UNDERGRADUATE CATALOG

GALLAUDET
UNIVERSITY

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GALLAUDET UNIVERSITY

Undergraduate Academic Calendar Fall 2017

On Campus

July 5	Business Registration begins
July 23–August 23	JumpStart Program: ASL (Arrival Day: July 23)
August 21–25	Faculty Professional Development Week
August 20–22	Pre-Orientation for New Students with Disabilities (Arrival Day: August 20)
August 21–22	Pre-Orientation for New International Students (Arrival Day: August 21)
August 21–23	Pre-Orientation for New Honors Students (Arrival Day: August 21)
August 23–25	New Student Orientation (August 23: Arrival Day/Business Registration for new students)
August 27	All residence halls open at 10 a.m. for returning students
August 28	Classes begin
August 28	Deadline to waive health insurance charges
August 28	ADD/DROP period begins (fee charged)
August 29	Late Business Registration begins (fee charged) / Faculty and Staff tuition waiver deadline
August 31	Last day for DROP Courses
September 1	Last day to ADD/AUDIT courses / Last day for Business Registration
September 4	Labor Day Holiday (no classes)
September 29	Final payment for Fall 2017 charges due (charges must be paid in full in order to register for Spring 2018 courses)
October 8–13	Midterm week
October 13	Financial appeal application deadline for Spring 2018 courses
October 16	Last day to change Incomplete grades from previous semester
October 16	All midterm grades due from Faculty no later than noon
October 24	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 30	Course registration begins for Spring 2018 semester for currently enrolled students
November 20–24	Thanksgiving Holiday (No classes during the week. University open Monday–Wednesday)
December 1	Graduation application deadline for December 2017 and May/August 2018 graduation
December 2	Late graduation application begins (fee charged)
December 11	Classes end
December 12	Study Day
December 13–16	Final examination period
December 17	All residence halls close at noon and Winter Break begins
December 18	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 27	Course Registration ends
August 28	Classes begin
August 28	ADD/DROP period begins (fee charged)
August 29	Late Business Registration begins (fee charged) / Faculty and Staff tuition waiver deadline
September 1	Last day to ADD/DROP courses for Session 1 and Session 2
September 1	Last day for Business Registration
September 18–22	Midterm week
September 25	All midterm grades due from Faculty no later than noon
September 29	Final payment for Fall 2017 charges due (charges must be paid in full in order to register for Spring 2018 courses)
October 3	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 13	Financial appeal application deadline for Spring 2018 courses
October 20	Classes end
October 23	All grades due from Faculty no later than noon
October 30	Course Registration for Spring 2018 semester for currently enrolled students
November 27	Last day to change Incomplete grades for Spring 2017 sessions

Online: 8 Week (Session 2)

July 5	Business Registration begins
September 1	Last day to ADD/DROP courses for Session 1 and Session 2
September 29	Final payment for Fall 2017 charges due (charges must be paid in full in order to register for Spring 2018 courses)
October 13	Financial appeal application deadline for Spring 2018 courses
October 23	Classes begin
October 24	Late Business Registration begins (fee charged)
October 27	Last day for Business Registration
October 30	Course Registration begins for Spring 2018 semester for currently enrolled students
November 13–17	Midterm week
November 20	All midterm grades due from Faculty no later than noon
November 25	Last day to change Incomplete grades for Spring 2017 sessions
November 28	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 1	Graduation application deadline for December 2017 and May/August 2018 graduation
December 2	Late graduation application begins (fee charged)
December 15	Classes end
December 18	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 the web version at https://www.gallaudet.edu/academic-catalog for the most updated information.

To determine the specific offerings and requirements in place at the time that a student entered the University or is accepted into a specific major or program, use the PDF versions archived catalogs, available from the dropdown menu at lower left at https://www.gallaudet.edu/academic-catalog. *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 15, 2017.

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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TABLE OF CONTENTS

About Gallaudet.....3
Undergraduate Admissions.....12
Tuition, Fees, and Financial Aid
Tuition and Fees.....34
Financial Aid.....41
Registration and Policies
Registration.....54
Behavior Codes.....67
Undergraduate Policies.....81
Undergraduate Education
Student Learning Outcomes.....105
Degree Requirements.....105
General Studies Requirements.....106
Colleges and Schools.....107
Departments, Majors, and Minors
.....Online Degree Completion Program.....108
.....American Sign Language and Deaf Studies..112
.....Art, Communication Studies, and Theatre (ACT)
Art.....124
Communication Studies.....134
Theatre Arts.....140
.....Business
Accounting.....147
Business Administration.....148
Risk Management and Insurance.....151
.....Counseling.....161
.....Education.....163
.....English.....176
.....General Studies.....187
.....Government and Public Affairs.....192
.....Hearing, Speech, and Language Sciences.....200
.....History, Philosophy, Religion, and Sociology (HPRS)
History.....202
Philosophy and Religion.....207
Sociology.....214
.....Honors Program.....219
.....Interpretation.....222
.....Linguistics.....230
.....Physical Education and Recreation.....237
.....Psychology.....244
.....Self-Directed Major Program.....253
.....Sciences, Technology, and Mathematics (STM)
Biology.....254
Chemistry and Physics.....263
Information Technology.....275
Mathematics.....283
Public Health.....290
.....Social Work.....296
.....Undergraduate Continuous Enrollment.....303
.....World Languages and Cultures (WLC)
International Studies.....304
Spanish.....305
Services and Activities
Academic Services.....315
Campus Services.....332
Student Activities.....338
The University Community.....341
Appendices
Awards and Scholarships.....87
Index.....353
Academic Calendar (Fall 2017).....Inside front cover
Academic Calendar (Spring 2018).....Inside back cover
Campus Map.....back cover

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 weeks online courses are offered throughout the year at Gallaudet University and from the Online Consortium of Independent Colleges and Universities (OCICU).

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

A member of the Consortium of Universities of the Washington Metropolitan Area, Gallaudet offers its students at both the undergraduate and graduate level the ability to take courses offered at the 13 other institutions of higher learning that comprise the consortium: American University, The Catholic University of America, George Mason University, Georgetown University, The George Washington University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Southeastern University, Trinity University, the University of the District of Columbia, and the University of Maryland, College Park.

Gallaudet is a leader in the use of technology in its academic programs and services. Approximately 94 percent of the courses at Gallaudet have an online component, and virtually all students take at least one course using the Blackboard online learning system. Such technology integration is double the average of universities nationwide. Many courses make extensive use of video, including video recordings of classes and a video library.

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

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

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

VISITING GALLAUDET

Location

Gallaudet's campus is located in Washington, D.C., about one mile northeast of the U.S. Capitol. The 99-acre campus, Kendall Green, is home to undergraduate and graduate students as well as the Laurent Clerc National Deaf Education Center, a federally-supported program for improving educational results for deaf and hard of hearing children across the nation. The Center includes the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf.

Gallaudet University's mailing address is:

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

Admissions Video Phone Numbers:

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

Maps and travel directions and additional information about visiting the Gallaudet University campus are located on the University's website: www.gallaudet.edu.

Undergraduate Open House

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

Graduate Open House

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

Visitors Center

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

A wide variety of visitors tour the campus, including prospective undergraduate and graduate students and their families, school groups, sign language clubs, educators of deaf students, and international visitors. For more information about scheduling a tour or for directions to the campus:

Visitors Center website
Email: visitors.center@gallaudet.edu
Videophone: 202-250-2995
Phone: 202-651-5750

Gallaudet University Kellogg Conference Hotel

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

WAYS TO LEARN

Undergraduate and Graduate Programs of Study

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

Online Learning

Online Learning

Gallaudet University offers a selection of online courses and programs for undergraduate, graduate, or professional studies credit. These anytime, anywhere learning opportunities allow students at a distance to study and

participate at the time and place of their choosing. Good time management skills are essential for success in these highly interactive and learner-centered courses. Readings, assignments and activities are posted online and students are required to log in to submit assignments electronically and participate in course discussions. Students are responsible for obtaining their own Internet access and are expected to have basic computer and Internet literacy.

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

Online Degree Completion Program

Online Degree Completion Program

Students 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 Program.

Graduate Certificate Programs

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

Summer Programs

Summer Programs

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

Center for Continuing 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 - along with the MSW in School Social Work Program - are part of Gallaudet's Professional Education Unit which is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In addition, many programs are reviewed and recognized by the following specialized professional associations (SPAs) as part of NCATE's accreditation process: Association for Childhood Education International (ACEI); Council on Accreditation of Counseling and Related Programs (CACREP); Council for Exceptional Children (CEC); National Association for the Education of Young Children (NAEYC); National Association of School Psychologists (NASP); National Council for Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); and National Science Teachers Association (NSTA).

Our Deaf Education program is approved by the Council o n 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 five percent of an entering class-are also admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students and offer certificates and master of arts, master of science, doctoral, and specialist degrees in a variety of fields involving professional service to deaf and hard of hearing people.

Through the University Career center, students receive internships that provide a wealth of experiential learning opportunities. Recent internships were offered at Merrill Lynch, National Aeronautics and Space Administration, National Institutes of Health, and the World Bank. Students also benefit from an array of services provided by such campus units as the 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.

Undergraduate Studies Mission

Federally chartered in 1864, Gallaudet University is an institution of higher learning that promotes the intellectual and professional advancement of deaf and hard-of-hearing students from diverse and multicultural backgrounds in a bilingual environment using both American Sign Language (ASL) and English. The mission of Undergraduate Studies at Gallaudet University is to be the premier center of learning for deaf and hard-of-hearing students. Our graduates will become respected members and leaders of their communities throughout the United States and the World.

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

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 arts 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.

UNDERGRADUATE STANDARD ADMISSIONS PROCEDURES

Office of Admissions

Edward Miner Gallaudet Building
Website: https://www.gallaudet.edu/undergraduate-admissions
Email: admissions.office@gallaudet.edu

800-995-0550 (TTY, Voice)
202-250-2474 (VP)
202-651-5744 (Fax)

Gallaudet University invites deaf, hard of hearing, and hearing students from diverse backgrounds to apply to its undergraduate education program. Deaf and hard of hearing applicants who have no knowledge of sign language are welcome to apply. Hearing applicants should be proficient in American Sign Language when applying.

Gallaudet, located in the nation's capital, offers students access to visual language in an academically stimulating environment and provides opportunities to actively participate as a leader, team member, and/or athlete among peers. Gallaudet capitalizes on its liberal arts education to provide resources and opportunities for students to prepare for advanced studies and achieve professional career success on and off campus. The University offers relevant majors/programs that meet the demands of the employment market; provides challenging and competitive internship opportunities; and maintains an extensive career center focused on lifelong support for our students and graduates. Student graduates leave the University as well-rounded global citizens of the 21st century.

When applying for admission, applicants should review this section of the catalog in order to become familiar with the university admissions procedures, student classifications, post-acceptance information, and programs.

UNIVERSITY STANDARD ADMISSIONS PROCEDURES

To prepare for admissions into the University, applicants should undergo high school/secondary school preparation. Such preparation usually includes four years of English and three to four years of mathematics, three years of science, two years of history/social studies and foreign language (including American Sign Language). All applicants are required to have completed high school/secondary school and possess official high school diplomas or the recognized equivalents (i.e., GED or home school accredited program) prior to enrollment in the University.

Applicants should also prepare for the American College Test (ACT) in their sophomore, junior, and senior years. Although the University accepts Scholastic Aptitude Test (SAT) scores, students should take the ACT English, the ACT Reading, and the ACT Math. Students are required to take the ACT Writing. The University will use ACT Writing scores to place students in English and General Studies classes. When deaf and hard-of-hearing students apply to take the ACT, they should ask for unlimited time on the ACT Writing test.

Student classifications help applicants identify what status they would like to hold in the University and what documents they would need to submit. General application requirements include the following:

- completed application
- $50 application fee
- copies of transcript(s)
- two letters of recommendation
- two essays
- test scores
- audiogram

In certain student classifications, supplemental documents may be needed or waived. The Office of Admissions reserves the right to request additional documentation from any applicant. Applicants should review application materials described in this section, then visit the Student Classification section to begin the application process.

Applications will be kept for two years from the initial date of application before being destroyed. Within those two years, applicants may reactivate their original files by paying the $50 reactivation fee and submitting updated application materials (i.e., current transcripts) to the Undergraduate Admissions Office. For international and permanent resident applicants, files will be held for five years and can be reactivated during that period before being destroyed. International applicants must pay the $50 reactivation fee and also submit updated application materials, as applicable.

Admitted applicants who decide to defer their enrollment or withdraw their admissions will not be required to pay $50 re-application fee.

For more information on admissions procedures or to apply online, please visit https://www.gallaudet.edu/undergraduate-admissions. Applicants are required to submit their application through the *Hobson's Apply Yourself* Online Application system. Applicants may send a paper application via fax to the Office of Admissions at 202-651-5744, or mail application materials to the following address:

Office of Admissions
Gallaudet University
800 Florida Ave NE
Washington, DC 20002
Attn: Name of Admissions Counselor

Admissions Criteria

In determining an applicant's qualifications for admission, the University considers the applicant's academic standing, standardized test scores, essays, courses taken in school, and letters of recommendation from academic officials. The Office of Admissions evaluates prospective students based on their profile of academic, professional, personal achievements, and educational and career goals. Gallaudet University adheres to the Statement of Principles of Good Practice (http://www.nacacnet.org/about/Governance/Policies/Documents/SPGP.pdf) endorsed by the National Association for College Admission Counseling (www.nacacnet.org).

Merit Scholarships

Prospective students may qualify for merit-based scholarships if they are deaf or hard of hearing, U.S. citizens or permanent residents, and applying as new undergraduate freshmen or transfer students. Scholarships are based on test scores, GPA, and academic achievements. To be considered for Honors scholarships, the deadline is February 15, 2016. Transfer applicants with 30 or more credits will be awarded scholarships for three years only. International, online degree completion program, special student, and hearing applicants are not eligible for scholarships. More information about the merit-based scholarships such as deadlines and criteria is found on the Merit Scholarships website.

Application

Applicants should fill out and submit a completed application with biographical and educational details, and a $50 application processing fee. Carefully written essay responses to application questions should demonstrate applicants' abilities to organize and express their thoughts. If the essays do not meet the minimum requirement of length, the application will be considered incomplete. If you attend an Open House event, youth program, or apply by December 1, 2017, the $50.00 application fee will be waived.

In addition, applicants who are currently students at the English Language Institute, and the Model Secondary School for the Deaf will have their application fees waived.

Transcripts

Applicants must submit official transcript(s) showing cumulative GPA (based on a 4.0 grade point average scale), type of diploma, graduation date, school official signature, and school seal. Students who have not yet graduated high school or completed a semester in college may submit an unofficial transcript, but are required to send a final official transcript at the end of the school year/term. Transcripts from all schools should be submitted. Transcripts showing Certificate of Attendance, Certificate of Achievement, and Individual Educational Plan (IEP) type of diploma will not be considered for admissions and will not be accepted for financial aid support. If a transcript is not in English, then it must be accompanied by a certified translation.

In the case that the applicant does not have any of those diplomas required for admissions into the university, the applicant is strongly encouraged to get a GED or enroll in a program that will lead to an accredited and state-recognized diploma. Applicants without a high school diploma or its equivalent will not be considered for admissions. Students who have graduated from high school prior to May/June 2012 will be waived from submitting final high school transcripts if applicants submit college transcript(s) indicating 30 combined college credit hours or more. For students who have graduated from high school later than 2012, and are transferring to Gallaudet will be required to submit their final high school transcript with graduation date and diploma type, regardless of how many credits they have earned from their previous college(s).

Letters of Recommendation

Two letters of recommendation must be written by references who can describe in detail the applicant's academic potential. References must be academic professionals, such as teachers for English, math, history, and/or science. Letters from coaches, interpreters, and other non-academic personnel will not be considered for admissions. The application will remain incomplete until letters from appropriate academic professionals are submitted. The letters should cite the applicant's academic strengths, weaknesses and any other pertinent information in narrative format, and submitted along with the rating chart provided in the application. Applicants who have been out of school for a long time may ask their current employers for letters of recommendation. Applicants are responsible for ensuring their letters of recommendation have been received by the Office of Admissions.

Standardized Tests

Per standard admissions procedures, official or photocopied test scores from the ACT English, Reading, Math and, Writing tests should be submitted directly to the University. Students applying for admission are required to take the ACT Writing. The University will use the ACT Writing results to place students in English and General Studies courses. The University will also accept SAT scores if the ACT is not available. Applicants will need to enter Gallaudet University's college code when taking the test; this ensures that the test results are sent to the University. The college code for the ACT is 0662 and the SAT is 5240. Gallaudet University also provides opportunities to take the ACT on campus. Please visit Gallaudet Test Center for more information on testing dates and instructions. Test scores cannot be more than three years old.

Advanced Placement Tests

Applicants who submit Advanced Placement (AP) test scores must submit an official AP test report from the College Board (college code 5240). Test scores of 3 or better will earn university credit. Honors credit will be given for scores of 4 or 5. These will be considered as transfer credits and thus not counted towards the grade point average at Gallaudet University. Applicants with AP credits taken in high school are not considered transfer students. Please contact the transfer credit specialist in the Registrar's Office to request more information on procedures for applying for AP transfer credit. Additional information is available at Transfer Credits - Advanced Placement.

Audiogram

Applicants should submit a certified audiogram verifying their hearing loss. Evidence of hearing loss is required for general undergraduate admissions into the University. Hearing applicants do not need to submit audiograms.

ADMISSIONS REVIEW COMMITTEE

The Admissions Review Committee (ARC) was formed to review applicants who may have academic conditions for admissions into the University. The committee determines an applicant's admissions status by weighing potential future outcomes against submitted application materials, and may request supplemental materials from the applicant. Appeal for reconsideration must be submitted in writing by the applicant. Please see the Appeal Procedures for how to submit an appeal. The ARC consists of faculty and staff from the departments of Student Success, English, General Studies, Math, and Academic Advising who work with representatives from the Office of Admissions. The committee reviews files until June 30th for possible admission in the upcoming Fall Semester. After June 30th, the committee will reconvene in October to review files for possible admission to the following term.

WHEN TO APPLY

Gallaudet University offers applicants a variety of opportunities to apply to the University based on student classification. The Admissions Deadline Chart outlines when applications should be submitted**.**

All requested housing and financial aid are awarded on first come, first serves basis to admitted students. Financial Aid is awarded to U.S. citizens and permanent residents, who are seeking for a degree from Gallaudet University. Applicants will be notified of admissions decisions after all application documents have been received and reviewed. To apply, click Apply Now.

Application Status	Entry Term	Fee	Due Date
Freshman/Transfer Student	Fall Semester	$50	Applications received on a rolling basis
	Spring Semester	$50	Applications received on a rolling basis
Freshman not meeting the minimum admission requirements	Fall Semester	$50	June 30
	Spring Semester	$50	November 30
Visiting/Exchange Student	Fall Semester	$50	Applications received on a rolling basis
	Spring Semester	$50	Applications received on a rolling basis
Special Student/Online Special Student	Fall Semester	$50	Applications received on a rolling basis
	Spring Semester	$50	Applications received on a rolling basis
Second Degree Student Obtained first degree from another college/university, never attended Gallaudet, and is seeking a second degree at Gallaudet.	Fall Semester	$50	Applications received on a rolling basis
	Spring Semester	$50	Applications received on a rolling basis
International Student	Fall Semester Application and Certification of Finance form with financial documents	$50	June 1
	Spring Semester Application and Certification of Finance form with financial documents	$50	November 1

Application Status	Entry Term	Fee	Due Date
English Language Institute (ELI) Students applying for admission to the University	Fall Semester	Waived	After ACT and placement testing in May and Admissions Review Committee's decision
	Spring Semester	Waived	After test in December and Admissions Review Committee's decision
Hearing Undergraduate Student	Application for Fall Semester Only	$50	First-in, first-served basis
Bachelor of Arts in Interpretation Student	Application for Fall Semester Only (unless there are remaining slots available)	$50	Priority Deadline April 1
Online Degree Completion Program	Fall Semester	$50	July 1st
	Spring Semester	$50	November 1st
Readmit Student (US Citizen) Completed at least one full semester at Gallaudet University, and left the University in good academic standing.	Fall Semester	$50	August 1
	Spring Semester	$50	December 1
	Summer Session	$50	May 1
Readmit Student (US Citizen) seeking Second Degree Earned first degree at Gallaudet University, and seeking second degree at Gallaudet.	Fall Semester	$50	August 1
	Spring Semester	$50	December 1
	Summer Session	$50	May 1
Readmit Student (International) Completed at least one full semester at Gallaudet	Fall Semester Application and Certification of Finance form with financial documents	$50	June 1

University, and left the University in good academic standing.			
	Spring Semester Application and Certification of Finance form with financial documents	$50	November 1
	Summer Session Application and Certification of Finance form with financial documents	$50	April 1

Application Status	Entry Term	Fee	Due Date
Readmit Student (International) seeking Second Degree Earned first degree at Gallaudet University, and seeking second degree at Gallaudet..	Fall Semester	$50	June 1
	Spring Semester	$50	November 1
	Summer Session	$50	April 1
Readmit Student Academic Suspension or Academic Dismissal	Fall Semester	$50	May 1
	Spring Semester	$50	December 1
Disciplinary Suspension	Fall Semester	$50	May 1
	Spring Semester	$50	December 1

Appeal Procedures

Gallaudet University evaluates the academic record of each applicant for admission carefully and objectively. Admission decisions are rarely reversed. Admission decisions are based on our verification that the applicant's self-reported academic information meets admission eligibility requirements. If after reviewing the information above you wish to appeal your admission status, follow these procedures. Please note that only one admission appeal can be made per academic term.

1. Complete an admission appeal package. Incomplete appeals will not be considered.

   Your appeal package must include the following documents:

   a. Letter of appeal: Explain your reasons for the appeal clearly and provide supporting detail. Address any extenuating circumstances. Identify the semester to which you applied for admission.

   Your letter must also include your complete student contact information, including:
   - full name
   - Bison student ID number
   - mailing address
   - preferred email address.

   b. Supporting documents: Copies of your unofficial transcripts, both graded and work-in-progress. Students are strongly advised to include documentation supporting the extenuating circumstance(s) outlined in their letter of appeal. Letters of Recommendation should come from English and Reading teachers.

2. Submit your complete admission appeal package within 15 business days from the date you received notice that your request for admission was denied.

3. Submit your complete appeal package by mail or in person.

4. Your appeal will be reviewed within several business days or the next scheduled Admissions Review Committee meeting and the appeal decision will be emailed to you.

Transfers

Transfer students who have completed 30 college credit hours or a combination of 12 hours of college English and math credit with a grade of "C" or higher in each course will be notified by the Office of Admissions if they are waived from submitting ACT/SAT scores. Applicants who have been waived from submitting test scores may still be required to take English, math, and ASL placement tests for the purpose of being placed in the appropriate General Studies courses. Applicants with 56 or more hours of college credit are waived from taking the DRP and GWE placement tests. Students with three hours credit in college English with grades of "C" or higher will not take the DRP and GWE placement tests. Students with three hours credit in college math with grades of "C" or higher will not take the Math placement test. Final high school transcripts will be waived if applicants submit college transcript(s) indicating 30 college credit hours or more. Applicants should submit official transcripts from all prior colleges attended.

For applicants who have graduated from high school in May of 2012 and later, and are transferring to Gallaudet will be required to submit their final high school transcript with graduation date and diploma type, regardless of how many credits they have earned from their previous college(s).

Applicants may request an official evaluation of transferable college credits. Gallaudet will accept college-level courses completed with a grade of "C" or better. Transferred courses may be applied to satisfy general studies requirements or major requirements only when approved by the appropriate department chair. Transferred courses with no Gallaudet equivalent will be considered as elective credit. Gallaudet University operates under the semester system, and any transfer credits not on the semester system will be converted to semester credits. The 'T' grade and grade points from transferred courses are not calculated in the student's GPA at Gallaudet. Refer to the section entitled "Prior Permission Transfer Credit" for courses transferred to substitute for a Gallaudet course with a lower grade.

Transfer students must meet the residency requirement, which requires residency for the senior year (at least 24 credits). To earn a major, students must complete at least

half of the major requirements at Gallaudet. To earn a minor, students must also complete at least half of the minor requirements at Gallaudet. Additional general studies courses may be required to satisfy Gallaudet University degree requirements. Note that some departments may have additional residency requirements for their majors.

Articulation Agreements

Gallaudet University has established a set of agreements with the following colleges and universities to expedite the transfer process for students striving to transfer to Gallaudet.

Articulation Agreements with:
Austin Community College
Kapi'olani Community College
Ohlone College
Southwest Collegiate Institute for the Deaf of Howard College

Memorandum of Understanding with:
John A. Logan College
Northern Essex Community College

Prospective students are encouraged to seek an evaluation by contacting the Transfer Credit Specialist at Transfer.Specialist@gallaudet.edu. All students must meet the admissions standards criteria regardless of the status of the transfer credit review results.

Online Degree Completion Program

Gallaudet University's Online Degree Completion Program (ODCP) is for students who have work, community and family obligations. Applicants should have accumulated at least 80 hours of college credit toward a bachelor's degree, either at Gallaudet or at other institutions, and who wish to complete that degree at Gallaudet. Exceptions may be made based on the review of the ODCP Admissions Committee and representatives from designated major programs. Once admitted, students will be assigned a faculty advisor from their designated major programs. This advisor will work with students to develop comprehensive degree plans that outline the coursework and assessment path toward B.A. degree completion. A degree earned through the ODCP will be indicated as such on the student's transcript.

Applicants should follow the standard application procedures for undergraduate freshmen and transfer students, using the Online Degree Completion Program application. Applicants should also demonstrate satisfactory levels of English proficiency by passing the college English core courses with a C- or higher before enrollment into the ODCP.

Admitted students will be required to pay the $100 enrollment fee and the $100 Online Student Orientation fee.

Hearing applicants may apply.

There are no residency requirements for Online Degree Completion Program students. At least fifty percent of the major courses must be from Gallaudet's degree programs.

Applicants Seeking a 2nd Degree

Applicants who have received a Degree from outside of Gallaudet and are seeking a Second Degree at Gallaudet

Applicants in this category have B.A., B.S., or higher degrees from colleges or universities other than Gallaudet, and have never attended Gallaudet but want to get second degree at Gallaudet.

Applicants seeking a second degree must meet all of the requirements for undergraduate admissions, include their official college transcripts with their application, and meet the department's admissions requirements. A letter of acceptance from the department's chairperson should be included in the application. Test scores and high school transcripts do not need to be submitted. Applicants are also waived from English and math placement testing.

Students who have previously earned B.A., B.S. or higher degrees from colleges/universities other than Gallaudet must satisfy only the second B.A. or B.S. degree's major prerequisites and requirements.

Students must also earn 30 credits or more in order to graduate with a second degree. Grade points earned in the previous degree(s) will not apply in determining scholastic eligibility while a student is enrolled for a second degree. Students who have previously taken courses at another college or university may request from the appropriate department chairperson that these courses be transferred.

Applicants who graduated from Gallaudet and are seeking a Second Degree at Gallaudet

Students who received their first degree at Gallaudet, or have attended Gallaudet but never received their undergraduate degree at Gallaudet and are seeking a second degree, must apply through the Registrar's Office. Applicants should contact the Registrar's Office at registrar.office@gallaudet.edu for more information.

STUDENT CLASSIFICATIONS

Student classifications are divided into six applicant types: deaf and hard of hearing US citizen/permanent resident, international, hearing, special, Online Degree Completion Program, and readmit. Please review the following student classifications to determine the appropriate applicant status and the application materials required.

