



GRADUATE CATALOG
2019-2020


GALLAUDET
UNIVERSITY

On Campus

July 5	Business Registration begins
July 26	Deadline to submit Consortium Program Authorized Requests for Fall 2019
August 19-22	Professional Development Week
August 19-20	Pre-Orientation for International Students (Arrival Day: August 18)
August 21-23	New Graduate Student Orientation (Arrival Day: August 21)
August 25	All residence halls open at 10 a.m. for returning students
August 26	Classes begin
August 26	ADD/DROP period begins (fee charged) / Deadline to waive health insurance charges
August 27	Late Business Registration begins (fee charged) / Faculty and staff tuition waiver deadline
August 30	Last day for Business Registration
September 2	Labor Day Holiday (no classes)
September 6	Last day to ADD/DROP/AUDIT courses
September 24	Last day to withdraw with WD grades (forms must be signed and returned to Registrar's Office by 4:30 p.m.)
September 27	Final payment for Fall 2019 charges due (charges must be paid in full in order to register for Spring 2020 courses)
September 27	Financial appeal application deadline for Spring 2020 courses
October 28	Course registration for Spring 2020 semester for currently enrolled students
October 29	Last day to submit defensible dissertation to Graduate School Office (for December 2019 graduation)
November 19	Last day to defend dissertation for December 2019 graduation
November 25-29	Fall Break (No classes during the week. University open Monday–Wednesday)
December 2	Last day to submit final version of dissertation for December 2019 graduation
December 2	Graduation application deadline for December 2019 and May/August 2020 graduation
December 2	Last day to change Incomplete grades from the previous semester
December 2	Deadline to submit Consortium Program Authorized Requests for Spring 2020
December 3	Late graduation application begins (fee charged)
December 9	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 9	Classes end
December 10	Study Day
December 11-13	Final Examination Period
December 15	All residence halls close at noon and Winter Break begins
December 16	All grades due from Faculty no later than noon
December 25–January 1	Winter Break (University closed)

Online: 8 Week (Session 1)

July 5	Business Registration begins
August 26	Course Registration ends
August 27	Classes begin
August 27	ADD/DROP period begins (fee charged)
August 28	Late Business Registration begins (fee charged) / Faculty and staff tuition waiver deadline
August 31	Last day to ADD/DROP/AUDIT courses / Last day for Business Registration
September 25	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
September 27	Final payment for Fall 2019 charges due (charges must be paid in full in order register for Spring 2020 courses)
September 27	Financial appeal application deadline for Spring 2020 courses
October 18	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 18	Classes end
October 22	All grades due from Faculty no later than noon
November 5	Course registration for Spring 2020 semester for currently enrolled students
December 2	Last day to change Incomplete grades for Spring 2019 sessions

Online: 8 Week (Session 2)

July 5	Business Registration begins
September 27	Final payment for Fall 2019 charges due (charges must be paid in full in order to register for Spring 2020 courses)
September 27	Financial appeal application deadline for Spring 2020 courses
October 22	Classes begin
October 23	Late Business Registration begins (fee charged)
October 26	Last day to ADD/DROP/AUDIT courses / Last day for Business Registration
November 5	Course registration for Spring 2020 semester for currently enrolled students
November 20	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 2	Last day to change Incomplete grades for Spring 2019 sessions
December 2	Graduation application deadline for December 2019 and May/August 2020
December 3	Late graduation application begins (fee charged)
December 13	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 13	Classes end
December 16	All grades due from Faculty no later than noon
December 25– January 1	Winter Break (University closed)

This calendar may be subject to change due to circumstances beyond the University's control or as deemed necessary by the University in order to fulfill its educational objectives.

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 access the most recently updated web catalog content, please click on the appropriate headings on the left side of this page.

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 23, 2019.

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 Completion Program is available online for students who have accumulated 80 hours of college credits and are unable to be on campus full-time, but want to complete their undergraduate degree at Gallaudet. Eight-week 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 17 other institutions of higher learning that comprise the consortium: American University, The Catholic University of America, George Mason University, Georgetown University, Howard University, Marymount University, Montgomery College, National Defense University, National Intelligence

University, Northern Virginia Community College, Prince George's Community College, Trinity Washington University, Uniformed Services University of the Health Sciences, 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, known as 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. Clerc 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 videophone numbers:
202-250-2474 (undergraduate)
202-524-8410 (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 Office of Undergraduate Admissions hosts Open House events for prospective undergraduate students several times during the fall and spring semesters. Contact Undergraduate Admissions 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.

Maguire Welcome Center

Thousands of prospective undergraduate and graduate students and their families, school groups, sign language clubs, educators of deaf students, and international travelers visit Gallaudet University every year. A campus visit is the best way to learn about our exceptional academic programs and to see how we blend history and innovation.

Guided campus tours are offered Monday through Friday. Tours begin at the Maguire Welcome Center, located in the lobby of the Edward Miner Gallaudet Memorial Building (EMG). Each tour lasts approximately one hour. Tours are conducted by Student Ambassadors in American Sign Language (ASL), and voice interpreters are provided for visitors who do not sign. Voice-interpreted tours must be

requested at least three days in advance. Your Student Ambassador will provide you with general information about Gallaudet and its academic programs, residential and commuter life, and extensive curricular and co-curricular activities.

For more information:

[Maguire Welcome Center website](#)

Email: welcome.center@gallaudet.edu

Videophone: 202-250-2995

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. to 9:30 a.m., and Saturday from 7 a.m. to 10:30 a.m. We also offer a lunch buffet Monday through Friday from 11:30 a.m. - 2 p.m. The Outtakes gift shop is 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 Institution. 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 with at least 80 college credits 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 Completion 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.

Center for Continuing and Online Education

[Center for Continuing and Online Education](#)

Gallaudet University's Center for Continuing and Online Education offers a wide variety of personal and professional development, leadership and outreach programs. These learning opportunities and services are provided year-round and address the needs and interests of deaf and hard of hearing individuals, their families, youth, communities, and professionals working with them across the globe. Our learning opportunities include both credit

and noncredit offerings delivered within a flexible bilingual (ASL/English) learning environment via traditional classroom settings at Gallaudet University or at an extension site, in online learning environments, and a customized combination of online and face-to-face learning.

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.

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 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.

HISTORY OF GALLAUDET

THE FIRST 100 YEARS

In 1856, Amos Kendall, a postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C. to establish a school and housing for 12 deaf and six blind students. The following year, Kendall persuaded Congress to incorporate the new school, which was called the Columbia Institution for the Instruction of the Deaf and Dumb and Blind. Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, founder of the first school for deaf students in the United States, became the new school's superintendent.

Congress authorized the institution to confer college degrees in 1864, and President Abraham Lincoln signed the bill into law. Gallaudet was made president of the institution, including the college, which that year had eight students enrolled. He presided over the first commencement in June 1869 when three young men received diplomas. Their diplomas were signed by President Ulysses S. Grant, and to this day the diplomas of all Gallaudet graduates are signed by the presiding U.S. president.

In 1894 the name of the college portion of the institution was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet and through an act of Congress in 1954, the entire institution became known as Gallaudet College.

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, '70 and the Board of Trustees' first deaf chair, Philip Bravin, '66. 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.

The new millennium has brought events such as the Deaf Way II festival that attracted 10,000 deaf, hard of hearing, and hearing people from around the world; the opening of the technology-rich I. King Jordan 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 eight 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 Burstein Leadership Institute, Language Planning Institute, Hearing and Speech Center, Cochlear Implant Education Center, and the Center for International Programs and Services.

Today, Gallaudet is viewed by deaf and hearing people alike as a primary resource for all things related to deaf people, including educational and career opportunities; open communication and visual learning; deaf history and culture; American Sign Language; and the impact of technology on the deaf community.

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.

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.

ADMISSIONS

Welcome to Gallaudet University!

Gallaudet University invites deaf, hard of hearing, and hearing students to apply to its academic programs at the bachelor's, master's, and doctoral levels. Gallaudet University makes real the connection between a liberal education and professional career success, through relevant majors/programs that meet the demands of the employment market, challenging internships, and a robust career center focused on lifelong support for our students and graduates. Gallaudet is committed to academic excellence, leadership, and support of students to realize the full academic and personal benefits of a Gallaudet education.

GRADUATE ADMISSIONS

Office of Graduate Admissions

Kendall Hall 101

Web: www.gallaudet.edu/graduate-admissions

Email: graduate.school@gallaudet.edu

(202) 651-5400 (voice)

(800) 995-0513 (voice/toll free)

(202) 524-8410 (videophone)

[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. Applications to the Department of Linguistics must be received by **January 15th** for best consideration and funding opportunities when available.) Specific application deadlines and other requirements are listed with the information about each program in this catalog.

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

The Dean of the Graduate School will notify applicants when program recommendations 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.

Should you be interested in one of our programs, please fill out our [online application](#). Your information will be saved as you complete each page. Applicants for graduate special student status should also use this form 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, \$40 for each additional application submitted at the **same time**.
- 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 and English 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.

All prospective graduate students are expected to have completed at least a bachelor's degree with a GPA of 3.0 prior to enrolling in a graduate program, indicating a reasonable level of English proficiency. For international students, competence in the English language must be demonstrated on the Test of English as a Foreign Language (TOEFL) examination. Programs may impose more specific requirements with regard to English proficiency.

Note: Most of our programs do require the ASLPI as part of the application process. Please make sure you schedule to take the [ASLPI](#) (American Sign Language Proficiency Interview) well in advance of your application deadline.

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 online, through their self-service portal 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, electronically by the sending institution, showing completion of the degree prior to enrollment.

- Consult the program listing and the department to verify other program-specific requirements for applying to the certificate program.

Applying for a Graduate Certificate Program after Matriculation

- If you are interested in receiving a graduate certificate in addition to your degree, read the requirements for the certificate program.
- Talk with your advisor and the representatives of the certificate program to be sure that you will be able to meet all requirements of both programs and that your degree program will not be negatively affected by the additional coursework.
- Fill out an application form for the certificate program.
- The application fee for the certificate program for matriculated students is \$75.
- Certain new information may be required for the certificate application. Check with the program advisor of the certificate program.

INTERNATIONAL STUDENT GRADUATE ADMISSION REQUIREMENTS

Application Requirements for Degree-Seeking International Students

- Applicants from countries where B.A.-level training is available in the area for which application is being made to Gallaudet should have a bachelor's degree to be considered for admission. In addition, applicants must meet the admission requirements stated previously.
- Applicants from countries where no bachelor's level training is available in the fields applied for should have completed postsecondary training that would qualify them for professional employment or advanced study in their own countries. In addition, applicants must meet the admission requirements stated previously.
- 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. We also accept IETS.
- Acceptable evaluation agencies for foreign transcripts:
 - [AACRAO International Education Services](#) (fee: \$190)
 - [World Education Services](#) (fee: \$160)

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: <https://applications.wes.org/igpa-calculator/> 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

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill.>"



®Gallaudet University Is Committed To America's Veterans and Has A Long History Of Serving Them

Each academic year it is important to check on the U.S. Veteran's Affairs web link - <http://www.gibill.va.gov/>

- To see which major programs of study are approved by the VA and if Gallaudet University is participating in the Yellow Ribbon Program.
- Applicants must apply, if they are eligible, for educational benefits under the Post-9/11 GI Bill® with the U.S. Department of Veterans Affairs.
- Applicants must submit official transcripts from all prior colleges attended.
- All veteran education beneficiary applicants must obtain the VA Certificate of Eligibility (COE). The COE must be given to the VA School Certifying Official (SCO) for university student VA records. The COE includes a veteran's status, information for educational

benefit eligibility and the required classifications used for VA educational certifications.

- Students may only apply for the Yellow Ribbon program in an academic year that Gallaudet is participating.
- Students eligible for VA educational benefits will need to request semester enrollment and program certification processing with the university VA listed SCO.
- As semester academic program compliance must be on record - each student will be required to have their advisor submit a record copy of the student's annual program evaluation and checklist or complete the "Student Advisory Program Compliance Form for VA Educational Certification"
- Certifications of any type including VA certifications require a student to have active term status. Certifications to the VA must be submitted within 30 days of the start of a semester. Students are therefore required to submit VA certification requests by the end of add/drop periods each semester. If an initial certification is submitted on behalf of the student by the SCO- the official certification in the 'dual certification' process can be updated to official enrollment status but can only be submitted when a student has completed both course registration and their business registration by university policy.
- Audited courses cannot be certified. Students requiring full-time status should have a full credit load for their program which excludes 'audited course credits'.
- Students are required to notify the VA School Certifying Official of any changes in status with Gallaudet University regarding their major program of study or course schedule.
 - Seeking to be a 'GUEST student' at another institution while attending Gallaudet
 - WITHDRAW from a course or AUDIT a course (changes can impact your tuition rate)
 - If withdrawing from the university (i.e. transferring or ending college studies)
 - When a campus judicial matter is pending and/or determined
 - When charged or incarcerated for a crime

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 website - https://www.benefits.va.gov/gibill/post911_gibill.asp 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?

Individuals who are not currently enrolled in a graduate or certificate program at Gallaudet University (including Gallaudet employees) who wish to register for any graduate course(s) must apply and be accepted as a graduate special student. Typically graduate special students are not eligible for financial support from Gallaudet University; however, Gallaudet employees may qualify for a tuition waiver.

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

Graduate special student status is open to US citizens and permanent residents who have earned a bachelor's degree with a cumulative grade point average of at least 3.0 on a 4.0 scale. To apply, one must complete a short application form, submit an official undergraduate transcript, and pay a \$75 non-refundable application fee.

3. How long does graduate special student status last?

Graduate special student status begins when the student is matriculated and continues for up to 5 years, provided that the student remains in good academic standing, satisfying the academic standards that apply to all graduate students.

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

Graduate special students must satisfy course prerequisites and obtain permission prior to completing course registration. Enrollment in certain graduate courses is limited to degree-seeking students.

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 neither implies nor guarantees subsequent admission to any program at Gallaudet University. If an individual plans to seek admission as a certificate- or degree-seeking student in the future, s/he should check with the graduate program coordinator/director to determine whether courses taken as a graduate special student will be acceptable for the program and to learn about limits on the credits that can be applied to a degree program.

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

- [Apply](#) to become a Graduate Special Student.
- Upon acceptance as a graduate special student, contact the Assistant Dean in the Office of the Dean of the Graduate School, who serves as the advisor for graduate special students and will provide assistance with course registration.
- Complete business registration (including promissory note).

For veteran applicants:

Certification of GI Bill Education Benefits For Veteran Non-Matriculated Students

VA defines matriculated as having been formally admitted to Gallaudet University as a degree-seeking student. The VA will allow certification of GI Bill Education Benefits for non-matriculated students in the following situations:

- A student is pending admission to Gallaudet University.
- A student who fits this category can be certified for two semesters and the courses eligible for certification are only those that are required for admission and those required if admitted.

Concurrent enrollment is when a student is enrolled at both the primary school and secondary institutions simultaneously. VA will pay for the combined credit, taking overlapping enrollment dates into account.

The School Certifying Official at the primary institution will provide a letter addressed to the Certifying Official at the secondary institution indicating courses that will be accepted as transfer credit that apply to the student's degree requirements.

To request a "**Parent School Letter**" to be sent to the secondary School Certifying Official, submit the following information to your GU School Certifying Official via email to Registrar.Office@gallaudet.edu:

- Course schedule from secondary school
- Secondary School Certifying Official contact information (email address, fax, etc.)

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](#))
- 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 and Online Education at <https://www.gallaudet.edu/center-for-continuing-and-online-education>.

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: [English Language Institute](#).

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

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](#) is 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 Fall 2019/Spring 2020 Costs Per Year

(Two Semesters of full-time study)

U.S. Students

	Undergraduate (12-18 credits)	Graduate (9-18 credits)
Tuition (full-time rate)	\$16,512	\$18,180
Unit Fee*	\$276	\$276
Health Service Fee**	\$250	\$250
Full-Time Student Total	\$17,038	\$18,706
Health Insurance Fee***	\$3,145	\$3,145
Full-Time Student Total with Health Insurance Fee	\$20,183	\$21,851
Tuition Rate per Credit*	\$688	\$1,010

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

International Students (Non-Developing Countries)

	Undergraduate (12-18 credits)	Graduate (9-18 credits)
Tuition (full-time rate)	\$33,024	\$36,360
Unit Fee*	\$276	\$276
Health Service Fee**	\$250	\$250
Full-Time Student Total	\$33,550	\$36,886
Health Insurance Fee***	\$3,145	\$3,145
Full-Time Student Total with Health Insurance Fee	\$36,695	\$40,031
Tuition Rate per Credit*	\$1,376	\$2,020

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

International Students (Developing Countries)

	Undergraduate (12-18 credits)	Graduate (9-18 credits)
Tuition (full-time rate)	\$24,768	\$27,270
Unit Fee*	\$276	\$276
Health Service Fee**	\$250	\$250
Full-Time Student Total	\$25,294	\$27,796
Health Insurance Fee***	\$3,145	\$3,145
Full-Time Student Total with Health Insurance Fee	\$28,439	\$30,941
Tuition Rate per Credit*	\$1,032	\$1,515

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

Explanation of Basic Costs:

Tuition:

Undergraduate: Amount indicated is for full-time undergraduate students for two semesters (Fall 2019 and Spring 2020). 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 for two semesters (Fall 2019 and Spring 2020). 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](#).

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

****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.

*****Health Insurance Fee:** This subject-to-change annual fee is \$3,145 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 August 1, 2019 at 12:01 a.m. to July 31, 2020 at 12:01 a.m.

Students enrolling in spring semester 2020 are billed \$1,835 for coverage from January 1, 2020 to July 31, 2020. Students enrolling in summer session 2020 are billed \$786 for coverage from May 1, 2020 to July 31, 2020. The health insurance fees for 2019-2020 are subject to change at policy renewal.

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

Room: Room rates for on-campus housing, please see [Room Rates for On-Campus Housing](#).

Meal Plans: please see [Meal Plans](#).

**ONLINE DEGREE
COMPLETION PROGRAM -
TUITION AND FEES**

**Online Degree Completion
Program (ODCP)**

Undergraduate Tuition and Fee Schedule*
Fall 2019/Spring 2020
Basic Costs per Session (Eight Weeks)

Tuition Costs (Based on # of credits)

	1	2	3	4	5	6	7
United States Students	\$688	\$1,376	\$2,064	\$2,752	\$3,440	\$4,128	\$4,816
International Students (Non-Developing Countries)**	\$1,376	\$2,752	\$4,128	\$5,504	\$6,880	\$8,256	\$9,632
International Students (Developing Countries)	\$1,032	\$2,064	\$3,096	\$4,128	\$5,160	\$6,192	\$7,224

	8	9	10	11	12-18	19+ (additional tuition per credit)
United States Students	\$5,504	\$6,192	\$6,880	\$7,568	\$8,256	\$688
International Students (Non-Developing Countries)**	\$11,008	\$12,384	\$13,760	\$15,136	\$16,512	\$1,376
International Students (Developing Countries)	\$8,256	\$9,228	\$10,320	\$11,352	\$12,384	\$1,032

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.

VETERAN EDUCATION BENEFITS

Veteran's Benefits -- Student's Financial Responsibilities

Students should be aware of their financial responsibilities while utilizing VA benefits.

Gallaudet University, through the Registrar's Office, Financial Aid Office, and Student Financial Services Office works in partnership with the U.S. Department of Veterans Affairs to assist veterans and dependents eligible to participate in the VA's education benefits programs.

Eligibility for benefits is determined by the Department of Veterans Affairs which has Education Benefits Counselors available at 888-GI-BILL-1 (888-442-4551). Once a student has determined his /her eligibility for benefits, they should review the guide information and contact the Registrar's Office to discuss how to apply those benefits to their program of study at the university.

Once a student has begun using VA education benefits at the university it is their responsibility to check in with a School Certifying Official (SCO) in the Registrar's Office every semester for re-certification of benefits. Additionally, students making changes to their enrollment after they have been certified for a semester are responsible for contacting the SCO in the Registrar's Office so that any necessary adjustment to benefits can be processed.

The university will not assess financial penalties (late payment fees and/or interest charges) or enforce holds on registration or university services for students utilizing veterans' education benefits permitted that:

- The student has provided the university with valid authorization from the Department of Veterans Affairs confirming eligibility for benefits. The 'Certificate of Eligibility' (COE) letter from the VA is best to provide on/before the 1st semester of attendance to the Registrar's Office.
- The amount of any pending veterans' education benefits for the current or prior term(s) fully covers the balance due on the student's account.
- Students being paid for education benefits directly (Chapters 30, 35 & 1606) show continuous effort to pay their account balances in a timely manner each semester*.

In the event that the amount of pending veteran's education benefits for the current or prior term(s) does not cover the

entirety of the balance due on the student account, the portion of the balance that are to be covered by the pending benefits can be exempted from financial penalties as described above.

Any portion of a student's account balance that will not be paid by pending veterans' education benefits for the current or prior term(s) *should be paid in accordance with the posted deadlines given by Student Financial Services.

*Students with charges in excess of pending VA payments, as well as students utilizing VA benefits that are paid directly to the student (chapters 30, 35 & 1606), who are unable to remit payment to the university in full at the start of the term are encouraged to utilize the optional monthly payment plan.

ROOM AND BOARD

Room

First- and second-year students are required to live on campus; juniors and seniors may live off campus. Graduate students will be placed in the graduate community at Carlin Hall. Room assignments are made pending availability of the rooms. Housing contracts cover both fall and spring semesters. Students who reside on campus will be required to purchase meal plans. Room rates vary depending on the residence hall and the type of **room****.

****Room:** Room rates in the residence halls are for one semester (fall or spring). Variable room rate options are: 1) Single rooms with private bathroom in Carlin Hall and LLRH6: **\$5,041**, 2) Single rooms with community bathroom in Ballard West: **\$4,469**, 3) Standard double-occupancy rooms in Benson, Ballard West, and Peet residence halls: **\$3,597**, 4) Standard double-occupancy rooms in LLRH6 and Carlin Hall: **\$3,831**; Clerc Hall **\$3,984**, 5) Standard double-occupancy rooms in Ballard House: **\$1,113 per month** and Fay House **\$1,066 per month**. Note: Students with special housing accommodations approved by OSWD will follow the standard room rate of **\$3,831**.

Room and Board Changes or Cancellations

If a student moves out of Gallaudet housing within the first five weeks during the semester, refunds will be made using the same criteria as for withdrawals. If a student moves into Gallaudet housing on or after the 6th week of 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 2017/Spring 2018 are:

250 Block Plan = 250 Block Meals + \$50 Dining Dollars

Per Semester Cost: \$3,190

This is the standard meal plan that offers the best value for the dollar, approximately 15 meals per week. Students have the opportunity to eat everyday at Cafe Bon Appetit (University Dining Hall) or for a meal deal or \$50 in Dining Dollars in the Rathskeller, Starbucks, or Marketplace. Blocks can be utilized at the Cafe Bon Appetit anytime, all semester, without restriction.

220 Block Plan = 220 Block Meals + \$50 Dining Dollars

Per Semester Cost: \$3,065

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: \$3,065

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: \$2,960

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: \$2,545

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 for the Internship Meal Plan to Sherri Necessary at sherri.necessary@gallaudet.edu, or drop them off at her office in College Hall, room 314.

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
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 for undergraduate students and \$1,000 for graduate students. 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	\$425	Available for freshman and transfer students
International Special Student	\$100	Required for all international non-

Program Application Fee		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

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: [Financial Aid](#) 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 2019-2020 academic year is \$39,038 for undergraduate students and \$46,106 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 [Financial Aid & Scholarships](#)

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 2019-2020 academic year, these priority deadlines are May 1, 2019, and November 1, 2020. 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.

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.

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 2019-Spring 2020 and who starts a graduate program in Summer of 2020 MUST correct their 2019-2020 FAFSA (before May if possible) to reflect graduate level status. It is essential that undergraduate students beginning a Graduate Program in Summer. See Financial Aid about requirements and applications even before acceptance into a graduate program.

Online Students

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

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

International Students

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

Special/Visiting Students

Special students are not eligible for financial aid.

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

FINANCIAL AID PROCESSING

Financial aid will be disbursed only when the University add/drop period is completed and student enrollment is verified. Financial aid is based on student enrollment status as of the last day of the add/drop period. In addition, all required documentation must be received (e.g., tax transcripts) before aid will be released for individual students. All financial aid administered by the University must first be used to cover University charges; refunds of financial aid will not be given to students until all semester charges are satisfied. All grants and scholarships are credited directly to students' accounts. Loan checks for Federal Stafford, Perkins, and PLUS loans must be endorsed by the borrower, if not received electronically, and submitted to the University cashier so that the loans can be credited against charges. Loan checks may not be deposited into private checking or savings accounts, or otherwise negotiated by students. Because financial aid is not disbursed at the beginning of the semester or released to students as a refund until all charges are satisfied, it is essential that students be financially prepared to cover expenses for books and usual living costs with personal funds.

Overawards

The Financial Aid Office is charged with the responsibility for compliance with federal aid program guidelines, which include ensuring that students do not receive more aid than that for which they are eligible (exceeding the "financial need" amount). In cases where a student has been awarded financial aid and other financial assistance received exceeds the financial need amount, the Financial Aid Office must reduce or cancel any aid it has awarded to avoid "overawards" of federal aid.

Students who are awarded institutional grants, and subsequently receive departmental assistantships, stipends, VR support, waivers, or outside assistance, may have their institutional grants reduced. Institutional grants are limited, and if awarded without knowledge of "other" assistance, may be reduced to make grant funds available to students who do not receive such other assistance.

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

Campus Communication

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

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

GRANTS AND SCHOLARSHIPS

The following Grant and Scholarship programs are available:

FEDERAL PELL GRANT

Pell is a grant (gift aid) to undergraduate students. This program is limited to students who have not yet received a bachelor's degree. The grants vary in amount depending on the student's expected family contribution (EFC) figure, cost of attendance, enrollment status, and on authorized funds. Pell Grants range from \$328 to \$6,195 for the 2019-2020 academic year.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

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

Average grants range in value from \$100 to \$4000 per

academic year, depending upon individual need and available funding.

