students for admission to Gallaudet; Institute for the Training and Development of Human Resources, Panama, to establish scholarships for Panamanian students to study at Gallaudet; Siena School of Liberal Arts, Italy, to offer Gallaudet students an opportunity to study abroad; Ål folkehøyskole og kurscenter for døve, Norway, to offer Gallaudet students an opportunity to study abroad in coursework specific to Deaf Studies; and Universidad Federal de Santa Catarina, Brazil, to develop academic credits and curricula between universities for both American and Brazilian Deaf Cultures and sign languages.

International Student Services

The main role of the International Affairs branch of RSIA is to ease international students' transition to life in the United States and at Gallaudet University, and to assist current international students who are seeking advice on immigration regulations.

International Student Services includes the following:

- Reviewing a portion of prospective student applications, as well as evaluating financial documents, by issuing Certificates of Eligibility (Forms I-20) to order for students to obtain visas.
- Providing updates regarding immigration laws and other issues.
- Providing information on federal regulations related to education for international students.
- Assisting in various student procedures for international students, scholars, and researchers. For a complete list, click [here](#).

STUDENT AFFAIRS AND ACADEMIC SUPPORT

Ely Center 102

Web: [Student Affairs and Academic Support](#)

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](#)
- [Counseling and Psychological Services](#)
- [Office of Students with Disabilities](#)
- [Residence Life and Housing](#)
- [Student Center Programs and Services](#)
 - [Alcohol and other Drug Services](#)
 - [Campus Activities](#)
 - [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: [Student Success](#)

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: American Sign Language

The JumpStart program is a four-week summer program for deaf and hard of hearing, and hearing students accepted into the BAI degree program. 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

JumpStart: American Sign Language offers freshmen and transfer students a four-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 Email: 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 (HMB), Room W121

Administrative Offices - Merrill Learning Center (MLC), 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

HelpDesk: helpdesk.gallaudet.edu

Gallaudet Technology Services MLC, 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, and eLearning & Web Authoring. Units that provide back office or indirect support include Technology Infrastructure and Operations and Enterprise Information Systems.

All requests for computer support, network, cable TV and other media services should be made through the Technology Help Desk, <http://helpdesk.gallaudet.edu>.

Most Gallaudet software systems 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). The most used systems include:

- Email - Google (<http://mail.gallaudet.edu>)
- Learning Management System - Blackboard (<http://my.gallaudet.edu>)
This system supports academic needs including course discussion boards, document storage and sharing, etc.
- Bison - Peoplesoft (<http://bison.gallaudet.edu>)
This system enables students, faculty, and staff to manage their personal information and allows students to complete business registration online, register for classes, and check on other information including student accounts and financial aid.

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 the Jordan Student Academic Center (JSAC) and Hall Memorial Building (HMB) are also available. Lab hours are listed in the *Daily Digest* and online, 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

HMB, W121

Technology Help Desk: <http://helpdesk.gallaudet.edu>

The 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 HelpDesk and media requests in the following ways:

- Online: <http://helpdesk.gallaudet.edu>
- Voice Telephone/TTY: (202) 651-5044
- Videophone: (202) 250-2010 or (202) 250-2314
- FAX: (202) 651-5023
- Walk-in: HMB, Room W121, 7 a.m.-6 p.m., Monday-Friday, during the academic year; 8 a.m.-5 p.m. during winter break and summer.

Media & Classroom Services provides and maintains the variety of 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 such as: 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.

Equipment is limited and during peak times may be loaned out and not available. Be sure to reserve equipment with as much advance notice as possible.

All university classrooms have permanent presentation equipment (e.g., computers, video projectors, displays). Equipment deliveries are provided for locations without equipment. Media Services provides supplies for using whiteboards and chalkboards and lamp replacement for video projectors and overhead projectors in classrooms. Details about University classrooms are available online at 25live.gallaudet.edu.

eLEARNING and WEB AUTHORIZING *MLC, B205*

eLearning enhances learning and academic rigor through provision, training, and support of learning systems and tools that support assessment of student performance through testing and ePortfolios. eLearning supports 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 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 connects students to courses, organizations, and other resources including academic and administrative websites at <http://my.Gallaudet.edu>, which is powered by the tools in the Blackboard Academic Suite. The eLearning team also provides web authoring training and manages the centralized computer labs for students.

The eLearning lab, located in MLC B220, is available for walk-in assistance and computer-based training sessions. Students can also use the Echo360 Video Recording suites for academic ASL assignments and other presentation recording activities.

UNDERGRADUATE ADMISSIONS

EMG Building 1st floor

Web: admissions.gallaudet.edu Email:
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)

Campus Activities

Jordan Student Academic Center, Room 1000

Web: [New Student Orientation](#)

Every college journey begins with the first step of arriving on campus. Campus Activities coordinates the New Student Orientation (NSO) program for all new students and collaborates with the Office for Students with Disabilities (OSWD) and International Students and Scholar Services (ISSS) who is responsible for coordinating the New Students with Disabilities and New International Students pre-orientations respectively. Workshops and activities are offered to assist new students in the transition to college life.

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, 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.

New International Students Pre-orientation

New international students for the fall semester participate in a three-day pre-orientation in addition to NSO.

New Students with Disabilities Pre-orientation

New students with disabilities for the fall semester participate in a three-day pre-orientation in addition to NSO. New students with visual, mobility, learning, or other disabilities should apply for OSWD services and submit disability documentation as early as possible to OSWD. OSWD staff will help to ensure that students receive the necessary accommodations during NSO and throughout their academic career at Gallaudet.

Family Orientation Program

During Family Orientation Program, family members 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. Two Family Orientation Programs are offered, one in July during the Jump Start Program and one in August during New Student Orientation.

CAMPUS SERVICES

BISON SHOP - BOOKSTORE

I. King Jordan Student Union Building

Web: bisonshop.gallaudet.edu Email: bookstore.office@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

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. 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 bisonstv.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. If your television is an older model (made before 2007) and it doesn't have a digital tuner, you will need an analog-to-digital (DTV) converter which is available for purchase at many local stores such as Best Buy, Target, and Walmart.

All requests for support of Cable TV in the dormitories should be submitted online to the Gallaudet Technology Help Desk (helpdesk.gallaudet.edu).