- Deaf and Hard of Hearing US citizen/permanent resident
- International
- Hearing
- Special
- Online Degree Completion Program
- Readmit

DEAF AND HARD OF HEARING US CITIZEN/PERMANENT RESIDENT APPLICANTS

Applicants in this classification are deaf or hard of hearing U.S. citizens/permanent residents who are current high school students, high school graduates [or former prep students from the Northwest Campus]. All students in this classification are eligible for both financial aid and Gallaudet's merit based scholarships.

Applicants must submit the following materials per university standard admissions procedures:

·completed application	·$50 application fee
·copies of transcript(s)*	·two letters of recommendation
·two essays	·test scores**
·audiogram	·Green Card (permanent residents only) ***

**Transcripts not in English must be accompanied by certified translations. The high school transcript requirement will be waived for 2nd degree applicants and, if applicable, for transfer applicants.*
***Waived for 2nd degree applicants and, if applicable, for transfer applicants.*
**** Applicants who hold a green card must submit a copy along with the application, or the application will not be processed.*

Applicants who are current high school students or high school graduates with some or no college credit are considered freshmen. If applicants have not graduated from high school, but have taken college courses in high school, they are considered freshmen. All applicants in this classification should follow standard admissions procedures.

Applicants who are degree-seeking students with college credit (excluding AP courses) and are transferring from another university should apply as a transfer student. Applicants should follow standard application procedures in accordance with the Transfer Information section.

Applicants who currently possess B.A., B.S., or higher degrees from colleges or universities other than Gallaudet and have never previously attended Gallaudet, but want to get second degree at Gallaudet, should apply as applicants seeking a 2nd degree. Applicants should follow standard application procedures in accordance with the Applicants Seeking a 2nd Degree section.

Applicants who hold a green card must submit a copy along with the application, or the application will not be processed.

INTERNATIONAL

Applicants with this classification are not registered residents of the United States.

International applicants must be at least a current high school student. They should apply as freshmen, even if they are high school or A-Level graduates, or hold an International Baccalaureate Diploma.

International applicants who are seeking college credit and transferring from another university should apply as a transfer student. This also applies to international applicants enrolled as degree-seeking students at another university in the United States, but with the added requirement that they submit an F-1 Transfer Request form.

International applicants who possess degrees from colleges or universities other than Gallaudet--and have never previously attended Gallaudet but want to get an additional degree at Gallaudet--should follow procedures in the Applicants Seeking a 2nd Degree section.

International hearing applicants may apply as non-degree students through the ISSP; however, they **cannot** be admitted into Gallaudet's undergraduate programs as degree-seeking students.

For more information, please visit: International hearing applicants

Transfer Credit Evaluation

If international applicants want to have their international college courses evaluated, they must submit official transcript(s) in their country's native language, **accompanied by certified English translation(s)**, to World Education Services (www.wes.org). Applicants should request that their evaluated transcript(s) be sent to Gallaudet University's Office of Admissions, along with English-version course descriptions and/or syllabi.

English Language Skills

Gallaudet will determine the skill level in English that it feels is appropriate to help ensure an applicant's academic success at the University. For undergraduates, these standards comply with ACT, and for graduates, they comply with the Test of English as a Foreign Language (TOEFL) or by an alternative measure adopted by certain graduate programs. If the applicant has difficulty in taking these tests, an alternative test may be acceptable, such as the International English Language Testing System (IELTS), although any alternative must be approved by Gallaudet. The applicant should arrange to have the English test results provided to Gallaudet by the application deadline.

American Sign Language Skills

For undergraduate admissions, the University does not require an applicant to have a specific level of ASL competency prior to admission. Admitted students without prior knowledge of ASL are encouraged to participate in the Summer JumpStart program, which acquaints them with ASL and learning in a visual environment, and/or take ASL classes online or in the first semester after being admitted to the University.

At the graduate level, applicants who seek to become special (non-degree) students are required to possess "working knowledge" of ASL, as interpreted by each department within the Graduate School and specified in the 2016-2017 University Catalog. Graduate applicants are referred for ASL skills evaluation that is based on their proposed area of study. If the applicant has prior sign language skills and has been evaluated after taking the American Sign Language Proficiency Interview test, the student must provide the results of the test; if not, department administrators will interview the applicant to determine his/her readiness to study at Gallaudet without classroom communication support.

Application Deadlines

International applicants are encouraged to apply as early as possible to ensure a smooth admissions process. All completed applications and official documents must be submitted by the following dates so that an admissions decision can be made and immigration paperwork can be processed in time for the appropriate term:

- June 1 for the Fall Semester
- November 1 for the Spring Semester

Financial Information

International applicants are asked to document how financial support will be provided for their first year at Gallaudet, a requirement of the United States Citizenship and Immigration Services (USCIS). **Without completed *Certification of Finances and Sponsor's Affidavit of Annual Cash Support forms, applications are considered incomplete**. After evidence of adequate financial support has been submitted and the student has been accepted, the Office of Research Support and International Affairs (RSIA) can issue an I-20 or DS-2019 form. This form is needed to secure, transfer, and extend a student visa. Students will have a hold placed on their account until a good faith deposit, financial support, or notification of support is received by Student Financial Services. The University reserves the right to require advance payment of one full academic year's costs before issuing this form. The payment will be held in trust by Student Financial Services and applied to a student's account when the student officially enrolls. If the student is unable to enroll due to a visa denial or to other reasons, the money will be refunded upon written request.

International applicants are not eligible for financial aid or merit scholarships in their first year of study at Gallaudet University. However, limited aid is available from the second year onward.

Please visit Mandatory Payments Requirements for International Students for detailed procedures on payments.

International applicants must submit the following materials:

- ·Completed application
- ·$50 application fee
- ·High school transcripts
- ·College transcript(s), if applicable
- ·Two letters of recommendation
- ·Two essays
- ·Test scores
- ·Audiogram
- ·Certification of Finances form
- ·Sponsor's Affidavit of Support form
- ·Copies of high school/secondary school records, including any secondary external examinations
- ·F-1 Transfer Request form (if transferring from a college in the U.S.)

Important Note: All original documents submitted with applications that are not in English must be accompanied by certified English translations. See the World Education Services site (www.wes.org) for translation services.

***Certification of Finances and Sponsor's Affidavit of Support form deadline**: In order to receive a Form I-20, the student must complete the Certification of Finances form (Graduate or Ph.D. Student Form/Undergraduate or Readmitted Student Form) and Sponsor's Affidavit of Support form Sponsor's Affidavit of Annual Cash Support Form. **These forms must be submitted to RSIA no later than June 30 for the Fall Semester and no later than November 30 for the Spring Semester.** If any documents arrive after June 30 (Fall Semester) or November 30 (Spring Semester), the student is automatically deferred to the next semester. Please be aware that photocopies and faxed documents will not be accepted.

For more information, please visit Research Support and International Affairs

International Student Orientation

International students who are starting at Gallaudet in the fall semester are required to participate in a three-day pre-orientation in addition to New Student Orientation or Graduate Student Orientation.

International Students and SEVIS

Student and Exchange Visitor Information System (SEVIS) is an Internet-based system that requires schools and the USCIS to report information and exchange data on the status of F-1 and J-1 international students and scholars. Accurate and current information is transmitted electronically throughout an F-1 or J-1's academic career in the United States. U.S. embassies and consulates also have access to SEVIS. Dependents of F-1 and J-1's are also included in the SEVIS reporting requirements. Gallaudet University is required to report the following information for all international students and scholars:

- Confirmation that they have enrolled within 30 days, or give notification of their failure to enroll.
- Changes of legal name and/or address.

- Graduation prior to the end date listed on the I-20 (F-1) or DS-2019 (J-1).
- Academic or disciplinary actions taken due to a criminal conviction.
- Failure to maintain a full course of study (see Full Course of Study section), unless given permission by RSIA.
- Dismissal or withdrawal date, and the reason for dismissal or withdrawal.
- Procedures such as program extensions, school transfers, changes in level of study, employment authorizations, and reinstatement.

International Business Registration

All international students are required to attend International Business Registration prior to registering for classes. During business registration every fall and spring, RSIA reviews each student's immigration documents, confirms in SEVIS that the student has arrived on campus, and then releases the restriction on the student's registration. Students who do not attend International Business Registration or check in with RSIA before the last day of the add/drop period will be encumbered and not be permitted to register until the following semester.

Full Course of Study

A full course of study means 18 credits per semester for English Language Institute (ELI) students, 12 credits for undergraduate students, and 9 credits for graduate students. *If an international student drops below a full course of study without prior approval from RSIA, it will be reported to the USCIS through SEVIS and the student will be considered "out of status." The student may apply to USCIS for reinstatement only if the violation resulted from "circumstances beyond his or her control." Acceptable reasons for applying for reinstatement, as specified by USCIS, include "serious injury or illness, closure of the institution, or natural disaster."

International students are not permitted to audit courses unless it is in addition to an already established full course load.

International students unable to complete a full course of study in a timely manner may apply through RSIA for a program extension. Students must apply 30 days before the completion date on their Form I-20 or DS-2019. Once a student consults with RSIA about the need for a program extension, RSIA will ask the student's academic advisor for endorsement of the student's request.

A student may be able to enroll for fewer credit hours if she/he:

- Is in the final semester of the course of study and does not need to enroll full time to meet degree requirements.
- Is taking all available courses to meet graduation requirements.
- Is in the first academic year and is having difficulty with the English language or reading requirements.
- Is in the first academic year and is unfamiliar with American teaching methods.
- Has been advised to drop a course because of improper course level placement.
- Has specially documented medical conditions.

*__Important Note__: Only the Designated School Official (DSO) or Responsible Officer (RO) can authorize a reduced credit load. Academic and ELI advisors do NOT have this authority.

Online Courses

The use of online courses is an integral part of most universities' academic curriculum. However, U.S. federal regulations limit the number of online courses that an F-1 student can count towards a full-time course load during a required semester. F-1 and J-1 students are required to maintain a full course of study that leads to the attainment of a specific educational or professional objective.

F-1 students can count only one online class (3 credits) per semester toward the full course of study requirement.

This means, for example, that if an undergraduate student is enrolled for 12 credits, only 3 may be online credits (three 3-credit courses = 9 credits in class + one 3-credit course online = 12 credits). However, if the student is taking more than 12 credits, she/he may take additional credits online (9 credits in class + 3 credits online = 12 [full course of study requirement met] + 6 additional credits online = 18 total credits). A student who takes 6 credits in class and 6 credits online would be in violation of the full course of study requirement and would lose his/her F-1 status and have to apply for reinstatement.

International students in their last semester who have only one course left to take must physically take that course on campus, a regulation governing F-1 students.

J-1 students cannot use online or distance education classes to satisfy the full course of study requirements. All

classes a J-1 student--undergraduate or graduate--registers to take require physical classroom attendance.

Class Attendance Policy

To maintain legal status, international students are responsible for regular attendance in all classes in which they are officially enrolled. The University's class attendance policy can be found at the link: Class Attendance Policy

It is the student's responsibility to notify instructors of any situation that causes him/her to miss class. The student is to notify the instructor through official University email; the student is also required to check email frequently for communication from instructors or RSIA. Communication from a personal email account is not acceptable.

USCIS and the Department of State require the University to report any international student in breach of the attendance policy. The University Faculty is bound by federal regulations to report to RSIA if a student stops going to class for two weeks or more without a compelling reason. RSIA, in turn, is required to report the student to SEVIS within 21 days of when the student ceased attending class.

Before RSIA reports to SEVIS, the student and the Academic Advisor will be contacted via email to ascertain the circumstances for the classroom absence. If there is no response from the student within five (5) working days, the student's immigration status (F-1/J-1) will automatically be terminated

Grading Policy

As long as an international student is registered, attending all classes and meeting Gallaudet University's academic standards, the student is considered to be maintaining status and making normal progress. A student placed on Academic Suspension will no longer be considered enrolled in full-time study or pursuing an educational objective, and therefore not maintaining status.

A student placed on Academic Probation or Suspension who is not able to complete his or her program by the completion date may not be eligible for an extension of stay, unless there is a compelling academic or medical reason to support the extension request.

Hearing U.S. Citizen/Permanent Resident Applicants

Applicants in this classification are hearing U.S. citizens/permanent residents who are current high school students or high school graduates. Applicants in this classification are not eligible for Gallaudet's merit based scholarships. In addition to the required materials below, applicants should look into their chosen program to see what other application procedures are required of them.

Hearing applicants interested in careers related to deaf and hard of hearing people may apply to Gallaudet through one of the two programs below:

- Hearing Undergraduate (HUG) program
- Bachelors in Interpretation (BAI) program.

Applicants should understand that once admitted, no voice interpreters or language accommodations will be provided.

Hearing Undergraduate Program

The Hearing Undergraduate (HUG) program is a unique program for hearing students who want to enroll as degree-seeking undergraduate students at Gallaudet University. The program is designed for those who possess existing knowledge of American Sign Language and want to work in some capacity within the deaf community.

Hearing applicants applying to HUG are expected to be able to articulate and demonstrate their reason(s) for wanting to attend Gallaudet University. Applicants should also be able to explain how an education at the world's only liberal arts university for deaf and hard of hearing students will benefit them. Applicants will need to submit a video essay in American Sign Language.

Approved HUG applicants are required to undergo an interview with the Office of Admissions, and complete the American Sign Language Proficiency Interview (ASLPI).

Bachelor of Arts in Interpretation Program

The Bachelor of Arts in Interpretation (BAI) is a four-year program and includes credits in the Interpretation major along with supporting courses in deaf studies, biology, business, communication studies, linguistics, and sociology. More information about the BAI program can be found at Department of Interpretation.

Qualified applicants should have a cumulative grade point average of 2.75 or higher. Approved applicants will need to take the American Sign Language Proficiency Interview (ASLPI) and complete the Language Performance Screening DVD provided by the interpretation department.

Application and supporting documents must be received or postmarked on or before the priority deadline of April 1, 2016.

Students are admitted into the HUG or BAI program for the Fall Semester only. For more information, please contact hug@gallaudet.edu.

Enrollment Limits

There is a limited number of slots for incoming hearing students in either program. Due to the limited space, the HUG and BAI programs are highly selective. Hearing students are expected to be able to express and follow classroom instruction and discussion in American Sign Language (ASL) at all times.

Hearing applicants must submit the following materials per university standard admissions procedures (excepting the audiogram requirement):

- completed application
- $50 application fee
- copies of transcript(s)*
- two letters of recommendation
- two essays
- test scores***
- Green Card (permanent residents only)**

**Transcripts not in English must be accompanied by certified translations. The high school transcript requirement will be waived for 2nd degree applicants and, if applicable, for transfer applicants.*

*** Applicants who hold a green card must submit a copy along with the application, or the application will not be processed.*

****Waived for 2nd degree applicants and, if applicable, for transfer applicants.*

Hearing applicants who are current high school students or high school graduates with some or no college credit are considered freshmen. If applicants have not graduated from high school, but have taken college courses in high school, they are considered freshmen. All applicants in this classification should follow standard admissions procedures in accordance with the procedures described in this section.

Applicants who are degree-seeking students with college credit (excluding AP courses) and are transferring from another university should apply as a transfer student. Transfer students interested in the Bachelor of Arts in Interpretation may be eligible to complete the program in two to three years, depending on transfer credits and course equivalencies. Hearing applicants should follow standard application procedures in accordance with this section and the Transfer Information section.

Applicants who currently possess B.A., B.S., or higher degrees from colleges or universities other than Gallaudet and have never previously attended Gallaudet, but want to get a second degree through the HUG or BAI program at Gallaudet, should apply as applicants seeking a 2nd degree. Applicants should follow standard application procedures in accordance with this section and the Applicants Seeking a 2nd Degree section.

After Submission of Application

Once applications have been approved, both HUG and BAI applicants will be notified by the appropriate admissions counselor to schedule an American Sign Language Proficiency Interview (ASLPI). The ASLPI is a video recorded evaluation which will determine applicants' overall ASL proficiency. For more information, applicants should visit the ASLPI website. Ratings are awarded on a scale from 0-5. The ASLPI may be taken on campus at Gallaudet or via videophone from an approved location. The ASLPI evaluation system is housed in ASL Diagnostic and Evaluation Services (ASL-DES) at Gallaudet University. Refer to this online scheduling process to schedule an ASLPI. Please refer to the ASLPI Fees website for current ASLPI fee information.

SPECIAL STUDENT

There are four types of Special Students at Gallaudet University:

- Visiting Student
- Exchange Student
- Non-Degree Special Student
- Online Non-Degree Special Student

All deaf, hard-of-hearing, and hearing students are welcome to attend Gallaudet University under the classification of special student. Special students have access to a wide array of university resources, including the expertise of faculty and staff.

All students in this classification may need to take placement tests. Students should follow their academic advisor's instructions on which tests they will need to take. Visiting students interested in taking Interpretation courses will also need to take the American Sign Language Proficiency Interview (ASLPI) after being admitted to the program. Please visit the ASLPI website for more information.

Visiting Student and Exchange Student applicants are strongly encouraged to complete their applications as early as possible. Course availability is not guaranteed, but every effort will be made to accommodate students who apply early. Transfer credits may be evaluated and used as pre-requisites for courses students plan to take at Gallaudet. Contact the Transfer Credit Specialist in the Registrar's Office for more information.

For hearing students without additional disabilities, applicants should understand that once admitted, no voice interpreters or language accommodations will be provided.

Visiting/Exchange Student applicants must submit the following materials:

·completed application

·$50 application fee

·copies of transcript(s)*

·two letters of recommendation

·two essays

**Transcripts not in English must be accompanied by certified translations..*

In addition, Visiting/Exchange Student applicants must submit a letter of verification of enrollment with the school seal and dean's signature. After all application documents have been received, applicants may be asked to undergo an informal interview to assess their signing and receptive skills in American Sign Language via Skype, videophone, or similar technology.

Visiting Students

Visiting student applicants are sophomores, juniors, or seniors currently enrolled in and attending colleges/universities. They must hold a GPA of 2.5 or higher and possess working knowledge of American Sign Language (ASL). Deaf, hard of hearing, and hearing applicants are welcome to apply as visiting students and attend Gallaudet for up to two semesters. Special consideration will be given to deaf and hard of hearing students who are currently of freshman status and in good academic standing at their colleges/universities.

Exchange Students

Exchange student applicants are juniors or seniors currently enrolled in and attending either Oberlin College or McDaniel College. They must hold a GPA of 3.0 or higher and possess working knowledge of American Sign Language (ASL). Exchange students are welcome to attend Gallaudet for one semester and receive college credits toward graduation at either Oberlin or McDaniel College.

Non-Degree Special and Online Non-Degree Special Students

Non degree special student applicants are those who wish to take courses at Gallaudet University, but do not plan on earning a degree. Applicants may be admitted as Non-Degree Special Students if their objectives are approved by the Office of Admissions. Applicants must possess working knowledge of American Sign Language (ASL). The Non-Degree Special Student application must be completed and submitted each semester. An application fee of $50 payable to Gallaudet University must accompany each application. Non-degree special students may take one or more courses at Gallaudet University - up to 19 credits each semester. If such students later wish to become candidates for degrees, then they must meet the undergraduate admission requirements of the University. Application for a change to degree status must be made to the Office of Admissions. All of the above information applies to those applicants seeking admission as an Online Non-Degree Student.

Online Degree Completion Program

Online Degree Completion Program Admission Requirements

Applicants must apply for admission to the Online Degree Program and to the major program (either Deaf Studies or Psychology). The following documents must be submitted to be considered for admissions to the university:

- An application form completed by the applicant. Completion of answers, including an essay question, is a required part of the application form.
- An application fee of $50 USD payable to Gallaudet University.
- Applicants who have completed less than 12 semester hours of college English and/or Mathematics must submit ACT or SAT Scores dated no more than three years prior to application to ODCP program. ACT test scores in English and Reading of 17 and above, or SAT Critical Reading and Writing scores of 420 and above are considered satisfactory.
    - ACT: Send to College Code 0662
    - SAT: Send to College Code 5240
- Official transcripts from college(s).
- An audiogram.
- Hearing applicants must follow Gallaudet University Hearing Undergraduate Admission Requirements stated in the catalog.
- International applicants must follow the International Student Admission Requirements stated in the catalog.
- Transfer students who have completed 30 college credit hours or a combination of 12 hours of college English and math credit with a grade of "C" or higher in each course will be notified by the Office of Admissions if they are waived from submitting ACT/SAT scores. Applicants who have been waived from submitting test scores may still be required to take English, Math, and ASL placement tests for the purpose of being placed in the appropriate General Education courses.
- Students must take the ASL Placement Test and receive a passing score for admission to the program.
- Applicants may request official evaluation of transferable college credits. Gallaudet will accept any college-level courses completed with a grade of "C" or better at any college or university. Transferred courses may be applied to satisfy general education requirements and/or major requirements. Transferred courses with no Gallaudet equivalent will be considered as elective credit.

Requirements for Admission to a Major Program in Deaf Studies

Students must complete or demonstrate the following before declaring a major in DST:

- A video-letter of interest
- A cumulative grade point average of 2.5 or better

Requirements for Admission to a Major Program in Psychology

Prospective majors must have an overall GPA of at least 2.5 and complete the following pre-major and general education courses with a "C" or better:

- PSY 101 Introduction to Psychology
- English Composition

Prospective majors then meet with the undergraduate program director via email, video chat and/or videophone to determine if they have satisfied the academic requirements and to complete the form for declaring a major in psychology. During this initial contact, the student receives written information about psychology course requirements for graduation. Additionally, the student may select a major advisor or have an advisor assigned by the program director. To continue in the ODCP-Psychology major, a student must maintain a minimum GPA of 2.5 in major courses.

READMIT STUDENT APPLICANTS

Readmit Student applicants were formerly enrolled full-time at Gallaudet for at least one semester, but have since withdrew or were discontinued for any reason. Readmit Student applicants must re-apply through the Registrar's Office. Readmission procedures are described in the Registration and Policies chapter of the catalog.

There are three types of Readmit Student applicants:

- students who have left the University and want to readmit to complete their degree;
- students who graduated from the University and want to apply for a second degree;
- and students who have enrolled in the University, but left to graduate at another university and returned to apply for a second degree.

Note: Students who have never been enrolled in the University and are seeking a second degree should apply through the Office of Admissions. For more information, please refer to the Second Degree page.

Standard readmit procedures require that students submit a Readmit Student application, $50 application processing fee, and ensure that all debts are cleared. Some readmit types require additional documents. See each type and description listed below and the required supplemental documents.

Undergraduate in Good Standing

Applicants should follow standard readmit procedures.

Undergraduate Academically Suspended or Dismissed

Applicants who were suspended or dismissed for an academic reason should follow standard readmit procedures. Readmits should include any college transcripts attended while away from Gallaudet, an Academic Appeal Form, and two letters of recommendations from faculty, counselors, advisors, employers, or community leaders. If students were placed on Academic Suspension or Academic Dismissal before leaving the university, and they want to apply as a readmit student, they may be asked to apply as a special student until academic conditions are removed. For more information, please see this link: Readmission.

Undergraduate with Disciplinary Suspension

Applicants who were suspended for a disciplinary reason and has conditions for readmission must write to the Office of Student Conduct. Readmits must submit documented evidence that they have met the requirements for readmission and follow standard readmit procedures.

Gallaudet graduate seeking 2nd undergraduate degree

Applicants who are Gallaudet University graduates should follow readmit procedures. In addition, applicants must meet the department criteria for admissions into the program and get a letter from the Gallaudet Department chairperson granting permission to enter their program. The letter should be sent to the Registrar's Office. The readmitted student must complete 30 credit hours in order to graduate with a degree in designated major.

Former undergraduate student who left Gallaudet, obtained degree from another college/university, and wants to return to Gallaudet for a 2nd degree

Applicants of this type were enrolled at Gallaudet University but left to graduate from another university; they currently seek to return to Gallaudet to complete a second degree. Applicants should follow readmit procedures, including the submission of official transcripts from each institution of higher education previously attended with proof of graduation date, record of cumulative GPA, and two letters of recommendation from faculty. In addition, applicants must meet the department criteria for admissions into the desired program and request a letter from the Gallaudet department chairperson granting permission to enter the program. This letter must be sent to the Registrar's Office.

POST-ACCEPTANCE INFORMATION

Applicants admitted to the University will need to submit the intent to enroll form and pay the $200 enrollment fee prior to being officially enrolled into the University. The sections below provide a brief overview of what to expect.

Email Communications

Upon acceptance, you will be given a Gallaudet web-based email account ("@gallaudet.edu"). This is your official Gallaudet communications channel. Please check your Gallaudet email account frequently since it will be used to send you important orientation and registration information.

Final Official Transcript

Admitted students must send final and official high school and/or college transcript(s) which must include cumulative GPA, graduation date, type of diploma, school official signature, and/or official school seal. Transcript(s) must be originals, and they cannot be faxed to the Office of Admissions. Financial aid awards will be canceled if final and official transcripts are not on file in the Office of Admissions. Deadlines for submission of transcripts are **August 30th** for Fall Semester and **January 13th** for Spring Semester.

Course Registration

In order to get a course schedule for the semester before New Student Orientation (NSO), admitted students must first complete and send in the items below. Without receipt of these items, the Academic Advising Office cannot register courses.

1. Fees ($200 Enrollment fee) and forms
2. Health and immunization records
3. English, Math, and ASL Placement Test scores
4. Student Checklist on my.gallaudet.edu ("Academic Advising" portal)

Some state Vocational Rehabilitation agencies require a copy of an admitted student's course schedule before they will provide VR services. If the VR agency requires it, then the admitted student must complete placement tests as soon as possible.

Financial Aid

Financial Aid is crucial to covering school costs. Applicants should file the FAFSA (free application for Federal student aid) as soon as possible. Accepted applicants should also fill out the Gallaudet's Institutional Financial Aid Application (IFAA) by June 1st for Fall enrollment. Students should confirm with the Financial Aid Office that their FAFSA and IFAA have been received. The Financial Aid Office will work to determine the amount and type of financial assistance students need and are eligible for. Admitted students can look into financial aid sources for more information at Financial Aid.

Medical Records/Health Insurance

All new full-time and part-time students are required to complete a health history form. Student Health Service (SHS) requires the original health history form to be mailed but will accept fax copies until the original arrives at SHS. Students will be unable to register for classes until proof of immunizations and/or health information are submitted to SHS. The District of Columbia law requires that all full-time and part-time students to have the required immunizations. Students under the age of 26 require different immunizations than if the student is older than 26 years of age.

Health insurance is required of all full-time students. If the student is covered by his/her own private insurance or depends on a parent's plan and the insurance is covered in the District of Columbia metropolitan area, then the student is waived from purchasing health insurance through Gallaudet University. Students must go to their Bison account and request that their health insurance be waived and fax or scan a copy of your health insurance coverage.

For more information on medical records and insurance, please visit: Student Health Service

Office of Students With Disabilities

The Office for Students with Disabilities (OSWD) provides individually tailored, comprehensive, support services and programs for students with disabilities. Students who wish to use disability accommodations must be registered with OSWD. To apply for disability support services, students should submit documentation of their disability and complete an intake form prior to arrival. The OSWD intake form can be downloaded by clicking on this pdf link: OSWD Intake Form. Contact OSWD via email at oswd@gallaudet.edu to request further intake information.

Eligibility for disability support must be established before services can be provided. When the intake form and documentation has been received, OSWD will contact the student with an update designating your file's status as approved or incomplete. Once the file is approved, the applicant will need to schedule an intake appointment. Students should contact OSWD at oswd@gallaudet.edu.