GALLAUDET GRANT-IN-AID

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

GIA is supplemental to the student's personal funds, the support provided by parents, and possible financial aid from state agencies. Also included in the student's resources are any federal grants, Federal Perkins Loan, Federal Work Study, or Federal Stafford Loans. Remaining funds from the academic year are used to provide summer session grants for students enrolled full time during either semester of the preceding academic year. Summer applications are available during the spring semester.

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

NEED-BASED SCHOLARSHIPS

As part of the total financial aid package, scholarships funded by clubs, organizations, individual donors, and foundations are awarded annually. Scholarships are awarded to those students who meet the eligibility requirements and who submit the appropriate applications (FAFSA and the IFAA). Students applying for a scholarship must be full time and degree-seeking.

The Financial Aid Office matches student applicants with scholarships, based on donor purpose and other criteria. Students do not need to apply for individual scholarships. The FAFSA and IFAA serve as scholarship applications.

State Grants and Scholarships

Several states provide scholarships and grants, based on need.

For information about state resources, students should ask their state department of education or regional vocational rehabilitation counselor. Some information is available in the Office of Financial Aid for students from the District of Columbia, Delaware, Maine, Maryland, Massachusetts, Pennsylvania, Wisconsin, and Vermont.

MERIT SCHOLARSHIPS

Graduate -

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

The following loan programs are available:

DIRECT LOANS FOR UNDERGRADUATES AND GRADUATES

The Federal Direct Loan programs provide "fixed" low interest loans to student borrowers. Subsidized Direct 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 Direct 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 Direct 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, 2019, interest rates will be "fixed" at 4.53% for Undergraduate Direct Loans. All Graduate Direct loans will be "fixed" at 6.08%.

* Origination Fee for loan disbursement for Direct Subsidized & Unsubsidized Loans:

- On or after October 1, 2018, and before October 1, 2019
- 1.062% Loan Fee
- On or after October 1, 2019, and before October 1, 2020
- 1.059% Loan Fee

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 \$2,000 per year in Unsubsidized Direct Loans. Graduate students are not eligible to borrow subsidized Direct 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 Direct 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 (not eligible for subsidized)

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

Direct 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 Direct 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 Direct 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 Direct 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 Direct 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. Direct 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 Direct 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 Direct 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 7.08% if the loan is disbursed on or after July 1, 2019 and before July 1, 2020, 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

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

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.

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.

VETERANS EDUCATION BENEFITS

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill.>"



® Gallaudet University Is Committed To America's Veterans and Has A Long History Of Serving Them.

Each academic year it is important to check on the U.S. Veteran's Affairs web link - <http://www.gibill.va.gov/>

- To see which major programs of study are approved by the VA and if Gallaudet University is participating in the Yellow Ribbon Program.
- Applicants must apply, if they are eligible, for educational benefits under the Post- 9/11 GI Bill® with the U.S. Department of Veterans Affairs.
- All veteran education beneficiary applicants must obtain the VA Certificate of Eligibility (COE). The COE must be given to the VA School Certifying Official (SCO) for university student VA records. The COE includes a veteran's status, information for educational benefit eligibility and the required classifications used for VA educational certifications.
- Students may only apply for the Yellow Ribbon program in an academic year that Gallaudet is participating.
- Students eligible for VA educational benefits will need to request semester enrollment and program certification processing with the university VA listed SCO.
- As semester academic program compliance must be on record - each student will be required to have their advisor submit a record copy of the student's annual program evaluation and checklist or complete the "Student Advisory Program Compliance Form for VA Educational Certification"
- Certifications of any type including VA certifications require a student to have active term status. Certifications to the VA must be submitted within 30 days of the start of a semester. Students are therefore required to submit VA certification requests by the end of add/drop periods each semester. If an initial certification is submitted on behalf of the student by the SCO- the official certification in the 'dual certification' process can be updated to official enrollment status but can only be submitted when a student has completed both course registration and their business registration by university policy.
- Audited courses cannot be certified. Students requiring full-time status should have a full credit load for their program which excludes 'audited course credits'.
- Students are required to notify the VA School Certifying Official of any changes in status with Gallaudet University regarding their major program of study or course schedule.
- Seeking to be a 'GUEST student' at another institution while attending Gallaudet
- WITHDRAW from a course or AUDIT a course (changes can impact your tuition rate)
- If withdrawing from the university (i.e. transferring or ending college studies)
- When a campus judicial matter is pending and/or

determined

- When charged or incarcerated for a crime

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 website - https://www.benefits.va.gov/gibill/post911_gibill.asp 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

www.gallaudet.edu/registrar

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, <http://www.gallaudet.edu/registrar/academic-calendars>
- Online Student Information System, bison.gallaudet.edu
- Course Schedule, courseschedule.gallaudet.edu
- People Directory, people.gallaudet.edu
- Online Learning System (Blackboard), my.gallaudet.edu

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

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).

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 students' add and drop period for enrolling in 8-week

online session courses ends on the last day of the first week of each 8-week session. To be eligible for financial aid, students must maintain their same level of enrollment as stated below:

		Enrollment Chart for Financial Aid Eligibility			
Award Programs		Enrollment Status for Sessions A and B			
	Full-Time	Three-Quarter Time	Half-Time	Less-Than-Half Time	
	Undergraduate:	Undergraduate:	Undergraduate:	Undergraduate:	
	At least 12 credits	9-11 credits	6-8 credits	1-5 credits	
	Graduate/Professional:	Graduate/Professional:	Graduate/Professional:	Graduate/ Professional:	
	At least 9 credits	8 credits	6-7 credits	1-5 credits	

For the purpose of Title IV Federal Student Aid, enrollment status is determined at the end of the first add/drop period of each semester. For online courses, both 8-week sessions are together considered to be equivalent to one semester. Thus, if a student aid recipient who is registered for both sessions either (1) completes the first session, but drops a course from the second, or (2) drops a course 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 dropping or 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: A course may be taken twice. A course taken for the third time requires approval of the department chair that oversees the course. The student's record will show grades for all courses that are repeated, but the student's cumulative GPA will reflect only the highest grade for each course repeated. A consortium course may be taken to replace a course taken at Gallaudet, provided that the department chair verifies that the consortium course is equivalent to the course 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 ccoe@gallaudet.edu or or (202) 651-5987 (fax). There is no refund of tuition and fees.

COURSE NUMBERS

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

Below 100	Non-degree courses
100-199	Primarily Freshman courses
200-299	Primarily Sophomore courses
300-499	Primarily Junior and Senior courses

500-599	Courses designed for both upper division undergraduates and graduate students
600-699	Dual-listed graduate level courses
700-799	Master's level graduate courses
800-899	Doctoral level graduate courses

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

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

500-Level Courses

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

600-Level (Dual-Listed) Courses

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

Cross-Listed Courses

Cross-listed courses are courses that are defined at two different levels or that are defined and listed by two different programs or departments. Cross-listed courses typically meet together for class sessions and thus are scheduled at the same time and location. There are several possibilities for cross-listed courses.

1. A course may be cross-listed as both undergraduate (400-level) and graduate (700-level) courses. Requirements may be different for

students in the 400- and 700-level courses, but they will meet together for lectures and thus be scheduled as one class.

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

KINDS OF COURSES

Undergraduate and Graduate Credit Courses

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

Undergraduate Non-Degree Courses

Courses with numbers lower than 100 are remedial courses, offered in English 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.

Graduate Independent Study Courses

Students may pursue independent coursework for academic credit through the opportunity to study one-on-one with an instructor possessing unique expertise in a field of study. An independent study course is offered at the discretion of the proposed instructor, the program coordinator, and the department chair.

There are two types of independent study - directed studies and individualized studies.

Directed Studies

Directed Study is designed to substitute an existing course not offered in the semester in which the student wishes to enroll. The material covered in a directed study course is the same as that covered in the existing course. Modifications may be necessary to deliver the content and assignments at an individual level, and not all courses can be modified. Courses that can be modified tend to be non-traditional courses (e.g. guided research courses, internships, practicums, and clinical duties). Directed study courses use original course titles as assigned by the department and course numbers 799 for masters-level and 899 for doctoral-level classes. Directed studies may be substituted for core degree requirements at the program's discretion.

Individualized Studies

Individualized Study is intended to be an extension of an existing program of study. Providing the student with an opportunity to pursue/research a subject in a manner not possible in an existing course, an individualized study course's content should be supplemental to the curriculum and should align with program-level student learning outcomes or domains. Individualized study courses use course numbers 799 for masters-level and 899 for doctoral-level classes. Individualized studies enable advanced study of a topic of interest to the student and the faculty member, not covered in the curriculum and may only satisfy elective course requirements.

Please click <https://my.gallaudet.edu/graduate-school-forms-and-documents/independent-studies> for independent study guidelines and procedures.

Note: A completed Registrar's Office Graduate Student Independent Study Form

(<http://www.gallaudet.edu/registrar/forms>) and syllabus must be submitted to the Office of the Dean of the Graduate School before the add/drop period ends to register for an Independent Study.

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

Consortia Programs (3) at Gallaudet University

Gallaudet University participates in the Consortium of Universities of the Washington Metro Area (CUWMA), the Consortium of Online Colleges and Universities (OCICU), UFSI - Universidade Federal de Santa Catarina in Brazil* as a Consortium cross registration and study abroad exchange program.

*SPECIAL APPLICATION PROCESS AND RESTRICTIONS APPLY – Special cross registration and preparations with program parent departments.

Consortia Programs Overview

CUWMA Consortium of Universities of the Washington Metro Area

Gallaudet University is a participating member of this metro 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](#).

General Uses of the CUWMA Consortia Program

- 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

This program is open to eligible Gallaudet University degree seeking students – refer to full program information and power point guides are found at the Registrar's Office web link.

- Be a full-time active degree-seeking student at Gallaudet University

- Be in good academic standing (GPA of 3.0 is required)
- Have good campus and financial standing
- Undergraduates must be at least a second-semester freshman.
- Graduate master students must meet the 50/50% policy (50% of course load credits must be taken at Gallaudet) - - Graduate doctoral students may register up to a 40% maximum of their program credits

All policies for the home and host institutions are adhered to with regard to cross registration requirements, restrictions and exclusions. CUWMA authorization forms for UG/G students available at the [Registrar's web link](#) as well as in the Registrar's Office. Questions – Contact [Registrar's Consortia Program Coordinator](#).

OCICU Online Consortium of Independent Colleges & Universities

- GU is a participating member of [OCICU](#). Both undergraduate and graduate* level online courses are offered by other accredited consortium member colleges and universities.

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. Module dates are varied and OCICU institutions adhere to deadline dates for all request submissions, actions and participation etc. Students are cautioned to submit all requests with a month or more advance to the course session start date to allow time for the host institution to provide any special servicing with regard to their courses.

This program is open to eligible degree seeking students – refer to full program information.

Undergraduate students must have a 2.5 GPA and may request one course without special permission from their program dean. Graduate students must be in good academic standing.

*Limited Graduate level courses are available to graduate career students

All policies for the home and host institutions are adhered to. OCICU authorization forms for students available at the [Registrar's web link](#) as well as in the Registrar's Office.

Questions – Contact [Registrar's Consortia Program Coordinator](#).

Gallaudet Online Degree Completion Program - - OCICU online courses can be used for degree completion. Questions - Contact/Email the [ODCP Program Director](#).

[UFSC](#) - Universidade Federal de Santa Catarina in Brazil - Study Abroad – This program allows for Consortium benefits for a student during an academic semester.

This Consortia program is not always available. Contact [ITP Department Chair](#) & Consortia Program Coordinator in the [Registrar's Office](#)

ONLINE CONSORTIUM OF INDEPENDENT COLLEGES & UNIVERSITIES

[OCICU](#) - Gallaudet Degree Students

OCICU - ONLINE CONSORTIUM OF INDEPENDENT COLLEGES & UNIVERSITIES - GU is a participating member of OCICU. Undergraduate/Graduate* online courses are offered by other accredited consortium member institutions. OCICU online 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.

**Limited graduate level courses are available to graduate career students.*

REQUIREMENTS:

- 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). Graduate level courses are available to graduate career students.

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.

Questions - Contact Registrar's Consortium Coordinator

[OCICU](#) - for Gallaudet [ODCP](#) students

[GALLAUDET ONLINE DEGREE COMPLETION PROGRAM](#) -- A degree completion program - using GU and OCICU online course for degree completion. This online degree completion service is for former undergraduate 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. Refer to information for OCICU program above and at Registrar's Office Consortium information link.

Questions - Contact/Email the [ODCP Program](#).

SIENA School Study

CONSORTIUM RESIDENT CREDIT

Siena School Study Within The Consortia Programs

(Siena School - Italy) - Participant students establish Gallaudet resident credit for approved courses in a cross-registration process with the Siena School. This summer* program in Italy provides study abroad experiences with an emphasis in Italian deaf sign language, culture, history, and the fine arts. This program may also augment a degree program here at Gallaudet. Students planning to graduate at the end of the study period, should consider deferring graduation a semester. *Spring/Fall semesters not generally used in this program but are allowed if approval is received from the program and dean.

PROCEDURE: Students will need to apply as a participant student with Siena School and complete program registration and cross-registration forms as well as other procedures required at both institutions. All Gallaudet procedures and policies apply for course registration for resident credit, scheduling changes, course withdrawals and grades. Siena School will require students to apply to their program, review course options, while working through the Consortium requirements at Gallaudet. Both institutions work with their Consortium counterparts to ensure as smooth a process as possible. See Consortium Coordinator in the Registrar's Office for GU Siena School student authorization, cross-registration forms and guidance after spring mid-terms. Refer to the Registrar's Office web and catalog for further information.

GU Consortium

Coordinator: Barbara.Proctor@gallaudet.edu Siena School
Coordinator: deafstudies@sienaschool.com

NON-RESIDENT CREDIT STUDY AT SIENA SCHOOL

Siena School Study - Non-Consortium Processing

(Siena School, Italy). GU students may also apply directly to attend Siena School without using the cross registration program. *[Resident credit benefits are applicable only via the Consortia Programs process.]* When attending Siena School outside of the Consortia Programs, tuition, fees billing and payments are strictly between student and Siena School.

[EXCEPTION: If a student decides to also take a GU summer online course while in Siena, Italy at Siena School - GU billing will apply for the summer online course(s).]

If you wish to attend Siena School Deaf Studies Program without earning 'resident credit' and have questions - Contact: deafstudies@sienaschool.com

Siena School Transfer Credits: Students that apply and go to study in Italy at Siena School on their own (non-Consortium - not as GU resident credit) and without any other GU enrollments, may wish to transfer credits earned at Siena School. Students may complete a prior to transfer credit form for their summer studies in Italy before the end of the spring semester. All transfer credit policies and procedures apply. Courses that may apply for program requirements can be substituted or waived as appropriate or applicable according to their [degree program](#) and under review by the Registrar's Office - degree auditing process.

Transfer Credit Information Link:

<http://www.gallaudet.edu/registrar/transfer-credits>

Questions: registrar.office@gallaudet.edu

BRAZIL - Resident Credit Consortium Program

Federal University of Santa Catarina - UFSC -

This Consortium program allows for a Gallaudet University student to cross register to attend UFSC in Brazil. Students participate in a limited exchange program between institutions for resident credits at the home institution during an academic semester. A GU deaf or hearing student may wish to have a semester or summer program with the study abroad type of experience with emphasis in Portuguese deaf sign language, culture, history and other areas of study as permitted. This program may also augment their degree program(s) here at Gallaudet. **THIS PROGRAM NOT ALWAYS AVAILABLE.** Contact Registrar's Office Consortium Coordinator to see when active for an upcoming semester.

USFC Brazil English Link: <http://en.ufsc.br/>

USFC Brazil Portuguese Link: <http://ufsc.br/>

Contact the [Consortium Coordinator](#) in the Registrar's Office & ITP Department Chair

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 **Request Official Transcript** (if the Credentials 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 TranscriptsPlus hosted by Credentials Solutions, LLC,

which 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.

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 \$30 for RUSH processing.

Processing times and costs:

Service	Fee	Processing time/ additional info
Pick-up	\$18.00 per copy	<ul style="list-style-type: none"> • Ready 3-5 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	\$18.00 per copy	<ul style="list-style-type: none"> • Ready for mailing within 7-10 business days.
Rush service	\$30.00 per copy: add \$3 Credentials handling fee	<ul style="list-style-type: none"> • *Processed on same business day, for pick-ups or mail.
FedEx	Domestic U.S. (main 48 states): add \$20 to transcript fee, plus \$2.30 Credentials handling fee Domestic U.S. (Alaska or Hawaii): add \$23 to transcript fee, plus \$2.30 Credentials handling fee International: add \$43 to transcript fee, plus \$2.30 Credentials handling 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.

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.***

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 disclosed by the university without the student's prior consent under the conditions set forth in the Family Educational Rights and Privacy Act of 1974 (FERPA)" but not required to do so. Gallaudet University Registrar's Office is where the student's academic and privacy issues for information releases are addressed best.
 - 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, Career Center, Office for Students with Disabilities, Tutorial and Instructional Programs

Official Responsible: Dr. Thomas Horejcs, Associate Provost

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: Ms. Amanda Jackson, Associate
Director

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 online at <http://www.gallaudet.edu/student-affairs/student-handbook>. 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/administration-and-finance/administration-and-operations-manual/105-drug-free-environment>.

Gallaudet's policy regarding on-campus distribution and consumption of alcoholic beverages can be found at this link: <http://www.gallaudet.edu/administration-and-finance/administration-and-operations-manual/104-alcoholic-beverages>.

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/alcohol-and-other-drugs-policies>.

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/administration-and-finance/administration-and-operations-manual/107-smoking>.

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/administration-and-finance/administration-and-operations-manual/108-service-animals>.

INTERIM GENDER-BASED AND SEXUAL MISCONDUCT 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 sex discrimination, intimate partner abuse, stalking, all forms of sexual misconduct, and the D.C. crimes of intimate partner violence, intra-family violence, sexual abuse, and stalking. All members of the University community are expected to conduct themselves in a manner that demonstrates respect for the rights of others. The Gender-Based and Sexual Misconduct 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, intimate

partner abuse, stalking, and other forms of gender-based discrimination, fostering an environment that promotes prompt reporting of all types of sexual misconduct, intimate partner abuse, or stalking, and ensuring the prompt, fair and impartial resolution of all complaints from the initial assessment and investigation to the final outcome. Every member of the University community has a responsibility to become familiar with this 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 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 misconduct (including sexual assault), 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 encourages reporting of incidents and also attempts to eliminate pressure that might lead students to choose to not report a sexual misconduct, intimate partner abuse, or stalking incident 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 policies and procedures regarding Sexual Misconduct, Intimate Partner Abuse, and Stalking can be found at these links below:

Gallaudet's Protection Against Sexual Harassment policy can be found at this link:
<http://www.gallaudet.edu/administration-and-finance/administration-and-operations-manual/302-protection-against-sexual-harassment>.

Gallaudet's Interim Gender-Based and Sexual Misconduct Policy and Procedures in the online Student Handbook can be found at this link: <http://www.gallaudet.edu/student-affairs-and-academic-support/student-handbook>. 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://www.gallaudet.edu/gallaudet-technology-services/help-desk>.

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

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 at the request of the appropriate department chair.

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 Education 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 approval of the program director or the chair will constitute permission for the Assistant Dean for Graduate Education to approve the registration of the student. The person who approves is obliged to inform the instructor of the additional student(s) enrolled in the class. Enrollment in some graduate courses is limited to degree-seeking 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 Graduate Education. 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

The unit of semester credit is defined as university-level credit that is awarded for completion of coursework, the transfer of coursework from another 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.

	Traditional in-class Credit Bearing Course or Online Course (Per Semester)	Non-Traditional Credit Bearing Experience (e.g. Internship, Independent Study) (Per Semester)	
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

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 (i.e. GPS 798 at the masters level or GPS 898 at the doctoral level) or;
- A student must be on an approved Leave of Absence.

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 for at least one graduate credit hour each semester. 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 (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 Office of the Dean of the Graduate School (<https://my.gallaudet.edu/graduate-school-forms-and-documents/continuous-enrollment-ce>). The form must be completed and approved by the academic advisor, the 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)

Grades of B-, C+, C, F, XF, and WF indicate unsatisfactory performance and may be grounds for academic probation or dismissal.

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.

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.

Academic Fresh Start Policy

Students who enroll in a new graduate degree or certificate program or are readmitted to a program at Gallaudet University have the option of requesting an Academic Fresh Start if they have grades for prior graduate courses or program(s). To request an Academic Fresh Start, the student must complete a [Student Action Form](#), which is to be signed by the program director and department chair, and submitted to the Registrar's Office. The student may seek advice about the Academic Fresh Start option from the program director. If the student does not request an Academic Fresh Start, all prior graduate courses taken at Gallaudet University will be included in the student's subsequent GPA.

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, will 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, will 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. 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 \(OSWD\) website](#).

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.

Regarding communication, the Graduate School is committed to supporting honest, transparent, and knowledgeable dialogue through social media. While graduate students are welcome to publish or comment using social media, they are urged to do so thoughtfully. Furthermore, all uses of social media should be treated in the same manner as other professional obligations as outlined in the ethical guidelines that govern professions.

Graduate students must use good ethical judgment and follow University policies and federal requirements, such as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). While this innovative technology offers exciting opportunities to build networks with deaf, hard of hearing, and hearing colleagues, the use of social media entails personal responsibility.

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 academic probation or dismissal from the Graduate School.

GRADUATE ACADEMIC HONORS & AWARDS

Presidential Scholars List

At the end of the fall and spring semesters, graduate students who maintained a cumulative grade point average of 3.850 or above after completing at least 30 credit hours are recognized as presidential scholars.

Perfect 4.0 Cumulative Grade Point Average

Graduate students who complete all graduate program requirements with a 4.0 cumulative grade point average (GPA) are presented with a gold honors stole. Only students whose final grades have been posted are eligible to receive the honors stole during the Graduate Awards and Hooding Ceremony (or during the Commencement Ceremony for Ph.D. graduates).

Awards

Many awards recognize graduate student students for their academic and leadership accomplishments. This is a representative list of the awards, many of which are presented during the Graduate Awards and Hooding Ceremony, which is held every spring as part of Commencement activities.

Graduate School Awards

Weiner Family Research Award: recognizes and supports outstanding student research that adds to an understanding of diagnostic techniques and treatments aimed at improving mental health outcomes of individuals who are deaf

Graduate Student Scholarly Achievement

Award: recognizes an outstanding scholarly project completed by a graduate student during his or her Gallaudet graduate program

Graduate Student Outstanding

Achievement Award: recognizes an outstanding graduate student who has demonstrated exceptional accomplishments in the graduate student role

Department and Program Awards

American Sign Language and Deaf Studies

George Veditz Deaf Studies Award:

recognizes 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

Masters in Sign Language Education

Award: for a graduate student who exhibits pedagogical innovation and aptitude in the field of sign language education

Counseling

Francine White Outstanding Counseling

Student Award: recognizes a student who demonstrates high aptitude for and commitment to counseling

Education

Helen Fay Award: for a student most likely to make an outstanding contribution to the field of teaching deaf or hard of hearing children

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

Educational Neuroscience

Ph.D. in Educational Neuroscience

Outstanding Research Award: honors a student who has consistently demonstrated outstanding research and scientific scholarship, originality, and creativity in his or her science, and scholarly achievements in research commensurate with the highest standards of Cognitive Neuroscience and Educational Neuroscience

Ph.D. in Educational Neuroscience

Outstanding Research-Based Translation

Award: honors a student who has made a significant contribution to the translation of basic scientific discoveries in Cognitive Neuroscience and Educational Neuroscience through the advancement of an original creation or contribution that has the potential to transform society, policies, and individual lives spanning the nation and world

Government and Public Affairs

Master of Public Administration Award:

for an outstanding public administration student

Hearing, Speech, and Language Sciences

Award for Excellence in Speech-

Language Pathology: for a first-year student in Speech-Language Pathology who has demonstrated excellence in clinical and academic endeavors and who is expected to make significant contributions to the profession and to deafness

Award for Excellence in Audiology:

for a first-year student in Audiology who has demonstrated excellence in clinical and academic endeavors and who is expected to make significant contributions to the profession and to deafness

International Development

Euphrasia Mbewe Award:

for a student who has demonstrated excellence in social advocacy work while enrolled in the International Development Program

Liisa Kauppinen Award:

for a student who has demonstrated excellence in policy development and research while enrolled in the International Development Program

Interpretation and Translation

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

Linguistics

Outstanding Linguistics Graduate

Student Award: for an outstanding linguistics student

Psychology

Elizabeth Peet Award: for an outstanding graduate student in school psychology

Larry G. Stewart Award: for an outstanding student in clinical psychology

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

ACADEMIC INTEGRITY POLICY

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 attempts 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 (cyberplagiarism), 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].

TRANSFER CREDIT POLICY

Transfer Credit Limits

Each course that a student seeks to transfer must be reported on an official transcript from an institution recognized by the Council for Higher Education Accreditation (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 a 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 Dean of the Graduate School.

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 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.

Concurrent enrollment for veteran students is when a student is enrolled at both the primary school and secondary institutions simultaneously. VA will pay for the combined credit, taking overlapping enrollment dates into account.

The School Certifying Official at the primary institution will provide a letter addressed to the Certifying Official at the secondary institution indicating courses that will be accepted as transfer credit that apply to the student's degree requirements.

To request a “**Parent School Letter**” to be sent to the secondary School Certifying Official, submit the following information to your GU School Certifying Official via email at Registrar.Office@gallaudet.edu:

- Course schedule from secondary school
- Secondary School Certifying Official contact information (email address, fax, etc.)

Five-Year Limit

In order to transfer courses taken at another 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.

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 and Online Education](#) website.