DEPARTMENT OF PUBLIC SAFETY (DPS)

Carlin Hall, Ground Floor

Web: dps.gallaudet.edu Email: dps@gallaudet.edu

Emergency Lines

(202) 651-5444 (TTY)

(202) 651-5555 (Voice)

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: [Facilities](#) Email: facilities@gallaudet.edu

The Facilities Department aims to help support Gallaudet University's teaching, research, and community service mission by ensuring the cleanliness, good operation, and preservation of the buildings, grounds, and other facilities that comprise the University. The Facilities Department does so by operating, maintaining, and repairing the buildings, building systems, and grounds at Gallaudet University. We also perform exterior and interior renovation and improvements projects of limited size and scope.

The Facilities Department is in the service business. All of Gallaudet University's students, faculty, teachers, staff, and guests are our customers. We are committed to providing effective and efficient services so that your time on the Kendall Green may be a pleasant and memorable one.

[Amon Brown](#), Director of Maintenance and Operations
Central Utilities Building, Room 312
202-651-5007 (V)

[Mr. Carlos Navas](#), Grounds Manager
Central Utilities Building, Room 203
202-651-5204 (V)

[Ms. Carolyn Gates](#), Custodial Manager
Central Utilities Building, Room 305
202-651-5189 (V)

FOOD SERVICES

Web: 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), the food court (Market Place) and Rathskellar pub in the Student Union Building. Dining dollars can be used at the Bistro in the Kellogg Conference Hotel and the Java Corner in the Student Academic Center. See [Tuition and Fees](#) for plans and prices.

Students will also be able to sign up for meal plans on line during business registration. Students who do not sign up for a meal plan during business registration will be assigned 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, Java Corner and the Bistro. With a deposit of \$150 to start an additional 15% is added on by food services. Dining Dollars are good for the academic year --- they carry over from the Fall semester to the Spring semester and from the Spring semester to the Summer semesters 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 Email: 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 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 HelpDesk and media requests in the following ways:

- Online: <http://helpdesk.gallaudet.edu>
- Voice Telephone/TTY: (202) 651-5044
- Videophone: (202) 250-2010 or (202) 250-2314
- FAX: (202) 651-5023
- Walk-in: HMB, Room W121, 7 a.m.-6 p.m., Monday-Friday, during the academic year; 8 a.m.-5 p.m. during winter break and summer.

Media & Classroom Services provides and maintains the variety of 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 such as: 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.

Equipment is limited and during peak times may be loaned out and not available. Be sure to reserve equipment with as much advance notice as possible.

All university classrooms have permanent presentation equipment (e.g., computers, video projectors, displays). Equipment deliveries are provided for locations without equipment. Media Services provides supplies for using whiteboards and chalkboards and lamp replacement for video projectors and overhead projectors in classrooms. Details about University classrooms are available online at <http://25live.gallaudet.edu>.

INTERPRETING SERVICES (GIS)

Web: gis.gallaudet.edu Email: gis@gallaudet.edu

The mission of GIS is to provide comprehensive information access through exemplary interpreting services. Since 1990, 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. With commitment, professionalism, experience and a strong sense of customer service, GIS provides more than 80,000 hours of interpreting services annually.

GIS has certified professionals to work in a wide array of settings which include:

- Classrooms
- Conferences
- Banquets
- Legal appointments
- Video interpreting
- Business meetings
- Job interviews
- Workshops
- Internships
- Medical appointments

Although GIS is primarily a campus resource, we also provide interpreting services to the external 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 also provides workshops on a variety of topics and provides mentoring, training, and supervision to practicum and intern interpreting students and freelance interpreters.

GIS provide professional interpreting services to students, faculty, staff and teachers for Gallaudet-sponsored events as requested. Services provided by GIS are as follows:

- Close-vision interpreting
- Tactile interpreting
- American Sign Language interpreting
- Spoken English interpreting
- Captioning
- International interpreting
- Cued Speech transliterating
- External Community interpreting
- Transcription services
- Mentoring to interpreting students
- Workshops and trainings

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 services on campus. Contact us for more information at gis@gallaudet.edu or (202) 651-5199 (VP/V).

The GIS offices are open Monday through Friday, 8:00 a.m. to 5:00 p.m.

We look forward to working with you!

COUNSELING AND PSYCHOLOGICAL SERVICES

Kellogg Conference Hotel, Suite 3200

Web: Counseling and Psychological Services Email: caps@gallaudet.edu

The college experience offers students challenges and opportunities that enhance personal and academic development. Counseling and Psychological Service (CAPS), a unit of Student Affairs and Academic Support, offers support and services in a confidential setting that helps students meet these challenges and succeed in college. CAPS 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. CAPS also is a training center where students learn to become mental health counselors, psychologists, psychiatrists, medical doctors, 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. Students are responsible for notifying correspondents of their box number and mailing address. All mail should be addressed as followed:

Student's Name
Gallaudet University
800 Florida Avenue N.E. # _____
Washington, D.C. 20002-3695

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

Email: residence.life@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 six residence halls, Faculty Row houses, and Kendall Apartment complex. The Office of Residence Life and Housing 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, Faculty Row houses, and Kendall Apartments, and runs several paraprofessional programs in and out of the residence halls.

Residence Halls

First and second year students are required to reside in the University residence halls. Living in one of the University's six residence halls and the Faculty Row Houses 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.

Housing for Single/Married Students with Children

Kendall Apartments is a designated building for students with children (children are defined as ages 0 to 18 years or are still in high school). Kendall Apartments consist of a total of 18 apartments, two lobby areas, shared laundry room, bike rack area, and designated parking spaces. The unfurnished apartments include two bedrooms, bathroom, living room, kitchen, and dining area. The maximum capacity for each apartment is four (4) persons, including children.

Prior to occupying an apartment, an apartment deposit equivalent to a month's occupancy fee will be required upfront. Monthly occupancy fees will be billed to the students' accounts. Students who reside in Kendall Apartments will be exempt from the meal plans. There is a five-year residency cap for family housing.

To be eligible for family housing, at least one parent in the family must be a matriculated student. For couples, proof of marriage or domestic partnership is required prior to residing in Kendall Apartments. Applicants will be placed on the waiting list and will be contacted when an apartment becomes available to the student's family. To apply, please contact us at residence.life@gallaudet.edu to retrieve the application form and submit a completed Family Housing Application Form to the Office of Residence Life and Housing.

Housing for Married Students with No Dependent Children

Apartments are available in all residence halls for married housing, depending on availability. The apartments are unfurnished and include one bedroom, bathroom, living room, kitchen, and dining area. The monthly occupancy fees for the apartments vary depending on the square footage and availability.