Orientation Programs

New Student Orientation (NSO) is a required program for all students enrolling the first time. This includes freshmen, transfer, international, and honors students. During NSO, students will participate in welcome week activities; meet academic advisors, faculty, and administrators; and become familiar with campus culture and services. All freshmen, transfer, and international students must take placement tests in English and mathematics during NSO if this has not been done prior to arrival. The test scores help inform academic advisors on what courses are recommended for an admitted student to take for the first semester.

Placement Testing

Placement testing is required of all new, transfer, and special students who have been accepted to Gallaudet University. All new, transfer, and special students are required to complete an American Sign Language (ASL) Placement Test. The English and Math Placement Tests may be exempted for some students depending on their ACT or SAT scores and their transfer credits. Scores from Placement Test(s) determine the most appropriate English, math, and ASL courses for the incoming student.

For more information, please contact placement.testing@gallaudet.edu.

JumpStart

The JumpStart program is a five-week summer program for freshmen and transfer students to help them get off to a good foundational start before the fall semester begins. The program offers two tracks, one for ASL and the other for those needing further academic instruction for scholastic success. Please see JumpStart for more information.

Student Success

The Student Success program promotes every student's success and retention. Upon completion of JumpStart, students will continue receiving additional academic support through the Student Success program and be assigned a peer mentor. First-year students are identified through the admissions process and/or placement testing to participate in the program. Therefore, the program is not limited to students in JumpStart. Students will have the opportunity to participate in one of our popular initiatives, the Peer Mentoring Program. The program will continue to support participating students towards their second year and further if necessary.

PROGRAMS - HONORS AND ELI

Honors Program

The mission of the Gallaudet University Honors program involves creating a learning community of students, faculty and staff focused on fostering the success of the most academically capable and motivated students. In keeping with the national mission of honors programs and with trends in higher education, the Honors Program integrates in-depth, rigorous, and innovative curricular offerings with dynamic co-curricular offerings. The result is graduates the solid skills, knowledge, disposition, and values conducive to life long learning and advancement in their professional lives.

Admission to the Honors Program involves a holistic process involving a number of factors, including test scores, GPA, and a prospective student's admissions interview. Motivated students are best qualified to apply for Honors with 26 or higher on both the ACT English and Composite scores and a G.P.A. of 3.5 from their previous institution. However, students with ACT English and Composite scores of 24 or higher may apply.

During the interview we look for students to demonstrate intrinsic intellectual motivation, dedication and commitment to a program of study, and an ability to

engage ideas and text beyond or in addition to the personal. Students will also be invited to ask questions about Honors or the University.

Note: Transfer students with a high number of approved transfer credits and current second or third year students may immediately begin taking upper-level Honors coursework in preparation for the Capstone.

For new students applying to Gallaudet and also interested in the Honors Program:

- E-mail to honors@gallaudet.edu to express interest.
- Schedule an admissions interview through Google Chat or Yahoo Messenger (this will be a text chat, not video).
- If you are applying for a scholarship, too, please refer to your admissions letter and the merit-based scholarship website for information on deadlines, G.P.A. requirements, and minimum test scores.

Current Gallaudet students are also invited to join Honors! We welcome students who discovered a passion or a career and want to enhance their skills before graduation. These students benefit from the advanced professional and academic preparation afforded by the Honors Capstone. Current students should have an excellent transcript, a record of academic or professional accomplishment, and a desire to complete the Honors Capstone. Current students will be asked to compose an essay about their reasons for joining Honors, submit a writing sample, and interview with the program director. Current students admitted into Honors after the first semester are eligible for an annual $2,000 merit scholarship. Contact honors@gallaudet.edu to apply!

For more information about the program, see the Honors Program website.

English Language Institute

The mission of the English Language Institute is to provide an intensive English as a Second Language program for all deaf and hard of hearing students, whether international or U.S. citizens/permanent residents, who have need for such. Students learn English by direct instruction in American Sign Language. Students are given high quality instruction through research-based bilingual education practices in a multilingual, multicultural learning environment to help students succeed in their academic, professional, and personal goals.

The English Language Institute (ELI) is a sub-unit of the Department of World Languages and Cultures. ELI provides intensive instruction throughout the academic year and the summer to help students become proficient in English in order to qualify for admission to Gallaudet or another university in the United States. The location of Gallaudet University in Washington D.C. allows ELI students to learn English and ASL with the unique experience and opportunity only the capitol of the USA can offer.

For more information, please visit: English Language Institute

Students applying to the Undergraduate program from the English Language Institute program will undergo the same application procedures as general applicants applying from the Undergraduate program.

International Special Scholar Program/International Special Student

The International Special Student Program (ISSP) is a tremendous learning experience designed for non-U.S. students who are not pursuing an academic degree at Gallaudet University. 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 the ISSP ideal for their learning needs.

This one- or two-semester program is customized to meet the needs of all scholars, allowing them to gain practical knowledge for personal enrichment and to share when they return home. While at Gallaudet they can audit courses or take them for college credit, be exposed to the University's unique and vibrant campus, and further enhance their learning experience by visiting schools, organizations, and agencies in the Washington, D.C. area. There are also great opportunities at Gallaudet to do intensive data collection to acquire information and skills relating to deafness.

Each ISSP student is assigned a mentor who is an expert in the particular area the student wishes to learn about.
For more information, please visit: Research Support and International Affairs

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. (OSWD)
- 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

Gallaudet University Department of Public Safety is required to report statistics concerning the occurrence of certain criminal offenses reported to the local police agency or any official of the institution who has "significant responsibility for student and campus activities". Refer to the Annual Security report which includes security policies and crime statistics.

All prospective students are recommended to read the report.

Professional Studies Course Admissions

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

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

English Language Institute Admissions

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

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

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

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

Detailed information, admissions procedures, and requirements for the ELI program are available at: English Language Institute.

TUITION, FEES AND AID

More information can also be found on the Student Financial Services website.

TUITION AND FEES

Student Financial Services

College Hall, Room B-04

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

Tuition and Fee Schedules Fall 2017/Spring 2018 Costs Per Year

(Two Semesters of full-time study)

U.S. Students

	Undergraduate (12-18 credits)	Graduate (9-18 credits)
Tuition (full-time rate)	$16,032	$17,640
Unit Fee*	$276	$276
Health Service Fee**	$250	$250
Full-Time Student Total	**$16,558**	**$18,166**
Health Insurance Fee***	$3,294	$3,294
Full-Time Student Total with Health Insurance Fee	**$19,852**	**$21,460**
Tuition Rate per Credit*	$668	$980

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

International Students (Non-Developing Countries)

	Undergraduate (12-18 credits)	Graduate (9-18 credits)
Tuition (full-time rate)	$32,064	$35,280
Unit Fee*	$276	$276
Health Service Fee**	$250	$250
Full-Time Student Total	**$32,590**	**$35,806**
Health Insurance Fee ***	$3,294	$3,294
Full-Time Student Total with Health Insurance Fee	**$35,884**	**$39,100**
Tuition Rate per Credit*	$1,336	$1,960

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

International Students (Developing Countries)

	Undergraduate (12-18 credits)	Graduate (9-18 credits)
Tuition (full-time rate)	$24,048	$26,460
Unit Fee*	$276	$276
Health Service Fee**	$250	$250
Full-Time Student Total	**$24,574**	**$26,986**
Health Insurance Fee***	$3,294	$3,294
Full-Time Student Total with Health Insurance Fee	**$27,868**	**$30,280**
Tuition Rate per Credit*	$1,002	$1,470

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

Explanation of Basic Costs:

Tuition:

Undergraduate: Amount indicated is for full-time undergraduate students for two semesters (Fall 2017 and Spring 2018). 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.

International: These reflect the 100% tuition surcharge for students from Non-Developing countries and 50% tuition surcharge for students from Developing countries required by amendments to the Education of the Deaf Act. The list of developing and non-developing countries is available online at EDA Developing Countries List for AY 2017/2018.

***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 $3,294 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, 2017 at 12:01 a.m. to July 31, 2018 at 12:01 a.m.

Students enrolling in spring semester 2018 are billed $1,936 for coverage from January 1, 2018 to July 31, 2018. Students enrolling in summer session 2018 are billed $851 for coverage from May 1, 2018 to July 31, 2018. The health insurance fees for 2017-2018 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 2017/Spring 2018
Basic Costs per Session (Eight Weeks)

Tuition Costs (Based on # of credits)

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

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

Notes:
*Fee Subject to change.
** This reflects the international surcharge of 100% for students from non-developing countries.

Additional Costs and Fees may apply - see the Additional Fees section.

ROOM AND BOARD

Room

Freshman and Sophomore students are required to live on campus; juniors and seniors may live off campus, graduate students may be placed in the graduate community at Carlin Hall. Students living off campus may buy meals individually at the University cafeteria (Cafe Bon Appetit), Market Place, Rathskeller, Starbucks, and the Bistro, or choose from a variety of board plans. Room arrangements are made on the basis of a room contract covering the academic year. Rooms are available only to those who also pay board for meals served in student dining facilities. The room contract provides for a room and the necessary furnishings. The standard room fee for the fall or spring semester is $3,540** and does not include the winter recess.

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

Room and Board Changes or Cancellations

If a student moves out of Gallaudet housing during the semester, refunds will be made using the same criteria as for withdrawals. The $500 cancellation fee may be assessed. If a student moves into Gallaudet housing during the semester, charges will be made based on the number of weeks remaining in the semester

Board Plans

Three meals per day are provided seven days a week in the University cafeteria (Cafe Bon Appetit). Meal plans do not include spring and winter recesses. However, students can use their "Dining Dollars" anytime any of the eateries are open. Board plans for Fall 2015/Spring 2016 are:

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

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

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

This meal plan is a great value for someone looking to eat daily with unlimited seconds along with some extra spending money to use at the Rathskeller, Starbucks, or Marketplace during off hours. Blocks can be utilized at the Cafe Bon Appetit anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

190 Block Plan = 190 Block Meals + $150 Dining Dollars
Per Semester Cost: $2,775

This plan provides the most flexibility offering approximately 12 block meals per week. This plan works best for someone who usually goes off campus on weekends. This plan also offers $150 in Dining Dollars to spend in either the Rathskeller, Starbucks, or Marketplace throughout the semester. Blocks can be utilized at the Cafe Bon Appetit anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

150 Block Plan = 150 Block Meals + $150 Dining Dollars
Per Semester Cost: $2,685

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

100 Block Plan = 100 Block Meals + $125 Dining Dollars
Per Semester Cost: $2,310

This plan provides approximately 7 block meals per week along with $125 to spend in the Rathskeller, Starbucks, or Marketplace throughout the semester. Blocks can be utilized at the Cafe Bon Appetit anytime, all semester, without restriction. In addition, blocks may be used for a meal deal at the Rathskeller or Marketplace.

Internship Meal Plan

Students on internships may qualify for an internship meal

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

Students should submit the letters 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. Some classes charge additional fees to cover the cost of special services or class materials. Estimate amount for ELI students is $250 each semester.
Late Registration Fee	$50	Required of all students who complete registration after the official registration dates
Add/Drop Fee	$5	Required for each add/drop transaction
Graduation Fee	$50	Required for all degree candidates during the semester of graduation
JumpStart Program Fee	$375	Available for freshman and transfer students
International Special Student Program Application Fee	$100	Required for all international non-degree student applicants
International Special Student Program Enrollment Fee	$100	Required for all international non-degree students accepting admission to the program
International Visiting Research Program Application Fee	$100	Required for all international research applicants
International Visiting Research Program Enrollment Fee	$100	Required for all international researchers accepting admission to the program

International Students

International students for the fall semester are required to participate in a three-day pre-orientation in addition to NSO/GSO. As of Fall semester 2015 all International Students will be required to pay an orientation fee of $100 to cover the costs of room and board for these additional days.

Living Expenses

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

Refunds After Withdrawal from the University

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

Refunds for Fall and Spring Semesters

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

Tuition and Room Charges

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

Board - Pro rata refund
Fees - No refund

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 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 http://www.gallaudet.edu/financial-aid/applications-and-other-useful-links

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, federal work study (FWS), and federal loan eligibility (if a loan request has been made).

Financial Aid Eligibility

In order to establish eligibility for Title IV Programs, such as Federal Pell Grant, Federal College Work-Study, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loans, and Federal (subsidized and unsubsidized) Stafford Loans, a student must be enrolled in a degree-seeking program at Gallaudet. The student must meet the requirements of U.S. citizenship. With the exception of unsubsidized Stafford, Grad PLUS, and Parent PLUS loans, all of the federal programs are need-based.

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

- Be making satisfactory progress toward the completion of a degree in his or her field of study.
- Not be in default on a Perkins or Stafford Loan.
- Not owe repayment on a Pell Grant or Perkins Loan.
- Must not have met lifetime limits for Pell Grants or loans.

Eligibility for University and Federal Aid Programs

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

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

Satisfactory Academic Progress for Financial Aid

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

Undergraduate Students

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

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

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

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 ineligible for all future financial aid regardless of meeting established standards.

Second Year Requirement (Undergraduate)

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

Course Failures

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

Appeals

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

Academic Information

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

Incomplete Grades (INC): Incomplete grades will be counted toward enrollment, attempted hours, and maximum timeframe. Students who end a semester with incomplete grades will be re-evaluated for financial aid eligibility at the University deadline for INC grades. If the incomplete grades are not completed within the University published deadline the student will automatically be placed on the appropriate SAP status (warning or ineligible) based on prior SAP performance and the student is responsible for notifying the Financial Aid Office to have financial aid eligibility re-evaluated again once the incomplete grades are updated. If a student is placed on warning for INC grades at the University deadline and then the final grades become WD or all F's at a later date, any federal aid released for the subsequent semester will be rescinded (including loans).

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

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

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

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

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

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

ENROLLMENT AND ELIGIBILITY

Graduate Students Taking Undergraduate Courses

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

Summer Students

Some limited financial aid is available for summer school, which is considered to be the "last" semester of the award year for financial aid. Students who desire to apply for summer school aid must complete a Summer IFAA (in BISON). Summer school aid will be awarded only to students who have completed the FAFSA and Gallaudet Summer IFAA, and registered for classes.

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

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

Undergraduate Students Beginning Graduate Program in Summer

Undergraduate students who plan to begin a Graduate Program in Summer, and who have been enrolled as undergraduate students in fall and/or spring, MUST COMPLETE A FAFSA FOR THE SAME AWARD YEAR AS A GRADUATE STUDENT. FAFSA results for undergraduate students are invalid for awarding graduate level financial aid. Adjusted FAFSAs must be filed by the beginning of May for the prior Academic Year. For example, a student who is an undergraduate in Fall 2016-Spring 2017 and who starts a graduate program in Summer of 2017 MUST correct their 2016-2017 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 $299 to $5815 for the 2016-2017 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

Undergraduate -

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

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

For more information, see Scholarships At-A-Glance.

Loans

The following loan programs are available:

Federal Perkins Loan

The Perkins Student Loan is a low-interest (5 percent) subsidized federal loan administered by Gallaudet. Perkins loans are available to students who have "exceptional financial need." Undergraduate students may borrow a maximum of $5,500 per year, depending on the availability of funds and individual financial need. Graduate/Professional students may borrow a maximum of $8,000 per year, depending on availability of funds and individual financial need.

The aggregate Federal Perkins Loan Program limit is $27,500 for a student who has not yet completed a program of undergraduate study and $60,000 for a graduate or professional student, including loans borrowed at the undergraduate level.

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

Federal Stafford Loans

The Federal Stafford Loan programs provide "fixed" low interest loans to student borrowers. Subsidized Stafford Loans are those for which the government pays the interest while a student is enrolled at least half time (a minimum of six credit hours toward the student's degree program) or in applicable loan deferment status. Unsubsidized Stafford Loans are those that are not need-based, and the student is responsible for paying the interest that accrues during in-school and deferment periods.

Interest rates vary, depending on Stafford Loan history and the date on which the loan is disbursed, but are not higher than 8.25%. Variable interest rates are set each June. For prior borrowers with outstanding loan balances, interest rates will be the same for previous loans. For loans disbursed after July 1, 2016, interest rates will be "fixed" at

3.76% for Undergraduate Subsidized Loans. Undergraduate Unsubsidized loans will be "fixed" at 3.76%. All Graduate Stafford loans will be "fixed" at 5.31%.

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

- On or after October 1, 2015, and before October 1, 2016
  - 1.073% Loan Fee
- On or after October 1, 2016, and before October 1, 2017
  - 1.068% 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 $2000 per year in Unsubsidized Stafford Loans. Graduate students are not eligible to borrow subsidized Stafford loans. (Actual loan amounts may be less, depending on individual student eligibility.) Repayment begins six months after the student graduates, withdraws, or drops below half-time attendance.

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

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

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

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

Loan requests can be made through your BISON account.

Students who have outstanding Stafford loans should contact the Financial Aid Office to discuss future borrowing resources. Repayment begins six months after a student withdraws, LOA, graduates, or drops below half-time attendance (including internship and dissertation enrollment). Students with Unsubsidized Stafford Loans will be responsible for the interest that accrues during the six-month grace period. Deferments are available and depend on the loan date. Questions about your deferments should be directed to the holder of your loan.

Loan Deadlines

Federal Stafford and PLUS Loans must be requested by the end of November for the fall semester and the end of April for the spring semester. This is necessary so that adequate time is given to process loan applications, promissory notes, and the receipt of loan funds. Under no circumstances will a loan be awarded/processed for a semester that has ended, unless the student is fully enrolled for a subsequent semester in the same academic year. Loans will not be processed to cover outstanding charges for a prior semester in order to enroll. Students who owe a balance from a previous semester will have to satisfy all debts to the University before a loan will be processed. Students who have completed the fall semester with an outstanding balance above $1,000 may not enroll for the spring semester, and therefore are not considered "students" for the purpose of loan requirements. For this reason, it is essential that students apply for loans early, and well before the semester ends.

Master Promissory Notes

Students who are first-time Federal Stafford Loan borrowers, or students who are borrowing at Gallaudet for the first time (e.g., transfer students) are required to complete and sign a Master Promissory Note (MPN) at the time of their initial Direct Loan application. Stafford Loans will be canceled for students who do not complete the MPN requirements within 30 days. (Loan funds will not be approved or disbursed by the Department of Education without a signed promissory note.)

Student Loan Counseling

Federal law requires institutions to inform students of their borrower rights and responsibilities. To meet this federal requirement, students may be required to complete an entrance interview/counseling session. The loan Entrance Interview may be obtained at: http://www.studentloans.gov. Students cannot receive their Federal Stafford Loan funds until they have met this federal requirement. After linking to the website, students should follow the instructions carefully. If a student is unable to complete the entrance loan counseling session on the web, the student may complete it in the Financial Aid Office.

- *Entrance Loan Counseling* session is required of all first-time Gallaudet loan borrowers at the time of application. Entrance counseling may be completed in person or on the web. The loan request will not be processed until this requirement is satisfied.
- *Exit Loan Counseling* is required of Stafford Loan borrowers who withdraw, drop below half-time (6 credits), or graduate. Exit Loan Counseling may also be completed in person, or on the web at: www.studentloans.gov

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

Federal Parent Loans for Undergraduate Students (PLUS)

PLUS loans are loans that are borrowed by parents on behalf of their dependent undergraduate students. This program gives parents with good credit histories an opportunity to borrow an amount each year that does not exceed the student's cost of education minus any financial aid received. The PLUS interest rate is variable but cannot exceed 9 percent for loans disbursed on or after October 1, 1992. For PLUS loans first disbursed after July 1, 2016, the interest rates will be fixed at 6.31%.

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

*Origination Fee for loan disbursement for Direct PLUS loans:

- On or after October 1, 2015, and before October 1, 2016
    - 4.29% Loan Fee
- On or after October 1, 2016 and before October 1, 2011
    - 4.27% Loan Fee

*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.

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

For more information, contact the Gallaudet University Career Center (http://www.gallaudet.edu/career-center) as well as the Federal Work Student Center located on the Financial Aid homepage (https://www.gallaudet.edu/financial-aid).

Yellow Ribbon Program

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

- Gallaudet applicants should determine their eligibility for the Yellow Ribbon Program through the U.S. Department of Veterans Affairs, Yellow Ribbon Program Information website and obtain appropriate authorization from the Department of Veterans Affairs.
- Gallaudet applicants should apply, if they are eligible, for educational benefits under the Post-9/11 GI Bill with the U.S. Department of Veterans Affairs.
- Gallaudet applicants should complete the undergraduate application form on the Gallaudet Admissions web site or the graduate application form on the Graduate Admissions web site.
- Gallaudet applicants should complete the Free Application for Federal Student Aid (FASFA) form.
- Gallaudet accepted applicants and enrolled students should download an Enrollment Verification form from the Gallaudet University Registrar's Office website and get a signature from the Registrar's Office showing proof that they are enrolled as Gallaudet University students.
- Gallaudet applicants and students are welcome to contact Gallaudet University's point of contact for veterans, Ms. Caroline Finklea, for more information about the Yellow Ribbon program at Gallaudet and/or additional services and programs offered to Veterans. The e-mail address is: veterans@gallaudet.edu.

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

University Financial Aid Refunds to Institutional and Title IV Programs

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

If a student leaves the institution prior to completing 60% of the semester, the financial aid office recalculates

eligibility for Title IV funds and institutional funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed

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

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned

Aid to be returned is:

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

An example:

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

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

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

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

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

Refunds are allocated in the following order:

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

Definition:

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

Return of Title IV funds for programs offered in modules

- A Module is defined as a course or group of courses in a program that does not span the entire length of the payment period (semester), i.e. 8 week online sessions or summer sessions.
- Gallaudet University, Financial Aid Office will track enrollment in each module to determine if a student began enrollment in all registered courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.
- **If a student in modular classes provides written confirmation to a school at the time of ceasing attendance that the student plans to attend another course later in the semester, the student is not considered to have withdrawn if the next schedule class the student is to attend begins within 45 days of the last class the student attended.**

Unofficial Withdrawals

All financial aid is awarded to students with the expectation that they will attend classes for the entire semester or award period. Students who cease attending classes but who do not officially withdraw (identified by failing grades for all attempted credits) will be considered as having "unofficially withdrawn", and will be subject to financial aid cancellation according to the date attendance ceased as provided by faculty (or, at a 50% unearned rate if attendance information is not available.). This means, regardless of charges for the period, a student who has ceased attending classes will be considered to have unofficially withdrawn and will have a percentage of his/her financial aid cancelled (based on attendance data), and may be subject to repayment of any financial aid disbursed. If any loans have been disbursed, repayment requirements may take effect as of the unofficial withdrawal date.

Students who cease attending classes and are considered as unofficial withdrawals will NOT BE ELIGIBLE for financial aid for the subsequent semester; and/or until future semester courses have been completed and satisfactory academic progress standards are met. A copy of the Academic Standards for Financial Aid is available on the Financial Aid website (www.gallaudet.edu/financial-aid).

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.*

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

Procedures Prior to Registration

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

Health History

Before enrolling, all Gallaudet University students must submit a health history form to Student Health Services (SHS). Students cannot register for classes until the form has been submitted and approved as providing the requirement proof of immunizations. Student Health Services (SHS) does not provide immunization services, and students will be referred to an off-campus clinic that provides immunizations at the student's expense.

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

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

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

Academic Advising

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

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

Business Registration (Fee Payment)

Per Gallaudet University's policy, the account balance must be paid in full each semester at posted dates before the student can register for courses and enroll for the next semester or obtain diploma and transcript upon graduation. Student may still register for the next semester if they have made arrangements with the Student Finance Services and signed a Promissory note. Gallaudet University does not offer deferral or payment installment plans. Students have full access to their student financial account via login to http://bison.gallaudet.edu.

COURSE REGISTRATION

New Students

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

Continuing Students

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

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

Readmitted Students

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

Students Returning from Leave of Absence (RLOA)

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

Second Degree Students (Undergraduate Students Only)

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

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

Course Changes: Add, Drops

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

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

Online 8-Week Session Course Changes

Gallaudet University and Online Consortium of Independent Colleges & University (OCICU) online 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: Students may repeat a course once. Both attempts will appear on the student's transcript, but only the attempt with the higher grade will be used for computing the credit and grade earned for the course. With approval of the student's department chair or program director, an equivalent consortium course may be taken to replace the course taken at Gallaudet.

Graduate Courses: Graduate students who receive an unsatisfactory grade (e.g., C, F, or WF) in a course satisfying a program requirement, may repeat the same course with permission of the department only one time.

Course Cancellation

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

Study Day

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

Final Exams

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

Course Withdrawals

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

Details on course withdrawals are provided under Undergraduate Policies and Graduate Policies in this catalog.

Undergraduate or graduate students withdrawing from a PST course must email or fax their written withdrawal to 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 Ethnics), 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.

Delivery Systems for Courses

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

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

In-Person Courses:

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

Distance Education/Distance Learning Courses include**:**

Online Courses: Online courses can be asynchronous or synchronous.

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

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

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

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

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

CONSORTIUM COURSES

Washington Area Consortium Program & Courses

CUWMA - Washington Area Consortium Program - Gallaudet University participates in **The Consortium of Universities and Colleges of the Washington Metro Area** cross-registration program - a inter-institutional cross-registration process which permits students enrolled in degree programs at one institution to request to register for an * approved course that is being offered at another a member participant institution. This program has been used by Gallaudet students since the mid 1980's and has given our students a broader understanding and experience in higher education as well as supporting their degree studies.

Appropriate Reasons for CUWMA Consortium Program Participation Include:

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

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

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

CUWMA Consortium Participation Overview

Eligible students can benefit from this cooperative arrangement that is designed to permit the sharing of academic resources by member institutions. Students can request to enroll for courses that are not available at their home institutions at other institutions to augment their program of study. Students enrolled for courses in the CUWMA Consortium program count as resident credit at their home institution. Students pay their home institution's tuition and are fully responsible for paying any additional fees associated with certain courses (e.g. studio fees, lab fees, books, study materials, etc.). Transportation and parking costs are also the sole responsibility of the student. Debt owed to a CUWMA Consortium institution for class/lab fees, parking fees/fines, library fines etc. will force a transcript block to be placed on the student's official record which will inhibit the release of a student's transcripts until the bill is cleared and proof given to the Consortium Coordinator. Students are responsible to abide by the policies and restrictions of the program. All students are expected to attend all class meetings. Degree candidates must be aware that grades may not post in time for your current anticipated/applied date of graduation. Incomplete grades are not encouraged in this program. Gallaudet policies and deadlines apply for any incomplete grade situation. Gallaudet's eligibility criteria for undergraduate and graduate students to participate in the CUWMA Consortium course cross-registration program are given below:

CUWMA Consortium Course Cross Registration Eligibility for Undergraduate Career Students:

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

- Be a full-time active degree-seeking student at Gallaudet University
- Be in good academic standing (GPA of 3.0 is advisable)
- Have good campus and financial standing
- Have completed all non-degree condition courses.
- Be at least a second-semester freshman. Undergraduate students (2nd semester freshman status through senior status) are typically allowed to request one course for cross-registration per semester unless special permission is given by the Gallaudet Undergraduate CUWMA Consortium Advisor (Thelma Schroeder - Academic Advising Office) and program dean.

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

NOTES:

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

CUWMA Consortium Course Cross Registration Eligibility for Graduate Career Students:

Graduate students requesting participation in the Consortium Cross Registration program may seek authorization with the following criteria met: o Be an active degree-seeking student at Gallaudet University o Be in good academic standing o Have good campus and financial standing o Permission from graduate academic department and the Dean of the Graduate School Generally, graduate students may register for no more than 50% of the credits taken for a semester at a CUWMA consortium institution. An exception is made for doctoral students, who may register for up to 40% of their career credits at a consortium institution. Graduate students should not request undergraduate courses for degree requirement credits.