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.
- Contact the Office of the Dean of the Graduate School to initiate a University Withdrawal Form and obtain all appropriate signatures, including that of the Financial Aid Office.
- 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 Residence Life and Housing to start check out procedures and 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.

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.

Veteran Students

Any student placed on academic probation will receive a letter from the Dean of the Graduate School outlining the conditions that must be met in order to be removed from academic probation. For example, a student may need to repeat a course or an exam the next time it is offered in order to return to good academic standing within the degree or certificate program.

Veterans and other eligible persons under CFR §21.4253 must meet all specified conditions to be removed from academic probation within two consecutive semesters. Those who fail to remove themselves from academic probation by the end of the second continuous semester will no longer be eligible for certification by Gallaudet University for VA Education Benefits. The Veterans Administration will be notified of the students' continuing probationary status.

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.

Veteran Students

Veterans and other eligible persons under CFR §21.4253 who are dismissed from the University will no longer be eligible for certification by Gallaudet University for VA Education Benefits.

ACADEMIC APPEALS

PROCEDURES

Any student placed on academic probation or dismissed from a program will receive a letter via email from the Dean of the Graduate School. The letter will outline the department's recommendation, and provide the student with information on how to appeal the decision by following the procedure outlined below.

Due to academic probation, the student may experience a suspension in their funding or may be unable to register for future courses depending on department recommendations. Rights may be restored retroactively depending on the outcome of the appeal. A student who has been dismissed from a graduate program may apply for graduate special student status in order to continue to take courses at the graduate level.

To follow due process, stakeholders (i.e. students, instructors, program coordinators, department chairs) will be involved in the appeals process as appropriate.

Procedures for Academic Appeals Within the Department (Phase 1)

1. **Student.** To initiate the appeals process, the student must complete an Initial Appeal Form and submit it electronically along with supporting documentation to the Program Coordinator/Director and Department Chair within 10 school days upon receipt of the letter. Supporting documentation may include copies of email correspondence, samples of student work and completed assignments, medical documents, or other records related to extenuating circumstances that impacted the student's performance.
2. **Program Coordinator/Director and Department Chair.** Upon receipt of the student's written appeal, the Department has up to 5 school days to respond to the appeal by scheduling a meeting involving all relevant stakeholders (i.e. student, instructor, advisor, Program Coordinator, and Department Chair). A meeting agenda must be sent to the student at least 1 school day prior to the meeting. A Department Review Form must be completed, and all documentation must be sent to the Dean of the Graduate School electronically within 5 school days from the time of the meeting.

Procedures for Appeals to the Graduate School (Phase 2)

If the Department Chair denies the student's appeal and the graduate student feels that their treatment within the Department was arbitrary and capricious or that processes were not followed correctly within the Department, the student may pursue the appeal with the Office of the Dean of the Graduate School. The student initiates the appeal by submitting a Dean's Appeal Form with the Office of the Dean of the Graduate School including a statement of the desired outcome of the Phase 2 appeal. This form must be filed within 5 school days, after the appeals decision by the Department.

Upon receipt of the student's electronic appeal, the Dean's office has 10 school days to review the student's documentation and statement. In rare occasions, the Dean may appoint a committee of at least 2 graduate faculty and 1 graduate student in consultation with the Chair of CGE to review the appeal and offer guidance. The Dean will determine the final outcome of the appeal and inform the student of the decision with an official letter via email.

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 online by the deadline stated in the University's academic calendar. The graduation application must then be approved by the student's academic advisor. 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 a master's, clinical doctoral, or specialist degree program and needs to complete one additional content 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 a maximum of 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.

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.

POSTHUMOUS DEGREE

Faculty may recommend that a student who passes away while pursuing a degree be awarded a posthumous degree. To qualify for a posthumous degree, the student must have completed 75 percent of the required credits toward the degree program in which they were enrolled. The student must also have been in good academic standing.

Students receiving posthumous degrees will be briefly recognized during their cohort's commencement, separate from the awarding of all other degrees. The posthumous degree will be mailed to the student's family.

If a student who has passed away does not meet the above criteria, the student may be awarded a posthumous certificate, recognizing the student's progress toward a degree, rather than an official degree.

Procedure: The Posthumous Degree Recommendation Form should be submitted to the program coordinator for that student's major. The request must be approved by the program coordinator, department chair, dean, and provost.

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.

Related Documents: [Student Attendance Requirements](#); [Student Agreement Forms - Academic Settings and Non-Academic Settings](#), [Academic and Student Affairs](#)

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.) 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.

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 defined in the program of study and be in good standing.

To remain in **good academic standing** within a current degree or certificate program, graduate students must meet ALL of the following conditions:

- Maintain an overall grade point average of 3.0 or above,
- Earn no more than one grade of B-, and
- Earn no grades below B- (including C+, C, F, XF, or WF).

Failure to meet any of the above conditions will call for the graduate program/department to review the student's academic performance and make a recommendation regarding academic probation or dismissal to the Graduate School dean. To satisfy the conditions above, the department must recommend the graduate student to retake the course or its equivalent and earn a grade of B or above. Upon repeat of the course or its equivalent, the student's transcript will show the grades for both attempts, but only the higher grade will be calculated in the GPA.

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.

Progress Toward a Graduate Degree

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

- **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 onsite, online, or through other technology-dependent delivery formats.
*Through' can also mean via consortium cross-registration.
- Students must also successfully complete the examination requirements of the program of study. Candidacy examinations are required in all doctoral-level programs and in many master's specialist degree 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. Master's and 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.

- Degree candidacy is the benchmark by which departmental decisions are made regarding a student's continuation in a degree program. Acceptance into a graduate program does not imply admission to degree candidacy. Each program specifies the conditions to be met for advancement to candidacy. Typically, these conditions must be met before the end of the first year of study. Students who have met these conditions must file an Application for Degree Candidacy with the Dean of the Graduate School. Although advancement to candidacy is not a guarantee of a degree, it does indicate that the student is considered capable of meeting degree requirements.
- Timelines for satisfying this approach must also be specified for both full-time and part-time students (if applicable) in the current catalog and/or in the program's graduate handbook and disseminated to students.
- Comprehensive examination: This is required for doctoral and specialist-level degree programs. Near the end of the entire degree program, the student is asked to demonstrate mastery of the subject matter. The nature and extent of the examination are up to the department, but it is expected to be substantial. The comprehensive examination should also include a professional self- assessment and a program review by the student. The Dean of the Graduate School may participate in comprehensive examinations in any department at his or her option.
- Proficiency in ASL: Graduates of Gallaudet University graduate programs are expected to have proficiency in American Sign Language. The Graduate School recognizes that professionals in different fields will be expected to demonstrate different levels of skill, depending on their professional setting. Therefore, each graduate department sets its own requirements for its candidates for graduate degrees, based upon these requirements. Students are encouraged to check with individual departments for the most current proficiency levels required for the particular program of interest.

Graduate Thesis/Dissertation

- Thesis option at the masters level: Each masters-level program shall make explicit provision for a thesis option unless the program includes a required masters 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

Dr. Genie Gertz, Dean
Hall Memorial Building, Room S400

The College of Arts and Sciences houses the following departments:

[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

[Dr. Gaurav Mathur](#), Dean
Fowler Hall, Room 210

The Graduate School and Continuing Studies houses the following interdisciplinary graduate programs:

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

[Ph.D. in Educational Neuroscience](#)

[Graduate Certificate in Deaf and Hard of Hearing Infants, Toddlers, and their Families: Collaboration and Leadership](#)

SCHOOL OF EDUCATION, BUSINESS, AND HUMAN SERVICES

[Dr. Khadijat Rashid](#), Dean
Hall Memorial Building (HMB) S242

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

[Business](#)

[Counseling](#)

[Education](#)

[Government & Public Affairs](#)

[Hearing, Speech, & Language Sciences](#)

[Interpretation and Translation](#)

[Physical Education & Recreation](#)

[Social Work](#)

DEPARTMENT OF AMERICAN SIGN LANGUAGE AND DEAF STUDIES

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

Dr. Arlene B. Kelly, Chair
Sorenson Language and Communication Center, Room
1215

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, policy studies, anthropology, history, literature, critical theory, linguistics, philosophy, sensory studies. Students can choose from three concentrations: Cultural Studies, Language and Human Rights, and Early Language Advocacy.

Students will be prepared to work in various fields, including language planning, human rights advocacy, culture resource management, family outreach, entrepreneurship, and policy-making positions in government, the NGO sector and the private sector. In addition, the Cultural Studies Concentration has traditionally served as a gateway to doctoral studies and culminates in a rigorous research-based contribution to the field.

Graduate Programs and Certificate offered:

M.A. IN DEAF STUDIES:

CULTURAL STUDIES

Overview

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

The Cultural Studies Concentration challenges students to develop methods of inquiry, research, and critique that

explore historically-created social institutions and cultural processes which shape the world and deaf ways-of-being. Students will gain a breadth of knowledge through multi-disciplinary perspectives while also gaining a depth of inquiry through an extended project in which they will pursue an area of interest through an academic thesis, a creative project, or applied advocacy project. This concentration prepares students for advanced studies towards a doctoral or another terminal degree. Students in this Concentration are required to be on campus.

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
DST 700	Deaf Studies Research Methods I	3
DST 703	Deaf Cultural Studies	3
DST 705	Language, Culture and Power	3
HIS 731	History of the American Deaf Community	3

Semester II (Spring)

Code	Title	Credits
DST 701	Deaf Studies Research Methods II	1
DST 710	Cultural Practices in the Deaf Community	3
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 735	Sensory Studies	3

Cultural Studies Concentration

Semester III (Fall)

Code	Title	Credits
DST 733	Theory & Identity in Deaf Studies	3
DST 743	Language Advocacy in Deaf Communities	3
DST 780	Deaf Studies Masters Project I	3

Semester IV (Spring)

Code	Title	Credits
DST 737	Law and Public Policy: The Deaf Community	3
DST 781	Deaf Studies Master's Project II	1-3
DST 790	Deaf Studies Internship	3

Total credits: 38

M.A. IN DEAF STUDIES: EARLY LANGUAGE ADVOCACY

Overview

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

The Concentration in Early Language Advocacy is designed to train students in front-line language advocacy work within the fields of education and deaf community advocacy organizations. Knowledge of Deaf studies lens, advocacy tools, educational approaches, policy-making and legal mechanisms all are an integral part of the curriculum. At the heart of the program is an interdisciplinary curriculum focused on socio-cultural, political and educational aspects of how deaf children acquire language from birth. Students will gain a hands-on understanding of the dynamics of advocacy and policy-making in education through field-based projects.

The curriculum for this Concentration contains a number of courses offered under Gallaudet University's Infant, Toddler, and Family (ITF) Graduate Certificate Program. The program is a hybrid program. Students take online classes in Deaf Studies and ITF during the school year, with selected required face-to-face courses with the Infant, Toddler, and Family Graduate Certificate Program being on campus during three summer residency sessions.

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

Fall 1

Code	Title	Credits
DST 703	Deaf Cultural Studies	3
DST 705	Language, Culture and Power	3
DST 740	Studies in the Human Rights of Deaf People	3

Spring 1

Code	Title	Credits
DST 710	Cultural Practices in the Deaf Community	3
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 741	Development of the Transnational Deaf Public Sphere	3

Summer 2

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 2

Code	Title	Credits
DST 743	Language Advocacy in Deaf Communities	3
DST 780	Deaf Studies Masters Project I	3
ITF 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3

Spring 2

Code	Title	Credits
DST 737	Law and Public Policy: The Deaf Community	3
DST 781	Deaf Studies Master's Project II	1-3
ITF 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3

Summer 1

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

Total credits: 45

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

Overview

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

The Concentration in Language and Human Rights is designed to give a globally based student population an understanding of the development of the U.S. and international human rights instruments, institutions, and discourses, with a focus on languages and linguistic minorities. Students will work a full academic year toward the completion of their research project which may take the form of a thesis or an applied project. This focus will give students a solid background in academic research and international policy-making 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. Courses in this concentration are offered via both onsite and online instruction.

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
DST 700	Deaf Studies Research Methods I	3
DST 703	Deaf Cultural Studies	3
DST 705	Language, Culture and Power	3
DST 740	Studies in the Human Rights of Deaf People	3

Semester II (Spring)

Code	Title	Credits
DST 701	Deaf Studies Research Methods II	1
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 735	Sensory Studies	3
DST 741	Development of the Transnational Deaf Public Sphere	3

Concentration in Language and Human Rights

Semester III (Fall)

Code	Title	Credits
DST 733	Theory & Identity in Deaf Studies	3
DST 743	Language Advocacy in Deaf Communities	3
DST 780	Deaf Studies Masters Project I	3

Semester IV (Spring)

Code	Title	Credits
DST 737	Law and Public Policy: The Deaf Community	3
DST 781	Deaf Studies Master's Project II	1-3
DST 790	Deaf Studies Internship	3

Total credits: 38

M.A. IN SIGN LANGUAGE EDUCATION

Overview

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

Dr. Raychelle Harris, Co-Program Director
Sorenson Language and Communication Center, Room 1217

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 approximately a month for required face-to-face courses during the summer.

The final set of summer courses begin online in mid-May, and require on-campus presence for at least a month during the summer. Please contact us for more details at masled@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). 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.

Plan of Study 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

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

Summer I (Hybrid - Online, then On Campus)

15 credits

Code	Title	Credits
ASL 709*	Sign Language Media Production	3
ASL 724	Sign Language Linguistics for Sign Language Professionals	3

ASL 741	Methods of Sign Language Teaching	3
ASL 743	Curriculum Development for Sign Language Education	3
ASL 750	Assessing Sign Language Skills	3

*ASL 709 Sign Language Media Production can be waived with extensive media, film and editing experience. Contact us for more details at masled@gallaudet.edu.

Fall I (Online)

7 credits

Code	Title	Credits
ASL 752	Sign Language Practicum	3
ASL 761	Seminar in Sign Language Education - Professional Preparation	1
LIN 510	Introduction to First and Second Language Acquisition	3

Spring I (Online)

7 credits

Code	Title	Credits
ASL 762	Seminar in Sign Language Education - ePortfolio	1
ASL 770	Sign Language Planning and Advocacy	3
ASL 790	Sign Language Internship	3

Summer II (Hybrid - Online, then On Campus)

12 credits

Code	Title	Credits
DST 710	Cultural Practices in the Deaf Community	3
	Elective	3
	Elective	3
	Elective	3

Program Electives

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	Language, Culture and Power	3
DST 714	Critical Pedagogy	3

Candidates with extensive ASL teaching experience and full-time employment in the ASL teaching field may apply for a practicum and/or internship waiver. Contact masled@gallaudet.edu for more details.

***Total program credits: 41**

CERTIFICATE IN DEAF

CULTURAL STUDIES

Overview

Dr. Joseph Murray, Program Coordinator

The Graduate Certificate Program in Deaf Cultural 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 the professional and academic interests of the applicant.

The Certificate program can be taken at student's own pace. Courses will be offered in the following sequence.

Fall semesters:

Code	Title	Credits
DST 703	Deaf Cultural Studies	3
DST 705	Language, Culture and Power	3
DST 740	Studies in the Human Rights of Deaf People	3

Spring semesters:

Code	Title	Credits
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 741	Development of the Transnational Deaf Public Sphere	3
DST 743	Language Advocacy in Deaf Communities	3

Students may also substitute one or more of the following courses in order to fulfill the requirements of the graduate certificate:

Code	Title	Credits
DST 710	Cultural Practices in the Deaf Community	3
DST 714	Critical Pedagogy	3
DST 735	Sensory Studies	3
DST 737	Law and Public Policy: The Deaf Community	3

One of the following courses from the History Department can be used to fulfill requirements:

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

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.

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 instructor

ASL 761 - Seminar in Sign Language Education - Professional Preparation (1)

This course is designed to prepare students for the academic, sign language teaching job market. Students will develop tailored job application documents such as cover letters and curriculum vitae. Essential resources in searching and screening potential teaching positions will be covered along with effective strategies for a successful interview process.

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

ASL 762 - Seminar in Sign Language Education - ePortfolio (1)

This course is devoted to developing a comprehensive electronic portfolio where students will integrate multiple academic projects and assignments completed during the program into a professional website to generate a significant presence in the field.

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 or above is required.

ASL 795 - Special Topics (1-3)

Grading System: letter grades only.

ASL 799 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study

Form(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 - Deaf Studies Research Methods I (3)

This course will introduce students to the most commonly-used research methods in Deaf Studies, particularly textual analysis, and ethnographic interviews. Students will be guided by the instructor in the processes of developing research questions, methodologies, data collection and analysis.

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

DST 701 - Deaf Studies Research Methods II (1)

This one-credit course is designed to introduce students to research work in Deaf Studies. Students will be introduced to fundamentals of the research process, including ethical

conduct in research, applying to Institutional Review Board approval, grant writing, and a thesis proposal. Research Methods II will prepare students to begin their Deaf Studies Master's Project.

Prerequisite: DST 700

DST 703 - Deaf Cultural Studies (3)

This course engages students with theory and content that is foundational to the practices of Cultural Studies in general and Deaf Studies in particular. In addition to exploring the historical trends and debates in these fields, this course asks students to explore key aspects of deaf lives and communities, including identities, power, culture, and framing from interdisciplinary perspectives. The readings, discussion, and research from this class form a cornerstone to subsequent courses within the Deaf Studies Master's Program.

Prerequisites: Matriculated in DST MA Program

DST 705 - Language, Culture and Power (3)

This course begins by exploring key issues faced by minority language communities, with special emphasis on the world's linguistic diversity, language endangerment, and revitalization. After gaining a broad understanding of the dynamic intersections of language, culture, and power, students will examine the historical role of language ideologies relating to signed languages, beginning with classical thought and continuing through the formation of deaf education in the 18th century and the medicalization of deaf bodies in the 19th and 20th centuries. In the end, students should be able to identify and explain intersections of philosophical, linguistic, educational, medical, scientific, and anthropological discourses which influenced the vitality of sign languages and deaf communities in the 21st century. Developing awareness of this phonocentric heritage helps to equip students in developing strategies for linguistic and cultural revitalization of sign languages and deaf communities.

Prerequisites: Matriculated in DST MA Program

DST 710 - Cultural Practices in the Deaf Community (3)

This course is designed as a thorough exploration of the literary practices influenced by cultural traditions in the deaf community. Attention will be given to the unique face-to-face nature of signed literature and its numerous traditional forms as well different types of cultural productions, including online media. Students will become versed in the stylistics, 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 - Sensory Studies (3)

This course investigates the role of vision and the senses, sensory practices and sensory politics in the deaf community through its visual-tactile nature. By drawing on new theoretical approaches in the study of the senses, this course will explore representations and visual culture, the theory and the politics of sensory perceptions; and 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 the senses in art and deaf space within a phonocentric world.

Prerequisite: Completion of MA Deaf Studies Core Curriculum

DST 737 - Law and Public Policy: The Deaf Community (3)

This course focuses on an analysis of relevant U.S. laws and policies when it comes to sign language rights, particularly for young deaf children. Topics include: legislative process, writing of state and federal regulations, power of position statements/policy papers, and an analysis of federal and state laws. Students will learn about community mobilization in the context of sociopolitical movements, with practical use of framing arguments for public consumption.

Prerequisites: Students must be enrolled in the Master's in Deaf Cultural Studies Master's Degree program or permission of the instructor.

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 the growth of 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 743 - Language Advocacy in Deaf Communities (3)

This course focuses on understanding the deaf community's longstanding campaigns for sign language rights from an advocacy perspective. Topics covered include the history and status of sign language in education, language planning, as well as advocacy campaigns and organizations related to sign language rights.

Prerequisite: Enrolled in the Deaf Studies MA program.

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 - Deaf Studies Masters 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 one of three concentrations: Cultural Studies, Language and Human Rights or Early Language Advocacy. 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 a demonstration of the project's significance, appropriate research methodologies and a detailed plan of action.

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

DST 781 - Deaf Studies Master's Project II (1-3)

The Deaf Studies' Masters Project II 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, Language and Human Rights and Early Language Advocacy. 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. All students take DST 781 for 3 credits. In the event students do not complete their thesis at the end need of DST 781, they enroll in 781 a second time as a one-credit course.

Prerequisite: 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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html)

and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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.

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 differenced in economic growth rates among countries; and a review of the history of international development policymaking. Topics covered will include international trade policy, international capital flows, exchange rate policy, inflation, public finance, monetary policy, agriculture, population, and the environment. The class will end with a synthesis of these diverse fields into the theory of development economics as a tool for promoting growth and reducing poverty.

Prerequisite: Acceptance into the Master's Program.

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, deaf-blind, 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; 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.

Successful communication with deaf, deaf-blind and hard of hearing clients who utilize sign language as their preferred mode of communication requires professional counselors to achieve a minimum ASL proficiency level.

Therefore, all Department of Counseling students are expected to demonstrate a required level of proficiency in American Sign Language on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before being allowed to begin fieldwork.

Graduate Programs offered:

M.A. 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 69 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.

Plan 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

Total Semester Credits: 16

Semester II - Spring

Code	Title	Credits
COU 709	Culture, Identity & the American Deaf Community	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

Total Semester Credits: 18

Qualifying Exam at end of Spring

Summer Session

Code	Title	Credits
COU 716	Psychopharmacology for Counselors	1
COU 736	Organization and Administration of Human Service Programs	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 734	Lifestyles and Career Development	3
COU 792	Internship I in Clinical Mental Health Counseling	8

Total Semester Credits: 14

Semester IV - Spring

Code	Title	Credits
COU 748	Principles of Assessment in Counseling	3
COU 794	Internship II in Clinical Mental Health Counseling	8

Total Semester Credits: 11

Total Core Credits for Degree: 69

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).

Plan 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

Semester II - Spring

Code	Title	Credits
COU 709	Culture, Identity & the American Deaf Community	3
COU 714	Emotional & Behavioral Disorders Across the Lifespan	4
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

*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 716	Psychopharmacology for Counselors	1
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.

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.

NOTE: We will begin accepting applications for the Summer 2021 cohort in Fall 2020.

Plan of Study

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 731	SIMSOC: Simulated Society	1
COU 743	Practicum II in School Counseling	3

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
COU 765	Crisis and Trauma Counseling	2

Eighth Semester (Fall)

Code	Title	Credits
COU 703	Substance Prevention For Children and Youth	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 the prevalence and characteristics of several substance use disorders, the impact of such disorders on the individual and the community, their relevance for school counselors on current research in this area. The course will also address prevalence of substance use disorders among ethnic and cultural groups, gender and socio-economic levels. This will be accomplished through readings, lectures, class discussions, class projects and case presentations. Students 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 - Culture, Identity & the American Deaf Community (3)

This course is designed to focus on the culture and identity of deaf/hard of hearing individuals and their related cultural communities in the context of American society. It will promote in-depth exploration and understanding of personal, socio-political, and cultural relationships of these individuals and communities and the effects on the counseling process and relationship between counselor and client, including group and systems level change dynamics. The course will utilize and build upon the theoretical frameworks and practices introduced in COU 730: Social and Cultural Diversity Foundations & Multicultural Counseling, including continuation of the "Sharing Views" cross cultural dialogue groups. There will be 5 units in this course: Deaf people within a Multicultural Framework, Culturally and Linguistically Diverse Deaf populations, Intersectionality and Deaf Identities, Culturally Responsive Practice (Counselor to Client and Client Systems), and Working with Deaf Children in context of their Family, School, and Community.

Prerequisite: COU 730

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 programs and represents the most advanced level of fieldwork. Counselor trainees engage in full-time, 5 days per week internships in educational settings that primarily serve deaf and hard of hearing students (K-12). The intent of this internship is for trainees to experience as wide a range of supervised school counseling services as possible, including: 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 focus of this final fieldwork experience is the trainee's further expansion, refinement, and strengthening of professional counseling competencies in working effectively with diverse deaf/hard of hearing students and their families and communities. Students 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. Another focus of this internship is to continue to develop through reflective use of supervision.

Prerequisites: Completion of COU 741 or COU 743

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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.

Graduate Programs and Certificate offered:

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

Overview

Web: [Department of Education](#)

Dr. Fred Mangrubang, Program Director
Fowler Hall 301B

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 2019-2020 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 website](#) 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

Concentration Area coursework (21 credits minimum)

Code	Title	Credits
	concentration area courses	

Dissertation (12 credits minimum)

Code	Title	Credits
EDU 900	Dissertation Research	

SPECIALIST (ED.S.) IN DEAF

EDUCATION

Overview

Web: [Department of Education](#)

Dr. Fred Mangrubang, Program Director
Fowler Hall 301B

The Education Specialist (Ed.S.) in Education is designed for teachers who have a master's degree in education of deaf and hard of hearing students who seek advanced professional proficiency in an area of specialization. This is an online or hybrid program that offers several specialization areas. Specializations offered are related to topics in deaf education.

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 409B

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	61-81	Two and a 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	61-78	Two and a 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	54-66	Two and a 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](#)

[website](#) 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

- Admission is for full-time study (Part-time enrollment will be considered on an individual basis.)
- Meet District of Columbia (DC) requirements for **Basic Skills** in Reading, Writing, and Mathematics (including Praxis Core, Praxis PPST, ACT, SAT, or GRE)
- Evidence of experiences working/teaching Deaf and Hard of Hearing children
- Evidence of satisfactory federal criminal background check (or use this alternative option for the fastest way)
- A minimum [ASLPI](#) result of 2
 - If ASLPI rating is lower than 2, the candidate is strongly encouraged to register for American Sign Language classes and attend the Gallaudet University summer ASL immersion program when available.
- Pass DC requirements for Praxis II Content Knowledge in the area of focus.

ASL Department Goal Statement

Applicants to the M.A. in Education: Teacher Preparation Program are required to send, as part of their application, a 3-5 minute video sample of the applicant's signing, covering two topics listed below, to demonstrate proficiency in ASL. The video can be in DVD or YouTube link format.