Prior to occupying an apartment, a deposit equivalent to a month's occupancy fee will be required upfront. Monthly occupancy fees will be billed to the students' accounts. Students who reside in apartments will be exempt from the meal plans. There is a five-year residency cap for married housing.

To be eligible for married housing, at least one spouse must be a matriculated student. Proof of marriage or domestic partnership is required prior to residing in married housing. Applicants will be placed on the waiting list and will be contacted upon availability. To apply, please contact us at residence.life@gallaudet.edu to retrieve the application form and submit a completed Married Housing

Application Form to the Office of Residence Life and Housing.

SHUTTLE-PARKING

Appleby Building

Web: [Department of Transportation](#)

Email: 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.

Parking

Carlin Hall, Ground Floor

Web: [Parking and Traffic Information](#)

Email: 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

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 SERVICE

Peter J. Fine Building

Web: www.gallaudet.edu/shs.html Email:

shs@gallaudet.edu

The Gallaudet University Student Health Services (SHS) is committed to providing students with 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. Students that do not have appointments can walk-in Monday through Friday from 8:30am to 3:30pm. 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.

UNIVERSITY COMMUNICATIONS

Catherine Murphy, Executive Director
Chapel Hall 102

Website: [University Communications](#)

What is University Communications?

The role of Gallaudet's Office of University Communications is to communicate the University's strategic messages to its key constituencies, which include the campus community (faculty, staff, and students at the University and the Clerc Center), prospective students and their parents, alumni, donors, members of Congress, the Washington, D.C. business community, the media, and deaf and hard of hearing people throughout the nation.

Services

Creative Services & Enrollment Marketing

The office develops print, web, video, and other content aimed at showcasing the outstanding academic and campus life at Gallaudet to recruit prospective undergraduate and graduate students. The office also assists with developing other campus marketing materials.

The Office of University Communications heads the [Gallaudet University Marketing](#) (GUM) group which provides coordination of various offices and departments across the campus to ensure a unified and professional presence at off campus conferences and exhibitions.

Media Relations

The office serves as a liaison between members of the media and campus constituents. The office provides strategic planning to place positive stories from the university community into key media markets, responds to requests from the media, and assists campus administrators, faculty, staff, and students with coordinating media requests and with interview training.

Publications

The office produces several print, electronic and video publications in coordination with other departments on campus.

Video Services

Merrill Learning Center, B140

The office serves as the video creation entity for all web and television based media for showcasing and promoting our wonderful community. The Video Services department assists in providing professional services in developing professional video projects and works in liaison with all academic and campus wide departments. This office responds to all requests and works in planning your project from inception to completion in keeping the Gallaudet University mission true.

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.

Website Management

The office oversees the content and design of the top-tier University websites as well as key departmental websites which include the Office of the President and the Board of Trustees. The office operates in cooperation with various other offices and departments on campus to maintain the University's overall website.

[More information about the services provided by the Office of University Communications.](#)

STUDENT ACTIVITIES

ATHLETICS

Field House, Room 102

Web: 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 fourteen varsity programs and one club team. GU competes in baseball, men's & women's basketball, men's & women's cross country, football, men's & women's soccer, softball, men's & women's swimming, men's and women's track and women's volleyball. Fall and winter GU cheerleading is a club team.

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: [Campus Activities](#)

Campus Activities serves as a resource center to provide students, faculty, staff, and visitors with a wide range of services to meet the needs 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 students and the campus community.

Campus Activities offers free movies on Friday and Saturdays during the academic year. There is no admission for the movies. Campus Activities also offers leadership training, activities, offer camping equipment for rent, and major events such as the annual Holiday Market for the community.

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; [Julie Fennell](#), on-campus adviser.
 - For more information on any aspect of AKD and its activities, e-mail AKD@lemoyne.edu, or visit the AKD webpage at www.alphakappadelta.org
- [Lambda Pi Eta](#) National Honor Society in Communication Studies

- For more information on any aspect of Lambda Pi Eta and its activities, email Dr. Lillie Ransom, faculty advisor at Lillie.Ransom@gallaudet.edu.

- [Phi Alpha, Mu Pi Chapter](#) National Honor Society in Social Work.
- [Psi Chi Chapter](#), National Honor Society in Psychology

Please see the appropriate section for each Department for details.

STUDENT MEDIA ORGANIZATIONS

The 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.

Bison TV

Web: [Bison TV](#)

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.

Tower Clock

The Tower Clock is a student media organization responsible for the production and dissemination of the annual Tower Clock yearbook and offers opportunities for students who are interested in graphic design, writing, and photography.

STUDENT ORGANIZATIONS

The Campus Activities office, a unit of Student Affairs and Academic Support, oversees a variety of student organizations including student government, student media, fraternities and sororities, and other organizations for students with similar interests or backgrounds.

A complete list of active student organizations is provided online at www.gallaudet.edu/Campus_Activities/Student_Organizations/Clubs_and_Organizations.html

Student Body Government (SBG)

Ely Center, Room 222

Web: [SBG](#)

The Student Body Government (SBG) is the major organization through which undergraduate students govern themselves, plan activities for the campus, participate in a number of university committees, and work with the faculty and administration on matters of general interest to the student body. Full-time undergraduate students automatically become members of the SBG when they enroll at the University. SBG's president and vice-president are chosen annually in a campus-wide election. SBG consists of three branches: the executive, legislative, and judicial branches. The SBG president, with approval of the Student Congress, appoints directors for different departments within the executive branch.

Graduate Student Association (GSA)

Ely Center 216

Web: [GSA](#)

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.