NOTES:

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

CUWMA Consortium Cross Registration Process Information for ALL Participants

Review all program/course restrictions called 'exclusions' on chart - open this link- **Consortium Cross Registration Exclusions** Complete the CUWMA Consortium Authorization form(s) - using one form per institution and obtain the required approval signatures. Submit the completed form on time (with no less than five weeks' time prior to the start of the term/session) for best results. If a course specifies permission is required - please pursue the permission and have that sent by the institution email (host institution's campus email) to the Consortium Coordinator. This will allow the process to continue at GU if there are no GU policy or academic concerns and then the official request will be submitted to the host institution. Some programs do not intend for courses to be accessible for Consortium students. Please check with the Consortium Coordinator to determine if a course or program course is restricted to the home institution program students only.

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

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

Policies and procedures may change periodically. For any updates in policies, procedures or restrictions or other questions or concerns about the CUWMA Consortium Program or process, contact the Consortium Coordinator at the Registrar's Office.

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

The Consortium of the Washington Metro Area Member Institutions

- American University
- The Catholic University of America
- Gallaudet University
- George Mason University

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

** Cross-registration at these military institutions is by special articulation agreements only. Not open to general cross-registration with all member institutions. ** Restrictions by program & institution cross-registration limits apply.*

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

Online Consortium of Independent Colleges & Universities

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.

OCICU Authorization Form

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)

Your may order transcripts through BISON by:

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

Former Students / Alumni - Click here for Fast & Easy Online Ordering

What are the benefits of making an online transcript request?

- Convenient 24/7 ordering access, including order status check
- Faster service due to reduced processing time
- Secure transactions
- Ability to order multiple transcripts for multiple recipients in one order

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

Requesting by Fax or Mail:

To order official transcripts by fax or mail, print and fill out the Transcript Request Form (pdf). Transcripts requested by fax or mail will be processed within 7 to 10 business days from the date we receive your request. Requests are processed in the order received. ***Please allow additional time during peak periods, such as the start and end of the semester, final grade posting and degree posting.*** To process your request as quickly as possible, be sure to complete all sections of the Transcript Request form.

Order in Person:

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

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

Requesting RUSH (Same Day) Transcripts:

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

Processing times and costs:

Service	Fee	Processing time/ additional info
Pick-up	$17.25 per copy	• Ready 7-10 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	$17.25 per copy	• Ready for mailing within 7-10 business days.
Rush service	Additional $15.00 fee	• *Processed on same business day, for pick-ups or mail.
FedEx	Domestic U.S.: Add $25 to transcript fee International: Add $35 to transcript fee	• 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	• **Before requesting a fax, please confirm with the recipient that a fax will be accepted.** • Faxed transcripts in most cases are not considered official.

Transcripts are not issued for students who owe money to the University or has any other outstanding obligations, i.e., library fines, dorm fees, parking tickets. It is against the law to make copies of transcripts from other institutions. You must make your request directly to that institution.

Diplomas are issued only once. Any errors must be brought to the attention of the Registrar's Office within 90 days of receipt. At that time, the original diploma must be returned to the university.

COURSE WAIVERS

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

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

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

PRIVACY RIGHTS

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

All University officers and personnel must observe the following policies:

- Students have the right to inspect their own official records. Corrections or challenges to records may be presented by the student in writing to the office maintaining the record. Each office responsible for an official student record must have a policy for how and when students may read, copy, and, if necessary, challenge information in the record. *Upon receiving the student's signed request, the University (office responsible for that record) will provide an opportunity for the student record review within 45 days.*
- Gallaudet University personnel who need particular information in order to perform their assigned duties may have access* to these records. (*Information and level of access is determined by the Registrar's Office.)
- Disclosure of information contained in student records to other persons or agencies is prohibited, with the following exceptions.
    - Information from a student record will be released upon written request of the student.
    - Directory information (name, home address, local address, class, year, major, verification of enrollment) may be 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, Tutorial and Instructional Programs
Official Responsible: Ms. Thelma Schroeder, Associate Dean, Academic and Career Success

Office: Career Center
Official Responsible: Ms. Thelma Schroeder, Associate Dean, Academic and Career Success

Office: Office for Students with Disabilities
Official Responsible: Ms. Thelma Schroeder, Associate Dean, Academic and Career Success

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. Shondra Dickson Mitchell, 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 and Academic Support online at http://www.gallaudet.edu/student-affairs-and-academic-support/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-and-academic-support/student-handbook.

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

UNDERGRADUATE POLICIES

Catalog Year Requirements

Candidates for bachelor's degrees are expected to graduate under general studies provisions of the catalog in effect at the time of admission.

Students must complete the requirements of a major/minor based on the catalog year requirements in effect for that major/minor at the time of declaration of the major/minor. Transfer and readmitted students are expected to follow the catalog year requirements in effect at the time of readmission for both the general curriculum chosen and the major/minor.

Each academic department has its own criteria that govern the courses needed to satisfy the remaining degree requirements. A readmitted student must receive approval for general studies and general elective credits from his/her academic advisor and the director of Academic Advising. For major courses, students must receive approval from the major department chair and the Dean of their college.

Declaration of Major

Students are expected to declare a major officially after satisfactorily completing 50 college degree semester hours (not including institutional credits). Transfer students with more than 50 degree hours may complete one year of residency before declaring a major. Students who have completed pre-major courses and who have decided on a major during their first year are strongly encouraged to declare a major as early as possible. For timely progress to graduation, some majors require completion of particular major courses within the first two years. For instance, students pursuing Bachelor of Science degrees in science, mathematics, and information technology should begin specific coursework in their first year and are best served by declaring their majors early.

Double Major

Students desiring a double major will be advised in each major by the advisor in each of the departments of their major choices. A student may receive two different degrees simultaneously. If the requirements are completed for a degree outside of the student's declared major, the student's transcript will reflect the fact, although a second degree will not be awarded.

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.

Second Undergraduate Degrees

First Degree from Gallaudet

To satisfy the requirements for a second baccalaureate degree at Gallaudet University, a student must complete a minimum of 30 additional semester hours after satisfying requirements for the first degree, and he or she must also satisfy the requirements of a major other than the major declared for the first baccalaureate. Grade points earned in the first degree will not apply in determining the scholastic eligibility while a student is enrolled for a second degree. No student, however, will be permitted to complete the second degree under a catalog or supplement issued more than three years prior to the date of completion of the second degree. A student returning to Gallaudet for a second degree must submit a letter from the appropriate department chair granting permission to enroll in that major.

First Degree from Another Institution

Students who have previously earned a B.A., B.S., or higher degree from another college or university must satisfy only the second B.A. or B.S. degree's major requirements and the major prerequisites. Grade points earned in the previous degree(s) will not apply in determining scholastic eligibility while a student is enrolled for a second degree. Students who have previously taken courses at another college or university may request from the appropriate department chairperson that these courses be transferred.

Undergraduate Student Classifications

Lower-Division Students

- *Students with Conditions* who are required to take non-credit courses in English and/or Mathematics
- *Freshmen* who have earned 24 or fewer semester credits
- *Sophomores* who have earned 25-55 semester credits

Upper-Division Students

- *Juniors* who have earned 56-89 semester credits
- *Seniors* who have earned 90 or more semester credits
- *Second baccalaureate students* who possess a recognized baccalaureate degree and are enrolled in an undergraduate degree program

Full-Time Undergraduate Student

- minimum of 12 credits per semester
- maximum of 19 credits per semester, unless the student obtains permission from the Academic Dean of the college or school

Part-Time Undergraduate Student

- less than 12 credits per semester
- 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.

Degree-Seeking Undergraduate Student

Degree-seeking students are those admitted for undergraduate study and pursuing a program of study leading to an undergraduate degree.

Undergraduate Students with Conditions

Students admitted with English conditions may be allowed to take 100-level or higher courses with permission from their academic advisor, based on a list of courses approved by the academic departments.

Students admitted with conditions have two semesters to satisfy the criteria established by the English and Mathematics departments for placement in general studies courses (credit-bearing courses). Exceptions can be made by the Conditions Review Committee. The Condition Review Committee will evaluate the student's progress, review the recommendations of the chairs of the English department or the Mathematics department, and make recommendations about continued enrollment

Non-Degree Special Undergraduate Student

Special students are those who are enrolled in undergraduate courses, but are not pursuing a program of study leading to an undergraduate degree. Students must request special student status from the Registrar's Office each semester. Non-degree special students are not limited in the number of semesters they may attend Gallaudet. If special students later wish to apply for admission to the undergraduate program, they must satisfy the requirements for undergraduate admission.

Visiting Undergraduate Student

Students currently enrolled at another college, university, or community college may take courses at Gallaudet for up to two semesters and transfer all credits earned back to their home institutions. Visiting students often attend Gallaudet in order to enhance their current understanding of and involvement within the deaf community. Requirements for visiting students are:

- sophomore, junior, or senior status at their home institution
- a GPA of at least 2.5 or higher
- working knowledge of American Sign Language (ASL)

Exchange Undergraduate Student

Students currently attending Oberlin College in Oberlin, Ohio or McDaniel College in Westminster, Maryland may attend Gallaudet through the Exchange Student Program for one semester. Requirements for exchange students are:

- junior or senior status at their home institution
- a GPA of 3.0 or higher
- working knowledge American Sign Language (ASL)

SEMESTER CREDIT HOUR POLICY

Approved by CUE 1/29/2013

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

1. 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
2. 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
3. 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 outsides 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.

UNDERGRADUATE CONTINUOUS ENROLLMENT

Students enrolled in undergraduate programs must be registered for classes continuously from the time of admission until the completion of all degree requirements. Summer sessions in which there are no program requirements are not included. Students must be enrolled during the semester they complete the requirements of an incomplete course.

The only status options for a student wishing to take no courses during an academic semester are "leave of absence" (LOA) or withdrawal from the university. If the student withdraws from the university, the student must reapply in order to return to the university.

Undergraduate students may register for UCE 499 if they have met the University's criteria for "Continuous Enrollment." Registration for Continuous Enrollment must be completed through the Registrar's Office with an approval signature from the student's major advisor. The fee for a semester of registration with UCE 499 Continuous Enrollment is $100. Staff and faculty who register for Continuous Enrollment are also assessed the $100 fee.

UCE 499 Continuous Enrollment may be taken only once, and earns a student no credit. Students who register for Continuous Enrollment receive a grade of NG (no grade) at the end of the semester. A continuous enrollment status may not be continued for a second consecutive semester, and if requirements for degree award are not satisfied in the approved Continuous Enrollment period, the student will be denied degree(s) and must reapply to complete their program. Failure to enroll in courses in any given semester, including Continuous Enrollment, will result in termination from the University. A student wishing to return later will need to apply for readmission to Gallaudet University.

Undergraduate Grading System

The following grading system applies to undergraduate courses.

Grade	Quality Points per hour of credit	Used in GPA	Suggested Equivalence	Definition
A	4.0	Yes	93 and above	Excellent
A-	3.7	Yes	90-92	
B+	3.3	Yes	87-89	
B	3.0	Yes	83-86	Good
B-	2.7	Yes	80-82	
C+	2.3	Yes	77-79	
C	2.0	Yes	73-76	Satisfactory
C-	1.7	Yes	70-72	
D+	1.3	Yes	67-69	
D	1.0	Yes	60-66	Poor
F	0.0	Yes	Below 60	Failing
XF	0.0	Yes		Academic Integrity Policy Violation
INC	0.0	No		Incomplete
NG	0.0	No		No Grade (UCE499)
P	0.0	No		Pass
NP	0.0	No		No Pass (No Credit)
IP	0.0	No		In Progress (No Credit)
WD	0.0	No		Withdraw (No Credit)
AU	0.0	No		Audit (No Credit)
ANC	0.0	No		Audit Not Completed (No Credit)
NS	0.0	No		Not Yet Submitted

Incomplete (INC) Grades

A grade of Incomplete (INC) is given when a portion of a student's required coursework has not been completed and evaluated at the end of the semester due to illness, or other unforeseen, but fully justified reasons, and earning credit is still possible. When this is the case, the INC form (available electronically at Faculty Center in Bison), including required supporting documentation and signatures, must be submitted to the registrar's office before the last day of classes. A student will not receive an incomplete grade for poor, incomplete, or failing work, or willful non-attendance of class.

Students with an INC grade must complete the coursework and receive a grade by the end of the seventh week of the following traditional semester. Incomplete grades given during summer school must be removed during the following fall semester. Otherwise, the "INC" grade automatically becomes an "F".

The time for removing an incomplete grade may be extended one time. The student must petition for an extension prior to the deadline following the reported incomplete. The student must have the approval of the course instructor, academic advisor, and dean of the school in which the student is enrolled.

Pass (P) and No Pass (NP) Grades

Pass and No Pass grades are assigned only in courses approved for such grading. Regular letter grades apply to all other courses. To earn credit in a Pass-No Pass course, a student must receive a grade of "P."

In Progress (IP) Grades

For certain approved courses, an In Progress grade ("IP") is given to students who make satisfactory progress but who do not yet have sufficient skill to pass the course or skills examination. Upon completion of the course, a final grade is assigned for that semester. However, the former IP grade(s) will not be deleted from the student's record.

Grades for Repeated Courses

Students may repeat a course once. Both attempts will appear on the student's transcript, but only the attempt with the higher grade will be used for computing the credit and grade earned for the course. With approval of the student's department chair or program director, an equivalent consortium course may be taken to replace the course taken at Gallaudet.

Change of Grade

A change of grade may be made only in the case of a clerical or other administrative grading error. An appeal for a change of grade must be initiated by the student and must be approved by the instructor, department chair, and academic Dean.

Grade Reports

Grade reports are available for students to view and print in BISON.

Grade Point Average (GPA)

The GPA is calculated by dividing the total grade points by the total number of credit hours for courses receiving letter grades. For each letter-grade-bearing course, the grade points are obtained by multiplying grade equivalent (4.0 - 0.0) and credit hours. Only grades for courses taken at Gallaudet University, through the Consortium of Universities of the Washington Metropolitan Area, or through approved exchange programs are used in GPA calculations. Transfer credit grades are *not* calculated into your Gallaudet GPA. GPA is noted in grade reports and permanent student records. There are two kinds of grade point averages in use at Gallaudet University: Degree GPA and Institutional GPA.

Degree Grade Point Average (DGPA)

The DGPA includes the letter grades from all courses numbered 100 to 699. DGPA is calculated for students enrolled in degree courses (with no more than one non-degree course). The DGPA is used to determine academic standing, eligibility for graduation (cumulative DGPA 2.0 or better), Dean's list (semester DGPA), and/or for degree with distinction (cumulative DGPA).

Institutional Grade Point Average (IGPA)

The Institutional Grade Point Average includes the letter grades from all undergraduate courses, including non-degree courses numbered below 100 (developmental mathematics and English language courses). The IGPA is only calculated for students who are enrolled in non-degree English classes and is used to determine academic standing.

Undergraduate Academic Honors

President's Scholars

Undergraduate students whose cumulative degree grade point averages (GPA) are 3.4 or above for the preceding semesters and who have earned at least 15 degree credits at Gallaudet are recognized as President's Scholars. Students whose overall cumulative GPAs are 3.8 or above are given the distinction of being named Summa Cum Laude Scholars; students whose cumulative GPAs are 3.6 and above are named Magna Cum Laude Scholars; and those with cumulative GPAs of 3.4 or above are named Cum Laude Scholars.

Dean's List

Juniors, seniors, second-degree-seeking students, visiting students whose semester GPAs are 3.5 or above, and freshmen and sophomores whose semester GPAs are 3.25 or above are placed on the Dean's List for that semester, as long as the student did not receive a failing or incomplete grade in any course taken in that semester. A student must have earned at least 12 degree credit hours in a semester to be eligible for the Dean's List. An exception to this rule is made for some majors in education doing student teaching.

Degree with Distinction

Those students who graduate with a degree GPA of 3.8 or higher shall receive their degrees summa cum laude; for those at 3.6 or above, magna cum laude; and for those at 3.4 or above, cum laude. One-half of the course hours required for graduation (60 credit hours) must be taken at Gallaudet.

The only exception to the 60 credit hour minimum is for first-degree transfer students who have earned 40 - 59 semester hours at Gallaudet; these students will be awarded a degree with the appropriate distinction only if their GPA from Gallaudet *and* their GPA from all institutions previously attended meet the cumulative GPA requirements stated above.

Degree with Honors

Degrees may be given with General University Honors, University Capstone Honors, Departmental Honors, or a combination. General University Honors and Capstone University Honors are awarded to students who have completed courses prescribed by the Honors Program. Departmental Honors are awarded to students who have completed the honors requirements prescribed by a department.

Undergraduate Academic Integrity Policy

Academic Integrity Defined

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

Undergraduate Academic Integrity Student Standards

Standards of the University Related to Undergraduate Students' Academic Integrity

Undergraduate students must demonstrate behaviors that are consistent with the standards of the University as published in the Gallaudet Undergraduate Catalog, the Student Handbook, and the academic departments and academic support units. These behaviors include, but are not limited to, tact, civility, sensitivity to the needs and interests of others, sound judgment, respect for others, and timely attention to academic responsibilities. Failure to meet these standards reflects adversely upon the undergraduate student's suitability for academic study and may be grounds for dismissal from the University. The University can function properly only if its members adhere to clearly established and articulated values related to academic integrity.

Undergraduate students enrolled in graduate courses are subject to the Graduate School Academic Integrity Policy. Graduate students enrolled in undergraduate courses are also subject to the Graduate School Academic Integrity Policy. Faculty, students, staff, and administrators share equally in the responsibility for maintaining standards related to academic integrity.

Undergraduate Academic Integrity Violations

Violations of Academic Integrity

Violations of academic integrity reflect negatively on the undergraduate student, the academic program, and the University; thus, academic dishonesty in all its forms cannot be tolerated. Academic integrity encompasses many principles: respect for intellectual property, fair use, and adherence to the canons of scientific inquiry and reporting. Academic integrity may be violated any number of ways. Common examples of academically dishonest behavior include, but are not limited to, the following:

Cheating

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

This may include, but is not limited to:

- copying from another student's work;
- representing material prepared by another as one's own work;
- submitting the same work in more than one course without prior permission of the instructors;
- using electronic devices to communicate and/or access information during exams;
- procuring or using stolen evaluation materials;
- violating rules governing the administration of examinations; or
- violating any rules relating to academic conduct of a course or program.

Fabrication or Misrepresentation

Fabrication is the provision or use of any false or altered information, data or citation in an academic exercise. Misrepresentation is giving incorrect or misleading information or failing to disclose relevant information. Fabrication or misrepresentation of academic records may include, but is not limited to:

- making a false statement regarding one's academic credentials,
- concealing material information, and/or
- forging someone else's signature,
- forging a University academic document or record (also a crime),
- tampering with computer records,
- falsifying academic information on one's resume, and/or
- falsifying communications about class absences, missing assignments, exams or other course expectations and requirements.

Plagiarism

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

Plagiarism may include, but is not limited to:

- copying another person's paper, article, computer work, or assignment and submitting it as one's own;
- quoting, paraphrasing, or summarizing and utilizing someone else's ideas without attribution;
- copying or downloading (cyber-plagiarism), in part or in whole, articles or research papers or using ideas or information found from other sources and not giving proper attribution.

Facilitation of Academic Dishonesty

Facilitation of academic dishonesty is to knowingly or passively allow one's work to be used by another without appropriate attribution. It also includes participation in or the failure to report known or suspected instances of academic dishonesty.

Impeding Academic Progress

Impeding academic progress includes, but is not limited to:

- denying others access to scholarly resources;
- providing false or misleading information;
- making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying materials; or
- altering electronic files that belong to another without prior permission.

Computer Misconduct

Computer misconduct is the violation of rules regarding appropriate computer usage, as established by Gallaudet Technology Services (GTS).

Undergraduate Academic Integrity Course Grades

XF Transcript Course Grade Notation for Violations of Academic Integrity

An instructor who determines that the appropriate sanction for a student who has violated academic integrity is a failing grade for the course may record a grade of "XF." For purposes of grade point average calculation, an XF will be treated in the same way as an "F." The XF grade shall be recorded on the student's transcript with the notation "Failure Due to Violation of the University's Academic Integrity Policy". XF grades must be reported to the instructor's department chair. No student who has a grade of XF shall be allowed to participate in any university-sponsored extracurricular activity or organization until the XF is removed. GSPP or CLAST Dean will notify the Registrar, the student's academic advisor(s), all relevant program directors, coaches, and faculty/staff advisors of student organizations regarding a student's XF grade and their ineligibility to participate in extracurricular activities until further notice. The student can appeal the XF grade by following the same procedures described in the Post-Department Student Appeals Process above. After an XF grade has appeared on the student's transcript for twelve months, the student may request to have the XF grade removed. A request to remove the XF grade from the transcript will only be considered by the Academic Integrity Committee if the student has not been found responsible for any other action of academic dishonesty or similar disciplinary offense at Gallaudet University or any other institution. The student's request should include a written explanation of the reason(s) the XF should be removed.

The Academic Integrity Committee is not obligated to approve the student's request. In this instance, the XF grade remains on the student's transcript. If the student repeats the course, and the XF has not been removed by the previous process, both the new grade and XF will appear on the transcript. If the course has not been repeated with a passing grade and the appeal to remove the XF grade is approved, the student's XF course grade converts to an "F" grade. If the student repeats the course, and the XF has been removed, the new course grade replaces the XF.

Undergraduate Academic Integrity Responsibilities

Department, Faculty, and Student Responsibilities Related to Academic Integrity: University-wide Responsibilities

The above provisions are general, and apply to all academic units. Any member of the Gallaudet community who witnesses a violation of academic integrity is responsible for reporting these violations to the Academic Integrity Committee. Academic Department Responsibilities Academic departments and support units will inform their undergraduate students of the standards of academic integrity and of practices of responsible research and scholarship of their discipline. This information will be disseminated through a combination of mediums such as student handbooks, the Gallaudet Undergraduate Catalog, and related websites. Specific departmental responsibilities include the following:

- informing students about their responsibility to understand the Academic Integrity Policy in the Gallaudet Undergraduate Catalog and to strictly adhere to it. All academic departments will include a section on their syllabi referring to the academic integrity policy and the expectation that students adhere to this policy.
- informing students where the applicable professional code of ethics can be accessed and the need to adhere to those codes.
- informing students about the procedures and channels of communication within the department related to academic integrity complaints and appeals.

Academic Support Unit Responsibilities

Staff who work in academic support units (e.g., Academic Advising, Office for Students with Disabilities, Career Center, Academic Technology, Tutorial and Instructional Services) are responsible for reinforcing the policies of academic integrity. Specific academic support service responsibilities include:

- informing students about their responsibility to understand the Academic Integrity Policy in the Gallaudet Undergraduate Catalog and to strictly adhere to it.

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

Staff are also responsible for reporting incidents of academic integrity violations to the course instructor(s). Procedures for addressing suspected violations of the academic integrity policy outside the context of a particular course are the same as those described for suspected violations occurring within a course. If the incident is not course related, staff should report it to the appropriate unit head or Dean.

Sample incidents include but are not limited to:

- forgery on documents (e.g. advising forms, resumes, etc.);
- use of unauthorized aids (e.g. calculators, notes) during an examination;
- suspected duplication of assignments;
- or suspected misuse of technology

Faculty Responsibilities

Faculty will determine the content, organization, and conduct of their courses and adhere to the published content of such courses as they appear in the current year's Gallaudet Undergraduate Catalog. In the classroom, faculty will encourage students to engage in free inquiry and open expression of reasonably related content. They will inform students of the content, schedule, requirements, evaluation procedures, and grading policies employed in the course and of times, outside of class, when they are available for student consultation. Faculty will evaluate students fairly and without bias. Evaluation will adhere to the course goals, design, and timeframe described in the course syllabi. They will provide appropriate and timely feedback to the student about the quality of their work. Faculty will include expectations of academic honesty in their syllabi with references to the Academic Integrity Policy in the catalog. They will model the appropriate application of the principles of academic integrity in the presentation of classroom materials and will make all reasonable efforts to promote academic integrity through course and evaluation design, protection of materials, testing environment, and regular revision of evaluation materials. Faculty will deal with suspected instances of academic dishonesty in accordance with University policy.

Student Responsibilities

Undergraduate students are responsible for reading them Gallaudet Undergraduate Catalog, including the Academic Integrity Policy in this catalog, and are expected to engage in free inquiry and open expression of subjects reasonably related to the content of the course. They will familiarize themselves with the content, schedule, requirements, evaluation procedures, and grading policies employed in each of the courses in which they are enrolled. Students have the right to, and are encouraged to, talk to the person and/or the relevant department chair or unit director, if they have a concern that a faculty member, staff member or student may have violated the academic integrity policy. Undergraduate students will participate in class activities as defined by the faculty member for purposes of facilitating academic or professional development. They will complete course requirements on time and in a manner consistent with the course requirements. Undergraduate students will make all reasonable efforts to promote academic integrity, by refraining from dishonest practices and by reporting known instances of dishonesty to the appropriate faculty person. Students are subject to the actions brought by faculty who suspect instances of academic dishonesty or other breaches of academic standards. Students may appeal such faculty actions through the undergraduate student appeals process described in the section called "Student Responses to Academic Integrity Violation Allegations."

UNDERGRADUATE ACADEMIC INTEGRITY PROCEDURES

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

Violations of Academic Integrity in Classes

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 to discuss the perceived violation and to determine what, if any, extenuating circumstances exist. The sanctions imposed and remedies recommended depend upon the circumstances surrounding the incident and the severity of the offense. Sanctions may include: failing an assignment, receiving a reduced grade in the course, or other academic sanctions deemed to be appropriate. The instructor may also decide to impose more severe sanctions, such as: failure of the course resulting in the grade of XF (indicates violation of academic integrity policy) or recommendation for suspension or dismissal from the University. Remedies may include: requiring a substitute assignment, repeating the assignment under supervised conditions, and other academic remedies deemed appropriate.

The instructor or staff member is required to prepare a written letter to the student detailing the charge(s) and the sanctions and/or remedies.

The letter will state clearly:

- the nature of the offense,
- the date of the offense or the date it was discovered,
- evidence to support the offense,
- the date and nature of the meeting with the student to address the offense,
- the proposed sanction, any proposed remedy that is required of the student,
- and the expected outcomes of the remedy.

The letter to the student will be hand delivered or sent to the campus post office where the student must sign to receive the letter (electronic messages are not acceptable for this purpose) to the student within five academic days after meeting with the student. Copies of the letter must be sent to the academic advisor, program director (if appropriate), department chair, and the academic dean. All sanctions except the recommendation for suspension or dismissal can be resolved between the faculty or staff member and the student. If there is a recommendation for suspension or dismissal, department procedures for recommending suspension or dismissal are followed. All recommendations for suspension or dismissal are sent to the Academic Integrity Committee by the department chair.

Violations of Academic Integrity Outside of the Class Context

Procedures for addressing suspected violations of the academic integrity policy outside the context of a particular course are the same as those described above for suspected violations occurring within a course. The exception is that the faculty member, staff member, or student contacts the appropriate course instructor or unit head, depending on the nature of the offense, who will meet with the accused student. The department chair or unit head will evaluate the merits of the complaint by interviewing both the complainant and the student who is being accused. If the violation is verified, the department chair or unit head will proceed as described above by preparing a formal letter with copies to the appropriate academic dean and the advisor. Staff working in academic units (e.g., Academic Advising, OSWD,Career Center, Academic Technology, and Tutorial and Instructional Programs, etc.) are responsible for informing students about their need to understand the Academic Integrity Policy in the Gallaudet Undergraduate Catalog and to strictly adhere to it.