1. (In ASL):
 - Please introduce yourself and tell us about your latest degree, your concentration area(s), length of time
 - Describe your philosophy of education in relation to teaching and learning. Include any theories in education that support or align with your beliefs.

Prerequisite Coursework

A minimum 3.0-grade point average (on a four-point scale) in all previous undergraduate (and graduate if applicable) study.

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

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

Total credits: 61 (minimum)

*Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.

MASTER OF ARTS IN ELEMENTARY EDUCATION AND DEAF EDUCATION

Additional Program Admission Requirement

Pass [DC requirements](#) for Praxis II Elementary Education Multiple Subjects.

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

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

Total credits: 61 (minimum)

*Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.

MASTER OF ARTS IN SECONDARY EDUCATION AND DEAF EDUCATION

You may apply for this program if your Bachelors 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

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 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 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	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

Total credits: 54 (minimum)

*Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher.

MASTER OF ARTS IN DEAF EDUCATION

Requirements

You may apply for this program if your Bachelors degree is in education and you are eligible for general education licensure. If not, please contact Dr. 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

Spring 1

Code	Title	Credits
*	Literacy Course: EDU 621, 631, or EDU 641	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
EDU 792	Student Teaching Seminar	2
EDU 797	Student Teaching in Deaf Education	7

*NOTE: EDU 600, EDU 670, EDU 665, and EDU 621/631/641: These courses (or equivalent courses) are not required for students who have previously passed them with a B or above.

Total Credits = 39 (minimum) credits to 51 (maximum) credits

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 one 10-week field experience where they will work in a 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 a second 10-week field experience, and the candidates begin to apply their content and pedagogical knowledge in specific areas of teaching within the K-12 deaf education 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 designed specifically for teachers of deaf and hard of hearing students who have state licensure in deaf education or provisional CED certification (or the equivalent) and who are currently working in the field. 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.

The program offers two delivery options. The on-campus program is a self-paced, individualized degree program. The online program follows an existing plan of study in one of two specializations: Educating Students with Disabilities or ASL/English Bilingual Early Childhood Education.

The masters in deaf education advanced studies program is not intended to lead to licensure and does not lead to licensure in Washington, D.C. Gallaudet University has also determined that the program also does not meet professional licensure requirements in all 50 states and U.S. territories.

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 website](#) 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

- Minimum 3.0 GPA
- ASLPI result of 2 or above and/or multi-measurement artifacts (use of ASL)
- A bachelor's degree in Deaf Education, Special Education, Counseling, Social Work and/or any related fields
- License/certificate of teaching (optional)
- Evidence of successful paid or volunteer work with infants, children, or adolescents and/or families (at least two years)

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. 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 one month prior to graduation.

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):

On-site: Flexible Concentration

Fall 1

Code	Title	Credits
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 720	Introduction to Research	3
EDU 767	Capstone I	1
EDU 771	Introduction to Educating Deaf Students with Disabilities	3
	Bilingualism Elective	
	Professionalism Elective	
	Professionalism Elective	

Spring1

Code	Title	Credits
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3

EDU 768	Capstone II	1
	Bilingualism Elective	
	Professionalism Elective	
	Professionalism Elective	

Online: ASL/English Bilingual ECE Concentration

Fall 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
EDU 767	Capstone I	1
EDU 771	Introduction to Educating Deaf Students with Disabilities	3
EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3

Spring 1

Code	Title	Credits
EDU 720	Introduction to Research	3
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3
EDU 768	Capstone II	1
	Elective	3

Summer 1

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

Online: Deaf Students with Disabilities Concentration

Fall 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
EDU 767	Capstone I	1
EDU 771	Introduction to Educating Deaf Students with Disabilities	3
EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3

Spring 1

Code	Title	Credits
EDU 720	Introduction to Research	3
EDU 768	Capstone II	1
EDU 772	Behavior Interventions and Supports for Deaf Students with Disabilities	3
EDU 777	Differentiating Instruction for Deaf Students with Disabilities	3
EDU 779	Assessment of Deaf Students with Disabilities	3

Summer 1

Code	Title	Credits
EDU 773	Collaboration & Partnerships that Support Deaf Children with Disabilities	3
EDU 775	Language and Literacy Development for Deaf Students with Disabilities	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 website](#) 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 (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 one month prior to graduation.

Fall 1

Code	Title	Credits
EDU 600	K-12 Curriculum and Instructional Technology	3
	Literacy Course: EDU 621, 631, or EDU 641	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 720	Introduction to Research	3
EDU 767	Capstone I	1
EDU 785	Field Experience and Seminar: Deaf Education	1

Spring 1

Code	Title	Credits
EDU 670	Teaching Students with Disabilities	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 719	K-12 Classroom-Based Assessment	3

EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 768	Capstone II	1
EDU 789*	Practicum II and Seminar: Deaf Education	2

Total Credits: 32 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. Laurene Simms, Program Coordinator
Fowler Hall, Room 406

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.

The certificate in ASL/English bilingual early childhood education: birth to 5 program is not intended to lead to licensure and does not lead to licensure in Washington, D.C. Gallaudet University has also determined that the program also does not meet professional licensure requirements in all 50 states and U.S. territories.

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 & Online Education website: [Center of Continuing & Online Education](#) 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:

- B.A. OR B.S. degree
- Minimum 3.0 GPA
- ASLPI result of 2 or above and/or multi-measurement artifacts (use of ASL)
- A bachelor's degree in Deaf Education, Special Education, Counseling, Social Work and/or any related fields
- License/certificate of teaching (optional)
- Evidence of successful paid or volunteer work with infants, children, or adolescents and/or families (at least two years)

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	1

Spring 1

Code	Title	Credits
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3
EDU 768	Capstone II	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

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 educators who want to develop critical knowledge and skills in the area of special education. The certificate program emphasizes culturally relevant critical pedagogy as a foundation for 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.

The certificate in education deaf students with disabilities program is not intended to lead to licensure and does not lead to licensure in Washington, D.C. Gallaudet University has also determined that the program also does not meet professional licensure requirements in all 50 states and U.S. territories.

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 website](#) 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
Applications Accepted Year-Round	Rolling

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 the program.
- An introductory course about special education (equivalent to EDU 670 in the GU Department of Education).

To complete the online certificate program, students must successfully complete all seven program courses with a grade of B or better.

Fall

Code	Title	Credits
EDU 771	Introduction to Educating Deaf Students with Disabilities	3
EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3

Spring

Code	Title	Credits
EDU 772	Behavior Interventions and Supports for Deaf Students with Disabilities	3
EDU 777	Differentiating Instruction for Deaf Students with Disabilities	3

EDU 779	Assessment of Deaf Students with Disabilities	3
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Summer

Code	Title	Credits
EDU 773	Collaboration & Partnerships that Support Deaf Children with Disabilities	3
EDU 775	Language and Literacy Development for Deaf Students with Disabilities	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.

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 (1)

This capstone project course provides the opportunity for candidates in the Advanced Studies Program, Special Program & Graduate Certificate programs 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 (1)

This capstone project course provides the opportunity for candidates in the Advanced Studies Program, Special Program & Graduate Certificate programs 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 spring semester.

Prerequisites: Program Director's approval, completion of EDU 767

EDU 771 - Introduction to Educating Deaf Students with Disabilities (3)

This course uses a disability studies approach to familiarize students with major trends and issues in special education with a focus on deaf students with disabilities. Topics include historical roots, perception of disability, policies impacting students with disabilities, labeling, overrepresentation, and discipline. Other topics in the course include research in the education of deaf students with disabilities, developing Individualized Education Plans (IEPs), examining instructional practices, and working with families.

Prerequisite: EDU 670 or equivalent introductory course to special education

EDU 772 - Behavior Interventions and Supports for Deaf Students with Disabilities (3)

This course introduces students to a variety of classroom management approaches and techniques, with an emphasis on working with deaf students who have disabilities. Students are provided with a foundation and background in behavior management and positive behavioral in special education that they can utilize to support deaf students with disabilities.

Prerequisite: EDU 670 or equivalent introductory special education course.

EDU 773 - Collaboration & Partnerships that Support Deaf Children with Disabilities (3)

This course focuses on research and productive strategies for establishing successful collaborative relationships with families, educators and other professionals. It fosters sensitivity to the needs of culturally and linguistically diverse families and cultures. Significance is placed on partnerships and networking with other professionals, paraprofessionals and families as team members designing, implementing and evaluating appropriate educational experiences for deaf students with disabilities. Co-teaching as a means of effectively partnering with general educators is highlighted as well as the importance of staying current with best practices in the field via professional development.

Prerequisite: EDU 670 or equivalent introductory special education course

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.

Prerequisite: EDU 670 or equivalent introductory special education course

EDU 776 - Teaching Functional Curriculum to Deaf Students with Disabilities (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.

Prerequisite: EDU 670 or equivalent introductory special education course.

EDU 777 - Differentiating Instruction for Deaf Students with Disabilities (3)

The course reviews the literature and research on differentiation, including universal design for learning (UDL). Effective approaches to differentiating instruction for teaching content; making sense of ideas; and developing teaching materials and assessment measures are explored, and students will apply the strategies to their lesson planning.

Prerequisite: EDU 670 or equivalent introductory special education course

EDU 779 - Assessment of Deaf Students with Disabilities (3)

Students in the class will focus on concepts and methods of assessment of deaf students with disabilities with attention to administering, scoring, interpreting, and reporting on standardized educational tests. Special attention will be paid to progress monitoring through curriculum-based assessments and Response to Intervention techniques for measuring student learning. In addition, emphasis will be placed on administration and interpretation of formal and informal diagnostic procedures diagnostic reports for the purposes of IEP development and professional ethics.

Prerequisite: EDU 670 or equivalent introductory special education course

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 effecting 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 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. An Ed.S. course.

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

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.

Pre-requisite: Admission to the program or permission of the program director

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.

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

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

EDU 900 - Dissertation Research (1-9)

DEPARTMENT OF GOVERNMENT AND PUBLIC AFFAIRS

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

Dr. David Penna, Chair
Hall Memorial Building, Room S235L

The mission of the Department of Public Affairs is to advance the study and practice of public administration, public policy, government, law, non-profit agencies, and non-governmental organizations (NGO) with a special focus issues and circumstances affecting deaf and hard of hearing people as well as people with other disabilities throughout the United States and the world.

The faculty and staff of the Government major are committed to serving the diverse population of our university in ways appropriate to all members of the community. To do so we offer courses satisfying general studies requirements that include substantive knowledge of government and which encourage critical and ethical reasoning, writing and communication skills; elective courses which appeal to a wide variety of interests and help students gain liberal arts skills and knowledge; a major curriculum that covers the important topics of the fields of political science, law and international studies preparing students for graduate study or employment in government, business, non-profit organizations, law, politics, community and public service, public affairs, or education; and a graduate curriculum that prepares students to serve the broader community as professionals within the public and private spheres.

In addition, faculty of the major are committed to participation in activities which enrich students' understanding of current political topics and their ability to connect with the wider deaf and hearing world through sponsorship of programs and activities both on and off campus. The faculty is also committed to supporting research and education that reflect this mission.

The **Master of Public Administration Program** prepares deaf, hard of hearing, and hearing professionals working in public sector and non-profit organizations to lead with a sense of direction, to focus on results, to develop others' capability to perform, and to serve with integrity.

Graduate Programs offered

MASTER OF PUBLIC ADMINISTRATION

Overview

Web: [Master of Public Administration](#)

Dr. Francis Duffy, Program Coordinator
Department of Government and Public Affairs
Hall Memorial Building, Room S235H
francis.duffy@gallaudet.edu
202-651-5139 (voice)

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 Center for Leadership Development and its Eastern Management Development Center (EMDC). The OPM and the MPA program entered into a formal collaboration that allows Deaf federal employees to be accepted into the MPA program and then take elective courses through the OPM's Center for Leadership Development.

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:

A culture of respect and dignity

Deaf, hard of hearing, and hearing students who work with deaf people are treated with respect and dignity in the MPA program. They are perceived as our most important stakeholders-our customers. As our most important customers students are welcomed into our program and courses with open arms and with emotional support for those who may lack self-confidence in their ability to perform at the graduate-level.

Diversity within our student body and among our faculty is valued and honored, including diversity of communication styles and preferences. We have zero tolerance for religious and cultural bigotry, overt prejudice, bullying (verbal or physical), and other forms of overt discrimination often identified using nouns ending with "...ism."

A culture of sacrificial service

The faculty and staff in the MPA program practice "sacrificial service" because we care about our students. Within the context of the MPA program sacrificial service is defined as doing what it takes to help our students and doing it without complaint and it means going out of our way to serve their academic needs, interests and abilities.

A culture of personal responsibility

Students in the MPA program are expected to take personal responsibility for their learning. Faculty members in the program, full-time, part-time and adjunct are expected to take personal responsibility for designing and delivering effective lessons in their courses and for satisfying university-wide and program-specific expectations for their performance.

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.

A culture of fun while learning

Faculty use team projects, guest speakers, student presentations, and small group discussions to engage students in learning about key concepts and principles that will help students become effective manager and leaders. These activities are designed to make learning fun.

A culture of success and excellence

The MPA program is built on a foundation of success and excellence. The MPA program is a popular graduate program because learning is fun, networking opportunities are abundant, and our graduates get lucrative jobs.

The MPA program also creates multiple career paths for students. Our graduates get jobs in federal, state, and local government agencies. Others get leadership positions in non-profit agencies. Some use their degree to start non-profit agencies. Some students also use the MPA degree as a starting point for a doctoral-level degree.

A culture of teaching, learning, and scholarly activity

The MPA program values teaching and learning. The program is not a research unit, it is a teaching unit. Nevertheless, faculty are expected to engage in scholarly activity as broadly defined by Ernest Boyer (1990) in his seminal article "Scholarship Reconsidered: Priorities of the Professoriate"; that is, legitimate scholarly activity includes:

- The scholarship of discovery: original research that advances knowledge;
- The scholarship of integration: synthesizing information from across disciplines;
- The scholarship of application: application of disciplinary expertise within or outside of the university that can be disseminated; and,
- The scholarship of teaching and learning: the systematic study of teaching and learning processes.

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.

Public Service Values

We believe that leaders and public servants in public administration and non-profit agencies must always act with integrity to best serve the people to whom they are accountable as "servant-leaders." Leaders in the public and non-profit sectors must also comply with ethical values of our society and they must comply with laws that affect the work their agencies and departments do. As a Master of Public Administration program in Gallaudet University, we are seek to prepare leaders who can make the world a better place for deaf and hard of hearing people.

Democratic Values: we believe that the rule of law is of paramount importance for leaders and managers in public sector and non-profit agencies. Leaders must comply with national, state, and local laws in their efforts to serve the public interest.

Professional Values: we believe that public administration professionals must lead and manage with a sense of direction, focus on results, develop others' capacity to perform, and serve with integrity.

Ethical Values: public administration professionals must act at all times in ways that uphold the public trust by complying with common standards of ethical behavior. 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 and we emphasize how these same standards apply to leadership positions

Social Justice Values: we believe that leaders and managers in public sector and non-profit agencies must exercise of authority and responsibility that is clearly guided by respect for human dignity, fairness, and social equity. These values permeate our MPA program.

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 possess the knowledge needed to perform effectively as managers and leaders in their organizations;

Domain 2 - Public Policy Process:

Students understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy;

Domain 3 - Critical Thinking and Decision-Making:

Students are consumers of research data and use that data to make managerial decisions;

Domain 4 - Public Service Advocacy: Students understand and appreciate the value of public service; and,

Domain 5 - Communication: Students understand the importance of effective communication for leaders and managers.

Course-Specific Student Learning Outcomes

The program of study for the MPA degree is 39 credits. Each course in the program will have 3-5 course-specific student learning outcomes with accompanying learning opportunities, and learning targets.

Requirements

- Bachelor's degree from a 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 is preferred.

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 website](#) 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:	June 30
First Date for Consideration of Application:	after receiving complete application

Program Specific Requirements

- Bachelor's degree from an 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 is preferred.

Graduation Requirement

All MPA graduates are expected to have ASL proficiency equivalent to the course titled ASL III.

Career Opportunities for Graduates

Professionals enrolling in and graduating from the 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. Examples of employment opportunities for our alumni include:

1. Administrative Officer;
2. Analyst;
3. Program Assistant;
4. Director of Operations;
5. Diversity and Inclusion Specialist;
6. Ethics Officer;
7. Executive Director of a 501 (c)(3) Public Charitable Organization;
8. Program Coordinator;
9. Graduate Assistant;
10. Human Resource Specialist;
11. Immigration Services Officer;
12. Occupational Communication Specialist;
13. Special Teacher;
14. Business Technologist;
15. Immigration Services Officer;
16. Director of Basketball Operations/Scout;
17. Administrator;
18. Legislative Analyst; and
19. Human Resource Recruiter

A recent poll of our alumni income ranges indicated:

- \$39,999 or less (42.1%);
- \$40,000 - \$59,999 (31.6%);
- \$60,000 - \$79,999 (0%);
- \$80,000 - \$99,999 (10.5%); and
- \$100,000 - \$119,999 (10.5%)
- \$120,000 - \$139,000 (5.3%)

Required Courses: 30 credits plus 9 credits of electives for a total of 39 credits

Code	Title	Credits
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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form (http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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.

INTERDISCIPLINARY GRADUATE PROGRAMS

Interdisciplinary Graduate Programs:

M.A. IN INTERNATIONAL DEVELOPMENT

Overview

Dr. Audrey C. Cooper, Program Director
Fowler Hall, Room 409A

The International Development Master of Arts Degree Program (IDMA) prepares students to advocate, design, implement, monitor and evaluate social change activities in collaboration with Deaf, DeafBlind, and Hard-of-Hearing people, and people with disabilities, at local, national, and international levels. IDMA coursework provides practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language-centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice, with an emphasis on: i) theories, methods, and strategies of Deaf-led international development; ii) examination of micro- and macropolitical issues of development, especially institutional structures and forces impacting development processes (e.g., class, gender, language, race, ethnicity, religion, and sexuality); iii) collaborative project and program design—especially barriers and opportunities related to signed language usage, rights and policies; iv) participatory project and program models, sustainability models, and monitoring and evaluation practices that build on signed languages as human assets and other available human resources; v) supervised practicum and internship experiences in federal agencies, international non-governmental organizations, community-based non- and for-profit international development organizations; vi) experience with qualitative and quantitative approaches to conducting and reporting research. Through these activities, students gain a strong grounding in a broad and diverse range of leadership activities carried out by Deaf, DeafBlind, and Hard of Hearing people, and people with disabilities and tools for addressing inequalities in diverse social and political-economic contexts. Upon graduation, IDMA graduates will possess the knowledge and expertise to: a) analyze a set of

conditions; b) design and collaboratively implement policies and practices for improving quality of life within and across societies, especially with respect to signed language communities; c) evaluate the processes and outcomes of such activities; d) make recommendations to enhance project and program efficacy, advance policy reform, and engage in social justice advocacy related to emerging social concerns.

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 website](#) 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:

- A basic understanding of economics is necessary to complete coursework in economic development, micro- and macropolitics. Therefore, students must pass an introductory course in economics either prior to entering the IDMA Program or in the first semester of study.
- Gallaudet University is a bilingual university with coursework and other campus activities conducted in ASL and English. Therefore, the IDMA requires demonstrated proficiency in academic ASL and academic English in order to graduate. ASL proficiency will be conducted via ASL Proficiency Interview (ASLPI) and must demonstrate level 2+ or above.
- The ability to communicate across differing language and cultural ecologies is a distinguishing and expected skill of international development professionals. Therefore, ability in signing, reading and writing, another language is required for graduation. Students must achieve a grade B or above in one university or community-based language course with instruction in a language other than ASL or English.
- Course lectures and other activities and events are conducted in academic ASL. Therefore, prospective IDMA applicants are required to demonstrate the ability to participate in discussions conducted in ASL in a classroom setting. Each applicant must provide videotaped responses to two provided by the IDMA program (related to graduate study and professional practice in the International Development field).
- Three current letters of recommendation.
- An interview with the Department

- An English writing sample (e.g., graduate school goals statement, samples of academic or technical writing).

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
GOV 791	International Relations and Development	3
IDP 770	Introduction to International Development	3
IDP 772	Micropolitics of International Development	3
	MPA elective (or equivalent course as approved by academic advisor)	3

Year One - Spring

Code	Title	Credits
ECO 714	Economic Development	3
IDP 771	International Development with Deaf People and People with Disabilities: Language and Inequality	3
IDP 775	Project Design and Implementation for Social Change	3
IDP 779	Professional Seminar for International Development I	1
	MPA elective (or equivalent course as approved by academic advisor)	3

Year Two - Fall

Code	Title	Credits
EDU 720	Introduction to Research	3
IDP 773	Macropolitical Intersections of Race, Gender, Sexuality and Development	3
IDP 774	Program Development and Evaluation for Social Change	3
IDP 780	Supervised Practicum for Master of Arts Degree in International Development	3

Year Two - Spring

Code	Title	Credits
IDP 781	Supervised Internship for Master of Arts Degree in International Development	6
IDP 782	Professional Seminar for International Development II	1
	MPA elective (or equivalent course as approved by academic advisor)	3

Total Credits towards Degree: 47

PHD PROGRAM IN EDUCATIONAL NEUROSCIENCE (PEN)

Overview

Dr. Thomas Allen, Program Director
Sorenson Language and Communication Center, Room
1223

The PhD Program in Educational Neuroscience (PEN) was founded at Gallaudet University by Dr. Laura-Ann Petitto (Chair, PEN Steering Committee), Dr. Thomas Allen (Program Director, PEN), and Dr. Melissa Herzig (Assistant Program Director, PEN).

Students in our pioneering PEN program gain state-of-the-art Cognitive Neuroscience training in how humans learn, with a special strength in the neuroplasticity of visually guided learning processes. While Cognitive Neuroscience includes studies of learning and higher cognitive processes across the lifespan, its sister discipline, Educational Neuroscience, includes intensive study of five core domains that are crucial in early childhood learning, including language and bilingualism, reading and literacy, math and numeracy, science and critical thinking (higher cognition), social and emotional learning, and includes study of action and visual processing. PEN students become expert in one of the world's cutting-edge neuroimaging methods in the discipline of Cognitive Neuroscience (e.g., fNIRS, EEG, fMRI, and beyond), study Neuroethics, gain strong critical analysis and reasoning skills in science, and develop expertise in one of the core content areas of learning identified above. While becoming experts in both contemporary neuroimaging and behavioral experimental science, students also learn powerful, meaningful, and principled ways that science can be translated for the benefit of education and society today.

Our students benefit from access to an in-house, research-dedicated neuroimaging facility in the Brain and Language Laboratory for Neuroimaging (BL2), founded and directed by Professor Laura-Ann Petitto. Here, students can also choose to become certified in one of the world's most advanced neuroimaging technologies that is ideally suited for the study of young children and individuals across the lifespan, fNIRS (functional Near Infrared Spectroscopy). Students graduate from the program prepared to become groundbreaking scientists!

The PEN program was approved by the Gallaudet Board of Trustees on May 17, 2013 and opened its doors to the first class of Ph.D. students in Fall 2013. The PEN program is thrilled to recognize its three new Assistant Professors, Dr. Clifton Langdon (language, reading, learning in deaf-blind individuals and children with cochlear implants, and the brain), Dr. Lorna Quandt (action perception and the brain), and Dr. Ilaria Berteletti (math, numeracy, and reading, and the brain). This is Gallaudet's first interdisciplinary Ph.D. program, and it includes Gallaudet University's National Science Foundation Science of Learning Center, Visual Language and Visual Learning, VL2 (the PhD program's administrative home) and VL2's four national resource hubs (Petitto Brain and Language Laboratory for Neuroimaging, BL2, Motion Light Laboratory, ML2, Early Education and Literacy Lab, EL2, and the Translation in the Science of Learning Lab, TL2). It also includes the Departments of Psychology, Linguistics, Interpretation, Education, and Hearing Speech and Language Sciences.

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 website](#) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available under the 'Courses' and 'Requirements' tabs.

***Deadline to apply for this program:
February 15, 2020*** (Early applications will be considered)

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

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
 - English competence to be determined by submitted written materials and by GRE scores
 - ASL competence to be determined by ASL digital essay and interview (if scheduled)
- 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	3
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
PEN 701*	Educational Neuroscience Proseminar	3
PEN 704	Foundations of Educational Neuroscience II	3
EDU 802	Principles of Statistics II	3
	Open core elective	3

* Second Part

Summer I

Code	Title	Credits
PEN 700	Cognitive Neuroscience Summer Lab Rotation I	4

Fall II

Code	Title	Credits
PEN 801	Guided Studies I: Clerc Center/Pk-12 Schools and Two-Way Translation	3
	Core Elective Course (INT 830, LIN 510, or EDU 860) or an equivalent course	3
	General Elective	3

Spring II

Code	Title	Credits
PEN 802	Guided Studies II: Research	3
	Core elective course (advanced statistics) at Gallaudet University or consortium university	3
	Open core elective	3

Summer II

Code	Title	Credits
PEN 710	Cognitive Neuroscience Summer Lab 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 III: Theory	3
	General Elective	3

Spring III

Code	Title	Credits
PEN 900	Dissertation Research	3
	General Elective	3

Summer III (if needed)

Code	Title	Credits
900	Dissertation Proposal	3

Fall IV

Code	Title	Credits
PEN 900	Dissertation Research	6

Spring IV

Code	Title	Credits
PEN 900	Dissertation Research	6

Summer IV (if needed)

Code	Title	Credits
PEN 900	Dissertation Research	6

DEAF AND HARD OF HEARING INFANTS, TODDLERS AND THEIR FAMILIES: COLLABORATION AND LEADERSHIP INTERDISCIPLINARY GRADUATE CERTIFICATE

Overview

Dr. Linda Lytle and Dr. Julie Mitchiner, Program Co-Directors

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).

The certificate in deaf/hard or hearing infants, toddlers, and their families program is not intended to lead to licensure and does not lead to licensure in Washington, D.C. Gallaudet University has also determined that the program also does not meet professional licensure requirements in all 50 states and U.S. territories.