Fraternities and Sororities

Ely Center, Third Floor

There are seven 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 presidents serve as members of the Greek President Council. In order of date founded on campus, the Greek organizations are:

- Phi Kappa Zeta Sorority, 1892
- Kappa Gamma Fraternity, 1901
- Alpha Sigma Pi Fraternity, 1947
- Delta Epsilon Sorority, 1953
- Kappa Sigma Fraternity, 1982
- Delta Sigma Phi Fraternity, 1989
- Delta Zeta Sorority, 1993

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
- Alumni Relations: 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

- [Heather Harker](#), *Chair*, Massachusetts
- [Duane Halliburton](#), '85, *Vice Chair*, Maryland
- [Claire Bugen](#), Texas
- [Jameson Crane, Jr.](#), Ohio
- [Dr. Jorge L. Diaz-Herrera](#), New York
- [Dr. Charlene Dwyer](#), Wisconsin
- [Dr. Harvey Goodstein](#), '65, Arizona

- [Claudia Gordon](#), District of Columbia
- [Jeffrey L. Humber, Jr.](#), District of Columbia
- [Dr. Tom Humphries](#), '68 & G-'72, California
- [Nancy Kelly-Jones](#), '72 & G-'75, Georgia
- [L. Richard Kinney](#), Wisconsin
- [Dr. Richard Ladner](#), Washington
- [James R. Macfadden](#), '62, Maryland
- [Wilma Newhoudt-Druchen](#), South Africa
- [James F. X. Payne](#), District of Columbia
- [Tiffany Williams](#), '89, Washington

Voting Trustees Public Members

- [The Honorable Sherrod Brown](#), Ohio
- [The Honorable G.K. Butterfield](#), North Carolina
- [The Honorable Kevin Yoder](#), Kansas

Trustees Emeriti

- [Dr. Glenn Anderson](#), '68, Arkansas
- [Philip W. Bravin](#), '66, Vermont
- [Dr. Carol A. Padden](#), California
- [Benjamin J. Soukup](#), South Dakota
- [Frank H. Wu](#), California

Honorary Trustees

- [Nanette Fabray MacDougall](#), H-'72, California
- [Marlee Matlin](#), H-'87, California

Additional information about the Board of Trustees can be found at:

http://www.gallaudet.edu/Board_of_Trustees.html

GALLAUDET UNIVERSITY

ORGANIZATION

Gallaudet operates under the direction of a president appointed by the Gallaudet Board of Trustees as the chief executive officer of the campus. The president develops campus policy through broadly based consultative procedures that include students, faculty, staff, and administrators in decision making.

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. Carol Erting](#), Provost, Academic Affairs
- [Mr. Paul Kelly](#), Vice President, Administration and Finance
- [Mr. Edward Bosso](#), Vice President, Laurent Clerc National Deaf Education Center
- [Mr. Paul Julin](#), Vice President, Development and Alumni 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
- [Mr. Fred Weiner](#), Assistant Vice President, Administration and Finance
- [Dr. Gaurav Mathur](#), Interim Dean, Graduate School and Continuing Studies
- [Mr. Earl Clayton Parks, Jr.](#), Executive Director of Operations in Gallaudet Technology Services

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. Carol J. Erting, Provost, Academic Affairs
- Dr. Patricia L. Hulsebosch, Associate Provost for Planning, Academic Quality and Institutional Research
- Dr. Gaurav Mathur, Interim Dean, Graduate School and Continuing Studies
- 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
- Caroline Miller Solomon, 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](#).

UNIVERSITY

ADMINISTRATORS

Isaac O. Agboola, *Interim Dean, School of Education, Business and Human Services*; B.S., M.B.A., Gallaudet University; Ph.D., University of Maryland

Gary B. Aller, *Executive Director, Business and Support Services*; B.A., University of Washington

A. Dwight Benedict, *Dean, Student Affairs and Academic Support*; B.A., Gallaudet University; M.A., New York University

Edward H. Bosso, *Vice President, Laurent Clerc National Deaf Education Center*; B.S., Bloomsburg University; M.A., California State University, Northridge

Jean M. Cibuzar, CPA, *Executive Director, Finance*; B.A., University of St. Thomas

Carol J. Erting, *Provost, Academic Affairs*; B.S., M.A., Northwestern University; Ph.D., American University

Genie Gertz, *Dean, College of Arts and Sciences*; B.A., Gallaudet University; M.A., New York University; Ph.D., University of California, Los Angeles

Sarah Hamrick, *Director, Library Public Services*; B.M., The University of North Carolina, Chapel Hill; M.M., M.S.L.S., The Catholic University of America

William Hughes, *Assistant Treasurer*; B.S., Gallaudet University; M.B.A., University of Phoenix

Patricia L. Hulsebosch, *Associate Provost for Planning, Academic Quality and Institutional Research*; B.A., M.A., University of South Florida; Ph.D., University of Illinois, Chicago

T. Alan Hurwitz, *President*; B.S., Washington University; M.S., St. Louis University; Ed.D., University of Rochester

Paul Julin, *Vice President, Institutional Advancement*; B.A., University of Notre Dame; M.P.H., Yale University

Paul Kelly, CPA, *Vice President, Administration and Finance*; B.S., University of Massachusetts; M.B.A., Babson College; J.D., George Washington University

Gaurav Mathur, *Interim Dean, Graduate School and Continuing Studies*; B.A., Princeton University; Ph.D. Massachusetts Institute of Technology

Sharrell V. McCaskill, *Director, Equal Opportunity Programs*; B.S., University of Alabama; M.S., University of Maryland

Catherine Murphy, *Executive Director, University Communications*; B.A., Ohio State University; M.B.A., Marymount University

Michael Olson, *Director, Library Collections and Archives*; B.A., Gallaudet University

Earl C. Parks, *Executive Director, Gallaudet Technology Services*; B.A., Gallaudet University

Samuel M Sonnenstrahl, *Executive Director, Office of Alumni Relations*; B.A., M.A., Gallaudet University

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UNIVERSITY FACULTY

2015-2016

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Felicia Williams, *Lecturer I, Department of American Sign Language and Deaf Studies*; B.A., M.A., Gallaudet University

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Christina M. Yuknis, *Associate Professor, Department of Education*; B.S., State University of New York, Buffalo; M.A., Gallaudet University; Ph.D., University of Maryland

FACULTY AND ADMINISTRATOR EMERITI

Emeritus status is an honor conferred on retired faculty members and administrators whose scholarly, teaching, service, or administrative record has been meritorious. Status is recommended by members of the University Faculty and approved by the Board of Trustees.

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Yerker J. Andersson, *Professor Emeritus*; B.A., Gallaudet University; M.A., Teachers College, Columbia University; Ph.D., University of Maryland

Kurt Beermann, *Professor Emeritus*; A.B., A.M., Ph.D., New York University

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J. Philip Goldberg, *Professor Emeritus*; B.A., M.A., Ph.D., University of Maryland

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Anne D. Womeldorf, *Professor Emerita*; B.A., King College; M.A., Ph.D., University of North Carolina

APPENDICES

AWARDS AND SCHOLARSHIPS

Awards and scholarships are given annually to students for their academic and leadership accomplishments. Many academic departments also honor students for their high level of achievement in their disciplines. Consult with individual departments for details.