Undergraduate Academic Integrity Appeals

Appeal Process

The student has the option of appealing to the department chair or unit head within ten academic days if he or she disagrees with the accuser's decision. If the person accusing a student of a violation of academic integrity is the department chair, or if a department chair or unit head is proposing sanctions or violations, a student's appeal should be made to the Academic Integrity Committee.

Petition for Appeals should include:

- a clear rationale for the appeal, along with all appropriate documents that support the rationale for the appeal.
- the written statement of sanctions or remedies imposed by the faculty member, the written decision of the accuser, and all relevant communications.
- a statement of the student's desired outcome of the appeal (e.g., dismissal of the charge, modification of sanction or remedies imposed), or if the student is proposing an alternative plan for remediation.

Appeals to Department Chairs and Unit Heads

The department chair or unit head evaluates the student's appeal in terms of: whether the sanctions or remedies were arbitrary or capricious; whether the accuser followed the Academic Integrity Policy and whether the student had adequate advance notice and opportunity to respond. If the department chair or unit head wishes to have an in person meeting with the accuser and the student to discuss the appeal, the student has the right to bring an advocate to this meeting (Qualifications and roles of the advocate are explained later in this policy). The department chair or unit head decides whether or not to support the student appeal and responds in writing to the student and instructor or staff member within ten academic days after receipt of the written appeal. Copies of the decision will be sent to others copied by the instructor or staff member in the original letter as well as the student's major chair or academic advisor.

The student has the option of appealing to the Academic Integrity Committee within ten academic days if he or she

disagrees with the department chair or unit head's decision The appeal should include any information the student deems to be important to counter the allegation of a violation of academic integrity.

The accuser has the option of appealing to the Academic Integrity Committee within ten academic days if he or she disagrees with the department chair or unit head's decision. The appeal should include any information the accuser deems to be important to counter the recommendation made by the department chair or unit head.

Appeals to the Academic Integrity Committee

The Academic Integrity Committee will review letters of appeal and any additional documentation [e.g., letters to student from faculty member, program director (if appropriate), and department chair]. The committee may decide: (1) to refuse the appeal, in which case the recommendation made by the department chair or unit head will stand, or (2) to accept the appeal, and conduct a hearing to address the appeal. All committee decisions will be communicated in writing to the student within ten academic days. The Academic Integrity Committee chair hand delivers a letter to the student and all parties or sends the letter through the campus post office where the student must sign to receive the letter. The Committee will communicate in writing to all parties within ten academic days, after receiving written materials from the accused student.

The Academic Integrity Committee is empowered to modify sanctions and remedies based on their review. These modifications may be more severe than the initial sanctions or remedies and could include a recommendation for suspension or dismissal from the University. The student or accuser may appeal to the dean of the school in which the department resides (i.e. GSPP or CLAST) if he or she disagrees with the decision of the Academic Integrity Committee.

Appeals to the Dean

The dean will review letters of appeal and any additional documentation [e.g., letters to student from faculty member, program director (if appropriate), department chair, and the Academic Integrity Committee]. The dean may affirm the Academic Integrity Committee decision or the dean may modify sanctions and remedies based on review of the appeal. These modifications may be more severe than the initial sanctions or remedies and could include suspension or dismissal from the University. The dean's decision is final.

The dean will communicate the decisions in writing to all parties involved within ten academic days by hand-delivered letters to all parties involved or letters sent through the campus post office where the recipient must sign to receive the letter.

Academic Integrity Committee

Composition

The committee will consist of five faculty members and three professional staff who are directly involved with the Undergraduate programs of the University and three undergraduate students. The five faculty members and three professional staff may serve two consecutive three-year terms; student committee members may serve two years.

The 11-member Academic Integrity Committee will elect a Chair. The Chair will be a faculty member from this group.

Function of the Committee

The committee will meet and act under one of the following circumstances:

- Appeals: An individual has exhausted established departmental appeals regarding an academic integrity infraction [e.g., faculty member, program director (if applicable), and department chair]. The Academic Integrity Committee will review letters of appeal and any additional documentation (e.g., letters to student from faculty member, program director (if appropriate), (1) to refuse the appeal, in which case the recommendation made by the department chair or unit head will stand, or (2) to accept the appeal, and conduct a hearing to address the appeal. All committee decisions will be communicated in writing to the student within ten academic days. The Academic Integrity Committee chair hand delivers a letter to the student or sends the letter through the campus post office where the student must sign to receive the letter. The Academic Integrity Committee is empowered to modify sanctions and remedies based on their review. These modifications may be more severe than the initial sanctions or remedies and could include a recommendation for suspension or dismissal from the University.

- A student requests a removal of the XF grade from their transcript (see "XF Transcript Course Grade Notation for Violations of Academic Integrity").
- A department chair recommends suspension or dismissal from the University as a consequence for academic integrity violations.
- The academic dean informs the committee chair of two or more incidents of academic integrity violations by a student. The committee reviews letters documenting infractions provided by the academic dean. One of two actions may take place: (1) The committee may decide that the infractions were handled appropriately and no further action is required; or (2) The committee may decide there is reason to be concerned about recurring offenses of academic integrity and conduct a hearing, which may result in additional sanctions, including suspension or dismissal from the university.

Conduct of Meeting of the Committee

- A regular time is reserved for meetings of the Academic Integrity Committee, as agreed by committee members; however, the committee members will convene to perform their functions (above) or to engage in training and preparation.
- All meetings are held in the strictest confidence. Records of the meetings are kept in the office of the academic deans. The decision/outcome of the meeting will be communicated to the department chair, program director (if applicable), advisor, and faculty member following the hearing described in number eight below. Reports to CUE are of general nature, for example, types of incidents and how they were resolved.
- At least three members (two faculty and one student) must be present to conduct a hearing.
- The Academic Integrity Committee chair presides over all meetings. The dean of CLAST provides clerical support to keep records and assist with documentation and letters following each meeting.
- Meetings must be held within ten academic days upon receiving an action item.
- During the Academic Integrity Committee hearing, the student and the instructor will present their case. The student has the right to bring witnesses and an advocate to the hearing. The advisor, program director and department chair may be included if pertinent.
- The Academic Integrity Committee's decision will be communicated by letter to all parties. The letter will be hand delivered or sent to the campus post office where the student must sign to receive the letter. Copies will be sent to the instructor, department chair or program director, the Registrar and the Dean of the college from which the action originated.
- Qualifications and role of the advocate: The advocate's primary role is one of moral support for the accused. The advocate must be a member of the Gallaudet staff, faculty, or student body. During any meetings, the advocate is only allowed to address the accused and may not directly address any other members of the meeting or hearing.

AWARDS AND SCHOLARSHIPS

Awards and scholarships are given annually to students for their academic and leadership accomplishments. Many academic departments also honor students for their high level of achievement in their disciplines. Consult with individual departments for details.

This is a representative list of the recognitions given to undergraduate students at the annual Gallaudet University Undergraduate Awards Ceremony, which is held every Spring.

Agatha T. Hanson Service Award: The Agatha Tiegel Hanson Award is presented annually to a first year student who has shown good standing in academics, exhibits excellent personality traits, and demonstrates unselfish leadership.

Algernon Sydney Sullivan Award: Given to a student who has demonstrated a high degree of spiritual qualities, which he or she has applied in daily life on the campus, thereby aiding others and making Gallaudet a better place.

Alice M. Teegarden Memorial Award: Presented by the Department of Communication Studies to two outstanding junior and senior majors in the department who have demonstrated high academic achievement, effective interpersonal skills, and leadership.

Alpha Sigma Pi Fraternity Scholarships: Awarded to deserving undergraduate students for scholastic standing, leadership, and demonstrated financial need. The funds for these scholarships are raised through endeavors such as the annual ASP carnival.

Alumni Athletic Awards: Winners of the Alumni Athletic Awards are selected by members of the Gallaudet University Alumni Association. Recipients must be seniors who have made outstanding contributions to the sports program while at Gallaudet. The awards consist of gold (first), silver (second), and bronze (third) medallions.

Art Department Awards: **The Joseph L. Mattivi Memorial Scholarship Fund** awards graphic design students for excellence in their field. Additionally, the Art Department presents awards for outstanding achievement to students majoring or minoring in the specialized areas offered by the department.

Athlete-Scholar Award: This award, a $25 government bond, is given to a senior who excels in both athletics and academic work. This award was established by Gallaudet's graduating class of 1966.

Award for Excellence in the Study of Religion: Awarded to a Religion student who exhibits outstanding aptitude for understanding the nuances and complexities of Religious Studies and who shows commitment to open and constructive dialogue about Religion in the classroom and beyond.

Buff and Blue Merit Key Awards: Awarded for services to and outstanding support of essential matters pertaining to the success of the Buff and Blue.

Career Center Hall of Fame: This appointment is based on the student's motivation, attitude, professional growth, and achievement during his or her co-op internship through Academic Advising and Career Center. Awardees' names will be engraved on a plaque displayed in the Career Center.

Charles R. Ely Chemistry Award: A monetary award presented to a senior for excellence in chemistry.

Charles R. Ely Scholarship Award for Women: An annual monetary prize established by the family of Charles R. Ely given for general scholarship.

Chi Alpha Sigma National Collegiate Honor Society: This award recognizes college student-athletes who earn a varsity letter in at least one sport while maintaining a 3.4 or higher cumulative GPA throughout their junior and senior years and achieved junior academic standing by the end of their fifth semester and demonstrate good moral character.

Daughters of Union Veterans of Civil War History Essay Award: Made in recognition of excellent work on an original paper written by a Gallaudet student on any topic related to American history.

Delta Epsilon Sorority Ideal Student Awards: Designed to give recognition to two serious students whom the members of the sorority have found to exemplify the ideal balance between academic pursuit and service to fellow students.

Department of ASL and Deaf Studies Award: The Marie J. Philip Award: To an undergraduate student majoring in Deaf Studies with 3.0 or better GPA, who exhibits leadership potential and contributes to Departmental activities.

Department of Business Award: Given annually to the most outstanding business major who is graduating. It recognizes the student's achievements in school, at work, and in the campus community.

Department of Business: The Joe Mattivi Scholarship Award: Award for juniors who excel academically and have financial needs to continue their education with a GPA of 3.0 or above.

Department of Business Academic Excellence Award: Award for outstanding graduating seniors in each Program.

Department of Government & Public Affairs: Outstanding Graduating Government Major Award: This annual award is given to a graduating senior from the Government Program who demonstrates high academic achievement, strong involvement in the campus community and exemplary attitude and behavior. The winner is selected by Program Faculty.

Department of History, Philosophy, Religion, and Sociology: History-Outstanding Graduating Senior Award: To one or two graduating senior History majors who have excelled academically, particularly in History courses, as demonstrated by their GPA in the major and other academic course work, and who have demonstrated a commitment to the department and the community through participation in department activities, community service, internships, volunteer work, or similar activities. (Chosen by vote of the History faculty.)

Department of Linguistics: Outstanding Undergraduate Student Award: The Outstanding Undergraduate Student Award is given annually to the graduating Linguistics Minor who has maintained the highest GPA in Linguistics courses.

Dorothy Hamberg Memorial Award: Presented by the Department of Physical Education and Recreation to the outstanding student in the department who demonstrates high levels of academic achievement and provides professional services to the community while exemplifying the qualities of Dorothy Hamberg, former professor of physical education.

Dorothy P. Polakoff Award for Academic Excellence: Awarded to the senior social work major with the highest academic achievement as measured by GPA in social work courses and performance in the social work internship.

Dr. Frank B. Sullivan "Excellence in Business" Award: The award recognizes the most outstanding graduating senior.

Drama Awards: Best Actress, Best Actor, Best Supporting Actor, Most Versatile Performer, Most Promising Actress, Most Promising Actor, Technical Assistant, Outstanding Crew Member, Outstanding Contributor. Includes the **Bruce Hlibok Playwriting Award**.

First Year General Chemistry Award: Given to the outstanding first-year chemistry student in recognition of excellence and promise in the field.

Foreign Study Scholarships: The awarding of the scholarships for travel is based on grades and a personal interview with the selection committee.

Gallaudet University Alumni Association Buff and Blue Awards: Established to encourage interest in the field of writing. The awards cover several categories: poetry, short stories, essays, and journalistic articles.

Institutional Diversity and Equity Champion: For programs and persons who identify with and are active in promoting diversity and inclusion on campus.

James E. Haynes Award for Excellence in the Study of Philosophy: Awarded to a Philosophy student who exhibits an outstanding aptitude for understanding the nuances and complexities of philosophy, including a philosophical temperament of critical reflection and who shows commitment to philosophy and philosophical discourse in the classroom and beyond.

John and Betty Galvan Psychology Leadership Award: This award is given to an undergraduate psychology major with a GPA of at least 3.0, who has demonstrated exemplary leadership as a student in the psychology major and who shows potential for making lasting contributions to the field of psychology within the Deaf community.

Joseph L. Mattivi Memorial Scholarship Fund (Joe Fund): Awarded to Career Center interns who most exemplify the spirit of life and work of Joe Mattivi, a former Experiential Programs Off Campus (EPOC) internship counselor at Gallaudet University, who passed away at the early age of 34. Awardees are chosen, by Career Center Internship Advisors, from any Gallaudet major and exemplify excellence in scholarship and work, embracing challenge as a learning experience, and demonstrating a joy for life and a love for humanity.

Kappa Gamma International Scholarships: The Kappa Gamma International Scholarships are awarded annually to four male students--one freshman, one sophomore, one junior, and one senior--who have at least a cumulative grade point average of 3.0 and who are involved in Gallaudet University through extracurricular activities.

Lambda Pi Eta Honor Society, Iota Nu Chapter: Inductees into the Iota Nu chapter of the Lambda Pi Eta Honor Society must meet stringent requirements for membership. Some of the requirements are: excellent academic standing, represent the upper 35% of their graduating class and demonstrate commitment to the field of communication.

Langenberg Memorial Scholarship: The Ernest G. '24 and Fern L. '27 Langenberg Memorial Scholarship Fund was established in 2008 by Dr. Donald N. Langenberg a physicist, professor, and former Chancellor of the University System of Maryland. Ernest and Fern Langenberg, both graduates of Gallaudet University, were Dr. Langenberg's parents.

The purpose of the Langenberg Memorial Scholarship is to provide an award to outstanding undergraduate students who demonstrate success both in and outside the classroom. Langenberg scholars should hold a cumulative GPA of 2.8 or above, as well as demonstrated success in one or more of the following areas: athletics, arts, leadership in student organizations, or involvement in community programs, civic programs and causes.

Leon Auerbach Freshman Mathematics Award: Awarded annually for the best work done in this subject.

Lillian Gourley Rakow Creative Writing Award: Established in 1982 with a gift from the estate of Jules Pierre Rakow in memory of his wife, Lillian. The fund provides an annual award to a sophomore, junior, and senior with demonstrated creative writing ability. Winners are selected on the basis of a portfolio submitted to the English Department and evaluated by a special committee.

MacDougall Creative Writing Award: This award, established in 1979 by Nanette Fabray MacDougall in honor of her husband, Randy, is open to any full-time, deaf undergraduate student at Gallaudet. Gallaudet students compete for prizes by submitting a portfolio of creative writing to the English Department. The writing is then judged by a committee of professional writers and teachers. The purpose of the award is to recognize "promising deaf writers at Gallaudet and to encourage them to seek careers using their writing skills."

Male and Female Athlete of the Year: Winners of these prestigious awards are selected by the Athletics Department's head coaches. The recipients must have had an outstanding season in one or more sports in the current academic year; have earned at least a team award, conference honor, or NCAA honor; have been good role models on and off the field; and be in good academic standing.

Multicultural Student Academic Excellence Award: For qualifying students maintaining a GPA of 3.5 or above.

National Science Foundation S-STEM Scholarship: The S-STEM scholarships are funded by the National Science Foundation (NSF) and are awarded to majors in biology, chemistry or mathematics who demonstrate financial need, academic potential, motivation and tenacity. S-STEM scholars must maintain a GPA of 3.0 or higher. These scholarships are funded through an NSF grant awarded to the Department of Science, Technology, & Mathematics at Gallaudet.

Olof Hanson Service Award: Conferred annually upon the man in the senior class who during the year showed the greatest promise of high character and leadership.

Phi Alpha Pi Award Phi Alpha Pi is the scholastic honor society of the University. See the section entitled "Honor Societies," in the Campus Programs and Services section.

Phi Kappa Zeta Alumni Scholarship: Presented to sophomore, junior, and senior sorority members with high scholastic standing by the national chapter of Phi Kappa Zeta.

Phi Kappa Zeta Catherine Bronson Higgins Memorial Scholarship Award: A member in good standing of Phi Kappa Zeta; full-time undergraduate student at Gallaudet University; financial need as a criteria for the award if two or more individuals are declared to be equally worthy in all other aspects of selection; and shall remain eligible to retain the scholarship during the time that individual remains a full-time student and maintains other standards as required from time to time by the Phi Kappa Zeta Sorority and Gallaudet University.

Phi Kappa Zeta Leonard M. Elstad Scholarship Award: The Leonard M. Elstad Scholarship Award is presented annually for total performance, showing excellence in academic standing, fellowship, and leadership throughout the college years.

Pre-law Program, Department of Government & Public Affairs: Pre-Law Writing Award: This annual award is presented to the the best paper written about law for a Gallaudet class in the last 4 semesters by a current Gallaudet student. They can be about any topic related to law and can be for a graduate or undergraduate class. Papers are judged based upon strength of research, clarity, use of citations, originality and writing skill.

President's Council Award: Presented to the student with the highest academic achievement.

Professional Development Award: Awarded to the senior social work major who demonstrates exceptional professional growth during the major as measured by degree of personal identification, growth, and maturity as reflected in performance in social work courses and internship.

Psychology Department Award: **Outstanding Psychology Major Award**: Given to a graduating psychology major(s) who has demonstrated exemplary scholarship, outstanding professional growth as a student, and promise for making significant contributions in the field of psychology.

Psychology Department Award: Psi Chi International Honor Society: The student must have completed a minimum of 3 semesters (or 5 quarters) of college courses, 9 semester hours (or 14 quarter hours) of Psychology courses, be in the top 35% of their class in general scholarship, and have a minimum GPA of 3.0 (on a 4.0 scale) or better in both Psychology courses and cumulative grades.

Sociology Department Award: The Sociology Department Annual Award is given to an exemplary

graduating senior who has a consistently high GPA in all Sociology courses, as well as outstanding work in their internship, research, and/or leadership.

Student Affairs and Academic Support Student of the Year Award: The Student Affairs and Academic Support Student of the Year Award is presented to an undergraduate or graduate student who has been a positive role model for their peers, and/or shown outstanding leadership qualities, or contributed and participated in departmental programs having an impact on the betterment of programs, services, and quality of life on behalf of all students.

Student Body Government Service Awards and Honorable Mention: Awarded to members of the SBG who have given their time and effort to the improvement of the organization.

Student Success Award: This is given to a 1st year student from JumpStart ASL who has demonstrated strong academic and leadership skills. Student also shows a strong desire to learn ASL.

Student Success: Outstanding Student Service Award: This is given to a paraprofessional within Student Success who has shown dedication and commitment to working. This person has also contributed his ideas towards peer mentoring as well as been a great student ambassador for Gallaudet.

The Dr. Rachel Hartig Award for Research Excellence: Dr. Rachel Hartig established this award in order to provide scholarship award/s and program support each year for a member of Gallaudet University's Faculty, Staff, Administration, or Graduate Student Body who has conducted research in the field of International Deaf Cultural Studies.

Thomas S. Marr Awards: Through the bequest of Thomas S. Marr, the income from the Thomas S. Marr Fund is awarded to juniors or seniors with the highest cumulative grade point averages.

Undergraduate Education Award: For Exemplary commitment to and achievement in teaching and learning given to the student chosen by the Department of Education faculty to be an outstanding Undergraduate Education Major.

Walter Krug Award: The Walter Krug Award is given annually to a senior who has majored in biology. This award is based on GPA, motivation and tenacity, as well as initiative. The award is named for Walter J. Krug (1905-1962), Class of 1927, who was a faculty member in biology, a coach, and dean of men at Gallaudet University. This award is given by the Biology Program, Department of Science, Technology, & Mathematics.

Who's Who in American Colleges and Universities: Included in this publication are the names of juniors and seniors in recognition of their outstanding leadership, scholastic achievement, character, and service to the University

World Language and Cultures Department: Earl Higgins Memorial Scholarship: The award honors Earl Higgins, an outstanding individual whose work was with Deaf and Hard of Hearing people and whose personal interests focused on areas of international study. The scholarship was established to broaden undergraduate students' educational experiences through participation in foreign study. Students were chosen based on proven academic excellence. The award will support their internship projects abroad this summer.

World Language and Cultures Department: Career Center stipends for International Study: The Career Center awarded these stipends to support the students' work with Deaf communities abroad. The students were selected by the World Languages and Cultures department based on their academic excellence and the quality of their international internship projects.

Undergraduate Academic Standing

Good Academic Standing

A student is in good academic standing when the student maintains a cumulative grade point average of 2.0 or better.

Assessing Academic Progress

Students have the right and responsibility to seek feedback about their academic performance from their instructors and academic advisors at any time during the academic term.

Immediately after the sixth week of a fall or spring semester (or after the third week of an eight-week online session), academic progress reports are sent to all students. Students having any problems, or performing below a "C" level in any course, should confer with their instructors and academic advisors. These reports are not noted in official transcripts.

In addition, students with semester GPAs below 2.0 will be alerted on their end of semester or academic term grade reports. This "Academic Alert" is not noted in official transcripts. Students are encouraged to seek the help of their academic advisors to improve their GPAs in succeeding academic terms.

Academic Warning

A freshman student is placed on Academic Warning when the student's cumulative GPA falls between 1.75 and 1.99 at the end of any semester or summer term. Freshmen on Academic Warning are required to meet with their academic advisors to discuss possible modification to their course load, extracurricular activities, and/or employment, and to seek tutoring or other academic support to improve performance.

Academic Probation

A student is placed on Academic Probation if the student's cumulative GPA is below 2.0 at the end of the semester or summer term. A freshman is placed on Academic Probation if the cumulative GPA falls below 1.75 for the first time or if a freshman has been previously placed on Academic Warning and his/her cumulative GPA remains below 2.0 for the second time. While on Academic Probation, the student must have a semester GPA of 2.0 or higher to enroll the following semester. The student remains on Academic Probation until his or her cumulative GPA improves to 2.0 or above. A student on Academic Probation whose semester GPA falls below 2.0 is automatically suspended. Nevertheless, if a student on Academic Probation makes a semester GPA of 2.0 or better, but has a cumulative GPA below 2.0, he/she shall remain on Academic Probation.

The Registrar will place students on Academic Probation on course registration hold. This hold will prevent the student from implementing any course registration processes (register/add/drop) until they have seen their Advisor and implemented an Academic Probation Contract/Success Plan for the following term. Students on Academic Probation are required at the beginning of the semester to meet with their advisors to sign academic probation contracts/success plans designed to improve their scholastic performance in the upcoming semester. The academic probation contract / success plan will address the following issues:

- Course load - students will be required to take a manageable course load. This stipulation may mean limiting the course load to 12 credit hours.
- Academic Support - students will be required to document participation in academic support activities (tutoring to workshops, for example).
- Extracurricular activities - students will not be permitted to participate in extracurricular activities, except for selected Intramural Activities determined in consultation with the student's academic advisor.
- Employment - students may be required to limit employment.

Students who fail to meet the requirements of their academic probation contracts contract/success plans may be suspended from the University at any time during the semester.

Academic Suspension

A student may be academically suspended for either of two circumstances:

- A student on Academic Probation whose semester GPA falls below 2.0 is placed on Academic Suspension and is ineligible to be readmitted before one full academic year has elapsed since his or her suspension. (For example, a student suspended after a fall semester can not enroll at the University until the spring semester of the following year, at the earliest.)

- A student admitted with condition(s) who has not satisfied the condition(s) and who has not been recommended by the Condition Review Committee for continued enrollment as a degree-seeking student will be suspended. That student may re-enroll as a degree- seeking student only after satisfying the condition(s).

Reporting Unsatisfactory Academic Performance

Academic Alert, Academic Warning, Academic Probation, and Academic Suspension appear only on the students' term grade reports and unofficial transcripts.

Appealing Academic Suspension

Due to compelling and verifiable circumstances such as personal, family, medical, psychological, or any other emergency or special academic consideration, a student subject to Academic Suspension may request a hearing before Faculty-Student Affairs Committee. If the committee so decides, the student may be permitted to return for an additional semester on Academic Probation. Except for extenuating circumstances such as personal or family medical/psychological emergency, a student who is suspended for academic reasons cannot be readmitted before three terms (including the summer term) have elapsed. Students wishing to appeal to Faculty-Student Affairs Committee should contact the Registrar's Office for forms and deadlines.

Undergraduate Placement Tests

Gallaudet University administers placement tests for new undergraduate students to determine appropriate course placement in ASL, English, and Mathematics.

Placement in American Sign Language (ASL) Courses

The ASL Placement Test is used to determine appropriate placement for new undergraduate students in one of three credit-bearing courses: (1) ASL 101 - American Sign Language I, (2) ASL 102 - American Sign Language II, or (3) GSR 103 - American Sign Language and Deaf Studies.

The ASL Placement Test covers each students' linguistic knowledge of ASL with respect to both production and comprehension. The test is computer-based, and all answers are in multiple choice format. Test results are calculated soon after the student completes the test. The ASL Placement Test is not the same as the ASLPI (ASL Proficiency Interview), which is an admissions and/or graduation requirement for various undergraduate and graduate programs.

Placement in English and Mathematics Courses

The English Placement Test is used to determine appropriate placement for undergraduate students in ENG 050-080 - English Language Study (non-credit bearing courses) or GSR 102 - Critical Reading and Writing or higher (credit-bearing courses).

The Mathematic Placement Test is used to determine appropriate placement for new undergraduate students in MAT 040 - Pre-College Mathematics (non-credit bearing courses) or GSR 104 - Quantitative Reasoning Approach or higher (credit-bearing courses).

Information about undergraduate students with conditions is provided under "Student Classifications" in this catalog.

Class Attendance

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

Online 8-Week Class Attendance

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

Academic Accommodations Policy

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the Office for Students with Disabilities (OSWD) web site, http://www.gallaudet.edu/office-for-students-with-disabilities.

The Reasonable Accommodation policy is also online here.

Senior Year Residence

To graduate from Gallaudet, students are expected to be "in residence" for at least 24 credits once they have achieved senior status. This means that, once students have completed 90 credit hours, they must take at least 24 more credit hours at Gallaudet, not transferred from another university. For the purposes of this residency requirement, courses taken through the Consortium of Universities and Colleges of the Washington Metro Area (CUWMA) and the Online Consortium of Independent Colleges and Universities (OCICU) are considered Gallaudet courses.

To earn a major, students must complete at least half of the major requirements at Gallaudet. To earn a minor, students must also complete at least half of the minor requirements at Gallaudet. Additional general studies courses may be required to satisfy Gallaudet University degree requirements. Note that some departments may have additional residency requirements for their majors.

Transfer Credits

The student must indicate any institution(s) previously attended on the Application for Admission (or re-admission) to Gallaudet University in order for that coursework to qualify for consideration as transfer credit. No transfer credit can be considered in the future if the institution(s) is not listed on the application, unless with Prior Permission.

There are different ways students can transfer credits to Gallaudet to apply towards degree programs. Gallaudet will consider credits from any institution. Students may earn credits toward graduation by taking tests in specific subjects under the College Level Examination Program or through the Advanced Placement Program provided by the Educational Testing Service (www.CollegeBoard.com). Prior Permission for transfer credit may be arranged.