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 website](#) 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:	March 15 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 5 minute signed video) to their application that discusses why they are interested in obtaining a certificate focused on deaf and hard of hearing infants, toddlers and their families.
- One letter of recommendation.

Summer 1

Code	Title	Credits
ITF 700	Socio-Ctrl & Political Ctxts for DHH Infants, Toddlers and their Families	3
ITF 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3

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 798 - Continuous Enrollment (0)

This course provides continuous enrollment for graduate students who are not on leave of absence and are not currently enrolled in a Gallaudet course. The cost of maintaining continuous enrollment is \$100 per semester. Please contact the Graduate Systems Coordinator to enroll in this course.

GPS 898 - Continuous Enrollment (0)

This course provides continuous enrollment for graduate students who are not on leave of absence and are not currently enrolled in a Gallaudet course. The cost of maintaining continuous enrollment is \$100 per semester. Please contact the Graduate Systems Coordinator to enroll in this course.

IDP 770 - Introduction to International Development (3)

This course introduces students to the field of International Development by examining the history, theories, and models of development. Drawing on a range of case studies, students gain an understanding of development as a set of institutions and networks that emerged in the post WW II period and proliferated primarily throughout the Global South, facilitated by neoliberal policies. Critically analyzing the role of development organizations from the Global North in foreign assistance, as well as their influence on social policies and political decision-making, students will apply their insights to current development issues, controversies, and debates.

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

IDP 771 - International Development with Deaf People and People with Disabilities: Language and Inequality (3)

This course expands upon IDP 770: Introduction to International Development by exploring human rights frameworks currently reshaping the field of international development, particularly with respect to sustainable development goals. IDP-771 applies human rights theories and models to case studies from Deaf, DeafBlind, Hard of Hearing, signed language communities, and persons with disabilities around the world to analyze human rights indicators in the context of sustainability, as well as social movements, grassroots activism, and other forms of non-governmental organizing work. This course also examines the impact of Sustainable Development Goals (SDGs), assistance projects/programs, international laws, and social protection policies for communities at the local, regional, national and international level.

Prerequisite: students must complete IDP-770 prior to taking IDP-771, or have the permission of the Program Director.

IDP 772 - Micropolitics of International Development (3)

This course explores how micropolitical factors shape individual experiences and social relations within and between groups. Understanding human experiences and practices connected to gender, race, ethnicity, language, disability, sexuality (and so on) as changeable, contradictory, and often situation-specific, we will examine personal choices, identities, and community formations as legacies of and responses to the ways power is organized under late-modern capitalism and post-colonial international relations. Drawing from a wide range of social scientific materials, we will pay especial attention to intersections of race and class, as well as local, national, and global affiliation in the formation and transformation of people's lives. Course activities focus on the project level in which development takes place, allowing students to examine those social categories that most impact development outcomes, associated political processes, and individual and group action of the group or groups selected for the semester project.

Prerequisites: IDP 770: Introduction to International Development and IDP 772: Introduction to ID with People with Disabilities in Developing countries.

IDP 773 - Macropolitical Intersections of Race, Gender, Sexuality and Development (3)

This course builds upon IDP 770 and 772 by focusing on the intersections between race, gender and sexuality in international development agendas emphasizing the role of Deaf, DeafBlind and Hard of Hearing people and people with disabilities. Drawing on theoretical and practical cases, students will explore the ways that race, gender and sexuality shape individual and group identities including diverse practices, perspectives and creative development action. Through critical analysis of the course's core concepts, students will develop insight into the social issues faced by particular groups around the world, as well as the ways that others forms of categorization further impact social inequalities, such as: socioeconomic class, social hierarchies, disability, ethnicity, family structures and expectations, language and communication, and religion.

Prerequisites: students taking IDP-773 must complete IDP-770 and IDP-771, or have the permission of the Program Director.

IDP 774 - Program Development and Evaluation for Social Change (3)

This course focuses on collaborative formulation, development and evaluation of programs with Deaf, DeafBlind, and Hard of Hearing people and people with disabilities, giving special focus to economic structures and forces. Exploring current philosophical, theoretical, and methodological stances related to collaborative program development, course activities demonstrate the salience of international human rights frameworks for sign language-centered leadership and disability rights, and connect these to bi- and multilateral organizational and funding channels now undergoing enhancement as a result of the United Nation's introduction of the Sustainable Development Goals. Using the latter as a foundation to identifying socioeconomic problems and barriers to self-determination, participation, and equity, students will design program proposals in response to an actual Request for Proposal (RFP). Working on program development teams in the classroom setting (for all or part of the assignment), student learning activities will culminate in submitting an Evaluation Plan suitable for a program that currently exists and works with Deaf, DeafBlind, and/or Hard-of-Hearing people. In addition to cultivating program development and evaluation skills, course activities provide students with opportunities to practice program management skills and grant-writing experience.

Prerequisite: Permission of the instructor

IDP 775 - Project Design and Implementation for Social Change (3)

IDP-775 introduces students to the design, planning, and implementation of community development projects with Deaf, DeafBlind, Hard of Hearing people, signed language communities, and people with disabilities. Theoretical frameworks address the nature of social change in societies around the world, the interrelationship between inequitable social conditions and efforts to improve such conditions, and the value of local constituencies' involvement in shaping change. Students will develop essential skills for designing projects, as well as training in collaborative team-building and facilitation of projects that are sensitive to local communities' viewpoints, social interests, and leadership in local and international development networks.

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

IDP 779 - Professional Seminar for International Development I (1)

This course introduces students to standard practices of professional communication, conduct, and preparation of documents and presentation materials and types commonly used in the international development field. Course activities include: technical writing, creating persuasive messages in formats and media appropriate to a variety of audiences (e.g., specialist, non-specialist, targeted groups). Course activities will also address professional communication and conduct, and guide students in preparing their IDMA portfolios for submission at the end of the semester (required for continuing to the second year of IDMA graduate study, practicum and internship experiences)

Prerequisite: permission from the department

IDP 780 - Supervised Practicum for Master of Arts Degree in International Development (3)

Professional service and direct action are core features of international development work, and therefore a critical aspect of graduate-level preparation. The IDMA's supervised practicum is designed to offer practical field experience observing and working in an international development assistance organization, federal agency, for- or non-profit organization, or other development-related venue. The supervised field practicum provides students with a critical first opportunity to integrate didactic interdisciplinary study of international development with professional interaction and engagement in an international development organization, federal agency, non-profit organization, or other international development entity (think tank, policy institute). An on-site supervisor and a university-based supervisor (practicum instructor) provide supervision and guidance to promote students' professional development, and application of theoretical knowledge to real-world international development situations, issues, and opportunities.

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)

This course builds on IDP-780 Supervised Practicum for International Development. As in that course, field experience working in a development assistance organization, federal agency, or nonprofit organization is an essential part of graduate training in and preparation for professional careers in the international development field. The supervised internship placement adds to the practicum experience by expanding the scope of professional activities and outputs expected of students, and by

increasing students' level of responsibility and accountability to partnering organizations and collaborating communities. As with IDP-780, students engage in practical experiences guided by the supervision of an on-site supervisor and a university supervisor (internship instructor). The supervised internship requires a minimum of 360 clock hours.

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

IDP 782 - Professional Seminar for International Development II (1)

Building on IDP-779 Professional Seminar I, this course is designed to deepen students understanding of standard practices of professional communication, conduct, and preparation of documents and presentation materials, as well as their understanding and advocacy of human rights, with an emphasis on language, and visible and invisible disabilities. In addition to preparing students for entry into professional international development work (e.g., professional rapport and alliance-building, developing CVs and cover letters for various types of job postings, job search skills), IDP-782 activities guide students in critical reflection on the impact of cross- and intercultural power dynamics for professional interaction, collaborative engagement, and ethical practice.

Prerequisite: students must complete IDP-779 prior to taking IDP-782, or have the permission of the Program Director.

IDP 795 - Special Topics (1-3)

Grading System: letter grades only.

IDP 799 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

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 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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

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(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

PEN 700 - Cognitive Neuroscience Summer Lab 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 (3)

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 - Cognitive Neuroscience Summer Lab 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 799 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

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(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

PEN 801 - Guided Studies I: 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 II: 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 III: 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 895 - Special Topics (1-3)

Grading System: letter grades only.

PEN 899 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

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and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

PEN 900 - Dissertation Research (1-6)

The exciting and timely discipline called Educational Neuroscience provides an important level of analysis for addressing today's core problems in education. Advanced doctoral students in Gallaudet University's PhD Program in Educational Neuroscience (PEN) have studied the empirical foundations and methods from which the discipline draws its strength, in particular, Cognitive Neuroscience. Advanced doctoral students have also gained new knowledge into the optimal ways to marry scientific discoveries about how children learn with core challenges in contemporary education—crucially, in principled ways, and with “two-way” communication and

mutual growth to render knowledge that is usable, and meaningfully translatable for all children, especially for the young deaf visual learner. Armed with this powerful knowledge – and after having completed the Comprehensive Exam for the purpose of developing their dissertation proposal – the PEN doctoral student is now ready to advance “full speed ahead” in his or her doctoral dissertation research, the writing of the doctoral dissertation, and, ultimately, the defense of the written doctoral dissertation. The purpose of this course is to facilitate students through these important steps. The culmination of these steps will be the “oral” dissertation proposal and defense of the dissertation.

Prerequisite: Successful completion of Comprehensive Exam

DEPARTMENT OF HEARING, SPEECH, AND LANGUAGE SCIENCES

Web: [Department of Hearing, Speech, and Language Sciences](#)
School of Education, Business, and Human Services

Dr. Larry Medwetsky, Chair
Sorenson Language and Communication Center, Room 2220

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).

Graduate Programs offered:

AU.D. IN AUDIOLOGY

Overview

Dr. Chizuko Tamaki, Program Director
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 individuals who are deaf or hard of hearing. The program offers an intensive, broadly based academic curriculum together with an integrated sequential clinical experience that starts in the first semester, culminating in the final year with a full-time immersive externship 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 a 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) and are knowledgeable of Deaf Culture, and who have particular expertise in serving members of the Deaf community.

Academic and clinical instruction and coordination are led by 9 full-time faculty and clinical educators, with additional contributions from faculty members of the M.S. program in Speech-Language Pathology and the Ph.D. program in Hearing, Speech, and Language Sciences, as well as faculty from other Gallaudet University departments. In addition, Gallaudet University's Au.D. program benefits from having outstanding adjunct faculty, as well as high-quality clinical placements and internship preceptors in the metropolitan Washington, DC area.

Admissions Procedures

Applicants for the Au.D. in Audiology must complete the application process and meet the requirements for graduate study at Gallaudet University. Please visit the [Graduate Admissions website](#) 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
Last Date for Consideration of Application:	February 1

Program Specific Requirements

GRE
Three Letters of reference
Interview

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

2019-2020 Program of Study

Year I - Summer session

Code	Title	Credits
HSL 784	Research Methodology in Hearing, Speech, and Language Sciences	3
HSL 815	Acoustics and Psychoacoustics	3
HSL 817	Anatomy & Physiology of the Auditory & Vestibular System	3
HSL 831	Foundations of Clinical Audiology	1
HSL 871	Clinical Lab: Hearing Evaluation	1
	PST American Sign Language	3

Total credits = 11 + 3 PST

Year I - Fall semester

Code	Title	Credits
HSL 814	Instrumentation Lab	1
HSL 819	Neural Bases of Hearing, Speech, and Language	3
HSL 828	Clinical Applications of Sign Communication I	1-2
HSL 832	Diagnostic Audiology	3
HSL 843	Amplification I	3
HSL 872	Clinical Practicum-Introduction	1-2
HSL 883	Research Project in Audiology	1
	PST American Sign Language	3

Total credits = 14 + 3 PST

CANDIDACY EXAMINATION

Year I - Spring semester

Code	Title	Credits
HSL 829	Clinical Applications of Sign Communication II	1
HSL 833	Pediatric and Educational Audiology	3
HSL 838	Vestibular Assessment and Management	3
HSL 844	Amplification II	3
HSL 873	Clinical Practicum-Advanced	2
HSL 874	Clinical Practicum-Specialty Areas	1
HSL 883	Research Project in Audiology	1
	PST American Sign Language	3

Total credits = 14 + 3 PST

Year II - Summer session

Code	Title	Credits
HSL 816	Applied Acoustic Phonetics	2
HSL 821	Informational Counseling and Multicultural Issues	3
HSL 823	Auditory (Re)habilitation Across the Lifespan	4
HSL 848	Cochlear Implants	3
HSL 874	Clinical Practicum-Specialty Areas	1
HSL 880	Internship in Audiology	2-6
HSL 883	Research Project in Audiology	1

Total credits = 15

Year II - Fall semester

Code	Title	Credits
HSL 836	Electrophysiological Measures in Audiology	3
HSL 845	Communication Technology	1
HSL 865	Professional Issues	1
HSL 880	Internship in Audiology	2-6
HSL 883	Research Project in Audiology	1

	Elective	2-3
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Total credits = 13

COMPREHENSIVE EXAM (Oral and MC)

Year II - Spring semester

Code	Title	Credits
HSL 851	Central Auditory Processing Disorders -- Evaluation and Remediation	3
HSL 853	Community and Industrial Audiology	2
HSL 860	Seminar in Medical Audiology	2
HSL 880	Internship in Audiology	2-6
HSL 883	Research Project in Audiology	1
	Elective	2-3

Total credits = 11-14

Year III - Summer Session

Code	Title	Credits
HSL 883	Research Project in Audiology	1
HSL 890	Externship	1-6

Total credits = 7

Year III - Fall semester

Code	Title	Credits
HSL 859	Private Practice Development/Clinic Management	3
HSL 890	Externship	1-6

Total credits = 7

Year III - Spring semester

Code	Title	Credits
HSL 854	Tinnitus and Hyperacusis	1
HSL 869	Current Topics in Audiology	1-2
HSL 890	Externship	1-6

Total credits = 7

Year IV - Summer session

Code	Title	Credits
HSL 890	Externship	1

Total credits = 1

Additional Requirements:

- Students must take a minimum of two electives following the first semester of the program.
- Students must successfully complete candidacy exams.
- Students must successfully complete comprehensive exams.
- Beginning the Fall semester of Year 2, students must register for HSL883 (Research Project in Audiology) for each semester until the research project is formally completed.
- Students must successfully complete ASL III.

Prior to 2018-2019 Program of Study

Year I - Fall semester

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 Clinical Practicum-Introduction 1
HSL 846 Clinical Applications of Sign Communication I 1-2
PST American Sign Language 3

Year I - Spring semester

HSL 784 Research Methodology in Hearing, Speech, and Language Sciences 3
HSL 818 Acoustic Phonetics 3
HSL 840 Clinical Practicum-Introduction 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

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

HSL 824 Aural Rehabilitation: Adults 3
HSL 835 Vestibular Assessment and Management 3
HSL 841 Clinical Practicum-Advanced 2
HSL 842 Clinical Practicum-Specialty Areas 1
HSL 852 Amplification II 3
HSL 883 Research Project in Audiology 1
PST American Sign Language 3

Year II - Spring semester

HSL 826 Aural Rehabilitation: Pediatric 3
HSL 841 Clinical Practicum-Advanced 2
HSL 842 Clinical Practicum-Specialty Areas 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

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

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

HSL 855 Communication Technology 3

HSL 870 Seminar in Medical Audiology 2

HSL 880 Internship in Audiology 2-6

Year III - Summer Session

HSL 875 Professional Issues 1

HSL 890 Externship 1-6

Total Credits for Year III: 24

Year IV - Fall and Spring semesters

HSL 890 Externship 6

Year IV - Summer Session

HSL 890 Externship 1-6

Additional Requirements:

- Students must take a minimum of two electives following the first semester of the program.
- Students must successfully complete candidacy exams.
- Students must successfully complete comprehensive exams.
- Beginning the Fall semester of Year 2, students must register for HSL883 (Research Project in Audiology) for each semester until the research project is formally completed.
- Students must successfully complete ASL III.

PH.D. IN HEARING, SPEECH, AND LANGUAGE SCIENCES

Overview

Dr. Karen Garrido-Nag, Program Director
Sorenson Language and Communication Center, Room
2223

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 HSL 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 HSL 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 HSL Department.

The HSLs PhD program is undergoing curriculum revisions. Changes will take effect Fall 2019. The changes will reflect courses that will include foundational knowledge on speech, language and hearing sciences, completion of a pre-dissertation project, and a dissertation seminar that will be open to all the PhD programs of Gallaudet.

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 website](#) 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
	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 Director
Sorenson Language and Communication Center, Room 3201

The Master of Science Degree (MS) 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 five-semester program involves coursework and practicum experiences designed to provide a broad background in speech-language-hearing sciences and disorders. The program also provides a special emphasis on the communication differences of many individuals who are d/Deaf and hard-of-hearing.

The SLP program involves combined course, lab, and clinical work in speech, language, hearing and swallowing. 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, motor speech disorders, voice disorders, swallowing disorders, fluency disorders, language disorders, and neurogenic

communication disorders. Unlike other accredited graduate programs, however, Gallaudet's program requires coursework or demonstrated competence in American Sign Language and competencies in working with children and adults who use ASL. 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 also exist for interprofessional collaboration (IPC), and for elective coursework in other departments and through the Consortium of Universities of the Washington Metropolitan Area.

Requirements

Semester I - Fall

Code	Title	Credits
HSL 713	Language Development and Disorders I	3
HSL 714	Speech Science	3
HSL 744	Clinical Procedures in SLP	1
HSL 745	Clinical Statistics	1
HSL 746	Clinical Applications of Sign Communication	1
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 746	Clinical Applications of Sign Communication	1
HSL 753	Motor Speech Disorders	2
HSL 755	Neurogenic Speech and Language Disorders	3

HSL 772	Clinical Practicum in SLP 2	2
	Elective	1-3
	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
	PST American Sign Language	3

Semester IV - Fall

Code	Title	Credits
HSL 751	Stuttering	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 726	Complex Communication Disorders & AAC	2
HSL 750	Voice & Resonance Disorders	3
HSL 775	Clinical Practicum in SLP 5	2-4
HSL 821	Informational Counseling and Multicultural Issues	3
	PST American Sign Language	3

Minimum total credits: 57

Additional Requirements

Students must take a minimum of one elective following the first semester of the program. For students opting for the M.S. thesis, thesis credit may be substituted for the elective.

Department Requirements

1. Completion of the academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology.
2. Successful completion of candidacy examination.
3. Adherence to the provisions of the ASHA Code of Ethics.

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.). Interested 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 Transliterations, 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, cultural 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 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 726 - Complex Communication Disorders & AAC (2)

This course addresses assessment and intervention of individuals with complex communication disorders, including technologies appropriate for augmentative and alternative communication (AAC) and evidence-based practices with AAC technologies.

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

HSL 746 - Clinical Applications of Sign Communication (1)

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

Prerequisite: 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 (3)

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 753 - Motor Speech Disorders (2)

Motor Speech Disorders is a graduate level course involving the study of speech disorders resulting from central and/or peripheral nervous system damage. The focus of the course is differential diagnosis and management of motor speech disorders in children and adults including the dysarthrias and acquired apraxia of speech. This course will integrate academic and clinical aspects of motor speech disorders.

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 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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent

Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 832

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 816 - Applied Acoustic Phonetics (2)

This course covers topics in acoustic phonetics, as they apply to working with individuals with varying degrees of hearing acuity or processing related deficits. Topics include the review of anatomy and physiology of speech production; acoustic patterns and co-articulation; auditory psychophysics, physiology, and phonological representations; various theories of speech perception as it relates to phonemes; and the interface of speech acoustics and hearing loss/auditory processing disorders (in quiet and in difficult listening conditions).

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

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 819 - 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 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 823 - Auditory (Re)habilitation Across the Lifespan (4)

The focus of this course is on evidence-based auditory (re)habilitation (AR) practices addressing the communicative and biopsychosocial functioning of children and adults who have acquired or congenital hearing loss and/or tinnitus across the lifespan. Special emphasis is given to the AR knowledge and skills needed by audiologists to assess function and provide effective rehabilitative services for families with deaf or hard of hearing infants and toddlers, children in educational settings, young adults, those in military service, veterans, working-age adults and seniors. The course has a strong

interdisciplinary focus, and comprehensively addresses multicultural, ethical and professional issues in AR.

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 828 - 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 871, permission of instructor.

HSL 829 - 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 828.

HSL 831 - Foundations of Clinical Audiology (1)

This course provides foundational principles of audiologic evaluation. The course is designed to provide students with the theoretical and evidence-based practice in basic audiologic evaluation, skills for which is developed in the Clinical Lab (HSL871).

Prerequisite: Open to HSLs majors only, or permission of the instructor or department chair.
Co-Requisite: HSL871

HSL 832 - Diagnostic Audiology (3)

This course builds on the basic audiologic evaluation principles discussed in HSL 831. Topics will include advanced consideration of pure-tone and speech audiometry, clinical masking, acoustic immittance battery, calibration and standards, behavioral site-of-lesion testing, OAEs, and various pathologies that affect auditory-vestibular systems.

Prerequisite: HSL 831
Co-requisite: HSL 872

HSL 833 - 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 836 - Electrophysiological Measures in Audiology (3)

Electrophysiological measures of auditory and vestibular systems, including auditory brainstem response (ABR), middle and late potentials, otoacoustic emissions (OAE), electrocochleography (ECoG), vestibular-evoked myogenic potentials, and intraoperative monitoring.

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

HSL 838 - 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 832

HSL 843 - 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 844 - 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 843

HSL 845 - Communication Technology (1)

This course will integrate the audiology students' knowledge and skills 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. Review and practice with actual volunteer clients of the needs assessment, selection, and verification process will be provided in two hands-on one-day workshops in the Gallaudet Assistive Devices Demonstration Center.

Prerequisites: HSL 844; 823 or 824

HSL 848 - 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 851 - 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 832

HSL 853 - 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 854 - Tinnitus and Hyperacusis (1)

Causes, assessment, and management of tinnitus and hyperacusis, with emphasis on multi- and inter-disciplinary approaches.

Prerequisites: HSL817, HSL833 and permission of the instructor or department chair.

HSL 859 - 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 860 - Seminar in Medical Audiology (2)

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

Prerequisite: HSL 838

HSL 865 - 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 869 - Current Topics in Audiology (1-2)

Current and emerging topics in audiology. Topics are selected each semester, based on current trends, new

research and technologies, political and healthcare landscape, and needs of the students.

Pre-requisite: HSLs majors only, or permission of the instructor or department chair.

HSL 871 - Clinical Lab: Hearing Evaluation (1)

This is a guided clinical lab course, allowing the students to gain hands-on experience to perform basic hearing evaluations, including but not limited to: otoscopy, acoustic immittance, and puretone audiometry. This course will prepare students for enrollment in HSL 872.

Prerequisite: Open to HSLs majors only or permission of the instructor or department chair.
Co-Requisite: HSL 831.

HSL 872 - Clinical Practicum-Introduction (1-2)

Introduction to a variety of audiologic activities under the guidance of clinical supervisors, including structured participation in diagnostic evaluations and hearing aid services. The experience will expose students to audiologic evaluation, treatment, prevention/identification, as well as professional and culturally sensitive communication.

Prerequisite: HSL871.

HSL 873 - Clinical Practicum-Advanced (2)

Continued practicum experience under the guidance of clinical supervisors, encompassing a variety of audiology services, with emphasis in audiologic evaluation and hearing aid services. Students will build on skills gained in HSL871, and will focus on synthesis, application, and flexibility of clinical knowledge.

Prerequisite: HSL 872; Open to HSLs majors only or permission of the instructor or department chair.

HSL 874 - Clinical Practicum-Specialty Areas (1)

Supervised experience in various specialty areas in audiology, such as aural rehabilitation, cochlear implants, vestibular and electrophysiology services.

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).

Prerequisite: HSL 872, 873

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

DEPARTMENT OF HISTORY, PHILOSOPHY, RELIGION, AND SOCIOLOGY (HPRS)

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 2019-2020 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 website](#) 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)

Requirements

Required Courses for Certificate

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

Electives

Code	Title	Credits
	One U.S. history course from the following electives	3
	One European history course from the following electives	3
	Two additional electives	6
HIS 732	History of Mass Media and the Deaf Community	3
HIS 733	Topics in European Deaf History	3
HIS 734	Deaf People in Hitler's Europe	3
HIS 735	History of Disability in the United States	3
HIS 755	Deaf Women's History	3
HIS 787	Introduction To Historical Methods and Research	3
HIS 793	History Research Project I	3
HIS 794	History Research Project II	3
HIS 795	Special Topics in History	1-3
HIS 799	Independent Study	1-3

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

DEPARTMENT OF INTERPRETATION AND TRANSLATION

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

Dr. Khadijat Rashid, Interim Chair
Hall Memorial Building, Room S242

The Department of Interpretation and Translation 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.

Graduate Programs offered:

PH.D. IN INTERPRETATION

Overview

Dr. Danielle Hunt, Program Coordinator
Hall Memorial Building, Room 1421

The Department of Interpretation and Translation offers a Ph.D. 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 and

Translation admission requirements. The program is designed to prepare future interpreter educators and researchers, who will provide exemplary leadership and scholarship in Translation and Interpreting Studies. The degree has a strong emphasis on research. A two-semester teaching residency completed on-campus is required, and a doctoral assistantship is required for the first 3 semesters of the program. Graduation from the MA:Combined Interpreting Practice and Research (MA:CIPR) or the MA:Interpreting Research (MA:IR) program at Gallaudet is encouraged. The program consists of two 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 37 credits. Students complete a data-based research project and write a qualifying paper, followed by a dissertation proposal. After defending their proposal, students undertake a dissertation study and receive the Ph.D. after the successful completion of a dissertation.

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 website](#) 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:	January 15
Last Date for Completed Application:	February 15th or until all possible slots are filled. Students are accepted on a rolling basis.