This is a representative list of the recognitions given to undergraduate students at the annual Gallaudet University Undergraduate Awards Ceremony, which is held every Spring.

Agatha T. Hanson Service Award: Conferred annually upon the woman in the senior class who during the year has shown the greatest promise of high character and leadership.

Algernon Sydney Sullivan Award: Given to a student who has demonstrated a high degree of spiritual qualities, which he or she has applied in daily life on the campus, thereby aiding others and making Gallaudet a better place.

Alice M. Teegarden Memorial Award: Presented by the Department of Communication Studies to two outstanding junior and senior majors in the department who have demonstrated high academic achievement, effective interpersonal skills, and leadership.

Alpha Sigma Pi Fraternity Scholarships: Awarded to deserving undergraduate students for scholastic standing, leadership, and demonstrated financial need. The funds for these scholarships are raised through endeavors such as the annual ASP carnival.

Alumni Athletic Awards: Winners of the Alumni Athletic Awards are selected by members of the Gallaudet University Alumni Association. Recipients must be seniors who have made outstanding contributions to the sports program while at Gallaudet. The awards consist of gold (first), silver (second), and bronze (third) medallions.

Art Department Awards: The Joseph L. Mattivi Memorial Scholarship Fund awards graphic design students for excellence in their field. Additionally, the Art Department presents awards for outstanding achievement

to students majoring or minoring in the specialized areas offered by the department.

Alpha Sigma Pi Fraternity Scholarships: Awarded to deserving undergraduate students for scholastic standing, leadership, and demonstrated financial need. The funds for these scholarships are raised through endeavors such as the annual ASP carnival.

Athlete-Scholar Award: This award, a \$25 government bond, is given to a senior who excels in both athletics and academic work. This award was established by Gallaudet's graduating class of 1966.

Buff and Blue Merit Key Awards: Awarded for services to and outstanding support of essential matters pertaining to the success of the Buff and Blue.

Career Center Hall of Fame: This appointment is based on the student's motivation, attitude, professional growth, and achievement during his or her co-op internship through Academic Advising and Career Center. Awardees' names will be engraved on a plaque displayed in the Career Center.

Charles R. Ely Chemistry Award: A monetary award presented to a senior for excellence in chemistry.

Charles R. Ely Scholarship Award for Women: An annual monetary prize established by the family of Charles R. Ely given for general scholarship.

Daughters of Union Veterans of Civil War History Essay Award: Made in recognition of excellent work on an original paper written by a Gallaudet student on any topic related to American history.

Delta Epsilon Sorority Ideal Student Awards: Designed to give recognition to two serious students whom the members of the sorority have found to exemplify the ideal balance between academic pursuit and service to fellow students.

Department of Business Award: Given annually to the most outstanding business major who is graduating. It recognizes the student's achievements in school, at work, and in the campus community.

Dorothy Hamberg Memorial Award: Presented by the Department of Physical Education and Recreation to the outstanding student in the department who demonstrates high levels of academic achievement and provides professional services to the community while exemplifying the qualities of Dorothy Hamberg, former professor of physical education.

Dorothy P. Polakoff Award for Academic Excellence: Awarded to the senior social work major with the highest academic achievement as measured by GPA in social work courses and performance in the social work internship.

Drama Awards: Best Actress, Best Actor, Best Supporting Actor, Most Versatile Performer, Most Promising Actress, Most Promising Actor, Technical Assistant, Outstanding Crew Member, Outstanding Contributor. Includes the **Bruce Hlibok Playwriting Award**.

First Year General Chemistry Award: Given to the outstanding first-year chemistry student in recognition of excellence and promise in the field.

Foreign Study Scholarships: The awarding of the scholarships for travel is based on grades and a personal interview with the selection committee.

Gallaudet University Alumni Association Buff and Blue Awards: Established to encourage interest in the field of writing. The awards cover several categories: poetry, short stories, essays, and journalistic articles.

Joseph L. Mattivi Memorial Scholarship Fund (Joe Fund): Awarded to Career Center interns who most exemplify the spirit of life and work of Joe Mattivi, a former Experiential Programs Off Campus (EPOC) internship counselor at Gallaudet University, who passed away at the early age of 34. Awardees are chosen, by Career Center Internship Advisors, from any Gallaudet major and exemplify excellence in scholarship and work, embracing challenge as a learning experience, and demonstrating a joy for life and a love for humanity.

Leon Auerbach Freshman Mathematics Award: Awarded annually for the best work done in this subject.

Lillian Gourley Rakow Creative Writing Award: Established in 1982 with a gift from the estate of Jules Pierre Rakow in memory of his wife, Lillian. The fund provides an annual award to a sophomore, junior, and senior with demonstrated creative writing ability. Winners are selected on the basis of a portfolio submitted to the

English Department and evaluated by a special committee.

MacDougall Creative Writing Award: This award, established in 1979 by Nanette Fabray MacDougall in honor of her husband, Randy, is open to any full-time, deaf undergraduate student at Gallaudet. Gallaudet students compete for prizes by submitting a portfolio of creative writing to the English Department. The writing is then judged by a committee of professional writers and teachers. The purpose of the award is to recognize "promising deaf writers at Gallaudet and to encourage them to seek careers using their writing skills."

Male and Female Athlete of the Year: Winners of these prestigious awards are selected by the Athletics Department's head coaches. The recipients must have had an outstanding season in one or more sports in the current academic year; have earned at least a team award, conference honor, or NCAA honor; have been good role models on and off the field; and be in good academic standing.

Olof Hanson Service Award: Conferred annually upon the man in the senior class who during the year showed the greatest promise of high character and leadership.

Phi Alpha Pi Award Phi Alpha Pi is the scholastic honor society of the University. See the section entitled "Honor Societies," in the Campus Programs and Services section.

Phi Kappa Zeta Alumni Scholarship: Presented to sophomore, junior, and senior sorority members with high scholastic standing by the national chapter of Phi Kappa Zeta.

Phi Kappa Zeta Leonard M. Elstad Scholarship for Total Performance: Presented annually to an incoming senior who has high qualities of leadership, scholarship, and personality. The recipient of this award receives \$50.

President's Council Award: Presented to the student with the highest academic achievement.

Professional Development Award: Awarded to the senior social work major who demonstrates exceptional professional growth during the major as measured by degree of personal identification, growth, and maturity as reflected in performance in social work courses and internship.

Psychology Department Award: Presented each year to a graduating senior who has maintained a high grade point average over a period of four years at Gallaudet University and is an exemplary major in psychology.