Transfer students must meet the residency requirement, which requires residency for the senior year (at least 24 credits). To earn a major, students must complete at least half of the major requirements at Gallaudet. To earn a minor, students must also complete at least half of the minor requirements at Gallaudet. Additional general studies courses may be required to satisfy Gallaudet University degree requirements. Note that some departments may have additional residency requirements for their majors.

Evaluation / Re-evaluation Process

Gallaudet University only processes transfer credits with official transcript(s). The evaluation process may take approximately two (2) weeks. Course equivalencies are requested and approved by respective academic departments. The Transfer Credit Specialist at the Registrar's office will process the official transfer information. Pre-approved transfer credits may be requested for re-evaluation. Contact the Transfer Credit Specialist at the Registrar's Office for further information.

To allow for timely scheduling your first semester of classes here at Gallaudet, we impose a deadline of August 1st (Fall semesters) and December 1st (Spring semesters) for all college transcripts to be submitted to the Admissions office, who in turn will hand the transcripts to the Transfer Specialist in the Registrar's Office for evaluation.

Developmental Credits (English and/or Mathematics)

Gallaudet does not accept any developmental English courses for transfer (College level courses tend to be numbered 100 or higher.)

English as Second Language (ESL) or English for Speakers of Other Languages (ESOL) courses are considered developmental and are not transferable.

Developmental mathematics courses may be considered for waivers at Gallaudet.

Credits Conversion

Gallaudet University operates under the semester system. All transfer credits from post-secondary institutions not on the semester system (eg: quarter hours) will be converted to semester credits. Refer to the Conversion Chart on Registrar Office's webpage.

International Credits

Gallaudet recognizes the need to prevent enrolling in courses that have been taken elsewhere at institutions you've attended previously therefore we make every effort to evaluate your coursework thoroughly and fairly to determine if transfer credit can be awarded. Credits from International (non-USA) college / universities vary and will be evaluated individually.

The University requires that all international students with transfer work obtain a course-by-course evaluation from any of the following pre-approved US-based credentials evaluators:

- AACRAO International Education Services (fee: $190)
- World Education Services (fee: $160)

NOTE: Students must ensure their request for service is the **course-by-course evaluation**; this would provide the name of the course, the credits earned, and the US grade equivalent.

Also, students must submit a course syllabus, translated into English, for all courses taken. The syllabus must contain the following:

1. Course title
2. Course number
3. Start and end dates of each course
4. Description of the course, including each topic covered
5. Name of textbook(s) used including title, author, edition, and date of publication.

Courses, for which course syllabi/course descriptions have not been submitted, will be granted transfer as general electives and will not be applicable to any major requirements. For those courses listed on the transcript with no grades or scores, grades of C- or below, Pass/Fail scores, Audit, or for 0 credit hours are not eligible for transfer credit.

To allow for timely scheduling your first semester of classes here at Gallaudet, we impose a deadline of August 1st (Fall semesters) and December 1st (Spring semesters) for all college transcripts to be submitted to the Admissions office, who in turn will hand the transcripts to the Transfer Specialist in the Registrar's Office for evaluation.

Please refer to the Transfer Credits webpage for more information on transfers.

Credits by Examination

Most examinations are provided by CollegeBoard and include, but not limited to, Advanced Placement (AP), and College Level Examination Program (CLEP). Contact the Transfer Credit Specialist in the Registrar's Office for Gallaudet's policies. The institutional code number for both CLEP and AP is 5240 for scores to be sent to Gallaudet University.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) gives you the opportunity to receive college credit for what you already know by earning qualifying scores on each examination, as judged by the appropriate department. Information on the CLEP, as well as the procedure for applying, can be obtained online at clep.collegeboard.org. Information about transfer credit and the process can be obtained from the Transfer Credit Specialist in the Registrar's Office.

Advanced Placement Tests

University credit will be given for Advanced Placement (AP) tests with scores of 3.0 or better, and Honors credit will be given for scores of 4.0 or 5.0. These shall be considered as transfer credits and thus will not be counted in the grade point average. Information on available AP tests and obtaining AP scores can be found at APcentral.collegeboard.com/apc/controller.jpf. Information on procedures for transferring AP credits can be obtained from the Transfer Credit Specialist in the Registrar's Office. Refer to Registrar's Office AP information webpage for list of equivalencies at Gallaudet.

Prior Permission Transfer Credit

If you are interested in taking classes during semester or summer breaks at any college or university (other than consortium member institutions) and wish to transfer these credits to Gallaudet, please contact the Registrar's Office for information about Prior Permission Transfer Credit. You should be currently enrolled for fall or spring terms at Gallaudet and expect to continue at Gallaudet the following semester. Transfer courses awarded credit may satisfy University requirements, but neither the grade nor the credits earned are considered in calculating your GPA, with one exception. If the transfer course is equivalent to a Gallaudet course that you previously failed, the University recognizes that you have indeed passed that course, and the prior failing grade and course credit are removed from calculation of your GPA.

Here is the procedure for prior approval of your transfer credits:

- Give the Registrar's Office a complete course description of each course.
- Fill out the Prior Permission for Transfer Credit form, available at the Registrar's Office.
- Obtain the exact Gallaudet University equivalent course and approval signature from the respective department chair.
- Drop off the Prior Permission for Transfer Credit form to the Transfer Specialist at the Registrar's Office. The Transfer Specialist will sign the form and give you copies for you and your advisor.
- Contact the other school to arrange for the course.
- Earn a grade of C or better so that credit will be transferred.
- Submit a copy of an official transcript upon completion of the course to the Transfer Credit Specialist at the Registrar's Office.
- For Passing (P) grades: you must provide evidence (preferably from the university catalog) that the university only gives a Passing grade to students who earned a letter grade of C or higher. If the university gives a Passing grade to students who pass the course (the letter grade could range from A+ to D-), the transfer credits for the course will not be granted.
- Upon receipt of the official transcript, the Transfer Credit Specialist feeds and posts the transfer credits in the PeopleSoft system.
- The Prior Permission for Transfer Credit form and any other paperwork when completed are filed in your file.

Undergraduate Course Withdrawals

Students may withdraw from individual courses within the first half of the semester, summer session, or non-traditional term in which the course is offered. No students will be allowed to withdraw from a course after the first half of the semester, summer session, or non-traditional term has passed, except for compelling and verifiable circumstances, in which case the student must obtain the permission of the course instructor and the appropriate dean. Students may not withdraw from the same course more than once. This policy does not apply to a student who takes a leave of absence or withdraws from all courses during a semester, summer session, or non-traditional term. Once the withdrawal form is filed with the Registrar's Office, "WD" will appear on the student's official transcript. Withdrawal procedures for undergraduate students taking PST courses are outlined on the Center for Continuing Studies and Summer Programs websites.

Students who request a withdrawal from all classes, resulting in zero (0) credits, must complete a Leave of Absence (LOA) or University Withdrawal form through the Registrar's Office, or will be considered as an "unofficial withdrawal" and will have to apply for readmission if they desire to be reinstated.

If in any circumstances, the student does not fill out an official withdrawal and has failing grades ("Fs") or a

combination of "Fs" and "WDs" for all courses and has stopped attending those courses, the student is considered unofficially withdrawn from the University. Students who are unofficially withdrawn and wish to be reinstated must apply for readmission through the Registrar's Office. Forms are available on the Registrar's Office web site at http://www.gallaudet.edu/registrar/forms.

Undergraduate Leave of Absence (LOA)

A student in good academic standing who is a U.S. citizen or a permanent resident of the U.S., and who intends to stop taking courses for a period of time, may request a Leave of Absence (LOA). Immigration laws do not permit international students without permanent residency to apply for LOA status.

To initiate an LOA, students must apply through the Registrar's Office before the course withdrawal deadline of the affected semester. After the course withdrawal deadline, students with compelling and verifiable reasons (for example, medical, family, and/or financial issues) may obtain an LOA or withdraw from the university with permission of the appropriate dean, resulting in WD grades for courses in progress. Not obtaining such permission can result in the assignment of failing grades ("F") in all unfinished courses.

The length of time permitted for the LOA may not exceed three consecutive academic semesters (excluding summer). If a student is granted an LOA during a semester, that semester will count as one of the three consecutive semesters. Students should be advised that financial aid will be recalculated if the student takes a leave of absence prior to completing 60% of the semester. See the Financial Aid section of this catalog for details.

When the student is ready to return from LOA, the student must contact the LOA/WD Specialist at the Registrar's Office to initiate the process of return. Students may enroll for classes at the end of their approved leave without applying for readmission. If the three semester limit has expired, the student must apply for readmission. Once a student has taken an LOA and returned to the university, any subsequent requests for LOAs must be approved by the dean.

Undergraduate Withdrawals from the University

Students finding it necessary to withdraw from the University are required to submit a completed withdrawal form, which they can obtain from the Registrar's Office, after meeting with the LOA/WD Specialist. The WD form requires signatures from different offices on campus. A withdrawal becomes official when it has been accepted by the Registrar.

Students can withdraw from the University through the eighth week of classes. A "WD" will appear on the student's official transcript for all courses the student was enrolled in. See the "Refunds After Withdrawal from the University" description in the "Fees and Financial Services" section of this catalog for information on refunds.

After the eighth week students may withdraw with permission of the appropriate dean and with compelling and verifiable reasons. Unauthorized withdrawal from the University can result in the assignment of failing grades ("F") in all courses.

A student is considered to have "unofficially withdrawn" from the University if the student receives failing grades ("F") or a combination of "F" and "WD" in all classes, and has stopped attending all classes during the semester (based on attendance dates provided in their grade reports). Students who are unofficially withdrawn and wish to be reinstated must apply for readmission through the Registrar's Office.

Undergraduate Readmission

Readmission for a Second Undergraduate Degree

Students who have received a degree from Gallaudet may return to pursue a second degree. Students should apply through the Registrar's Office. They should complete an application form and submit it along with a $50 non-refundable application fee. All student debts must be cleared before the application deadline. Students should also submit a letter from the appropriate department chair granting permission to enroll in that major.

To satisfy the requirements for a second baccalaureate degree at Gallaudet University, a student must complete a minimum of 30 additional semester hours after satisfying requirements for the first degree, and he or she must also satisfy the requirements of a major other than the major declared for the first baccalaureate. Grade points earned in the first degree will not apply in determining the scholastic eligibility while a student is enrolled for a second degree. No student, however, will be permitted to complete the second degree under a catalog or supplement issued more than three years prior to the date of completion of the second degree.

Students who obtained a bachelor's degree at an institution other than Gallaudet and want to pursue a second degree, must apply through the Office of UG Admissions.

Readmission After Withdrawal

Students who withdraw from the University without obtaining a leave of absence (LOA), an expired LOA, or were discontinued; and wish to resume studies at the University must apply for readmission. Students applying for readmission can find readmission application materials online, and may contact the Registrar's Office for additional information. An application fee of $50 payable to Gallaudet University must accompany the application. All outstanding debts must be paid in full before applying for readmission.

Readmission After Suspension

Students who are academically suspended due to GPA below 2.0, and who wish to be reinstated must apply for readmission through the Registrar's Office, which includes an appeal to Faculty-Student Affairs Committee. A student readmitted after academic suspension is placed on academic probation and is subject to all requirements and conditions of that status. Former students who were academically dismissed or suspended and who apply for readmission will be placed on academic probation. They will be required to follow academic procedures described under Academic Probation.

Students who are academically suspended due to conditions, and who wish to be reinstated must complete the required conditions prior to applying for readmission. Conditions may be satisfied by taking only the remedial course at Gallaudet as an Undergraduate Special Student, if the student's GPA is 2.0 or above, through the Undergraduate Admissions Office; or by taking a course at another college/university and transferring to Gallaudet. Once the required condition(s) have been met, the student may then apply for readmission through the Registrar's Office. The student must appeal to Faculty-Student Affairs Committee with evidence of completed conditions.

Students who are academically suspended due to conditions, and also have a GPA below 2.0, should contact the Registrar's Office for more information.

Students who have been suspended for disciplinary reasons must write a letter of appeal to the Office of Student Conduct, obtain permission before applying for readmission, and provide evidence that they have met the conditions of the suspension.

Academic Clemency

Undergraduate students who are readmitted to Gallaudet University after a separation of five or more years may request that grades and credits previously earned at Gallaudet University, totaling no more than 18 credits, be removed from the calculation of their cumulative grade point average. These grades and credits will not be counted toward graduation requirements. This request for clemency must be made during the student's first semester following readmission. The student should request this clemency through the Registrar's Office; the Registrar will then seek the approval for such clemency from the appropriate deans. Approval is not automatic or guaranteed.

Undergraduate Application for Graduation

Information about commencement ceremonies can be found online at commencement.gallaudet.edu.

Graduation Checklist and Application

Students who expect to complete requirements for an undergraduate degree must file an application for graduation, with completed graduation checklist, and submit it to the Registrar's Office. The deadline for filing the graduation application is stated in the University's academic calendar. Seniors who have filed a graduation application will receive an explanation of procedures for graduation along with a copy of their progress towards graduation degree audit advisement report. The Registrar's Office will review the advisement report and note any requirements still outstanding. Students are responsible for meeting with their faculty advisor to review the advisement report and make arrangements to complete any outstanding requirements. The Registrar's Office will notify students of their eligibility or ineligibility to graduate and participate in the graduation ceremony.

Six (6)-Week Grace Period

At the end of the term, undergraduate degree candidates are given six weeks in which all issues/conflicts that are delaying degree conferral must be resolved. Eligible circumstances include incomplete or in-progress grades, course substitutions/waivers and program completion memos, transfer of credit to be posted, and dropping an unmet minor. If the issue is resolved by the end of the six-week deadline, your degree, diploma and transcript will still be issued for the applied official graduation date. Please keep in mind that certain circumstances are not eligible to be resolved during this six-week grace period, for example, incomplete internships.

6 Week Grace Period Date Calculation:

- May - last day of classes for spring term + 6 weeks
- Aug - last day of classes for summer term + 6 weeks
- Dec - last day of classes for fall term + 6 weeks

Graduation Fest

Gallaudet's Graduation Fest is a one-day event for potential graduates to access each area, office, or department to ensure they have made the necessary arrangements to graduate. Included are representatives from the Bookstore, Student Financial Services, Campus Life, the Office of the President, Alumni Office, Career Center, Graduate School, and others. Graduation Fest is usually held in February or March.

Description of Graduate Hooding and Commencement Ceremonies

Graduate Hooding typically occurs the day prior to the Commencement Ceremony. At the Hooding, Graduate students who have met all the requirements are awarded a distinctive hooding to add onto the graduation gown to wear at the Commencement Ceremony.

The Commencement Ceremony usually is on Friday, one week after the final exam week. All eligible Undergraduate or Graduate students will receive notice of their completion during the ceremony.

Participation in Commencement Ceremony

Once the application for graduation has been filed, students who have completed all work toward their degrees are automatically eligible to participate in the commencement ceremony. Students who are eight or fewer credit hours short of completing their degrees will be permitted to participate in the ceremony if they are registered for summer school. Information on the commencement ceremony is sent only to those students who apply for graduation.

Academic Attire

Academic attire is required of all candidates at commencement exercises. Students who choose to order cap and gowns from the Bison Shop (Gallaudet bookstore) must do so during the annual "Graduation Fest" in February/March. Gowns may be picked up through commencement day.

Degree with Distinction

Those students who graduate with a degree GPA of 3.8 or higher shall receive their degrees summa cum laude; for those at 3.6 or above, magna cum laude; and for those at 3.4 or above, cum laude. One-half of the course hours required for graduation (62 credit hours) must be taken at Gallaudet.

The only exception to the 60 credit hour minimum is for first-degree transfer students who have earned 40 - 59 semester hours at Gallaudet; these students will be awarded a degree with the appropriate distinction only if their GPA from Gallaudet *and* their GPA from all institutions previously attended meet the cumulative GPA requirements stated above.

Transcripts and Diplomas

Students may obtain transcripts of their academic records from the Registrar's Office. There is a $10 fee for each official transcript. Transcripts will be released only by signed request. No transcripts will be issued to a student who owes money or who has any outstanding obligation to the University. In compliance with Family Educational Rights and Privacy Act (FERPA), Gallaudet University will not make copies of transcripts on file from other colleges and universities. Diplomas are issued only once, and any errors must be brought to the attention of the Registrar's Office within 90 days of receipt.

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 been a senior (90 credit hours or more completed) who had earned at least 24 credits from Gallaudet University. The student must also have been in good academic and disciplinary 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.

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 instate 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

UNDERGRADUATE EDUCATION

STUDENT LEARNING OUTCOMES

Learning Outcomes are the general education goals the university has established for all undergraduate students and represent the knowledge, skills and attitudes that students should gain to successfully complete the requirements of a course, program major, and degree. Many individual academic departments have also developed their own learning outcomes; check with the departments for details.

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

Language and Communication
Students will use American Sign Language (ASL) and written English to communicate effectively with diverse audiences, for a variety of purposes, and in a variety of settings.

Critical Thinking
Students will summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems.

Identity and Culture
Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups.

Knowledge and Inquiry
Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world.

Ethics and Social Responsibility
Students will make reasoned ethical judgments, showing awareness of multiple value systems and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities.

UNDERGRADUATE DEGREE REQUIREMENTS

A candidate for graduation with either a B. A. (Bachelors of Arts) or B. S. (Bachelor of Science) must fulfill the following requirements successfully:

1. 37 hours of General Studies Requirements (GSR)
2. A minimum of 120 hours, including the requirements of a major listed in the catalog
3. A minimum of 2.0 cumulative grade point average (GPA), unless major departments or programs use higher cumulative GPA standards. Students must follow the requirements set by respective departments or programs they are enrolled in.
4. A one-year residency requirement
5. A satisfactory record of conduct
6. Career Development (GSR 110)

GENERAL STUDIES REQUIREMENTS

The following general education requirements apply to students matriculated (admitted and registered) during or after Fall 2007. Students matriculated before Fall 2007 should refer to the archived catalog of record for the academic year in which they were admitted.

General Studies Requirements (GSR)

General Studies Overview

The general studies program requires students to take 37 credits in this general education program. All courses in the curriculum emphasize skill development in critical thinking, language, and communication. Developing and refining these competencies is the goal of every course students take in the program.

The new General Studies curriculum includes four components:

- Freshman Foundation courses (4 courses, total 12 credits): GSR 101, 102, 103, and 104
- Career Development (1 course, total 1 credit): GSR 110
- Integrated courses (5 courses, total 20 credits): GSR 150, 210, 220, 230, and 240
- Capstone Experience (1 course, total 4 credits): GSR 300

Freshman Foundation

The Freshman Foundation is the first General Studies component. Under this component, students take four Freshman Foundation courses:

- First Year Seminar (GSR 101)
- Critical Reading and Writing (GSR 102)
- American Sign Language and Deaf Studies (GSR 103)
- Quantitative Reasoning (GSR 104)

The four foundation courses will give you the fundamental tools to progress toward the five student learning outcomes. You will improve your communication and problem-solving skills and start thinking about your own identity and college life.

Career Development

- Career Development (GSR 110)

The career development course will give you the foundation to explore and plan your future career.

Integrated Courses - Part One

Interdisciplinary and multidisciplinary courses have become common practice with many colleges and universities across the nation. Courses are traditionally taught alone as a discipline, separate from the other, for instance, as a history course, an English course, or a mathematics course. However, with integrated courses being multi- or interdisciplinary, the focus is on a central topic with two or three faculty from, say the History, English, or Sociology Departments, teaming up to teach the course. Faculty members can voluntarily design and offer integrated courses as long as they meet the appropriate five competencies. With a multi- or interdisciplinary approach and because a specific topic is explored in detail and from the perspectives of different disciplines such as business, communication studies, and psychology, it hones critical thinking skills. Each integrated course will be 4 or 5 credits and will address some or all of the five competencies.

Introductory course

- GSR 150: Introduction to Integrated Learning

Integrated courses

- GSR 210: Comparing Multicultural Perspectives
- GSR 220: Methods of Multiple Disciplines
- GSR 230: Scientific & Quantitative Reasoning in Context
- GSR 240: Ethical Decisions and Actions

These learning courses are required at numerous institutions of higher learning across the nation. Learning courses emphasize applying learned content and skills to solve real-life, real world dilemmas. For example, students could volunteer to help restore the Chesapeake Bay by understanding the delicate estuary and its ecological significance for the metropolitan DC area including Maryland and Virginia. They could volunteer by planting trees or transplanting oyster shells into the Bay.

General Studies Capstone Experience

The third and final component of the General Studies curriculum is the Capstone Experience. The Capstone Experience is a "wrap-up" course. You take the General Studies Capstone course when you complete all other General Studies Requirements. The course includes all five competencies and will challenge you to apply your knowledge and skills to solve real world problems through a project, artifact, or substantial work experience. Gallaudet will invite community groups, both on-campus and off-campus, to present problems and needs. You will be on project teams to research, plan, and implement innovative solutions.

The General Studies Program works with academic departments to modify one or more of the department courses to satisfy the General Studies interdisciplinary focus and GSR course Student Learning Outcomes. Students may enroll in these course sections to satisfy a GSR course requirement; they may also satisfy major or minor requirements. However, credits earned are not duplicated; a maximum of 4 credits may be earned for taking a cross-listed course. After review and approval by the General Studies director, specific course sections will be cross-listed on the course schedule for a given semester and indicated in the section's course description. A section of a course listed in the catalog as 3-credit may be offered as 4-credit, for the purpose of cross-listing with GSR courses. These sections will include the contact and overall student engagement hours required for a 4-credit course.

Departments may offer a 3-credit course as a 4-credit course, for the purpose of cross-listing with GSR courses, a maximum of 3 times before they must propose changing the relevant departmental course in the catalog to (3 - 4) credits or (4) credits.

COLLEGES AND SCHOOLS

COLLEGE OF ARTS AND SCIENCES

Dean Dr. Genie Gertz
Hall Memorial Building, Room S400

Gallaudet's liberal arts curriculum embraces interdisciplinary learning, collaborative work in diverse groups, critical thinking about real-world problems, and learning about cultures and global issues.

With a broad-based, multidisciplinary, and well-rounded education, Gallaudet graduates enter an increasingly challenging job market prepared to succeed in many fields, including business, diplomacy, research, science, and teaching.

Gallaudet also values ethical decision-making and instilling respect for diverse cultures and prepares students to become productive and responsible citizens of their community, nation, and the world.

With an education from Gallaudet University, students build a solid foundation for lifelong personal and professional success. Here, high academic expectations are paired with comprehensive support services and direct communication access to faculty and staff, giving students an advantage designed to ensure they make the most of their liberal arts education as they prepare to enter the workforce or apply to graduate school.

Most of the university's undergraduate degree programs are in the College of Arts and Sciences. The departments of American Sign Language and Deaf Studies, Linguistics, and Psychology also offer graduate degree programs.

Departments within the College of Arts and Sciences:

Art, Communication, and Theatre

ASL & Deaf Studies

English

History, Philosophy, Religion, and Sociology

Linguistics

Psychology

Science, Technology, and Mathematics

World Language and Cultures

School of Education, Business, and Human Services

Interim Dean Dr. Khadijat Rashid
Ely Center 203

The School of Education, Business, and Human Services is committed to providing a high quality education and professional preparation in a dynamic and interdisciplinary learning environment. The School consists of eight academic departments:

Business

Counseling

Education

Government & Public Affairs

Hearing Speech & Language Sciences

Interpretation

Physical Education & Recreation

Social Work

While each department has a unique mission, they all share a common commitment to curriculum excellence, professional and research leadership, and preparation of graduates to work with deaf, hard of hearing, and hearing clients. Most of the academic programs in the school are fully accredited by the leading accreditation bodies in their respective fields.

Whether you are a prospective or current student, an alumnus, a faculty colleague, or a guest, we invite you to explore our broad portfolio of academic programs and contact us for additional information as necessary.

Undergraduate Majors and Minors

Online Degree Completion Program

Dr. Tammy Weiner, Director
Fowler Hall 214

Gallaudet University offers the Online Degree Completion Program (ODCP), an online undergraduate degree attainment avenue for degree completion students who have accumulated 80 hours of college credits, are unable to finish their degree program on campus full-time, and who seek a study program in Deaf Studies or Psychology.

Online Courses

Students can earn college credits through coursework offered in a variety of settings, online courses owned by the University and taught by its faculty, and online courses from the Online Consortium of Independent Colleges and Universities (OCICU) of which Gallaudet is a participating institution.

Online Degree Completion Program students seeking online courses will be advised accordingly. Online classes are offered in an 8-week accelerated format throughout the year.

Online Learning Readiness

Good time management skills are essential to succeed 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.

At Gallaudet, our learning management system is Blackboard which supports our online courses. The first thing you need to do is to make sure you have the right equipment. Click on the minimum computing guidelines to find out what you need. Then to gauge your online learning readiness, complete this brief Online Learning Readiness Inventory. Your responses will help identify strengths and weaknesses for success in the online learning environment.

Online Student Orientation

Once ODCP students are admitted in the program, they are to complete the required online student orientation prior to the first semester of their admission.

Gallaudet University Online Academic Calendar

Students in the ODCP program will abide by the online academic calendar.

Gallaudet Thirty Credits Minimum Requirement

For the online degree completion program, at least 30 credits of the total degree requirement must be or must have been earned from courses owned by GU and taught by its faculty. OCICU, and transfer credit may not be applied to this 30 GU-credit minimum.

Refer to the following link for more information on the program and the curriculum.

ONLINE DEGREE PROGRAM GENERAL EDUCATION CURRICULUM

ODCP General Education Requirements for a Bachelor of Arts

		2017-2018
English	One Composition & One Literature	6
ASL	One Composition & One Literature	6
Humanities, Communication & Arts, Social Sciences and Business	Must take at least one course in three of the four categories	24
Natural Sciences		3-4
Mathematics		3-4
Total		**42-44**

- English (one composition and one literature course) - 6 Credits
- American Sign Language (ASL) - one composition and one literature course (Learners must take the ASL Placement Test - ASLPT - to determine ASL readiness. Some learners may need to take ASL 1, 2, and/or 3 before being able to register for GSR 103) - 6 Credits
- Humanities, Communication & Arts, Social Sciences, and Business - For a more diverse education, students must take at least one course in three out of the four listed categories - 24 Credits
- Natural Sciences 3 - 4 Credits
- Mathematics 3 - 4 Credits

TOTAL 42-44 Credits

Minnesota General Education Standard

ODCP students who are Minnesota residents must satisfy the Minnesota Degree General Education Standards for baccalaureate degree. For additional information on these requirements, contact the ODCP Director.