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.

- Three letters of reference - at least one letter documenting your experience in the field and your potential for doctoral-level graduate study
- Evidence of professional certification as interpreter
- Minimum 3 years interpreting experience (five years strongly encouraged)
- ASLPI score of 4 for ASL users and an ASLPI score of 3 or the passing of a Department Screening for international students

Program of Study

The doctoral curriculum consists of a minimum of 46 credits of coursework plus dissertation research.

All students must complete the following courses: INT 810 Interpreting Studies: Linguistic and Translation Dimensions, INT 812 Research Internship, INT 813 Research Internship, INT 820 Interpreting: Sociocultural Dimensions, INT 821 Interpreting Pedagogy I, INT 830 Interpreting Studies: Cognitive Psychological Dimensions, INT 831 Interpreting Pedagogy II, INT 832 Research Internship, INT 833 Research Internship, INT 841 Doctoral Teaching Internship I, and INT 842 Doctoral Teaching Internship II (INT 841 and INT 842 require residency on campus). INT 845 Guided Research Project, INT 850 Dissertation Proposal Writing, and INT 900 Dissertation Writing.

Doctoral Assistantship

For the doctoral assistantship, students will contribute to the Department of Interpretation and Translation with responsibilities including serving as teaching and/or research assistants for the first 3 semesters of the program.

Research Internship

For the research internship, students will work on all aspects of the research cycle with data-based interpreting research projects 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 and Translation 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 written translation of a signed response.

Comprehensive Examination

Comprehensive examinations serve to assess that 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 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, working references, 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 Ph.D. 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.

Requirements

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 curriculum or assessment	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, assessment, 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 research methods, statistics, cognitive linguistics, cognitive science, or psycholinguistics	3
	Complete Candidacy examination	

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
	Complete Qualifying Paper	

Semester V - Fall

Code	Title	Credits
INT 842	Doctoral Teaching Internship II	3
INT 850	Dissertation Proposal	3
	Elective	3
	Complete Comprehensive Exam	

Semester VI - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9
	Defend Dissertation Proposal	

Semester VII - Fall

Code	Title	Credits
INT 900	Dissertation Research	1-9

Semester VIII - Spring

Code	Title	Credits
INT 900	Dissertation Research	1-9
	Defend Dissertation	

Total: 49-58 credits

MASTER OF ARTS IN INTERPRETATION: COMBINED INTERPRETING PRACTICE AND RESEARCH

Overview

Web: [Department of Interpretation and Translation](#)

Paul Harrelson, Program Coordinator
Hall Memorial Building, 1417

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. 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 website](#) 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:	March 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)
- Three letters of reference - one letter should cite sign language skills
- An [ASLPI](#) result of 3 or higher
- After beginning the application process, the Department will send a one-time use only link to an online language screening. This screening is required as part of the application packet.

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.

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 and Translation](#)

Paul Harrelson, Program Coordinator

Hall Memorial Building, 1417

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 also prepares 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 coursework.

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 website](#) 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:	March 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)
- Three 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), 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.

Typical Program of Study (Two Years)

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 750	Research Methods in Interpretation	3
	Elective	3
	Elective	3

Semester III (Fall)

Code	Title	Credits
INT 777	Guided Research Project I	3
	Elective	3

Candidacy paper

Semester IV (Spring)

Code	Title	Credits
INT 778	Guided Research Project II	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 501 - ASL and English Translation: Skills Development I (3)

This course is designed for Deaf and hearing interpretation students to expand their capacity to use critical ASL discourse elements in their interpretation and translation work. The course develops English to ASL translation skills by honing students' visualization abilities. Hearing and Deaf interpreting students will learn to focus on meaning rather than form, apply the use of depiction, constructed action, depicting verbs, conversational skills and visual spatial aspects of ASL to their translations. The course will explore the difference in how English and ASL convey ideas to produce messages in different settings (business, medical, and education), in ASL discourse and Deaf culture.

Prerequisite: permission of the department

INT 502 - ASL and English Translation: Skills Development I (3)

This course is designed for interpretation students to continue expanding their capacity to create ASL-English translations. Students will apply the use of more depiction, constructed action, depicting verbs, conversational skills and visual spatial aspects of ASL to their translations. The course will continue exploring the differential in how English and ASL convey ideas differently to produce messages in different settings.

Prerequisite: INT 501 and permission of the department

INT 503 - DeafBlind Interpreting I (3)

This course is designed to prepare to introduce students to cultural and communication aspects of working with individuals who are DeafBlind. This course will provide survey information for students serving as paraprofessionals working with DeafBlind individuals. Topics include cultural sensitivity, historical perspectives of the DeafBlind population in USA, ethical and role considerations, close-vision and tactile communication methods.

Prerequisite: permission of the department

INT 504 - DeafBlind Interpreting II (3)

This course is designed to prepare and support Paraprofessional communication facilitators. The course will introduce students to DeafBlind interpreting/translating aspect of working with individuals who are DeafBlind. This course will provide interpreting processing skills for students serving as DeafBlind interpreter working with DeafBlind individuals. Topics include interpreting process, pro-tactile usage, linguistic aspect of Tactile Sign Language (TSL), RID ethical and role considerations, close-vision and tactile communication methods.

Prerequisite: INT 503 and permission of the department

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 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.

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.

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

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 a 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 and Translation 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 a 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 and Translation 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, 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 and Translation 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 a 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 and Translation 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 interpretation and/or translation.

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 and Translation. 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 interpretation and/or translation.

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 899 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

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.

Graduate Programs offered:

M.A. IN LINGUISTICS

Overview

Dr. Debbie Chen Pichler, Graduate Program Coordinator
Sorenson Language and Communication Center, Room
3218

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.*

Requirements

Core Courses

Code	Title	Credits
LIN 571	Field Methods	4
LIN 701	Phonology I	4
LIN 702	Generative Linguistics I	4
LIN 703	Proseminar	1
LIN 721	Cognitive Linguistics I	4
LIN 731	Phonology II	3
LIN 732	Cognitive Linguistics II	3
LIN 733	Generative Linguistics II	3

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 571	Field Methods	4
	Elective #1	3
	Elective #2	3

Semester IV - Spring

Code	Title	Credits
	Elective #3	3
	Elective #4	3
	Elective #5	3

Sample of potential elective 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. Debbie Chen Pichler, Graduate Program Coordinator
Sorenson Language and Communication Center, Room 3218

Gallaudet's Ph.D. program in linguistics, with a focus on ASL and other signed languages, gives students the opportunity to specialize in a range of theoretical and applied areas related to signed languages, including phonology, syntax, morphology, cognitive linguistics, sociolinguistics, first and second language acquisition, applied and engaged linguistics, multimodality, and language documentation.

Students who enter the Ph.D. program in linguistics with an M.A. in linguistics from Gallaudet University are required to earn an additional 33 credits to complete the Ph.D. in linguistics, followed by dissertation proposal development and dissertation research among other program requirements.

Students who have earned an M.A. degree from another program or university are also eligible for admission to the Ph.D. program in linguistics. These students are required to earn 59 credits to complete the LIN Ph.D., followed by dissertation proposal development and dissertation research among other program requirements. Although these students are not typically awarded an incidental M.A. on the way to the Ph.D. degree, this option is available upon successful completion of the entire MA in linguistics program of study, which includes 5 additional (3-credit) elective courses.

Program of Study

Students who enter the LIN Ph.D. program with a Gallaudet LIN M.A. are required to have a minimum of 36 credits to complete the LIN Ph.D. followed by dissertation research. For these students, the doctoral curriculum consists of a total of 77 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 36 credits of advanced linguistics courses.

Students who enter the LIN Ph.D. program without a Gallaudet LIN M.A. are required to have a minimum of 62 credits to complete the LIN Ph.D., followed by dissertation research. This includes 22 credits of core courses to be

taken in the first year, plus 4 credits to be taken in the second year. These students must also successfully complete the Qualifying Exam and Compendium, in addition to other Ph.D. program requirements.

All students must complete the following advanced courses, totaling 24 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 883) and Dissertation Proposal Development (LIN 890). An additional 12 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.

Guided Research Project (LIN 883) and GRP Presentation

Guided Research Project (GRP) LIN 880, 2 semesters. Students design and conduct an independent research project under the guidance of their dissertation advisor. 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. The GRP typically is related to the student's dissertation topic, but is not required to be. The work done in the GRP is intended to lead to the independence necessary to complete dissertation research. Successful completion of LIN 880 is a prerequisite for LIN 883: Concept Paper. LIN 880 is typically taken during the first and second semesters of the first year.

Students are required to give a presentation on their GRP research. This is a formal presentation, similar to what would be given at a professional conference. It is to be 20 minutes in length with 10 minutes for discussion and/or Q/A. Faculty evaluate the presentation in areas of content, presentation, and language use. Students will receive feedback from the faculty. This is one of three presentations required. Successful completion of the GRP presentation is required to continue in the Ph.D. program.

Qualifying Paper and Presentation

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, in conjunction with their dissertation advisor and the potential readers). Successful completion of the Qualifying Paper is

a prerequisite for enrollment in LIN 890 Dissertation Proposal Development. Students should work closely with their dissertation advisor to plan for and carry out the Qualifying Paper and presentation as this work is to be completed outside of coursework.

Students in the Linguistics Ph.D. program are required to give a presentation on their qualifying paper. This is a formal presentation, similar to what would be given at a professional conference. It is to be 20 minutes in length with 10 minutes for discussion and/or Q/A. Faculty evaluate the presentation in areas of content, presentation, and language use. Students will receive feedback from the faculty. This is one of three presentations required. Successful completion of the Qualifying Paper Presentation is required to continue in the Ph.D. program.

Concept Paper (LIN 883), Field Exam, and Concept Paper Presentation

LIN 883: Concept Paper serves as a transition from students' preparatory coursework to their dissertation proposal. Students will complete a concept paper on their proposed dissertation topic. This paper will include a statement of the research question(s) and a review of relevant literature, while 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.

LIN 883 is typically taken during the first semester of the second year. The concept paper must be completed in the first 10 weeks of the semester in order to provide time for the Field Exam and Concept Paper Presentation to occur. Students may register for a second semester of LIN 883 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).

The Field Exam is administered after the first 10 weeks of LIN 883 and prior to the end of the semester. Content of the exam will be determined by the student's Concept Paper. Three examiners (the LIN dissertation advisor 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.

After successful completion of the Field Exam the student will give a presentation on their Concept Paper. This is a formal presentation, similar to what would be given at a professional conference. It is to be 20 minutes in length with 10 minutes for discussion and/or Q/A. Faculty evaluate the presentation in areas of content, presentation, and language use. Students will receive feedback from the faculty. This is one of three presentations required. Successful completion of the Concept Paper Presentation is required to continue in the Ph.D. program. Students must successfully complete the Field Exam and Concept Paper Presentation before taking in LIN 890 Dissertation Proposal Development.

Dissertation Proposal Development (LIN 890) and Proposal Defense

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.

LIN 890 is the course in which 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. They may receive input from doctoral committee members. Once the full committee deems the proposal defensible, a defense date is set. The dissertation proposal defense is expected to happen at the end of the semester in which LIN 890 is taken. Students may not register for LIN 900: Dissertation Research until the proposal is successfully defended. All Ph.D. coursework must be completed or be on track to be completed by the semester the proposal defense occurs.

Successful defense of one's dissertation proposal is the candidacy examination for the LIN PhD program.

Dissertation (LIN 900) and Dissertation Defense

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.

Each Ph.D. student is required to prepare a research-based dissertation in an area acceptable to their Doctoral Committee. The dissertation is based on the proposal accepted by the committee, typically in the spring of the second year of Ph.D. study, and work on the dissertation proper typically begins in the fall of the third year. The dissertation is expected to be a research project designed to provide new understanding of the topic, and must include a thorough and thoughtful review of the relevant literature, description of methodology, analysis, and discussion and conclusion elucidating the significance of the findings. The dissertation process is discussed in detail in the Gallaudet University Dissertation and Thesis Handbook (on the intranet GU website and the LIN website). Students will also receive this handbook when they take LIN 890 Dissertation Proposal Development. The maximum time allowed for completion of the dissertation is seven years from the start of the LIN M.A. degree or six years from entrance into the Ph.D. program for those without a LIN M.A. degree. Any extension beyond this deadline will require the approval of the doctoral committee, the Graduate Program Coordinator, the Department Chair, and the Dean of the Graduate School.

Core Courses (Ph.D.)

For students who completed the Gallaudet M.A. in Linguistics

Code	Title	Credits
LIN 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 802	Generative Linguistics III	3
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3
LIN 883	Dissertation Concept Paper	3
LIN 890	Dissertation Proposal Development	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.

Core Courses (Ph.D.)

For students who did not complete the Gallaudet M.A. in Linguistics

Code	Title	Credits
LIN 571	Field Methods	4
LIN 701	Phonology I	4
LIN 702	Generative Linguistics I	4
LIN 703	Proseminar	1
LIN 721	Cognitive Linguistics I	4
LIN 731	Phonology II	3
LIN 732	Cognitive Linguistics II	3
LIN 733	Generative Linguistics II	3

LIN 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 802	Generative Linguistics III	3
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3
LIN 883	Dissertation Concept Paper	3
LIN 890	Dissertation Proposal Development	3

Typical Program of Study (Ph.D.)

For students who completed the Gallaudet M.A. in Linguistics

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
	Present Guided Research Project (Pre-requisite to LIN 883)	
	Complete Qualifying Paper (may occur earlier or later; pre-requisite to LIN 890)	
	Present Qualifying Paper (may occur earlier or later; pre-requisite to LIN 890)	

Year IV - Fall

Code	Title	Credits
	Elective #1	3
	Elective #2	3
LIN 883	Dissertation Concept Paper	3
	Field Exam (pre-requisite to LIN 890)	
	Concept Paper Presentation (pre-requisite to LIN 890)	

Year IV - Spring

Code	Title	Credits
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)

Typical Program of Study (Ph.D.)

For students who did not complete the Gallaudet M.A. in Linguistics

Year I - Fall

Code	Title	Credits
LIN 701	Phonology I	4
LIN 702	Generative Linguistics I	4
LIN 721	Cognitive Linguistics I	4
	Qualifying Exam	

Year I - 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
	Compendium I	
	Ph.D. Entrance Exam	

Year II - Fall

Code	Title	Credits
LIN 571	Field Methods	4
LIN 880	Guided Research Project	3
	Elective #1	3
	Compendium II	

Year II - Spring

Code	Title	Credits
LIN 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 880	Guided Research Project	3
	Compendium III	
	Present Guided Research Project (Pre-requisite to LIN 883)	

Year III - Fall

Code	Title	Credits
LIN 802	Generative Linguistics III	3
LIN 827	Cognitive Linguistics III	3
	Elective #2	3
	Complete Qualifying Paper (may occur earlier or later; pre-requisite to LIN 890)	
	Present Qualifying Paper (may occur earlier or later; pre-requisite to LIN 890)	

Year III - Spring

Code	Title	Credits
	Elective #3	3
	Elective #4	3
LIN 883	Dissertation Concept Paper	3
	Field Exam (pre-requisite to LIN 890)	
	Concept Paper Presentation (pre-requisite to LIN 890)	

Year IV - Fall

Code	Title	Credits
LIN 890	Dissertation Proposal Development	3

Year IV - Spring (and onward)

Code	Title	Credits
LIN 900	Dissertation Research	1-9

50 required credits + 12 elective credits = 62 PhD credits + 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 525 - Cognitive Linguistics and Translation (3)

This course applies cognitive linguistic notions to a variety of issues in translation and other language contact domains within signed language communities. Cognitive linguistics posits an understanding of language as being usage based with meaning grounded in human experience and with linguistic units at multiple levels all contributing to meaning. This course will explore the implications that these and other cognitive linguistic concepts carry with them for how we understand meaning, how we interact with each other through language, and how both form and meaning are influenced when languages and language communities are in contact.

Prerequisite or Co-requisites: For UG students - LIN 301, 302; or permission of instructor; 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 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 545 - Language as Social Practice (3)

This course is a theoretical introduction to the study of language as social practice. It is social theory for those interested in language. It is also appropriate for anyone wishing to understand the place of language in recent social thought. There are no prerequisites. Topics include language and semiotics, speech acts and performativity, language and embodiment, relativity and difference, units and structures of participation, language and practice theory, discourse genres, and reference. Students will be expected to make their own connections in a final paper between the theories introduced in the course and their "home disciplines," such as Deaf Studies, Interpreting, Education, Linguistics, and other, related fields.

Prerequisite or Co-requisites: For UG students: LIN 301, 302; or Permission of Instructor; for Grad students: Permission of Instructor.

LIN 555 - Applied Linguistics as Engaged Research (3)

This seminar format course offers a broad introduction to the study of the various ways linguists apply their work through engagement with communities outside of academics. We will consider what makes linguistic work "applied": where applied linguistic research questions come from, who participates in applied linguistics, how we use and share our research knowledge, and what kinds of engagement with wider communities are possible. The goal of the course is to better understand how we can apply our own linguistic knowledge and approaches in order to engage ever more deeply with deaf communities.

Prerequisite or Co-requisites: For UG students - LIN 301, 302; or permission of instructor; for GRAD students - permission of instructor.

LIN 571 - 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.

Prerequisite or Co-requisites: For UG students - LIN 301, 302; or permission of instructor; for GRAD students - permission of instructor.

LIN 572 - Language Documentation (3)

This seminar will explore language documentation with an emphasis on practices related to the documentation of signed languages. We will first examine different ways language documentation (sometimes called “documentary linguistics”) has been conceptualized by researchers. We will then look at work that has been done in signed languages (including field work and signed language corpora) along with examining theoretical concepts and specific case studies in the literature. We will also examine signed language data sets available to researchers online.

Prerequisite or Co-requisites: For UG students - LIN 301, 302; or permission of instructor; 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 795 - Special Topics (1-3)

Grading System: letter grades only.

LIN 799 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form (http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 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, typically 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 a research project under the supervision of a faculty member. Course requirements include a final paper by the end of the second semester with the following components, as applicable: development of an appropriate research plan, completion of the IRB human subjects review, and collection and analysis of data. LIN 880 may be repeated a third semester at the discretion of the instructor if requirements cannot be successfully completed in the usual two semesters.

Prerequisites: Acceptance to LIN Ph.D. program and successful completion of the LIN Qualifying Exam.

LIN 883 - Dissertation Concept Paper (3)

This course serves as a transition from students' preparatory coursework to their dissertation proposal. Under supervision of a faculty member, students will complete a Concept Paper that identifies their research question(s) and defines key concepts that underlie those research questions. The Concept Paper also specifies the

theoretical framework(s) to be adopted for research and discusses previous literature assumed as background information. Upon approval of a student's completed Concept Paper by the instructor, the student will then give a Concept Paper Presentation to the full faculty and take the field exam, both of which are developed on the basis of the student's completed Concept Paper. LIN 883 may be repeated one time.

Prerequisites: Successful completion of LIN 880 Guided Research Project and LIN Faculty approval of the GRP presentation.

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 for a dissertation, 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. LIN 890 may be repeated one time.

Pre- or co-requisites: LIN 741, LIN 801, LIN 802, and LIN 827.

Prerequisites: LIN 883, the Field Exam, the Concept Paper Presentation, and approval of the GRP paper as having achieved publication quality, as evaluated by an outside reader from the LIN faculty.

LIN 895 - Special Topics (1-3)

Grading System: letter grades only.

LIN 899 - Independent Study (1-3)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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: Successful completion of LIN 890 and dissertation proposal defense, LIN 741, LIN 801, LIN 802, and LIN 827, and all four electives required for the doctoral program.

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not

substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html)

and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

DEPARTMENT OF PSYCHOLOGY

Web: [Department of Psychology](#)
College of Arts and Sciences

Dr. Caroline Pezzarossi, Chair
Hall Memorial Building, Room S410

Psychology is a scientific field concerned primarily with human behavior and related sensory, motor, cognitive, and physiological processes. The Department of Psychology at Gallaudet University has existed for more than 40 years, originally teaching aspects of this field to undergraduate students. In 1978, a graduate program in school psychology was established to train psychologists interested in working in educational settings with deaf and hard of hearing students (as well as with hearing students). In 1990, a doctoral program in clinical psychology began to train graduate students in clinical and research skills applicable to hearing and deaf populations, but with a focus on deaf and hard of hearing individuals.

The department offers graduate degrees in school psychology and clinical psychology. The clinical psychology program offers a doctoral degree (Ph.D.), which includes a master's degree (M.A.); the school psychology program offers a specialist degree (Psy.S.) in school psychology, which includes a master's degree (M.A.) in developmental psychology.

The department currently has 15 full-time faculty plus several adjunct and part-time faculty members. Faculty are active in graduate and undergraduate teaching, research, and various professional and service activities. Students and faculty often engage in collaborative research efforts with other academic departments and with the Gallaudet Research Institute.

Graduate Programs offered:

PH.D. IN CLINICAL PSYCHOLOGY

Overview

Dr. Carolyn Corbett, Director of Clinical Training
Hall Memorial Building, Room S412

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 website](#) 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:	January 15
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 an 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.

Requirements

First Year Semester I - Fall

Code	Title	Credits
PSY 710	Introduction to Applied Statistics in the Social Sciences	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
	ASL class as needed	

Summer

Code	Title	Credits
PSY 704	Research Seminar	1
PSY 851	Group Psychotherapy	3
PSY 866	Personality Assessment: Objective Techniques	2
	Predissertation Proposal Lit Review	

Second Year Fall Semester

Code	Title	Credits
PSY 733	Child Development	3
PSY 784	Clinical Psychology Practicum I: Therapy (Fall)	3
PSY 785	Clinical Psychology Practicum I: Assessment (Fall)	3
PSY 840	Neuroanatomical & Neurophysiological Foundations of Neuropsychology	3
	One elective 800-level PSY course on psychological intervention	3
	OR	
PSY 862	Multicultural and Urban Issues in Clinical Practice	3
PSY 800	Individual Research	1-12

Spring Semester

Code	Title	Credits
PSY 723	Psychology and Deafness	3
	OR	
	One elective 800-level PSY course on psychological intervention	3
	Cognitive or Affective course	3
PSY 786	Clinical Psychology Practicum I: Therapy (Spring)	3
PSY 787	Clinical Psychology Practicum I: Assessment (Spring)	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 887	Practicum II: Summer Session	1-3
PSY 900	Dissertation Research	1-12

Third Year Fall Semester

Code	Title	Credits
PSY 800	Individual Research	1-12
	One elective 800-level PSY course on psychological intervention	3
	OR	
PSY 862	Multicultural and Urban Issues in Clinical Practice	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
	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 987	Practicum III: Summer Session	1-3

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 800	Individual Research	1-12
PSY 900	Dissertation Research	1-12
PSY 987	Practicum III: Summer Session	1-3

Fifth Year Fall-Spring-Summer

Code	Title	Credits
PSY 900	Dissertation Research	1-12
PSY 999	Clinical Psychology Internship	1-6
	Complete and defend dissertation	
	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 website](#) 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 712	Research Methods in Psychology	3
PSY 754	Biological Psychology: Brain & Behavior	3
PSY 765	Assessment III: Social, Emotional and Behavioral Assessment	3
PSY 760	School Psychology and Prevention Services	3
PSY 771	Practicum in School Psychology II	3

Semester 4

Code	Title	Credits
PSY 702	Seminar for Professional Practice in School Psychology	1
PSY 748	Psychoeducational Assessment and Programming for Exceptional Children	3
PSY 766	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

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 Research Methods

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 702 - Seminar for Professional Practice in School Psychology (1)

This seminar discusses topics and issues related to practices that permeates all aspects of service delivery; direct and indirect services for children, families; and schools, and foundations of school psychologists' service delivery. These topics include legal and ethical issues in professional practice, research and program evaluation, interventions (systems and individual levels), diversity, data-based decision making, and consultation. The course helps prepare students for national licensure or certification.

Prerequisite: Enrollment in the School Psychology program or permission from 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 710 - Introduction to Applied Statistics in the Social Sciences (3)

Discussion of the concepts, use, and interpretation of data visualization, descriptive statistics, and inferential statistics methods in research, with an emphasis on the social sciences. Topics and tools include scales of measurement, measures of central tendency, measures of variability, univariate and bivariate graphical plots, measures of correlation, simple linear models, confidence intervals for means and proportions, and hypothesis testing for means and association. Data analysis software including SPSS will be used.

Prerequisites: Undergraduate or graduate statistics course covering confidence intervals and hypothesis testing, or the equivalent, or permission of the instructor.

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 - 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 762 - Psychology of Emotion (3)

This course introduces various approaches to emotion with a focus on the current theories and research in the field. Students will gain an understanding of the structure, function, and development of emotional processes, the interplay between emotional and cognitive processes, and the underlying neurological mechanisms. As human social emotions are a significant component of both psychological well-being and psychological distress, we will examine the role of social emotions in relation to positive psychology, mental health, and psychopathology. The emotional development and functioning of deaf, hard of hearing, and deafblind people will be addressed throughout the course, particularly as they relate to clinical practice and empirical research. Some topics and readings may be more or less emphasized depending upon student interests.

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 - 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 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 - Clinical Psychology Practicum I: Therapy (Fall) (3)

This fall course is generally taken in the second year of the clinical psychology program. It provides clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors are emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices also are introduced at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 785 - Clinical Psychology Practicum I: Assessment (Fall) (3)

This fall course is generally taken in the second year of the clinical psychology program. It provides clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors are emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices also are introduced at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 786 - Clinical Psychology Practicum I: Therapy (Spring) (3)

This spring course is generally taken in the second year of the clinical psychology program. It provides continued clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will continue to participate in a weekly seminar, as well as weekly individual and group supervision. Training will focus on the continued development of the following: diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors will continue to be emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices are further explored at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

PSY 787 - Clinical Psychology Practicum I: Assessment (Spring) (3)

This spring course is generally taken in the second year of the clinical psychology program. It provides continued clinical training through a practicum placement at the University Counseling and Psychological Center (CAPS). Students will continue to participate in a weekly seminar,

as well as weekly individual and group supervision. Training will focus on the continued development of the following: diagnostic interviewing, clinical assessment, case formulation, treatment planning, therapeutic interventions, report writing, and client feedback. Supervision (i.e., individual and group) is provided by licensed psychologists (i.e., program faculty and on-site supervisors). Cultural, linguistic, and individual diversity factors will continue to be emphasized throughout the course and will be applied to clinical work. Supervision and consultation theories and practices are further explored at this level of training.