Sociology Department Award: The Sociology Department Annual Award is given to an exemplary graduating senior who has a consistently high GPA in all Sociology courses, as well as outstanding work in their internship, research, and/or leadership.

Student Body Government Service Awards and Honorable Mention: Awarded to members of SBG who have given their time and effort to the improvement of the organization.

Thomas S. Marr Awards: Through the bequest of Thomas S. Marr, the income from the Thomas S. Marr Fund is awarded to juniors or seniors with the highest cumulative grade point averages.

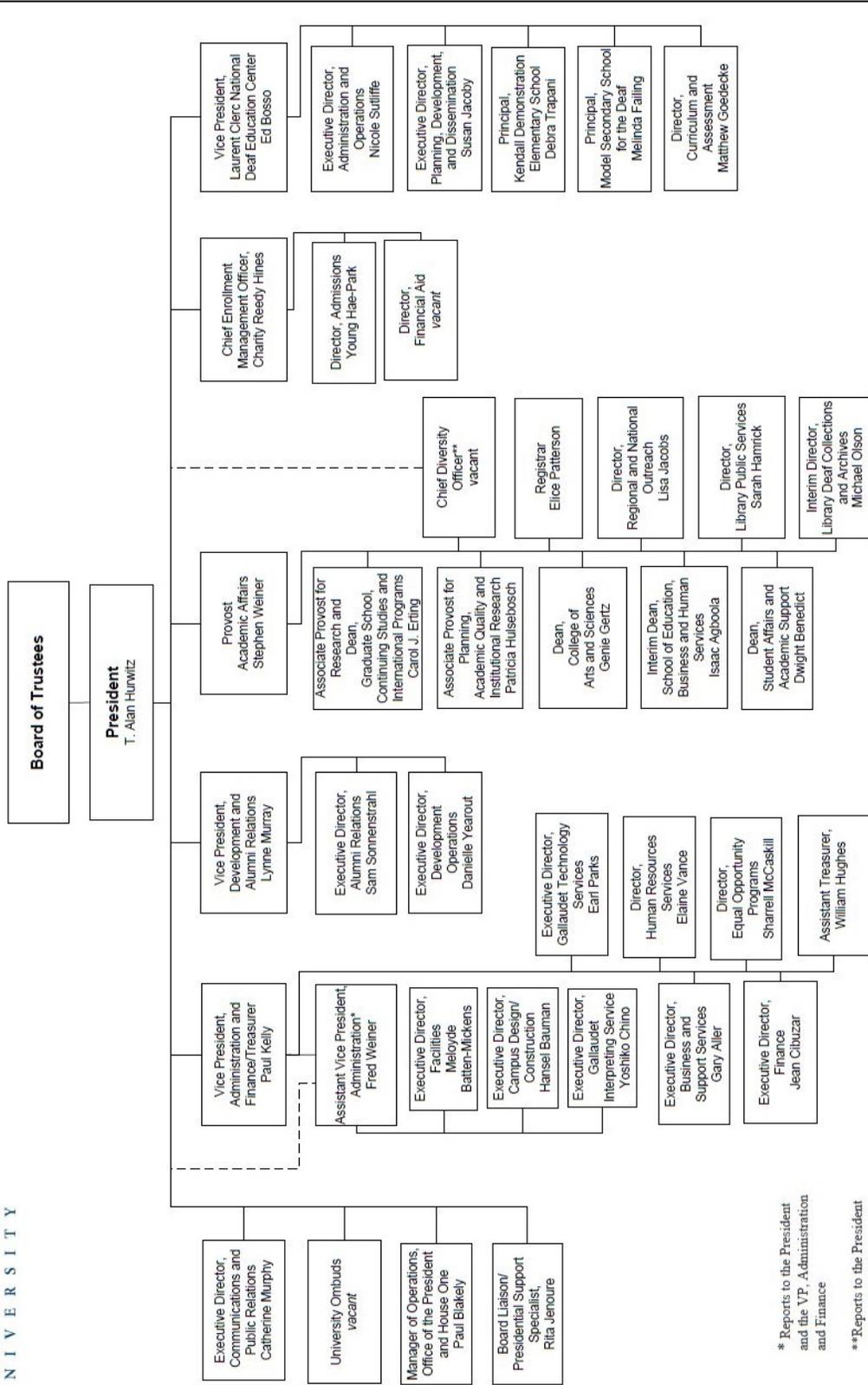
Who's Who in American Colleges and Universities: Included in this publication are the names of juniors and seniors in recognition of their outstanding leadership, scholastic achievement, character, and service to the University.

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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