DEAF STUDIES FOR ONLINE DEGREE COMPLETION PROGRAM

Summary of Requirements

	2017-2018
Online Degree Completion Program General Education	42-44
Pre-Major Courses	15
Major & Related Elective Courses	42
Free Elective Courses	21
Total	120

Required Pre-Major Courses 15 hours

Code	Title	Credits
DST 101	Introduction to Deaf Studies	3
HIS 111	American History I	3
HIS 112	American History II	3
LIN 101	Sign Language & Sign Systems	3
SOC 101	Introduction to Sociology	3

Required Deaf Studies major courses 33 hours

Code	Title	Credits
DST 203	Introduction to Cultural Studies	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3
DST 314	Oral Traditions in the Deaf Community	3
DST 316	Disability Studies	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 497	Deaf Studies Senior Thesis I	3
DST 498	Deaf Studies Senior Thesis II	3
HIS 331	History of the American Deaf Community	3
LIN 263	Introduction to the Structure of American Sign Language	3

Elective related courses 9 hours

Choose three courses

Code	Title	Credits
ASL 270	ASL and English: Comparative Analysis	3
ASL 302	Visual Language Resource Development	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 380	ASL Elocution: Applications	3
COM 430	Gender and Communication	3
COM 440	Intercultural Communication	3
COM 450	Political Communication	3
DST 315	Introduction to Deaf View/Image Art	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
EDU 250	Introduction to Education and Teaching	3
ENG 325	Introduction to Deaf Literature	3-4
GOV 360	Public Policy	3
GOV 370	Human Rights	3
GOV 387	Nationalism and Developing Nations	3
HIS 322	Cultural Geography	3
HIS 332	History of Mass Media and the Deaf Community	3

HIS 378	U.S. Women's History	3
HIS 380	The History of Sexuality	3
HIS 400	Deaf Women's History	3
PSY 270	Psychology and Deaf People	3
PSY 448	Psycholinguistics	3
SOC 211	Race and Ethnic Relations	3
SOC 225	Sociology of Deafness and Deaf People	3
SOC 250	Gender and Society	3
SOC 268	Cultural Anthropology	3
SOC 313	Work and Globalization	3
SOC 318	Medical Sociology	3
SOC 436	Social Inequality: Race, Class and Gender	3
SWK 318	Human Diversity	3

PSYCHOLOGY FOR ONLINE DEGREE COMPLETION PROGRAM

Summary of Requirements

	2017-2018
Online Degree Completion Program General Education	42-44
Pre-Major Courses	3
Major & Related Courses	49
Free Elective Courses	31
Total	120

Required pre-major courses 3 hours

Code	Title	Credits
PSY 101	Introduction to Psychology	3

Required courses 34 hours

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3
PSY 324	Cognition	3
PSY 341	Research Design and Analysis I	3
PSY 342	Research Design and Analysis II	3
PSY 350	Internship Seminar	3
PSY 358	Social Psychology	3
PSY 451	Internship I	3
PSY 486	Senior Capstone: Current Issues in Psychology	3

Elective Psychology courses 15 hours

Choose five courses. At least 4 must be Psychology department courses:

Code	Title	Credits
PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 316	Bullying: From Childhood to Adulthood	3
PSY 317	Health Psychology	3
PSY 319	The Psychology of Exceptional Children	3
PSY 325	Sports Psychology	3
PSY 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PSY 411	Psychology of Personality	3

PSY 424	Neuropsychology	3
PSY 434	Methods of Therapy Emotional Disturbance	3
PSY 441	Learning Theories and Applications	3
	OR	
EDU 323	Educational Psychology	3
PSY 445	Field and Observational Studies of Human and Animal Behavior	3
PSY 447	Psychological Tests and Measurements	3
PSY 448	Psycholinguistics	3
PSY 452	Internship II	3
PSY 453	Internship III	3
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
PSY 495	Special Topics	1-5
PSY 499	Independent Study	1-3
COU 330	Introduction to the Counseling Profession	3-4
PHI 290	Ethics and Health Care	3
SOC 151	Introduction to the Criminal Justice System	3

Department of American Sign Language and Deaf Studies

Web: Department of ASL & Deaf Studies
College of Arts and Sciences

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

The Department of American Sign Language and Deaf Studies gives students an opportunity to acquire an understanding of the deaf community as part of human diversity. The courses are designed to prepare students to spend their professional or social lives after graduation in the deaf community or to make further contributions in a chosen academic discipline.

If interested, students can then explore further by majoring in either ASL or Deaf Studies, providing that pre-major course requirements are met. Core programs in both majors are designed for students to develop a multidisciplinary approach in the areas of teaching, language, community, history, culture, and literature to the study of deaf and hard of hearing people. The Department also offers an undergraduate online degree program, in cooperation with the Online Degree Completion Program. Requirements for this program differ slightly from that of the degree offered on campus. Students interested in this program should apply via the Online Degree Completion Program.

For information on linguistics and interpretation courses, please look under either the Linguistics or Interpretation Departments.

Declaring a Major

Requirements for Admission to a Major in American Sign Language

All of the following (or evidence of) are to be sent electronically to the ASL program coordinator:

- A video-letter of interest;
- ASL Proficiency Interview rating of 4 or above;
- A B or better in GSR 102 and GSR 103, or the equivalent;
- A B or better in ASL 270, or the equivalent;
- A copy of the applicant's transcript; and

- An interview with the major/minor coordinator.

Admission to the major/minor is conditional upon acceptance by a Major Review committee which will consider the above-mentioned criteria when determining which student may major/minor in ASL. Students who are not approved by the Major Review committee may appeal to the department chair.

Requirements for Admission to a Minor in American Sign Language

All of the following (or evidence of) are to be sent electronically to the ASL program coordinator:

- A video-letter of interest;
- ASL Proficiency Interview rating of 3+ or above;
- A B or better in GSR 102 and GSR 103, or the equivalent;
- A B or better in ASL 270, or the equivalent;
- A copy of the applicant's transcript; and
- An interview with the major/minor coordinator

Admission to the major/minor is conditional upon acceptance by a Major Review committee which will consider the above-mentioned criteria when determining which student may major/minor in ASL. Students who are not approved by the Major Review committee may appeal to the department chair.

ASL minors are strongly encouraged to purchase an Apple laptop computer equipped with built-in camera, movie making and editing capabilities.

Continuation in the program

To remain in the program, students must achieve a 2.75 average in ASL major courses. The students will also regularly complete the ASL & Deaf Studies undergraduate disposition checklist by obtaining at least 9 out of 10 outstanding or satisfactory rating each semester with their academic advisor. Students with more than 1 unsatisfactory rating will be called in for a departmental meeting to discuss strategies for improvement. Students will be asked to leave the program if they receive two consecutive semesters with more than 1 unsatisfactory rating on their disposition checklist.

ASL majors are required to purchase an Apple laptop computer equipped with built-in camera, movie making and editing capabilities.

Requirements for Admission to a Major in Deaf Studies

Students must complete or demonstrate the following before declaring a major in DST:

- A video-letter of interest
- A cumulative grade point average of 2.5 or better.
- An interview with at least two Deaf Studies faculty members
- Completion of GSR 103 American Sign Language & Deaf Studies
- A grade of B or better in DST 101 & LIN 101
- Completion of all Pre-major courses

Requirements for Admission to a Minor in Deaf Studies

Students must pass GSR 102, GSR 103 and DST 101 with a grade of "B" or better prior to declaring a minor in Deaf Studies.

B.A. IN AMERICAN SIGN LANGUAGE

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	6
Major and Related Courses	54
Free Elective Courses	23
TOTAL	120

Required pre-major courses 6 hours

Code	Title	Credits
ASL 270	ASL and English: Comparative Analysis	3
LIN 101	Sign Language & Sign Systems	3

Required major courses 48 hours

Code	Title	Credits
ASL 302	Visual Language Resource Development	3
ASL 304	ASL Data Analysis and Applications I	3
ASL 305	ASL Data Analysis and Applications II	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 315	ASL Literature: Poetry	3
ASL 380	ASL Elocution: Applications	3
ASL 405	Discourse Features in ASL	3
ASL 410	Foundations and Practices in ASL Analysis and Criticism	3
ASL 421	Introduction to ASL Instruction	3
ASL 494	Senior Seminar	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3
LIN 263	Introduction to the Structure of American Sign Language	3
LIN 301	Introduction to Phonology and Morphology	3
LIN 302	Introduction to Syntax and Discourse	3
LIN 480	Linguistics Research Experience	3

One elective ASL course from the following: 3 hours

Code	Title	Credits
ASL 490	ASL Internship	1-6
ASL 495	Special Topics	1-5
ASL 499	Independent Study	1-3

One elective LIN course from the following: 3 hours

Code	Title	Credits
	Take at least one 500-level course (3)	

B.A. IN DEAF STUDIES

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	15
Major and Related Courses	39 to 42
Free Elective Courses	17 to 20
TOTAL	120

Required pre-major courses 15 hours

Code	Title	Credits
DST 101	Introduction to Deaf Studies	3
HIS 111	American History I	3
HIS 112	American History II	3
LIN 101	Sign Language & Sign Systems	3
SOC 101	Introduction to Sociology	3

Required Deaf Studies major courses 39 to 42 hours

Code	Title	Credits
DST 203	Introduction to Cultural Studies	3
DST 204	Deaf Culture	3
DST 305	Deaf Space: Concepts & Methodologies	3
DST 311	Dynamics of Oppression	3
DST 314	Oral Traditions in the Deaf Community	3
DST 316	Disability Studies	3
DST 320	Internship I	3-6
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 497	Deaf Studies Senior Thesis I	3
DST 498	Deaf Studies Senior Thesis II	3
HIS 331	History of the American Deaf Community	3
LIN 263	Introduction to the Structure of American Sign Language	3

Required related courses 9 hours

Choose three courses

Code	Title	Credits
ASL 270	ASL and English: Comparative Analysis	3
ASL 302	Visual Language Resource Development	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 380	ASL Elocution: Applications	3
ASL 405	Discourse Features in ASL	3
COM 430	Gender and Communication	3
COM 440	Intercultural Communication	3
COM 450	Political Communication	3
DST 315	Introduction to Deaf View/Image Art	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
EDU 250	Introduction to Education and Teaching	3
ENG 325	Introduction to Deaf Literature	3-4
GOV 360	Public Policy	3
GOV 370	Human Rights	3
HIS 287	Research Methods in History	3
HIS 322	Cultural Geography	3
HIS 332	History of Mass Media and the Deaf Community	3
HIS 333	History of Disability in the U.S.	3
HIS 340	Nineteenth Century American Deaf History	3
HIS 378	U.S. Women's History	3
HIS 380	The History of Sexuality	3
HIS 381	Gay & Lesbian History	3
HIS 400	Deaf Women's History	3
PHI 450	Bioethics and the Deaf Community	3
PSY 270	Psychology and Deaf People	3
PSY 448	Psycholinguistics	3
SOC 211	Race and Ethnic Relations	3
SOC 225	Sociology of Deafness and Deaf People	3
SOC 250	Gender and Society	3
SOC 268	Cultural Anthropology	3
SOC 313	Work and Globalization	3
SOC 318	Medical Sociology	3
SOC 436	Social Inequality: Race, Class and Gender	3
SWK 318	Human Diversity	3

DEAF STUDIES FOR ONLINE DEGREE COMPLETION PROGRAM

Summary of Requirements

	2017-2018
Online Degree Completion Program General Education	42-44
Pre-Major Courses	15
Major & Related Elective Courses	42
Free Elective Courses	21
Total	120

Required Pre-Major Courses 15 hours

Code	Title	Credits
DST 101	Introduction to Deaf Studies	3
HIS 111	American History I	3
HIS 112	American History II	3
LIN 101	Sign Language & Sign Systems	3
SOC 101	Introduction to Sociology	3

Required Deaf Studies major courses 33 hours

Code	Title	Credits
DST 203	Introduction to Cultural Studies	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3
DST 314	Oral Traditions in the Deaf Community	3
DST 316	Disability Studies	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 497	Deaf Studies Senior Thesis I	3
DST 498	Deaf Studies Senior Thesis II	3
HIS 331	History of the American Deaf Community	3
LIN 263	Introduction to the Structure of American Sign Language	3

Elective related courses 9 hours

Choose three courses

Code	Title	Credits
ASL 270	ASL and English: Comparative Analysis	3
ASL 302	Visual Language Resource Development	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 380	ASL Elocution: Applications	3
COM 430	Gender and Communication	3
COM 440	Intercultural Communication	3
COM 450	Political Communication	3
DST 315	Introduction to Deaf View/Image Art	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
EDU 250	Introduction to Education and Teaching	3
ENG 325	Introduction to Deaf Literature	3-4
GOV 360	Public Policy	3
GOV 370	Human Rights	3
GOV 387	Nationalism and Developing Nations	3
HIS 322	Cultural Geography	3
HIS 332	History of Mass Media and the Deaf Community	3
HIS 378	U.S. Women's History	3
HIS 380	The History of Sexuality	3
HIS 400	Deaf Women's History	3
PSY 270	Psychology and Deaf People	3
PSY 448	Psycholinguistics	3

SOC 211	Race and Ethnic Relations	3
SOC 225	Sociology of Deafness and Deaf People	3
SOC 250	Gender and Society	3
SOC 268	Cultural Anthropology	3
SOC 313	Work and Globalization	3
SOC 318	Medical Sociology	3
SOC 436	Social Inequality: Race, Class and Gender	3
SWK 318	Human Diversity	3

Minor in ASL

Requirements

Required pre-minor courses 3 hours

Code	Title	Credits
GSR 103	American Sign Language and Deaf Studies	3

Required minor courses 15 hours

Code	Title	Credits
ASL 270	ASL and English: Comparative Analysis	3
ASL 302	Visual Language Resource Development	3
ASL 304	ASL Data Analysis and Applications I	3
ASL 305	ASL Data Analysis and Applications II	3
ASL 314	American Sign Language Literature: Narratives	3

Elective minor courses 6 hours

Choose two courses:

Code	Title	Credits
ASL 315	ASL Literature: Poetry	3
ASL 380	ASL Elocution: Applications	3
ASL 405	Discourse Features in ASL	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3

Minor in Deaf Studies

Overview

Students must pass GSR102, GSR103 and DST101 with a grade of "B" or better prior to declaring a minor in Deaf Studies.

Requirements

Required pre-minor courses 6 hours

Code	Title	Credits
DST 101	Introduction to Deaf Studies	3
DST 203	Introduction to Cultural Studies	3

Required Minor Courses 6 hours

Code	Title	Credits
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3

Elective minor courses 6 hours

Code	Title	Credits
DST 305	Deaf Space: Concepts & Methodologies	3
DST 314	Oral Traditions in the Deaf Community	3
DST 315	Introduction to Deaf View/Image Art	3

DST 316	Disability Studies	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
HIS 331	History of the American Deaf Community	3

DEPARTMENT COURSES

ASL 101 - American Sign Language I (3)

This course introduces the basics of American Sign Language (ASL). This course is designed for students with no or minimal sign language skills to develop basic skills in use of ASL and knowledge of Deaf culture. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences. Passing both ASL 101 and ASL 102 is equivalent to passing ASL 111. (Offering as a dual listed course with the Center of Continuing Studies -- PST 301.)

ASL 102 - American Sign Language II (3)

This course is designed to continue development of ASL 101 - American Sign Language I (ASL I) course, and emphasizes development and refinement of comprehension, production, and interpersonal skills as covered in ASL 101. Additional information about the Deaf community and Deaf culture will be included. Passing both ASL 101 and ASL 102 is equivalent to passing ASL 111. (Offering as a dual listed course with the Center of Continuing Studies - PST 302.)

Prerequisites: Grade of B or above in ASL 101 or Department approval.

ASL 111 - American Sign Language I and II (4)

This accelerated course is designed for students with no or minimal American Sign Language (ASL) proficiency. In this introductory course, students will develop basic skills in the use of American Sign Language and introductory knowledge of Deaf Culture. This course will begin to prepare students for social interaction and academic discourse at Gallaudet University. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences at Gallaudet.

ASL 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

ASL 201 - American Sign Language III (3)

This course builds on the foundation of skills and knowledge learned in ASL 102 - American Sign Language II (ASL II) and emphasis on expansion and refinement of comprehension, production and interactional skills as covered in ASL 102. In addition to expanding their vocabulary, students will learn more complex grammatical features through narratives and dialogue. Passing both ASL 201 and ASL 202 is equivalent to passing ASL 211. (Offering as a dual listed course with the Center of Continuing Studies - PST 303.)

Prerequisites: Grade of B or above in ASL 102 or Department approval.

ASL 202 - American Sign Language IV (3)

This course is a continuation of ASL 201, comprehension and production skills emphasizing on complex grammar, short stories, narratives, and interactive use of the ASL. The student will continue a study in depth about the Deaf Community and Deaf Culture globally. Passing both ASL 201 and 202 is equivalent to passing ASL 211. (Offering as a dual listed course with the Center of Continuing Studies - PST 304.)

Prerequisites: Grade of B or above in ASL 201 or Department approval.

ASL 211 - American Sign Language III and IV (4)

This accelerated course is designed for students who have completed ASL 111 or who have demonstrated intermediate ASL skills as determined by the ASL Placement Test. This course prepares students for more complex interactions and academic discourse at Gallaudet University. Emphasis is upon acquisition of comprehension, production and interactional skills. ASL

will be taught within contexts and related to general vocabulary, students will learn more complex grammatical features through narratives and dialogue.

Prerequisites: Grade of B or above in ASL 111 or department approval.

ASL 212 - Conversational American Sign Language I (3)

This course builds on the cultural competence and language skills developed in lower level ASL courses with increased focus on developing comprehension and production skills in various ASL genres and registers.

Prerequisites: Grade of B or above in ASL 211 or department approval.

ASL 213 - Conversational American Sign Language II (3)

This course applies knowledge of American Sign Language (ASL) grammar and vocabulary to the description of increasingly complex constructs, processes and situations. Students incorporate multiple characters using constructed dialogue and constructed action into medium-length stories, narratives and the discussion of hypothetical issues. Information on cultural values and attitudes as they relate to the deaf community are also examined.

Prerequisites: Grade of B or above in ASL 212 or Department approval.

ASL 214 - Advanced American Sign Language (3)

Advanced study of ASL grammar through ASL narratives and literature is covered. Further development and refinement skills including fluency of signing are expected. Accentuates aspects of deaf culture and community through spontaneously generated conversations including strong emphasis on receptive and expressive skills. Semantic analysis of ASL is required. This course also includes assessment of students' sign production and comprehensive skills to prepare for language proficiency examinations. The assessment will include the following areas: grammatical accuracy, vocabulary development, fluency, production (accent), and comprehension.

Prerequisites: Grade of B or above in ASL 213 or Department approval.

ASL 270 - ASL and English: Comparative Analysis (3)

This course covers areas of vocabulary, semantics, grammar and organization of ASL and English. Students look at the linguistic aspects of both languages and compare the two. The class also covers word classes and sentence structure of both languages. To assist students in understanding the structure of both languages, discussion of how languages work is included.

Prerequisites: LIN 101, GSR 102 and GSR 103 or equivalent

ASL 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

ASL 302 - Visual Language Resource Development (3)

Visual media has changed the way we work with American Sign Language. With the advent of new tools and platforms, possibilities of publishing have proliferated, allowing a wider discourse of ideas to be shared with a vast audience of people who work with ASL and ASL learners. This course explores these opportunities through a hands-on approach and introduces students to the tools and skills necessary to produce digital video, websites, interactive presentations and social media and integrate those with the field of ASL.

Prerequisites: ASL 270 and permission of instructor or program coordinator

ASL 304 - ASL Data Analysis and Applications I (3)

This course is designed to expose students to the variety of features in ASL by recognizing and considering the ways those features are demonstrated in naturalistic data. Students will compile a collection of data sets, which will allow them to investigate ASL features. Critical analysis of ASL features including ASL fingerspelling, sentence types, and non-manual aspects of the language reinforces students' abilities in creating, utilizing, and analyzing ASL materials for the purpose of academic research, pedagogy, and resources.

Prerequisites: ASL 302

ASL 305 - ASL Data Analysis and Applications II (3)

This course is designed to continue students' exposure to the variety of features in ASL by recognizing and considering the ways those features are demonstrated in naturalistic data. Students will compile a collection of data sets, which will allow them to investigate ASL features. Critical analysis of ASL features including ASL depiction, discourse features, and ASL registers reinforces students' abilities in creating, utilizing, and analyzing ASL materials for the purpose of academic research, pedagogy, and resources.

Prerequisites: ASL 304 or permission of instructor

ASL 314 - American Sign Language Literature: Narratives (3)

This course provides an overview of various genres in American Sign Language Narratives ranging from visual vernacular to fictional narratives. Students will analyze contents, themes and stylistic techniques of works done by various ASL literary artists. This course emphasizes practices in planning, developing, performing and critiquing various narrative genres.

Prerequisites: ASL 304

ASL 315 - ASL Literature: Poetry (3)

This course provides an overview of various genres in American Sign Language Poetics ranging from ABC Stories to Poetry. Students will analyze contents, themes and stylistic techniques of works done by various ASL literary artists. This course emphasizes practices in planning, developing, performing and critiquing various works in the poetics genres.

Prerequisites: ASL 314

ASL 380 - ASL Elocution: Applications (3)

This course covers elocution, in other words, registers of ASL discourse -- frozen, formal, consultative, casual and intimate. Students will be able to discuss using ASL in the most common registers (formals, consultative and casual) in classrooms or at social events. They will also learn how to refine their skills in giving presentations using formal ASL.

Prerequisites: ASL 270 or permission of instructor

ASL 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

ASL 403 - Communication in Gestures (3)

This course provides an introduction to communicating with gestures. Students learn to describe objects, ask for and give directions, discuss limited hypothetical issues, paraphrase, describe floor plans, and develop a skit through the use of gestures. The instructor uses gestures throughout the course.

ASL 405 - Discourse Features in ASL (3)

This course demonstrates the use of space and eye gaze. It also demonstrates the use of role shifting to indicate speaker or locus of the subject/object in the ASL text. Organization of an ASL text and the function of these features will be covered. How they overlap with other features of the language will also be covered. Turn-taking regulators will be discussed within the conversation style of a discourse text.

Prerequisite: ASL 305

ASL 410 - Foundations and Practices in ASL Analysis and Criticism (3)

This course introduces the concept of analysis and criticism of ASL texts. Students will learn how to provide feedback to other students who are doing ASL assignments in various disciplines. Students analyze the components of a variety of ASL rubrics and will prepare for the role of serving as an ASL tutor.

Prerequisites: ASL 302

ASL 421 - Introduction to ASL Instruction (3)

This course introduces ASL majors to the field of ASL instruction. Areas covered will be methods, curriculum and training in the field. Discussion of ASLTA certification will be covered as well. Students will be able to observe ASL classes to assist them in understanding the pedagogy of ASL teaching.

Prerequisites: ASL 304, 305

ASL 490 - ASL Internship (1-6)

This course is intended as a cumulative application of theories and methods learned in previous courses. Students will, with approval from internship supervisor and cooperating supervisor, select an internship site and responsibilities equivalent to number of credit hours earned. The responsibilities may include ASL tutoring, teaching, consulting, modeling, diagnosis, research and/or resource development. Students are responsible for reporting and reflecting on weekly responsibilities and attending weekly seminars with other interns. The reports and reflections will be integrated in an internship portfolio checked periodically throughout the semester by both the cooperating supervisor and the internship supervisor.

Prerequisites: ASL 401 and permission of instructor or program coordinator

ASL 494 - Senior Seminar (3)

This capstone course is required for those students who complete the prerequisite courses, and it is to enable them to review their prior learning in the program. The course is also designed to give students the opportunity to develop an integrated approach to the study of ASL. Students will be expected to do at least one research paper on a selected topic to be approved by the faculty member.

Prerequisites: ASL 304, 405

ASL 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Permission of the instructor

ASL 499 - Independent Study (1-3)

A project in the area of the student's special interest as it relates to sign communication. Title indicating the content must be available at time of registration.

Prerequisites: Permission of the department

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.

DST 101 - Introduction to Deaf Studies (3)

This is an introductory survey to the field of Deaf Studies that highlights cutting edge concepts and theories at use in this field. The course will show how deaf people and sign languages are integral aspects of human diversity and how societies have responded to this diversity across different social, temporal, and cultural moments and movements.

Prerequisite: GSR 103

DST 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

DST 203 - Introduction to Cultural Studies (3)

This course investigates how culture shapes the way people see the world. Students will explore cultural readings and examine various texts around us to understand how culture, identity and history frame experiences. Traditional courses in cultural studies assume that the meanings in this world are central in creating us -- individually and collectively. Students will examine how culture transmits a view of the world and power through critical analysis.

Prerequisite: Grade of C or better in DST 101.

DST 204 - Deaf Culture (3)

This course will begin with developing an understanding of the concept of "culture" and then will focus on the complexities and varieties of Deaf cultural experiences. Students will be asked to engage course materials through multi-disciplinary approaches in order to gain a critical appreciation of Deaf lives within historical, political and global contexts.

Prerequisite: Grade of C or better in DST 203 or ASL 270 or instructor's permission.

DST 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

DST 305 - Deaf Space: Concepts & Methodologies (3)

This course introduces students to Deaf Space concepts and research methodologies. Students will investigate the ways in which the unique sensory orientation of Deaf people shapes how they inhabit the world, as well as their relationships with people and space. This course will explore the ways of dwelling of Deaf people and engage in methodological exploration derived from proxemics and visual studies fields to gain a better understanding of the characteristics and principles of Deaf Space.

Prerequisite: DST 101 or permission of instructor

DST 311 - Dynamics of Oppression (3)

This course examines various forms of oppression by looking across different cultures and communities, then examines possible parallels occurring within the deaf community.

Prerequisite: DST 101 or GSR 103

DST 314 - Oral Traditions in the Deaf Community (3)

The dynamics of oral cultures and their traditions will be introduced in this course by studying the development of oral literature and literary artists in other cultures. Then using this as background, attempts will be made to study ASL literary tradition by looking at life histories, narratives, and poetry performances.

Prerequisite: DST 101

DST 315 - Introduction to Deaf View/Image Art (3)

This course introduces a humanistic perspective on De'VIA and Deaf artists. Deaf View/Image Art (De'VIA) refers to works by artists who express their Deaf experiences through visual art. Students will also explore how other minority groups (such as feminists, African Americans, Native Americans, etc). Use art as an expression of resistance. this course involves slide presentations of minority arts and De'VIA and group discussions.

Prerequisites: DST 204

DST 316 - Disability Studies (3)

This course will introduce students to the field of Disability Studies. As an emerging interdisciplinary field of study, Disability Studies does not approach disability as a "medical condition, but as a human condition" (Charlton). Instead of studying the causes and rehabilitation of persons with disabilities, we will explore the historical, social, political, religious, philosophical, and cultural influences that "construct" the category of "disability." We will also examine how persons with disabilities construct their own meanings and identities.

Prerequisite: DST 101 or GSR 103

DST 320 - Internship I (3-6)

In this senior-level internship course, Deaf Studies majors will volunteer for a Deaf organization. Students can earn three or six credits depending on the hours worked at an internship site. Students will be supervised by a Field Supervisor at the organization and reviewed by a faculty member. The internship will serve as a field experience for students, allowing for the application of what has been learned in the academic setting. Students will develop skills working with individuals, groups, agencies, and communities. In addition, students must submit a journal logging their activities to the Internship coordinator. Internships can be either in the United States or abroad.

Prerequisites: Deaf Studies major and permission of the instructor.

DST 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

DST 401 - Black Deaf People's Studies (3)

This course primarily examines black deaf people in America including the Caribbean Islands and Africa. The course is organized to focus on the history, education, community and culture, language, and psychosocial forces that influence black deaf people's experience. It will concentrate on the social, political, and cultural development of a unique group of people that is a part of the general deaf community and the black community.

Prerequisite: DST 101

DST 402 - Deaf Women's Studies (3)

This course will explore how the field of women's studies came into being by way of the 1848 Seneca Falls Convention. Issues faced by both hearing and deaf women will be investigated: career, educational opportunities, reproduction, and patriarchy, among others.

Prerequisite: DST 101

DST 410 - Multicultural Deaf Lives (Topic to be specified) (3)

This course will focus on cultural issues, values, behaviors, identities and language of Deaf people from diverse ethnic and racial backgrounds. Students will examine autobiographies, documentaries, films, videos, and academic literature to help understand the contributions and historical development of the emerging majority of the Deaf community that is underrepresented in the United States and the world. Course may be repeated as topics change.