Prerequisites: Second year standing in the clinical psychology program; PSY 749, 781, 782, 834, 836, 865, 866; satisfactory communication skills; and an ASLPI interview rating of 2+.

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 861 - Advanced Topics in Parent-Child Interaction Therapy (3)

This course includes formal didactic training in providing Parent Children Interaction Therapy (PCIT), as well as an overview of alternative parent-training programs. Special emphasis will be placed on meeting the therapist competency requirements for certified PCIT therapists and adapting PCIT for use with deaf persons.

Prerequisites: PSY 782 and 836

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 887 - Practicum II: Summer Session (1-3)

Generally taken in the third year, this practicum includes experiences in assessment, interventions, treatment planning, and other areas in community agency, medical center, or other service facility.

Prerequisites: PSY 885 and 886

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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 987 - Practicum III: Summer Session (1-3)

This course can be taken by students who have completed the required intermediate practicum (externship) and are obtaining additional supervised clinical experiences. Placement is at one of a range of local agencies and includes experiences in assessment, intervention, treatment planning, case conceptualization, and/or consultation.

Prerequisites: PSY 785, 786, 836, 885, and 886

PSY 990 - APPIC: Application Preparation for Predoctoral Internship and Postgraduate Professional Topics (3)

The primary focus of this course is on preparing students for the clinical psychology predoctoral internship application and interview process. Assignments will include identifying potential sites; beginning the formal APPIC application; writing essays, cover letters, and CVs; requesting letters of recommendation; and calculating clinical hours. Activities will include mock interviews and professional networking. The remainder of the course is designed to prepare students for practice or post-doctoral training beyond the internship, with a discussion of topics that are of interest to the students. This might include (but is not limited to): billing and insurance, different practice settings, negotiating salary and benefits, professional advocacy, and work/life balance.

Prerequisites: PSY 785 and 786

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.

DEPARTMENT OF SCIENCE, TECHNOLOGY, AND MATHEMATICS (STM)

before the add/drop period ends to register for an Independent Study

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

Overview

Web: [Department of Science, Technology, and Mathematics](#)

*College of Arts and Sciences
Department of Science, Technology, and Mathematics*

Dr. Caroline Solomon, Chair
Hall Memorial Building, Room N318A

The Biology Program in the Department of Science, Technology, and Mathematics at Gallaudet offers excellent programs for deaf and hard of hearing students in the biological sciences.

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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html) and syllabus must be submitted to the Registrar's Office

DEPARTMENT OF SOCIAL WORK

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

Dr. Elizabeth Moore, Chair
Hall Memorial Building, Room S333C

The Department of Social Work offers the master's in social work (MSW) degree and the baccalaureate degree with a major in social work. The MSW program admitted its first class in 1989. The MSW program prepares deaf, hard of hearing, and hearing students to assume leadership positions in the provision of social work services for deaf and hard of hearing people throughout the United States and internationally. Graduates are employed in child welfare agencies, schools and universities, mental health settings, family service agencies, correctional facilities, and programs for people with developmental disabilities, among many others. Graduates are providing clinical services and are engaged in advocacy, administration, program and policy development, community development, consultation, research, and publication.

The Department of Social Work has seven faculty and one professional staff who are highly qualified and experienced in their fields. Department members are engaged in research, are active in community service projects, and present regularly in professional conferences, workshops, and colloquia. Social work faculty are engaged in program development efforts on behalf of deaf and hard of hearing people throughout the metropolitan Washington area. In addition, the department sponsors guest lectures and colloquia by professional social work practitioners from the Washington, D.C., metropolitan area as well as from other areas of the country.

The master's program is accredited by the Council on Social Work Education. The baccalaureate program in social work has been accredited by the Council on Social Work Education since 1976 and was reaccredited in 1994.

Graduate Programs offered:

MASTER OF SOCIAL WORK (MSW)

Overview

Dr. Martha Sheridan, 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 MSW program consists of 61 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 17 credits of field practicum (approximately 1012 hours of field practicum) and 44 course credits.

MSW students must achieve an ASLPI rating of 2 by the end of their foundation curriculum, 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.

Two-Year Course Plan

Foundation Year Curriculum: Generalist Practice

*An elective course (3) may be taken any semester of the program.

Semester I - Fall

Code	Title	Credits
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	4

Total: 18 credits

Semester II - Spring

Code	Title	Credits
SWK 706	Human Behavioral and the Social Environment II	3
SWK 742	Social Work Practice II	3
SWK 756	Quantitative Social Work Research	3
SWK 772	Foundation Field Practicum II	4

Total: 13 credits

Concentration Year Curriculum: Deaf and Hard of Hearing Populations

Note: Advanced standing students must take one 3 credit elective in the concentration year.

Semester III - Fall

Code	Title	Credits
SWK 709	Social Work Perspectives on Dysfunction	3
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: 12 credits

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	9
HSL 707	Audiology and Hearing Technology for Educators and Counseling Professionals	3

Total: 15 credits

Grand Total: 61 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.

Three-Year Course Plan

First and Second Years: Foundation Year

*An elective course (3) may be taken any semester of the program

Semester I - Fall

Code	Title	Credits
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: 9 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

Total: 9 credits

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	4

Total: 9 credits

Semester IV - Spring

Code	Title	Credits
SWK 742	Social Work Practice II	3
SWK 715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK 772	Foundation Field Practicum II	4

Total: 10 credits

Third Year: Advanced Concentration: Deaf and Hard of Hearing Populations

Semester V - Fall

Code	Title	Credits
SWK 709	Social Work Perspectives on Dysfunction	3
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: 12 credits

Semester VI - Spring

Code	Title	Credits
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

Total: 9 credits

Grand Total: 61 credits

DEPARTMENT COURSES

SWK 595 - Special Topics (1-3)

Grading System: letter grades only.

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 required course examines dysfunctional behavior in the context of developmental and environmental stresses. Ego psychology as a personality theory is considered as a means to understanding the development of adaptive and maladaptive ego functioning. This course surveys the varied manifestations of adult psychopathology including psychotic disorders, personality disorders, adjustment disorders, affective disorders, eating disorders and addiction.

Prerequisites: SWK 705, 706, 741, and 742

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 and SWK 706

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 Masters degree program focusing on advanced social work practice with deaf and hard of hearing individuals, couples and families. The course emphasizes the development of culturally sensitive application of strategies and interventions in social work practice. Theoretical models of practice such as family systems theory, ego psychology and brief solution therapy will be applied to deaf and hard of hearing populations. The course deepens and broadens the development of approaches to address ethical dilemmas in practice within Deaf communities.

Co-requisite: 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.

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 771 - Foundation Field Practicum I (4)

Foundation Field Practicum I comprises a semester-long, 16 - 20 hour-per-week, supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced MSW 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. Additionally they are expected to understand organizational structure, the specifics of service delivery in their setting and community services available to their client populations. 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. Students are required to complete 250 hours in the field practicum setting before the end of the semester.

Co-requisites: SWK 741 and SWK 744

SWK 772 - Foundation Field Practicum II (4)

This course follows successful completion of SWK 771. Students return to their agencies a week prior to the start of classes for 16-20 hours a week. 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. Students are required to complete 250 hours in the field practicum setting before the end of the semester.

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 (9)

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 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)

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis.

Note: A Registrar's Office Graduate Student Independent Study Form

(http://www.gallaudet.edu/registrar_office/forms.html)

and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

CENTER FOR CONTINUING AND ONLINE EDUCATION

Kendall Hall, 103

Web: <https://www.gallaudet.edu/center-for-continuing-and-online-education>

Email: ccoe@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 <https://www.gallaudet.edu/center-for-continuing-and-online-education>.

ASL PROGRAMS

*Sorenson Language and Communication Center,
Room 1213*

Web: [ASL Programs](#) 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/american-sign-language-programs>.

PROFESSIONAL STUDIES

Gallaudet University's Center for Continuing and Online Education (CCOE) offers a variety of courses for professional and personal development. These courses may be offered on campus, online, as a combination of on-campus and online (hybrid), and at sites across the United States.

Online courses are mostly asynchronous and provide the convenience and flexibility of being able to study anytime and anywhere, enabling students to work around other priorities. On the main campus, CCOE offers flexible scheduling with evening, weekend, and hybrid courses with real-time interaction between instructors and peers. Extension courses are offered at sites across the United States.

Professional studies courses are offered for non-degree credit. At minimum, applicants must possess a high school diploma or GED equivalent to take professional studies courses. Additional pre-requisites may apply.

CCOE also offers professional studies certificate programs. The application for certificate programs may differ from the application for individual professional studies courses.

Professional studies courses are prefixed by the type of certificate to which they lead; however, eligible students may elect to take individual courses without applying to a certificate program:

- PST-prefixed courses are designated as individual courses and generally do not lead to a professional studies certificate.
- PSC-prefixed courses lead to a professional studies certificate.
- PSU-prefixed course may lead to an undergraduate-level professional studies certificate.
- PSG-prefixed courses may lead to a graduate-level professional studies certificate and require a minimum of a bachelor's degree to enroll.

Tuition for professional studies courses may vary. There is no cost for tuition for full-time graduate and undergraduate students to take professional studies courses.

Go to <https://www.gallaudet.edu/center-for-continuing-and-online-education> to see a current listing of courses and information on how to register.

CERTIFICATE PROGRAMS

Website: [Certificate Programs](#)

Email: ccoe@gallaudet.edu

Certificate programs are designed around current and pressing needs of professionals and practitioners. They include a set of related courses leading to a certificate that demonstrates successful completion of the curriculum. Gallaudet University currently offers four professional studies certificates through its Center for Continuing and Online Education. Professional studies courses offer students a substantial reduction in tuition costs and were designed to satisfy requirements for professional development.

To see current certificate programs, visit <https://www.gallaudet.edu/center-for-continuing-and-online-education/certificate-programs>

BURSTEIN CENTER FOR EXCELLENCE, LEADERSHIP AND INNOVATION

Hall Memorial Building

Web: [G. "Bummy" Burstein Leadership Institute](#)

Email: BCELI@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.

EXTENSION COURSES AND CUSTOMIZED TRAINING

Web: <https://www.gallaudet.edu/center-for-continuing-and-online-education>

Email: ccoe@gallaudet.edu

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, Advocacy 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.

Customized Training - Training opportunities can be tailored to address the needs and interests of deaf and hard of hearing individuals, their families and communities, and the professionals who work with them. Trainings can be offered online, on campus, as a webinar, or through a combination of teaching and learning formats that best meet the needs of the requester and audience.

For more information, please visit [Customized Training](#).

SERVICES AND ACTIVITIES

Gallaudet University offers a variety of services and activities to support students in their academic and personal development.

ACADEMIC SERVICES

The following academic services are available:

THE ASLPI

Merrill Learning Center, Room 2200

Web: www.gallaudet.edu/aslpi Email: aslpi@gallaudet.edu

The American Sign Language Proficiency Interview (The ASLPI) provides training, consultation, and evaluation of language proficiency to promote higher educational, intellectual and professional advancement. The ASLPI supports constituencies in the transition of becoming more involved participants by increasing communicative effectiveness. Supporting, assessing and evaluating ASL elevates American Sign Language to its rightful place alongside other languages in support of the Gallaudet University bilingual mission and vision. The ASLPI contributes to and assists programs, administrators, and employers with decisions about:

- Admission into academic programs
- Readiness for core curriculum, practicum, internship and graduation
- Professional opportunities and advancements

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 service date announcements, testing availability, the scheduling process, fee and proctor/site information, preparation and post-interview details, and research, 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: [Gallaudet Interpreting Services](#)

Email: gis.captioning@gallaudet.edu, gis@gallaudet.edu

[Gallaudet Interpreting Service](#) (GIS) currently oversees provision of real-time captioning, services that provide a text translation of the spoken message. These services are available through GIS for academic classroom settings, as requested on behalf of the student by Academic Advising. GIS partners with Alternative Communication Services (ACS) to manage and to provide technical support for the requested captioning services.

There are two types of captioning services currently available at Gallaudet University:

- Fixed captioning
- Mobile captioning

In both cases, the spoken English message (via an interpreter or a presenter), is relayed through a microphone to a caption writer who transcribes the message from a remote location. Most often, the transcript appears on a large screen monitor at the front of the classroom. When "mobile" captioning services are requested, the text can be displayed on a consumer's personal laptop or tablet.

Undergraduates seeking to request real-time captioning should contact Academic Advising. Graduate Students should contact their academic department.

CAREER CENTER

Jordan Student Academic Center, Room 2255

Web: <http://www.gallaudet.edu/career-center>

Email: career.center@gallaudet.edu

The Career Center's mission is to assist students in reaching their career goals by integrating liberal education with experience in the marketplace. 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. Career Center staff members teach a one-credit Career course required of all students (GSR 110), to develop career awareness and important job search skills. 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, U.S. Commodity Futures Trading Commission, Department of Justice, NIH Cancer Institute, National Park Service, Peace Corps, National Association of the Deaf (NAD), Philadelphia Insurance Company, Cyber Timez, 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 by 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: <http://www.gallaudet.edu/eli> 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: [Financial Aid](#) 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 2016-2017 academic year is \$36,218.00 for undergraduate students and \$42,376.00 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 [Financial Aid & Scholarships](#)

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 2016-2017 academic year, these priority deadlines are July 1, 2016, and January 12, 2017. 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: <http://www.gallaudet.edu/graduate-admissions> 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 School. 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.

INSTITUTIONAL REVIEW BOARD (IRB)

Office: Fowler Hall, Room 202A
Coordinator's Office: Fowler Hall, Room 204
Web: [Institutional Review Board](http://www.gallaudet.edu/irb) 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: <http://www.gallaudet.edu/office-of-academic-quality> 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 Office in Student Success and 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 videophone (202-779-9478), 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 may use individual study carrels and tables for private study. Comfortable chairs and couches give students a place to relax when they need a 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 right to borrow materials from those libraries. The shared catalog for the WRLC libraries includes more than 12 million items.

OFFICE FOR STUDENTS WITH DISABILITIES

Office for Students with Disabilities

Dr. Patricia Tesar, Director

Jordan Student Academic Center, Room 1220

Web: [OSWD](#) Email: oswd@gallaudet.edu

The Office for Students with Disabilities (OSWD) provides individually tailored, comprehensive disability support services and programs for qualified students with disabilities. OSWD serves students with mental and physical disabilities including those with visual, neurological, psychological, and learning disabilities, Attention Deficit Disorders, and chronic illness. Other disabilities types not listed above are taken into consideration upon application.

Two legal mandates protect students with disabilities from discrimination, ensuring equal access to all aspects of university life: Section 504 of the Rehabilitation Act of

1973 and the Americans with Disabilities Act (ADA) of 1990 and subsequent amendments. In order to receive disability support services, students are responsible for disclosing their disability to OSWD, the designated office on campus responsible for determining disability eligibility and support services. Students are also responsible for providing OSWD with current documentation of the student's disability and accommodation needs. This information is reviewed to determine eligibility status for OSWD service acceptance. These records are treated as such to the fullest extent of the law. Student files are kept in a secure location and may not be accessed by anyone other than OSWD staff without written permission of the student.

Because OSWD believes that learning is a lifelong endeavor, we support and provide experiences and opportunities to build confidence both in and beyond the classroom. Our mission is to empower eligible students to succeed in their pursuit of higher education by striving to assure equal access and opportunities to participate in curricular and extracurricular activities.

OSWD's main service areas:

- **Counseling and Staff Support:** Students accepted by OSWD are assigned a counselor who assists them with disability support service planning. Counselors are available for consultation and/or advice on many topics related to disabilities and accommodations.
- **Testing Accommodations:** Students are given the opportunity to study, work with faculty, and/or take tests for an extended time in a distraction-reduced environment.
- **Auxiliary Aids:** Note Takers, readers, scribes, and laboratory and library assistants, are provided for students who demonstrate a need for this service and request it through OSWD.
- **Interpreting Services:** OSWD coordinates with Gallaudet Interpreting Services to provide tactile and close vision interpreting for students who have a demonstrated need for this service.
- **Materials in Alternative Formats:** Academic materials are available in various formats, including eBooks, large print, and Braille, to assure accessibility for students with disabilities.
- **Adaptive Technology:** Equipment, furniture, or software that is used to increase, maintain, or improve a student's functional capacity can be provided to ensure access to information and environments that would otherwise be challenging to use.

DIVISION OF EQUITY, DIVERSITY, AND INCLUSION

Dr. Elavie Ndura, Vice President and CDO
Vanessa Slade, Executive Assistant
*Olugbenga 'Bunmi Aina, Director of Equity,
Diversity, and Inclusion*

Keeping the Promise and Multicultural Student Transition Programs (KTP & MSTP)
Cross Campus Multicultural and International Student Programs
LGBTQA Resource Center
Hall Memorial Building, South 141
Web: [Multicultural Student Development and Mentoring](#)
Email: [MSDM Staff](#)

The mission of the Multicultural Student Development and Mentoring (MSDM) is to advocate and empower students of all backgrounds to achieve academic, career, and personal success. MSDM will achieve its mission by offering programs which foster self-awareness, cultural growth, intellectual curiosity, academic support, and a stimulating learning environment.

MSDM 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 Cross Campus Multicultural and International Student Programs (CCMISP). Additionally, the Campus-Wide Dialogue program is housed within MSDM. 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. MSDM 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. MSDM 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 Multicultural Student Development and Mentoring 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 and Multicultural Student Transition Programs (KTP & MSTP)

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

Elvia Guillermo, Coordinator Cross Campus Multicultural and International Student Programs

Web: [Cross Campus Multicultural and International Student Programs](#)

Cross Campus Multicultural and International Student Programs (CCMISP) is a cultural advocacy and resource unit under the Office of Multicultural Student Development and Mentoring. It provides support to racial and ethnic minority students and their organizations. The CCMISP Resource Room includes educational books, videotapes, and magazines for focusing on race, culture and diversity. CCMISP also strives to educate the Gallaudet community through programs offered by student paraprofessionals.

CCMISP 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 Alexander Leffers, Coordinator

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 MSDM, 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 MSDM 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 MSDM paraprofessionals and maintains a shared MSDM 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 Multicultural Student Development and Mentoring 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 OF THE OMBUDS

Location: Ely Center 113
Web: Office of the Ombuds
Email: ombuds@gallaudet.edu
Phone Number: 202.559.5079
Twitter: [@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 OF NATIONAL OUTREACH

Lisa Jacobs, Director
Office of National Outreach
Peet Hall, Suite 412
Web: [Office of National Outreach](#)

Through its Office of National Outreach, Gallaudet University brings its wealth of resources, services, and programs to deaf people, families, and professionals around the country. Whether it's through one of our regional centers, our very popular youth programs such as the Academic Bowl or the Battle of the Books, or our summer camps, the Office of National Outreach has something for everyone.

The Office of National Outreach has two major components:

Gallaudet University Regional Centers

Through partnerships with host institutions, the Gallaudet University Regional Centers (GURCs) 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. The Regional Centers, their host institutions, and their locations are:

- East: Northern Essex Community College, Haverhill, Massachusetts
- Midwest: John A. Logan College, Carterville, Illinois
- South: Austin Community College, Austin, Texas
- West: Ohlone College, Fremont, California

Youth Programs

Youth Programs 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 regional and national Academic Bowl competitions for high school students, a national Battle of the Books competition for middle school students, a national literary competition for grades 2-12, and summer learning experiences for rising and current high school students. New programs are constantly under development.

We are always happy to talk with you. Contact us at the [Office of National Outreach](#).

REGISTRAR'S OFFICE

Chapel Hall, Room 101

Web: [Registrar's Office](#) 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 provides accessibility to the 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 Sasawaka 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

Education 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; Universidad Federal de Santa Catarina, Brazil, to develop academic credits and curricula between universities for both American and Brazilian Deaf Cultures and sign languages; Masaryk University, Brno, Czech Republic, to stimulate and support educational intercultural activities and projects, especially the significance of Deaf culture and the role of sign language in higher education; and National Tsukuba University of Technology, Tsukuba, Japan, to offer Gallaudet students an opportunity to study abroad, and exchange scientific activities and information.

International Student and Scholar 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 and Scholar 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

Ely Center 102

Web: [Student Affairs](#)

Welcome to Student Affairs! Student Affairs recognizes that a majority of student hours are spent outside the classroom and the departments within Student Affairs

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 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:

- [Athletics and Intramural Programs](#)
- [Counseling and Psychological Services](#)
- [Residence Life and Housing](#)
- [Student Center Programs and Services](#)
 - [Alcohol and other Drug Services](#)
 - [Campus Activities](#)
 - [Commuter Programs](#)
 - [Health and Wellness Programs](#)
 - [Office of Campus Ministries](#)
 - [Office of Student Conduct](#)

GALLAUDET TECHNOLOGY SERVICES

IT Service 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: [Gallaudet Technology Services](#) IT Service Desk: www.gallaudet.edu/itservicedesk

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 the eLearning Center.

All requests for computer support, network, cable TV and other media services should be made through the IT Service Desk, www.gallaudet.edu/itservicedesk.

Most Gallaudet software systems can be accessed through the intranet portal at [my.gallaudet](http://my.gallaudet.edu). Through the portal, you can access the following systems:

- Email - Google (also found at mail.gallaudet.edu)

Students are required to set up Google's 2-step-verification for their Google account. This should be done when accessing your email account for the first time.

- Learning Management System (Blackboard)

This system supports academic needs including course discussion boards, document storage and sharing, etc.

- Bison Campus Solutions

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.

To access my.gallaudet and other online systems you will need to use your Gallaudet username and password. New users should refer to their acceptance packet for instructions on how to activate their account and new password. Returning students should go to <http://password.gallaudet.edu> to update their password, security questions, or notification settings.

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).

Computers and Networks

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

Information about free and licensed software is available at [Software Central](http://Software.Central).

Student Computer Labs

Student computer labs are located in the Jordan Student Academic Center (JSAC) and Hall Memorial Building (HMB). Student workers and staff are available in the lab to answer questions and provide guidance on available services.

Hours and details: <https://www.gallaudet.edu/gallaudet-technology-services/services/computer-labs>

IT Service DESK, MEDIA & CLASSROOM SERVICES

HMB, W121

Technology Help

Desk: www.gallaudet.edu/itservicedesk

The IT Service 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 IT Service Desk and media requests in the following ways:

- Online: www.gallaudet.edu/itservicedesk
- Voice Telephone/TTY: (202) 651-5044
- Videophone: (202) 250-2314
- FAX: (202) 651-5023
- Walk-in: HMB, Room W121, 7 a.m.-5 p.m., Monday-Friday

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 setups 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.

TUTORIAL AND INSTRUCTIONAL PROGRAMS

Tutorial & Instructional Programs

Web: <http://www.gallaudet.edu/tutorial-and-instructional-programs>

Email: tip@gallaudet.edu

Tutorial & Instructional Programs (TIP) at Gallaudet University provides an open and safe learning environment for students who request tutorial assistance. Through bilingual instruction and the use of a variety academic techniques by qualified tutors, students will learn to develop confidence, maneuver through the appropriate resources and excel at practicing the necessary skills which are essential to student retention.

TIP provides tutoring, coaching, and instructional support services for all undergraduate and graduate students at no charge.

The following services are provided by TIP:

- **ASL Tutoring:** One-on-One Tutoring is offered by appointment only
 - For more information on ASL tutoring, please contact:
Felicia.Williams@gallaudet.edu
- **English Tutoring:** One-on-One Tutoring and Walk-in Service
 - For more information on English tutoring, please contact
Christopher.Heuer@gallaudet.edu
English Center Location/Hours:
HMB 221/222 M - Th 9:00 am - 9:00 pm
F 9:00 am - 4:00 pm
Dormitory Study Table Location/Hours
LLRH6 Sun - Th 8:00 pm - 10:00 pm
- **Math Tutoring:** One-on-One Tutoring and Walk-in Service
 - For more information about Math tutoring, please contact
Joshua.Schneider@gallaudet.edu
Math Center Location/Hours
The Math Center is located in Jordan Student Academic Center (SAC) #2210
- **General Tutoring:** One-on-One tutoring that is coordinated by each academic department. Please contact the department's secretary for more information.

All appointments for tutoring services need to be made through [Navigate](#). If you are a student requesting tutoring services, please go to this link to get started that would allow you to make an appointment with a tutor. If you are a student-tutor in need to set up your appointment availability, please go to this link. If you need assistance, please contact TIP@Gallaudet.edu.

CAMPUS SERVICES

The following campus services are available:

BISON SHOP - BOOKSTORE

I. King Jordan Student Union Building

Web: <http://www.gallaudet.edu/bison-shop> 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

Web: www.gallaudet.edu/cabletv

Gallaudet Technology Services provides educational and entertainment content on 113 standard definition and 25 high definition channels. All residence halls are equipped with cable TV connections. The channel lineup for Gallaudet Television can be found online at gallaudet.edu/cabletv. The TV guide is available on channel 3.1, and campus content is broadcast on channels 3.3, 3.4, 3.5, and 3.6. The student production, BISON TV, is available on channel 2.1.

High definition channels are available on digital televisions only. Students may bring digital televisions for their dormitory rooms and are responsible for bringing their own connecting cables. Televisions must have a Clear QAM tuner (Quadrature Amplitude Modulation) to receive all

programming without a cable set top box. You should verify the specifications when you purchase your TV.