Provost
Division of Academic Affairs
Carol J. Erting

**DIVISION OF ACADEMIC AFFAIRS
OFFICE OF THE PROVOST
AY 2014-2015**

Associate Provost
Office of Academic
Quality and
Planning
Patricia Halsebosch

Chief Enrollment
Management
Officer
Enrollment
Management
Charity Warlick

Dean
College of Arts
and Sciences
Genie Gertz

Interim Dean
School of Education,
Business, and
Human Services
Isaac Agbola

Interim Dean
Graduate School
and Continuing
Studies
Gaurav Mathur

Dean
Student Affairs
and
Academic Support
A. Dwight Benedict

Director
Accreditation and
Certification

Director
Institutional
Research

Director
Admissions

Director
Financial Aid

Visitor's Center

Undergraduate
Programs
General Studies Honors

Department of
ArL
Communication,
and Theatre

Department of
ASL and Deaf
Studies

ASL Central

Department of
English

Department of
History,
Philosophy,
Religion and
Sociology

Department of
Linguistics

Department of
Psychology

Department of
Science,
Technology, and
Mathematics

Department of
World Languages
and Cultures

English Language
Institute

Department of
Business

Department of
Counseling

Department of
Education

Department of
Government and
Public Affairs

Department of
Hearing, Speech,
and Language
Sciences

Department of
Interpretation

Department of
Physical
Education and
Recreation

Department of
Social Work

Associate Dean
Graduate Admissions
and Center for
Continuing Studies

Assistant Dean
Graduate School
Curriculum, Policy
and Operations

Coordinator
Institutional
Review Board and
Graduate Systems

Director
Distance Education

Graduate
Interdisciplinarity
Programs
Infants, Toddlers, &
Families

Associate Dean
Student Center
Programs and Services

Accounting
Services

Campus
Athletics

Community
Services

Health and
Business
Ministry

New Student
Orientation

Student
Conduct

Director
Academic Advising and
Tutorial and
Instructional Programs

Director
Athletics and
Intramural Programs

Director
Career Center

Director
Counseling and
Psychological Services

Director
Office for Students
With Disabilities

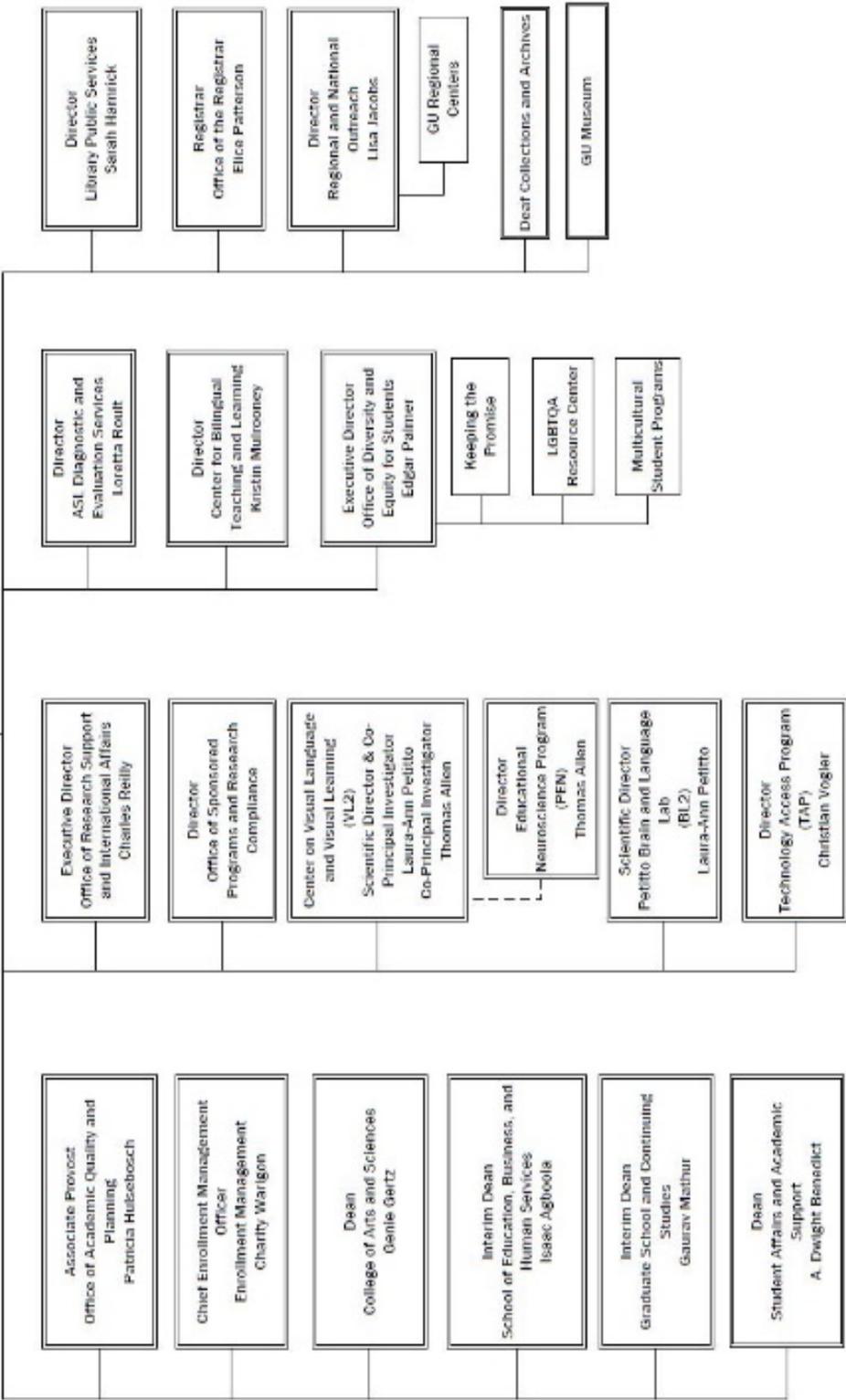
Director
Residence Life and
Housing

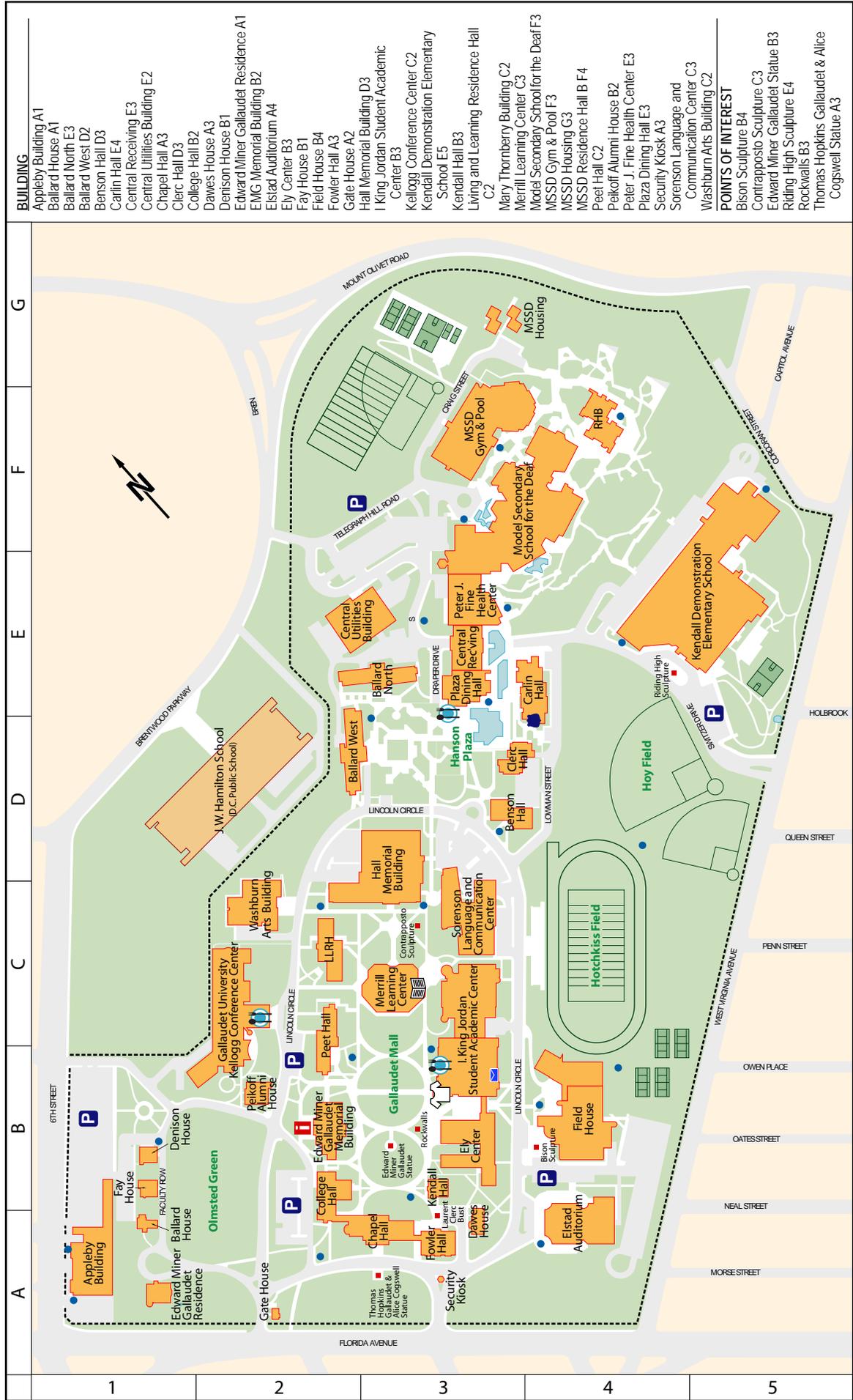
Director
Student Success



Provost
Division of Academic Affairs
Carol J. Erling

**DIVISION OF ACADEMIC AFFAIRS
OFFICE OF THE PROVOST
AY 2014-2015**





- BUILDING**
- Appleby Building A1
 - Ballard House A1
 - Ballard North E3
 - Ballard West D2
 - Benson Hall D3
 - Carlin Hall E4
 - Central Receiving E3
 - Central Utilities Building E2
 - Chapel Hall A3
 - Clerc Hall D3
 - College Hall B2
 - Dawes House A3
 - Denison House B1
 - Edward Miner Gallaudet Residence A1
 - Edwards Memorial Building B2
 - Elstad Auditorium A4
 - Ely Center B3
 - Fay House B1
 - Field House B4
 - Fowler Hall A3
 - Gate House A2
 - Hall Memorial Building D3
 - I King Jordan Student Academic Center B3
 - Kellogg Conference Center C2
 - Kendall Demonstration Elementary School E5
 - Kendall Hall B3
 - Living and Learning Residence Hall C2
 - Mary Thornberry Building C2
 - Merrill Learning Center C3
 - Model Secondary School for the Deaf F3
 - MSSD Gym & Pool F3
 - MSSD Housing G3
 - MSSD Residence Hall B F4
 - Peet Hall C2
 - Peikoff Alumni House B2
 - Peter J. Fine Health Center E3
 - Plaza Dining Hall E3
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 - Contrapposto Sculpture C3
 - Edward Miner Gallaudet Statue B3
 - Riding High Sculpture E4
 - Rockwalls B3
 - Thomas Hopkins Gallaudet & Alice Cogswell Statue A3

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- Visitor Parking
- Visitors Center B2
- Bookstore B3
- Library C3
- Dining C2, C3, E3
- Post Office B3
- Safety & Security E4
- Emergency Blue Lights

On Campus

January 4	Business Registration begins
January 11–15	Faculty Professional Development Week
January 18	Martin Luther King, Jr. Holiday (no classes)
January 18	All residence halls open at 10 a.m. for returning students
January 19	Classes begin
January 19	ADD/DROP period begins (fee charged)
January 19	Deadline to waive health insurance charges
January 20	Late Business Registration begins (fee charged)
January 20	Faculty and Staff tuition waiver deadline
January 22	Last day for Business Registration
January 29	Last day to ADD/DROP courses
February 16	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
February 29	Final payment for Spring 2016 charges due (charges must be paid in full in order to register for Summer and Fall 2016 courses)
March 8	Course registration begins for Summer School 2016 for currently enrolled students (Spring 2016 charges must be paid in full)
March 14–18	Spring Break
March 22	Last day to submit defensible dissertation to Graduate School Office for May 2016 graduation
March 25	Financial appeal application deadline for Fall 2016 courses
April 11	Course registration begins for Fall 2016 semester for currently enrolled students
April 12	Last day to defend dissertation for May 2016 graduation
April 19	Last day to submit final version of dissertation for May 2016 graduation
May 2	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 2	Last day to change Incomplete grades from the previous semester
May 2	Classes end
May 3	Study Day
May 4–7	Final examination period
May 8	All residence halls close at noon
May 9	All grades due from Faculty no later than noon
May 12	Graduate Award and Hooding Ceremony
May 13	Commencement exercises

Online

8 Week (Session 1)

January 4	Business Registration begins
January 18	Course Registration ends
January 19	Classes begin
January 19	ADD/DROP period begins (fee charged)
January 20	Late Business Registration begins (fee charged)
January 20	Faculty and Staff tuition waiver deadline
January 22	Last day to ADD/DROP courses for Session 1 and Session 2
January 22	Last day for Business Registration
February 16	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
February 29	Final payment for Spring 2016 charges due (charges must be paid in full in order to register for Summer and Fall 2016 courses)
March 11	Last day to withdraw with WP/WF grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 11	Classes end
March 13	All grades due from Faculty no later than noon
March 25	Financial appeal application deadline for Fall 2016 courses
April 11	Course registration begins for Fall 2016 semester for currently enrolled students
April 15	Last day to change Incomplete grades from Fall 2015 sessions

8 Week (Session 2)

January 19	ADD/DROP period begins (fee charged)
January 22	Last day to ADD/DROP courses for Session 1 and Session 2
February 29	Final payment for Spring 2016 charges due (charges must be paid in full in order to register for Summer and Fall 2016 courses)
March 14	Classes begin
March 15	Late Business Registration (fee charged)
March 18	Last day for Business Registration
March 25	Financial appeal application deadline for Fall 2016 courses
April 11	Course registration begins for Fall 2016 semester for currently enrolled students
April 13	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
April 15	Last day to change Incomplete grades from Fall 2015 sessions
May 6	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 6	Classes end
May 9	All grades due from Faculty no later than noon
May 12	Graduate Award and Hooding Ceremony
May 13	Commencement exercises