Older televisions and some less expensive TVs may have a low-quality tuner that may not be able to pick up all of the digital channels. Specifically, NTSC (analog) and ATSC (digital) tuners are not compatible with campus cable television signals. To receive cable programming on campus with one of these televisions, a digital-to-analog converter box is required to view television signals. While some students have reported success using converter boxes, we do not guarantee that the box will work with your TV, deliver clear signals, or be able to access the full channel lineup. We recommend that you use a TV with a Clear QAM tuner.

Students must provide their own coaxial cable (RG6 cable) to connect their television to the wall jack. GTS does not provide or sell these cables.

All requests for support of Cable TV in the dormitories should be submitted online to the IT Service Desk (www.gallaudet.edu/itservicedesk).

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: <http://www.gallaudet.edu/food-services>

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.

IT SERVICE DESK, MEDIA AND CLASSROOM SERVICES (GTS)

Hall Memorial Building W121

Technology Help Desk: www.gallaudet.edu/itservicedesk

The IT Service 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 IT Service Desk and media requests in the following ways:

- Online: www.gallaudet.edu/itservicedesk
- Voice Telephone/TTY: (202) 651-5044
- Videophone: (202) 250-2314
- FAX: (202) 651-5023
- Walk-in: HMB, Room W121, 7 a.m.-5 p.m., Monday-Friday

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 setups 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.

INTERPRETING SERVICES (GIS)

Web: [Gallaudet Interpreting Services](#)

Email: gis@gallaudet.edu

The mission of GIS is to provide comprehensive information access through exemplary interpreting services. The highest commitment of GIS is to meet the interpreting needs of the Gallaudet University community. Additionally, GIS is committed to being a model of interpreting excellence both locally and nationwide.

GIS interpreters work in a wide array of settings which include:

- Classrooms
- Conferences
- Legal appointments
- Business meetings
- Job interviews
- Workshops
- Internships

GIS also provides:

- Consultation and presentations regarding best practices in communication access, such as "How to Work with Interpreters"
- Advisement on the most efficient and effective format for communication access for an event.
- Interpreter coordination services for large events.
- Liaison services for key departments that are regular requesters of GIS services.

GIS values the professional development of interpreters, providing workshops, mentoring, mentor training and diagnostic assessment to professional working interpreters and an array of supports for interpreting students in collaboration with the Department of Interpretation and Translation (DOIT).

GIS works closely with Academic Advising, the Office of the Registrar, and the Office for Students with Disabilities to coordinate the provision of interpreting and/or captioning services for students and faculty in the classroom. GIS provides a structured interpreting service titration to support Deaf/hard of hearing students who have goals to develop ASL fluency.

GIS provides professional interpreting services to students, faculty, staff and teachers for Gallaudet-sponsored events as requested. Requests should be submitted at least two weeks in advance. Services provided by GIS include:

- Close-vision and low vision interpreting
- Pro-tactile and tactile interpreting
- American Sign Language interpreting
- Spoken English interpreting

CONTACT GIS:

If you want to request an interpreter through GIS, please check with the relevant campus department to make this request. GIS welcomes your direct feedback and preferences regarding your interpreting services on campus. Contact us for more information or to provide feedback on our services at gis@gallaudet.edu or (202) 651-5199 (VP/V). The GIS offices are open Monday through Friday, 8:30 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, and social workers who will work with the deaf and hard of hearing community.

POSTAL SERVICES

I. King Jordan Student Union Building

Web: www.gallaudet.edu/post-office

RESIDENCE LIFE

The Office of Residence Life and Housing

Ely Center, Room 132

Web: <http://www.gallaudet.edu/residence-life-and-housing>

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 five 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 five 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 five (5) persons, including children. The monthly occupancy fees for the apartments vary depending on the square footage and availability.

Prior to occupying an apartment, an apartment deposit of \$500.00 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, domestic partnership, or paternity 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 visit the Apartment webpage and complete the Apartment Application Form online at <http://www.gallaudet.edu/residence-life-and-housing/apartments>.

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 of \$500.00 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 visit the Apartment webpage and complete the Apartment Application Form online at <http://www.gallaudet.edu/residence-life-and-housing/apartments>.

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

Student Financial Services (SFS) is responsible for managing student accounts and processing payments. Students may make inquiries to SFS regarding their current account balance, Vocational Rehabilitation (VR) payment status, financial holds, and any charges or credits posted on their accounts.

Most information can be found on the Student Financial Services [webpage](#) or by accessing GallyPay through [Bison](#). Hours of operation are 8:30 am to 4:30 pm Monday through Friday.

Services provided to students include:

- Maintaining the official [tuition and fees schedules](#)
- Managing [Business Registration](#)
- Managing [health insurance](#) purchases and waivers
- Providing e-bills to students through [GallyPay](#)
- Processing tuition waivers and [financial appeals](#)
- Maintaining student account records
- Explaining accounting procedures
- Posting charges and credits to student accounts
- Processing VR authorizations
- Issuing student refunds
- Managing financial holds

- Issuing [1098-T tax forms](#) via Bison accounts
- Processing of VR authorizations to student accounts

Services provided to VR agencies include:

- Advising on student account information
- Issuing invoices for VR authorizations
- Processing VR payments

Additional information can be found by visiting our [FAQ](#) page.

SFS is happy to help you with your student account questions and concerns or direct you to the appropriate person to better assist you. Please do not hesitate to come to our office or email us for assistance.

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

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

The following student activities are available:

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 and women's basketball, men's and women's cross country, football, men's and women's soccer, softball, men's and women's swimming and diving, men's and women's track and field and women's volleyball. GU cheerleading is a club team providing school spirit for home Bison games.

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, 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 an alternative schedule 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
- [Xi Gamma](#), Gallaudet Chapter of Delta Mu Delta, is an international honor society in Business. Membership is open to qualified Business Major seniors and Accounting Major seniors.
 - If you have any questions, contact Dr. Moussa, fouad.moussa@gallaudet.edu, associate professor of Finance, adviser for the Gallaudet Chapter.

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

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 [Student Organizations](#).

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](#), 1983
- Delta Zeta Sorority, 1993
- Kappa Theta Phi Sorority, 2015

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: <http://www.gallaudet.edu/alumni>

Organizational Charts:

- [Gallaudet University Organizational Chart](#)
- [Academic Affairs Organizational Chart](#)

Additional information about the Gallaudet University Community:

PATRON AND BOARD OF TRUSTEES

Patron

Donald Trump

President of the United States

Board of Trustees

- **Claire Bugen**, Texas
- **Seth Bravin**, '95, Maryland
- **Dr. Linda Campbell**, Canada
- **Jose "Pepe" Cervantes**, '05, Maryland
- **Jameson Crane, Jr.**, Ohio
- **Dr. Jorge L. Díaz-Herrera**, Virginia
- **Dr. Charlene Dwyer**, Wisconsin
- **Dr. Natwar Gandhi**, District of Columbia
- **Claudia L. Gordon, Esq.**, District of Columbia
- **Duane Halliburton**, '85, Maryland
- **Gregory J. Hlibok, Esq.**, '89, Maryland

- **Jeffrey L. Humber, Jr., Esq.**, District of Columbia
- **Nancy Kelly-Jones**, '72, Georgia
- **Dr. Philip P. Kerstetter**, PhD '85, Pennsylvania
- **James R. Macfadden**, '62, Maryland
- **Dr. Wilma Newhoudt-Druchen**, '92, G-'05 & H-'09, Republic of South Africa
- **James F. X. Payne**, District of Columbia

Voting Trustees Public Members

- **The Honorable Sherrod Brown**, Ohio
- **The Honorable G.K. Butterfield**, North Carolina

Trustees Emeriti

- **Dr. Glenn Anderson**, '68 & H-'17, Arkansas
- **Philip W. Bravin**, '66, Vermont
- **Dr. Carol A. Padden**, California
- **Dr. Benjamin J. Soukup**, H-'00, South Dakota
- **Frank H. Wu**, California

Honorary Trustees

- **Dr. Marlee Matlin**, H-'87, California

Additional information about the Board of Trustees can be found at: <http://www.gallaudet.edu/board-of-trustees>

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 the president is (her) executive team. The members of the President's Executive Team are:

- [Roberta "Bobbi" Cordano, J.D.](#), President
- **Dr. Carol Erting**, Provost, Academic Affairs
- **Lillian Holt**, Chief of Staff, Office of the Provost
- **Paul Kelly**, Vice President, Administration and Finance
- **Marianne Belsky**, Chief Academic Officer, Laurent Clerc National Deaf Education Center
- **Nicole Sutcliffe**, Chief Administrative Officer, Laurent Clerc National Deaf Education Center
- **Paul Julin**, Vice President, Intuitional Advancement
- **Heather Harker**, Chief of Staff, Office of the President
- **Dr. Elavie Ndura**, Vice President for Equity, Diversity, and Inclusion and Chief Diversity Officer

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. Thomas Horejes, Associate Provost, Student Success and Academic Quality
- Dr. Gaurav Mathur, Dean, Graduate School and Continuing Studies
- Dr. Genie Gertz, Dean, College of Arts and Sciences
- Dr. Khadijat Rashid, Dean, School of Education, Business and Human Services

- Dr. William Ennis, Chair, Gallaudet University Faculty
- **Vacant**, 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

Gary B. Aller, *Executive Director, Business and Support Services*; B.A., University of Washington

Marianne Belsky, *Chief Academic Officer, Laurent Clerc National Deaf Education Center*; B.S., Gallaudet University; M.S., Western Maryland College; Ed. S., Gallaudet University

Beth S. Benedict, *Executive Director, Undergraduate Admission and Outreach*; B.A., Gallaudet University; M.A., New York University; Ph.D., Gallaudet University

Theodore Baran, *Director, Public Safety*; B.A., Springfield College

Roberta J. Cordano, *President*; B.A., Beloit College; J.D., University of Wisconsin

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

Heather Harker, *Chief of Staff*; B.A., Brown University; M.P.A., Harvard University

Thomas Horejes, *Associate Provost for Student Success and Academic Quality*; B.S., M.S., Ph.D., Arizona State University

William Hughes, *CPA, Assistant Treasurer*; B.S., Gallaudet University; M.B.A., University of Phoenix

Travis Imel, *Interim Dean, Student Affairs*; B.A., M.A., Gallaudet University

Susan Jacoby, *Executive Director, Strategic Planning*; B.A., University of Florida, M.A., Ph.D., Gallaudet University

Paul Julin, *Vice President, Institutional Advancement*; B.A., University of Notre Dame; M.P.H., Yale University

Amy Malm, *Dean, University Library*; B.A., Northern Illinois University; M.A., University of Illinois at Urbana-Champaign

Gaurav Mathur, *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

Elavie Ndura, *Vice President for Equity, Diversity, and Inclusion*; B.A. University of Burundi (Africa); M.Ed., University of Exeter (United Kingdom); Ed. D., Northern Arizona University

Earl C. Parks, *Executive Director, Gallaudet Technology Services*; B.A., Gallaudet University

Brandi Rarus, *Executive Director, University Communication*; B.S.W., Rochester Institute of Technology

Khadijat Rashid, *Dean, School of Education, Business and Human Services*; B.S., Gallaudet University; M.B.A., University of Maryland; Ph.D., American University

Charles Reilly, *Executive Director, Research Support and International Affairs*; B.A., Oberlin College; Ph.D., University of Maryland, College Park

Christina Shen Austin, *SPHR, SHRM-SCP, Executive Director, Human Resources Services*; B.S., University of Western Ontario; B.A., Gallaudet University; M.A., Strayer University

Caitlin Smith, *Director, Gallaudet Interpreting Services*;

Samuel M Sonnenstrahl, *Executive Director, Office of Alumni Relations Alumni and Donor Programs*; B.A., M.A., Gallaudet University

Nicole Sutcliffe, *Chief Administrative Officer, Laurent Clerc National Deaf Education Center*; B.A., University of Rochester; M.A., Gallaudet University

UNIVERSITY FACULTY

2019-2020

This list includes all full-time regular faculty as of July 2019.

Makur Aciek, *CPA, Assistant Professor, Department of Business*, B.S., Gallaudet University, MBA, Rochester Institute of Technology

Karen Glassenberg Alkoby, *Associate Professor, Department of Business*; B.A. Gallaudet University; M.S., Ph.D., DePaul University

Thomas E. Allen, *Professor, Department of Education*; A.B., Kenyon College; Ph.D., University of Minnesota

Thangi Appanah, *Associate Professor, Department of Education*; B.A., University of South Africa; M.A., Gallaudet University; Ph.D., Central Connecticut State University

Gaurav Arora, *Assistant Professor, Department of Science, Technology, and Mathematics*; B.Sc. and M.Sc., University of Mumbai; M.S., Georgia State University; Ph.D., Georgia Institute of Technology

Vanessa Arp, *Instructor, Department of Physical Education and Recreation*; B.S., Gallaudet University; M.S., McDaniel College

Benjamin J. Bahan, *Professor, Department of American Sign Language and Deaf Studies*; B.S., Gallaudet University; M.Ed., Ph.D., Boston University

Matthew H. Bakke, *Professor, Department of Hearing, Speech, and Language Sciences*; B.S., Cathedral College; M.A., Teachers College, Columbia University; M.S., Brooklyn College of the City University of New York; Ph.D., City University of New York

Thomas F. Baldrige, *Professor, Department of Business*; A.B., Harvard University; M.B.A., J.D., University of California, Berkeley; M.F.A., University of Southern California

David A. Barclay, *Professor, Department of Social Work*; B.A., University of Maryland; M.S.W., Gallaudet University; Ph.D., The Catholic University of America

Ryan Barlongo, *Lecturer I, Department of Physical Education and Recreation*; B.S., Gallaudet University; M.S., McDaniel College

Christi Batamula, *Assistant Professor, Department of Education*; B.A., Geneva College; M.A., Gallaudet University

H-Dirksen L. Bauman, *Professor, Department of American Sign Language and Deaf Studies*; B.A., Colorado College; M.A., University of Northern Colorado; Ph.D., State University of New York, Binghamton

Beth Sonnenstrahl Benedict, *Professor, Department of Art, Communication, and Theatre*; B.A., Gallaudet University; M.A., New York University; Ph.D., Gallaudet University

Larwan Berke, *Instructor, Department of Science, Technology and Mathematics*; B.S., Gallaudet University

Ilaria Berteletti, *Assistant Professor, Program in Educational Neuroscience*; B.A., M.A., Université Catholique de Louvain (Belgium); Ph.D., Università degli Studi di Padova (Italy)

Todd Bonheyo, *Lecturer, Department of Science, Technology, and Mathematics*; B.A., Gallaudet University; M.S., Slippery Rock University

Pia W. Borsheim, *Professor, Department of English*; B.A., M.A., Eastern Michigan University; Ph.D., Michigan State University

Patrick Boudreault, *Associate Professor, Department of Interpretation and Translation*; B.A., Université du Québec à Montréal, M.Sc., McGill University, Ph.D., University of Manitoba

Miriam Elizabeth Bowman, *Instructor, Department of Social Work*; B.A., George Mason University; M.S.W., Gallaudet University

Jill M. Bradbury, *Professor, Department of English*; B.A., University of California, Irvine; M.A., Ph.D., Brown University

Derek C. Braun, *Professor, Department of Science, Technology, and Mathematics*; B.A., Gallaudet University; M.A., Ph.D., University of Maryland

Michael Brecheen, *Lecturer II, Department of Physical Education and Recreation*; B.S., Gallaudet University; M.S., Western Maryland College

Katherine O. Breen, *Lecturer II, Department of Government and Public Affairs*; B.A., Gallaudet University; M.A. University of Limerick; M.A., Gallaudet University

Jeffrey A. Brune, *Associate Professor, Department of History, Philosophy, Religion, and Sociology*; B.A., Colorado College; M.A., Ph.D., University of Washington

James H. Bruner, *Lecturer II, Department of Business*; B.S., Rochester Institute of Technology; M.S., Rollins College

Lindsay Buchko, *Instructor, Department of Science, Technology, and Mathematics*; B.S., M.S., Rochester Institute of Technology; Ph.D., Walden University

Michelle Burke, *Lecturer II, Department of Science, Technology, and Mathematics*; B.S., Howard University; M.S., Rensselaer Polytechnic Institute

Teresa Blankmeyer Burke, *Associate Professor, Department of History, Philosophy, Religion, and Sociology*; B.A., Mills College; M.A., Ph.D., University of New Mexico

Sarah B. Burton-Doleac, *Assistant Professor, Department of Physical Education and Recreation*; B.S., Gallaudet University; M.Ed., McDaniel College

Scott M. Carollo, *Professor, Department of Art, Communication, and Theatre*; B.A., Gallaudet University; M.F.A., Savannah College of Art and Design

Gerardo Chacon, *Associate Professor, Department of Science, Technology and Mathematics*; B.S., Universidad de los Andes, Venezuela; M.A., Universidad de los Andes, Venezuela; Ph.D., University of Tennessee

Emilia Chukwuma, CPA, *Associate Professor and Chair, Department of Business*; B.S., Gallaudet University; M.S., University of Baltimore

Kyle Amber Clark, *Instructor, Department of Counseling*; B.A., M.A., Gallaudet University

Curtis Clemens, *Assistant Professor, Department of Physical Education and Recreation*, B.S., Winona State University; M.Ed., Columbia College; Ph.D., Oklahoma State University

Pamela Collins, *Instructor, Department of Interpretation and Translation*; B.A., M.A., Gallaudet University

Steven D. Collins, *Assistant Professor, Department of Interpretation and Translation*; B.A., M.A., Gallaudet University; Ph.D., Union Institute and University

Willy Conley, *Professor, Department of Art, Communication, and Theatre*; B.S., Rochester Institute of Technology; M.A., Boston University; R.B.P., University of Texas, Galveston; M.F.A., Towson University

Audrey Cooper, *Assistant Professor and Chair, Program in International Development*; BFA, Ohio University, Athens, Ohio; MS and MSW, City University of New York-Hunter College, New York, NY; Ph.D., American University

Carolyn A. Corbett, *Professor, Department of Psychology*; B.A., Brown University; M.S., San Francisco State University; M.S., Ph.D., Pennsylvania State University

Richard Cornish, *Lecturer II, Department of American Sign Language and Deaf Studies*; B.A. and M.A., Gallaudet University

Teresa V. Crowe, *Professor, Department of Social Work*; B.S.W., University of Maryland; M.S.W., Gallaudet University; Ph.D., University of Maryland

Roberta L. Daniels, *Lecturer II, Department of Education*; B.A., Gallaudet University; M.S., McDaniel College; Ed.S., Gallaudet University

Lori A. Day, *Associate Professor, Department of Psychology*; B.S., Allegheny College; M.A., Ph.D., Gallaudet University

Kenneth DeHaan, *Instructor, Department of American Sign Language and Deaf Studies*; A.S., B.S., M.S., Rochester Institute of Technology; M.A., Gallaudet University

Margaux Delotte-Bennett, *Lecturer II, Department of Social Work*, B.A., American University, M.S.W., Gallaudet University

Stephanie D. Dolamore, *Assistant Professor, Department of Government and Public Affairs*; B.S., University of Florida; M.N.P.M., Florida Atlantic University; D.P.A., University of Baltimore

Paul G. Dudis, *Professor and Chair, Department of Linguistics*; B.A., Hunter College of the City University of New York; M.A., Gallaudet University; M.A., Ph.D., University of California, Berkeley

Marina R. Dzougoutov, *Professor, Department of Art, Communication, and Theatre*; B.A., Gallaudet University; M.F.A., American University

William T. Ennis III, *Assistant Professor, Department of History, Philosophy, Religion, and Sociology*; B.A., Gallaudet University; M.A., Ph.D., University of Iowa

Carol J. Erting, *Professor, Department of Education*; B.S., M.A., Northwestern University; Ph.D., American University

Sherry Eyer, *Associate Professor, Department of Psychology*; B.A., Flagler College; M.S., San Diego State University; Ph.D., Alliant International University/California School of Professional Psychology

Erin Farley, *Assistant Professor, Department of History, Philosophy, Religion, and Sociology*; B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Delaware

Julie L. Fennell, *Associate Professor, Department of History, Philosophy, Religion, and Sociology*; B.A., University of North Carolina, Asheville; M.A., Ph.D., Brown University

Matthew P. Fox, *Assistant Professor, Department of History, Philosophy, Religion and Sociology*; B.A., M.A., University of Pennsylvania; M.A., Ph.D., University of California, Los Angeles

Audrey Frank, *Assistant Professor, Department of Social Work*, B.S.W., Rochester Institute of Technology, M.S.W., University of Maryland, Ph.D., Walden University

Paige E. Franklin, *Professor, Department of English*; B.A., M.A., Gallaudet University; M.A.T.E.S.O.L., American University; M.A., University of Maryland, College Park; Ph.D., The George Washington University

Deanne Gagne, *Assistant Professor, Department of Linguistics*; B.S., Northeastern University; Ph.D., University of Connecticut

Roberto Gamarra, *Associate Professor, Department of Business*; M.A., Ph.D., New School University

Maribel Gárate, *Professor and Chair, Department of Education*; A.A., Texas Southmost College; B.S., University of Texas, Austin; M.A., M.A., Ph.D., Gallaudet University

Karen G. S. Garrido-Nag, *Associate Professor, Department of Hearing, Speech, and Language Sciences*; B.S., University of the Philippines; M.S., Gallaudet University, M.Phil., City University of New York; Ph.D.,

Reed A. Gershwind, CMA, *Assistant Professor, Department of Business*; B.S., California State University, Northridge; M.B.A., Rochester Institute of Technology

Genie Gertz, *Associate Professor, Department of American Sign Language and Deaf Studies*; B.A., Gallaudet University; M.A., New York University; Ph.D., University of California at Los Angeles

Elizabeth M. Gibbons, *Associate Professor, Department of Psychology*; B.A., State University of New York, Purchase; M.ED., Ph.D., Temple University

Marguerite A. Glass, *Professor, Department of Art, Communication, and Theatre*; B.A., Baldwin-Wallace College; M.A., Ph.D., University of Maryland

Cara L. Gormally, *Associate Professor, Department of Science, Technology, and Mathematics*; B.A., St. John's College; Ph.D., University of Georgia

Brian H. Greenwald, *Professor, Department of History, Philosophy, Religion, and Sociology*; B.A., Gallaudet University; M.A., Ph.D., The George Washington University

Johnston B. Grindstaff, *Professor, Department of Art, Communication, and Theatre*; B.A., M.S., Gallaudet University; M.F.A., The George Washington University

Simon I. Guteng, *Associate Professor, Department of Education*; B.A., M.A., Gallaudet University; Ph.D., University of Arizona

Kari K. Hansen, *Assistant Professor, Department of Business*; B.S., M.S., Rochester Institute of Technology, Ph.D., University of Maryland

Anita Harding, *Lecturer II, Department of Interpretation*; DipAdEd, Vancouver Community College; M.Ed. Simon Fraser University

Kristen C. Harmon, *Professor, Department of English*; B.A., Culver-Stockton College; M.A., Ph.D., University of Missouri, Columbia

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On Campus

January 2	Business Registration begins
January 13-17	Professional Development Week
January 20	Martin Luther King, Jr. Holiday (no classes)
January 20	All residence halls open at 10 a.m. for returning students
January 21	Classes begin
January 21	ADD/DROP period begins (fee charged)
January 21	Deadline to waive health insurance charges
January 22	Late Business Registration begins (fee charged) / Faculty and Staff tuition waiver deadline
January 24	Last day for Business Registration
January 31	Last day to ADD/DROP/AUDIT courses
February 18	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 3	Final payment for Spring 2020 charges due (charges must be paid in full in order to register for Summer and Fall 2020 courses)
March 11	Course registration begins for Summer School 2020 for currently enrolled students (Spring 2020 charges must be paid in full)
March 16-20	Spring Break
March 24	Last day to submit defensible dissertation to Graduate School Office for May 2020 graduation
March 27	Financial appeal application deadline for Fall 2020 courses
April 3	Deadline to submit Consortium Program Authorized Requests for Summer 2020
April 13	Course registration begins for Fall 2020 semester for currently enrolled students
April 14	Last day to defend dissertation for May 2020 graduation
April 21	Last day to submit final version of dissertation for May 2020 graduation
May 4	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 4	Last day to change Incomplete grades from the previous semester
May 4	Classes end
May 5	Study Day
May 6-8	Final examination period
May 10	All residence halls close at noon
May 11	All grades due from Faculty no later than noon
May 14	Graduate Award and Hooding Ceremony
May 15	Commencement exercises

Online: 8 Week (Session 1)

January 2	Business Registration begins
January 20	Course Registration ends
January 21	Classes begin
January 21	ADD/DROP period begins (fee charged)
January 22	Late Business Registration begins (fee charged) / Faculty and Staff tuition waiver deadline
January 24	Last day to ADD/DROP/AUDIT courses
January 24	Last day for Business Registration
February 18	Last day to change Incomplete grades from Fall 2019 sessions
February 18	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 3	Final payment for Spring 2020 charges due (charges must be paid in full in order to register for Summer and Fall 2020 courses)
March 13	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 13	Classes end
March 16	All grades due from Faculty no later than noon
March 27	Financial appeal application deadline for Fall 2020 courses
April 13	Course Registration begins for Fall 2020 semester for currently enrolled students

Online: 8 Week (Session 2)

January 2	Business Registration begins
January 20	Course Registration ends
March 3	Final payment for Spring 2020 charges due (charges must be paid in full in order to register for Summer and Fall 2020 courses)
March 16	Classes begin
March 17	Late Business Registration begins (fee charged)
March 20	Last day to ADD/DROP/AUDIT courses
March 20	Last day for Business Registration
March 27	Financial appeal application deadline for Fall 2020 courses
April 15	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
April 22	Last day to change Incomplete grades from Fall 2019 sessions
May 8	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 8	Classes end
May 11	All grades due from Faculty no later than noon
May 14	Graduate Award and Hooding Ceremony
May 15	Commencement exercises

This calendar may be subject to change due to circumstances beyond the University's control or as deemed necessary by the University in order to fulfill its educational objectives.