Prerequisite: DST 101

DST 494 - Senior Seminar (3)

This seminar gives students the opportunity to develop an integrated approach to the study of deaf and hard of hearing people in America and abroad. Students will be asked to investigate a particular topic in depth.

Prerequisite: Successful completion of the core major program with a GPA of 2.5 or better

DST 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

DST 497 - Deaf Studies Senior Thesis I (3)

This course will introduce students to several research methodologies, particularly ethnographic and historical, that are commonly used by Deaf Studies scholars. Students will begin their Senior Thesis projects in this course by producing a proposal and an annotated bibliography and completing an IRB Application if applicable. These projects will be continued to DST498 in the following semester.

Pre-requisite: Major in Deaf Studies status and permission of instructor

DST 498 - Deaf Studies Senior Thesis II (3)

This course is an extension of DST 497 (Senior Thesis I) where the majors have begun preliminary research steps towards their Senior Thesis. The preliminary steps include a Proposal, an Annotated Bibliography and an IRB application where applicable. In this course, the students will begin data collection and analysis to create a final research product.

Pre-requisite: Major in Deaf Studies status and DST497

DST 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

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.

Department of Art, Communication, and Theatre (ACT)

Web: Department of Art, Communication, and Theatre
College of Arts and Sciences

Dr. Stephen Weiner, Interim Chair
Sorenson Language and Communication Center, Room 1112

The Department of Art, Communication, and Theatre (ACT) provides a quality bilingual, interdisciplinary, liberal arts education with a focus on art, communication studies, and theatre. Major programs prepare students to be creative problem-solvers, dynamic leaders, effective communicators, and innovative artists affecting positive social change.

Art

Web: Art Program
College of Arts and Sciences

Max Kazemzadeh, Program Director
Washburn Arts Building, Room 113

Located in the Washburn Arts Center, the Art and Media Design Program has fully equipped classrooms with Apple computers, studios, and labs up to field standards in an environment that encourages creativity, collaboration, and the development of individual expression. The student experience in the department is enriched by an ongoing arts exhibition series and by visiting artists who offer master classes and lectures. With close ties to various campus units and world-renowned museums, galleries and professional settings off campus, the department provides students with multiple opportunities to develop their professional portfolios and to exhibit their art work.

The Art and Media Design Program offers an integrated major in art and media design and minors in art history, digital media, graphic design, photography, and studio art. A total of 60 credit hours of coursework are required for the completion of the major program; 21 credits are required for each minor. Students seeking admission to a major or minor in art must maintain an overall GPA of at least 2.50. Also required are two pre-major courses (ART 140 and ART 150), in which specific elements for an admission portfolio are developed. Upon completion of the two pre-major courses, interested students are required to submit an admission portfolio, a statement of purpose, and two letters of recommendation from university faculty to the Art and Media Design Program Director for consideration.

Student Learning Outcomes for the Major in Art and Media Design

Students will:

1. Provide evidence of creative and technical critical skills in art and media design via their portfolio and exhibits.
2. Explain in writing and ASL the purpose and creative process of art/media design through their artist statement.
3. Demonstrate ability to critique theirs and others' art/media design projects in writing and ASL.
4. Demonstrate ability to revise theirs and others' art/media design projects in response to self-analysis and critical/technical feedback.
5. Analyze the ethical responsibility of art and artists.

Courses and majors in art require the use of specialized materials, equipment, and software. Students are required to procure at their expense all supplies outlined on the course syllabus and have these in hand in the classroom by the second week of the semester. Students who fail to have materials needed for instruction will risk being automatically dropped from the course or asked to withdraw (WD).

Students must acquire at their own expense a laptop computer, software, and any additional equipment specified for their major within the first semester following their acceptance into the major program. Equipment specifications are available and will be updated on the department's website.

Additional information may be obtained from department's website or the Program Director.

The requirements listed above supersede and replace all requirements previously published in Gallaudet's Undergraduate Catalogs.

Requirements for Admission to a Major in Art and Media Design

Students seeking admission to a major in Art and Media Design must satisfy the following minimum criteria:

- A minimum cumulative GPA of 2.5.
- Successful completion of ART 140 and ART 150 with a grade of C or better, in which specific elements for an admission portfolio are developed.
- Submission of a statement of purpose, two letters of recommendation from university faculty, and a portfolio.

To continue and graduate in the Art and Media Design major, a student must maintain a minimum cumulative GPA of 2.5 in all major courses. For additional information, contact the Program Director.

Undergraduate Majors and Minors offered:

MINOR IN ART HISTORY

Requirements

Required pre-minor courses 12 hours

Code	Title	Credits
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

Students formally apply to the minor program upon completion of these courses.

Required art courses 9 hours

Choose three courses:

Code	Title	Credits
ART 219	Modern Art	3
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 450*	Studies in Art History: (topic to be specified)	3
ART 451	Women in Art	3

*Students take this course two times as topics change.

MINOR IN DIGITAL MEDIA

Requirements

Required pre-minor courses 12 hours

Code	Title	Credits
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

Students formally apply to the minor program upon completion of these courses.

Required art courses 9 hours

Choose three courses:

Code	Title	Credits
ART 135	Digital Media I	3
ART 224	Digital Media II	3
ART 236	Robotics and Interactivity	3
ART 255	Digital Photography	3
ART 290	Web Design I	3
ART 342	Advanced Digital Media	3

MINOR IN GRAPHIC DESIGN

Requirements

Required pre-minor courses 12 hours

Code	Title	Credits
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

Students formally apply to the minor program upon completion of these courses.

Required art courses 9 hours

Choose three courses:

Code	Title	Credits
ART 260	Design II	3
ART 270	Typography	3
ART 361	Advanced Design	3
ART 392	Studies in Graphic Design	3
ART 440	Production Design	3

MINOR IN PHOTOGRAPHY

Requirements

Required pre-minor courses 12 hours

Code	Title	Credits
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

Students formally apply to the minor program upon completion of these courses.

Required art courses 9 hours

Choose three courses:

Code	Title	Credits
ART 131	Beginning Photography	3
ART 232	Intermediate Photography	3
ART 255	Digital Photography	3
ART 363	Photojournalism	3
ART 460	Studies in Photography:	3

MINOR IN STUDIO ART

Requirements

Required pre-minor courses 12 hours

Code	Title	Credits
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

Students formally apply to the minor program upon completion of these courses.

Required art courses 9 hours

Choose three courses:

Code	Title	Credits
ART 126	Ceramics: Basic Hand-building Techniques	3
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 227	Ceramics: Advanced Hand-building & Wheel	3
ART 350	Studies in Drawing: [medium to be specified]	3
ART 360	Studies in Sculpture	3

ART 370	Studies in Printmaking: [medium to be specified]	3
ART 426	Studies in Ceramics: [medium to be specified]	3
ART 470	Studies in Painting: [medium to be specified]	3

B.A. IN ART AND MEDIA DESIGN

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	6
Major and Related Courses	45
Major Concentration Elective Courses	9
Free Elective Courses	23-26
TOTAL	120

Required pre-major courses 6 hours

Code	Title	Credits
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3

Students formally apply to the major program upon completion of these courses.

Required art and media design major courses 45 hours

Code	Title	Credits
ART 131	Beginning Photography	3
ART 135	Digital Media I	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3
ART 219	Modern Art	3
ART 224	Digital Media II	3
ART 255	Digital Photography	3
ART 260	Design II	3
ART 270	Typography	3
ART 290	Web Design I	3
ART 390	Web Design II	3
ART 490	Senior Studio	3
ART 491	Portfolio/Senior Exhibit	3
ART 492	Internship	3
ART 495	Special Topics	1-5

Required concentration elective courses 9 hours

Choose one of the following areas of concentration:

Concentration in Art History 9 hours

Code	Title	Credits
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 450*	Studies in Art History: (topic to be specified)	3
ART 451	Women in Art	3

*Students may take this course two times as topics change.

Concentration in Digital Media 9 hours

Code	Title	Credits
ART 236	Robotics and Interactivity	3
ART 342	Advanced Digital Media	3
ART 495	Special Topics	1-5

Concentration in Graphic Design 9 hours

Code	Title	Credits
ART 361	Advanced Design	3
ART 392	Studies in Graphic Design	3
ART 440	Production Design	3

Concentration in Photography 9 hours

Code	Title	Credits
ART 232	Intermediate Photography	3
ART 363	Photojournalism	3
ART 460	Studies in Photography:	3

Concentration in Studio Art 9 hours

Choose three courses:

Code	Title	Credits
ART 126	Ceramics: Basic Hand-building Techniques	3
ART 220	Beginning Painting	3
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 227	Ceramics: Advanced Hand-building & Wheel	3
ART 350	Studies in Drawing: [medium to be specified]	3
ART 360	Studies in Sculpture	3
ART 370	Studies in Printmaking: [medium to be specified]	3
ART 426	Studies in Ceramics: [medium to be specified]	3
ART 470	Studies in Painting: [medium to be specified]	3

Recommended free elective courses:

Code	Title	Credits
COM 150	Introduction to Communication	3
COM 290	Public Presentations	3
ITS 110	Programming Fundamentals	3
THE 101	Visual Gestural Communication	3

Department Courses

ART 110 - Introduction to Television, Film and Photography (3)

An introduction to how we see and what we see including visual communication, perception, and literacy. While reviewing theories of visual communication, this course develops a first approach to the production of visual media. Examples will be drawn from graphics, photography, television, film, and multimedia.

ART 126 - Ceramics: Basic Hand-building Techniques (3)

An introduction to clay as an artistic medium. A variety of pots will be constructed using the following hand-building techniques: pinch, coil, slab, and compression. Three-dimensional design principles will be emphasized.

Course Fee: $40.00

ART 131 - Beginning Photography (3)

In this hands-on course students will learn the fundamentals of photography, including how to use 35 mm manual and SLR cameras, and how ISO, shutter speed, film, light, and composition affect the outcome of an image. Students will also learn a range of photographic processing techniques, Photoshop, and printing processes in the development of a print portfolio.

Course Fee: $50.00

ART 135 - Digital Media I (3)

This course introduces the elements and principles of digital media in a variety of forms. Basic knowledge and skills using video camera equipment, digital editing applications such as Final Cut Pro and After Effects, script-writing and storyboarding are discussed within a framework of examples from the past and the present.

Course Fee: $75.00

ART 140 - Art History (3)

This course is designed to assist the student in a visual understanding of the art of the past and present. The Western tradition is analyzed, with emphasis upon art forms such as architecture, painting, and sculpture. The course highlights the major art periods starting with prehistory and ending with the modern era. Students are expected to take this course before taking major level courses in Art.

Prerequisites or Co-requisites: GSR 102 or the equivalent, and GSR 103

Course Fee: $50.00

ART 150 - Fundamentals of Design in Art (3)

An introduction to the language of art and design (space, line, shape, value, texture and color) and the principle of composition for both two-dimensional and three-dimensional art. A series of hands-on projects will reinforce these concepts. Students are expected to take this course before taking major level courses in Art.

Course Fee: $40.00

ART 160 - Design I (3)

This course introduces students to the Macintosh computer system, digital camera basics, and Adobe software, including Photoshop, Illustrator, and InDesign. Digital imaging, illustration, layout, and other digital art techniques will be introduced. This course is intended to prepare students for intermediate classes in graphic design, web design, photography, and digital art.

Course Fee: $75.00

ART 170 - Introduction to Drawing (3)

A foundation course in drawing. An introduction to principles and procedures of drawing in various media. Lectures and studio work. Students are expected to take this course before taking major level courses in Art.

Course Fee: $40.00

ART 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

ART 219 - Modern Art (3)

This course focuses on major developments in art since the mid-19th century including painting, sculpture, architecture, photography, and the cinema. Technological innovations, the tendency toward rapid stylistic changes, and the materials and media most prevalent in our contemporary art scene are all discussed within their relevant historical, social, and cultural contexts. Field trips to galleries, museums, and related institutions are an important component of this course.

Prerequisites: ART 140

Course Fee: $50.00

ART 220 - Beginning Painting (3)

Beginning painting introduces students to traditional and experimental painting, including a variety of methods, techniques, and concepts that will help students learn to express themselves artistically, sharing their own unique form of visual perception through the medium of painting. Students will also learn painting content layout techniques as they iterate arrangements of elements into different compositions in order to communicate ideas, processes, and storytelling through the painting practice. How painting theory and application fits within the realm of public art will also be discussed.

Prerequisites: ART 150 or permission of the instructor.

Course Fee: $40.00

ART 222 - Caves to Computers: The Evolution of the Graphic Arts (3)

This course both surveys and samples the creative, technological and social developments that have had impact on the evolution of the graphic arts. Course content emphasizes both the visual and written record through a variety of media including original objects, reproductions, film, the Web and other published sources.

Prerequisites: ART 140, ART 160

Course Fee: $40.00

ART 224 - Digital Media II (3)

In this hands-on course, students will develop a range of advanced techniques in digital and electronic media art and film. Students will improve their editing skills obtained from introductory courses and focus on concept development and production techniques in the creation of digital video projects. This course also allows students to both develop and refine techniques they have used in earlier courses, while experimenting with new emergent technologies relevant to their interests and the field. Digital media and film theory and history are integral to course content.

Prerequisites: ART 135, 140, 150, and 160

Course Fee: $75.00

ART 227 - Ceramics: Advanced Hand-building & Wheel (3)

A continuation of hand-building techniques used to construct more complex forms. An introduction to the potter's wheel. Students will critique their work based on principles of three-dimensional design.

Prerequisites: ART126 or Permission of instructor.

Course Fee: $40.00

ART 232 - Intermediate Photography (3)

This photography track course includes a study of advanced camera and darkroom techniques, including developing and printing of color photographs and an advanced analysis of styles in photography emphasizing a student portfolio. The impact on the deaf community and culturally diverse populations is discussed through viewing photographs.

Prerequisites: ART 131 or permission of the department chair.

Course Fee: $50.00

ART 236 - Robotics and Interactivity (3)

Robotics and Interactivity provides students with an opportunity to create interactive experiences in the physical world. Building on content learned in Web Design I (including HTML, CSS, and Actionscript) and Web Design II (including HTML, CSS, Javascript, PHP, and Actionscript), Robotics and Interactivity further enhances the range of experience and skills students need to design and implement interactive experiences for various platforms and environments. This hands-on design course guides students through the concept development, fabrication, assembly, and programming of custom open-course robotics, sensor-based input devices, and output components. This course prepares students for the software-based techniques taught in Advanced Digital Media.

Prerequisites: ART 135 or permission of the instructor.

Course Fee: $75.00

ART 255 - Digital Photography (3)

This course introduces students to digital photography and digital camera operations, covering lighting, composition, exposure, and the fundamentals of traditional photographic concepts. Photographing two- and three-dimensional objects and optimizing photos for a digital workflow are skills developed in this course. The history and technology of photography will be discussed.

Prerequisites: ART 160

Course Fee: $75.00

ART 260 - Design II (3)

Students will develop increased proficiency in Illustrator and other software used in professional art and graphic design settings. Students will integrate drawings created both manually and on the computer to create finished illustrations ready for distribution in a range of media. Elements of typography, layout, and composition will also be discussed and explored. Projects involve the representation of varied texts as visually dynamic and clear communication vehicles. The course looks at the art of typography in both pre-electronic and electronic realms. Students analyze, edit, and configure copy for business, literary or informational purposes.

Prerequisites: ART 140, 150, 160 and admission into major program; or permission of the department chair.

Course Fee: $75.00

ART 270 - Typography (3)

The art of typography is explored from its beginnings to its current use. Typographic evolution will be studied within the framework of world events, architectural development, and art history. Students are introduced to all aspects of typographic designs and layouts through class demonstrations, lectures, and studio work. Emphasis is given to exposure and practice with various grid structures through a variety of projects. Creative thinking is encouraged, along with prescribed techniques and media.

Prerequisites: ART 260

Course Fee: $75.00

ART 290 - Web Design I (3)

This course provides an introduction to designing and creating interactive experiences for the Web using a range of interactive techniques, software, and scripting. The course introduces students to HTML, Dreamweaver, and Flash (with basic ActionScript) and strengthens their speed and proficiency using imaging software. Historic and creative innovations in web design and Net Art will be discussed.

Prerequisites: ART 160

Course Fee: $75.00

ART 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

ART 342 - Advanced Digital Media (3)

From the most advanced motion graphics techniques to immersive interactive experiences used in movies, games, multimedia web sites, smartphone apps, and interactive installations, students in this course will invent, design and implement interactive narratives with a range of 2D/3D animation, film, and interactive software. Students will use code to bring digital objects to life in open source platforms. A range of software such as Maya, After Effects, Flash, and Processing Language will be integrated in the development of projects.

Prerequisites: ART 224, 290, and admission into major program; or permission of the department chair

Course Fee: $75.00

ART 350 - Studies in Drawing: [medium to be specified] (3)

Studies in Drawing is designed to provide an in-depth study of a specific area of the drawing discipline. Each time the course is offered, the materials and artistic processes related to one medium will be identified by the instructor, e.g. Mixed Media, Pastel, Ink, Dry Media, Charcoal, Collage, and Life Drawing. Students majoring in Studio Art may apply two Studies in Drawing courses to their major requirements.

Prerequisites: ART 170 and permission of the instructor.

Course Fee: $40.00

ART 360 - Studies in Sculpture (3)

Studies in Sculpture is designed to provide an in-depth study of a specific area of the sculptural discipline. Each time the course is offered, the materials, artistic concepts, and construction processes related to one medium will be identified by the instructor, e.g. Wood, Plaster, Fabric, Plastic, Glass, Metal, Papier-Mache, Mixed Media, etc. Students majoring in Studio Art may apply two Studies in Sculpture courses to their major requirements.

Course Fee: $40.00

ART 361 - Advanced Design (3)

This course is an in-depth study and practice in graphic design and how art and business are integrated in terms of consumerism, advertising, and marketing perspectives. Students will expand on the range of exploratory design tools and techniques used in studio and creative professional settings for output to print and web products.

Prerequisites: ART 260 and 290

Course Fee: $75.00

ART 363 - Photojournalism (3)

This course will emphasize the fundamentals of photojournalism. Students will act as reporters with a camera, learning how to use images to tell a story while developing a personal vision. Students will gain experience thinking fast in order to quickly capture and record decisive moments. Students will also analyze the role of photography in mass communication with an emphasis on the photographic essay. The legal aspects of news photography along with the ethics of the profession are important components of this course.

Prerequisites: ART 255

Course Fee: $75.00

ART 370 - Studies in Printmaking: [medium to be specified] (3)

Studies in Printmaking is designed to provide an in-depth study of a narrowly defined area of the printmaking discipline. Each time the course is offered, the materials, tools, artistic concepts, and printing processes related to one medium will be identified by the instructor, e.g. Screen printing, collagraph, woodcut printing, linocut printing, and lithograph printing.

Prerequisites: ART 170 and permission of the instructor.

Course Fee: $40.00

ART 388 - Principles of Museum Work (3)

Introduction to the study of the philosophy and practice of museum work. Emphasis on administration of a museum art collection, registration methods, cataloging, storage, introductory methods of art conservation, exhibit planning, insurance, gifts, loan agreement forms, and interpretation of objects as related to history of museums. Provides background for internship and employment in the field.

ART 390 - Web Design II (3)

In this course, students will receive an in-depth hands-on experience designing and creating interactive and immersive multimedia experiences for the Web using a range of techniques, software, and scripting. Advanced Dreamweaver, JavaScript, Flash, ActionScript, and Processing Language will be covered. Creative innovations in web design and Net Art will be discussed.

Prerequisites: ART 290

Course Fee: $75.00

ART 392 - Studies in Graphic Design (3)

In this course, students are expected to produce design solutions that reflect refined conceptual development, advanced strategic thinking, and mastery of technique. Emphasis is placed on how to create designs that successfully meet the goals set out in the client's creative brief. This course consolidates previous graphic design knowledge and skills.

Prerequisites: ART 361

Course Fee: $75.00

ART 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

ART 426 - Studies in Ceramics: [medium to be specified] (3)

This course is designed to provide an in-depth study of a specific area within the ceramics discipline. While the medium used is the same (clay), different techniques, stylistic approaches, and historic perspectives will be taught in each course. As topics change, this course may be repeated.

Prerequisites: ART 227 or permission of the instructor.

Course Fee: $40.00

ART 440 - Production Design (3)

Students will visit several production houses to gain an overview of how the production process impacts design decisions. Technical proficiency will be developed through lectures, demonstrations and studio work. As students produce projects from comprehensives to print-ready digital files, they will be held to the industry standards required for effective and efficient communication solutions.

Prerequisites: ART 392

Course Fee: $75.00

ART 450 - Studies in Art History: (topic to be specified) (3)

This course will provide advanced study in art history in a variety of diverse, timely and interdisciplinary topics covering particular periods, artists, movements, and thematic approaches in the field of art history. Course topics will emphasize; subjects in art which highlight the creative achievements of diverse groups of people; themes created in conjunction with important cultural collections, exhibitions or events related to art within the greater Washington, D.C. area; and those subjects which are of particular interest to our campus community. Topic will be offered on a rotating basis. Course may be repeated as topics change.

Prerequisites: ART140

Course Fee: $50.00

ART 451 - Women in Art (3)

The work of women as well as many other minority or racially diverse groups has often been overlooked and under-documented throughout much of history. At the same time, women and feminist scholars have provided leadership in the field of art and culture studies, bridging gaps and expanding the boundaries of traditional academic studies. Through a diverse group of readings, classroom lectures and discussions, visits to area museums, interactions with women artists, and independent research, this course provides students with a comprehensive overview of the important contributions women have made and are making in the art world.

Prerequisites: Permission of the instructor

Course Fee: $50.00

ART 460 - Studies in Photography: (3)

This course is designed to provide an in-depth study of a specific area of the photography discipline. Each time course is offered, the materials, equipment, artistic concepts and techniques related to the medium will be identified by the instructor, e.g. studio lighting, large format, alternative processing, pinhole, color photography.

Prerequisites: ART 131, 232; and permission of the instructor

Course Fee: $50.00

ART 470 - Studies in Painting: [medium to be specified] (3)

Studies in Painting is designed to provide an in-depth study of a specific area of the painting discipline. Each time the course is offered, the materials, tools, artistic concepts and techniques related to one medium will be identified by the instructor, e.g. oil, acrylic, knife painting, mural painting, watercolor, airbrushing.

Prerequisites: ART 170 and permission of the instructor.

Course Fee: $40.00

ART 490 - Senior Studio (3)

This is a required course designed to encourage senior students to explore and develop creative projects demonstrating mastery of process, techniques, tools, and materials of applied and/or fine art medium. The evolution of an individual style and a body of work is emphasized. Students will develop better awareness of complex problem solving, creative process, and experimental approaches and principles of art media.

ART 491 - Portfolio/Senior Exhibit (3)

This course is the major capstone. Senior students are to select a theme for their culminating body of art, prepare an artist's statement, and set up a Senior Year Art Exhibit showcasing their best work. In addition, they will prepare portfolio of work including actual works, photos, and a personal website in preparation for graduate school or the job market.

Prerequisites: Permission of the department

Course Fee: $40.00

ART 492 - Internship (3)

This course is only for art majors and is individualized depending on the student's area of interest. Students are required to complete an internship. The format of this experience will be determined in consultation with the department faculty. Students will work with their major advisor to determine appropriate distribution of credits over a time period of one or more semesters.

Prerequisites: Permission of the department

ART 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Permission of the instructor

ART 499 - Independent Study (1-3)

Research, experimentation, or other project according to the interest and needs of the student.

Prerequisites: Permission of the department

Course Fee: $75.00

COMMUNICATION STUDIES

Web: Communication Studies Program
College *of Arts and Sciences*

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

Courses in the program are designed to provide an important liberal arts perspective on the process and use of communication. Communication is vital to career and to personal and social relationships. Through studies in intrapersonal, interpersonal, and public communication, students can increase self-understanding and acquire more effective tools with which to participate in society. These courses are appropriate for all students but are particularly important for those who plan careers in professions that require more than minimal interpersonal and/or group contact.

Honors in Communication Studies

Academically qualified students may graduate with distinction in the major by satisfying the following requirements for Honors in Communication Studies: successful completion (with grade of "B" or better) of a two-semester independent honors thesis project (through COM 499H) under the supervision of a faculty member plus completion of all requirements for graduation with a minimum grade point average of 3.5 in the major and 3.0 overall.

Lambda Pi Eta Honor Society

Communication Studies majors and minors are encouraged to strive for membership in Lambda Pi Eta, the official honor society of the National Communication Association, established in 1985 as an accredited member of the Association of College Honor Societies. The goals of Lambda Pi Eta are to encourage and recognize scholastic achievement, stimulate interest in communication, promote professional development, exchange ideas about the field, foster close relationships among faculty and students, and explore options for graduate study. Communication Studies founded the Iota Nu chapter of Lambda Pi Eta in the spring of 2000, joining over 400 colleges and universities with chapters around the world. To achieve the honor of Lambda Pi Eta membership, students must have junior or senior standing with a minimum cumulative grade point average of 3.0, must have completed at least 12 hours in communication studies with a grade point average of 3.25 or higher, must be in the upper 35% of their class, and are required to be enrolled full-time in good standing.

Requirements for Admission to a Major in Communication Studies

For admission to the communication studies major, students must have a cumulative grade point average of 2.5 or better. A student majoring in communication studies can have no more than one "D" or "D+" in his or her major courses plus must maintain a cumulative grade point average of 2.5 or better.

Undergraduate Majors and Minors offered:

B.A. IN COMMUNICATION STUDIES

Summary of Requirements

	2016-2017
General Studies	37
Pre-Major Courses	6
Major and Related Courses	39-41
Free Elective Courses	36-38
TOTAL	120

Requirements for a Major in Communication Studies

For admission to the communication studies major, students must have a cumulative grade point average of 2.5 or better. A student majoring in communication studies can have no more than one "D" or "D+" in his or her major courses plus must maintain a cumulative grade point average of 2.5 or better.

Required pre-major courses 6 hours

Code	Title	Credits
COM 150	Introduction to Communication	3

Choose one course:

Code	Title	Credits
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3

Required courses 21-23 hours

Code	Title	Credits
COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 320	Internship Seminar	1
COM 321	Internship	1-3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 380	Theories of Human Communication	3
COM 440	Intercultural Communication	3
COM 493	Senior Seminar: Communication Ethics	1

Elective courses 15 hours

Choose 15 hours:

Code	Title	Credits
COM 160	Communication Research	3
COM 235	Intergroup Dialogue	1
COM 270	Parliamentary Procedure	3
COM 324	Interpersonal Communication	3
COM 330	Interpersonal and Group Conflict Management	3
COM 335	Mediation, Deliberation, and Dialogue	3
COM 360	Introduction to Public Relations	3
COM 390	Communication Accessibility	3
COM 400	Persuasion	3
COM 410	Advanced Public Presentations	3
COM 420	Nonverbal Communication	3
COM 430	Gender and Communication	3
COM 450	Political Communication	3
COM 460	Organizational Communication	3
COM 470	Family Communication	3
COM 480	Argumentation and Debate	3
COM 495	Special Topics	1-5
COM 499	Independent Study	1-3

Required related courses 3 hours

Take any one of the following English courses:

Code	Title	Credits
ENG 250	Introduction to Public and Professional Writing	3
ENG 260	Introduction to Desktop Publishing	3
ENG 345	Business and Technical Writing	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 385	Fundamentals of Journalism	3
ENG 392	Creative Writing [Topic to be specified]	3

Minor in Communication Studies

Requirements

Required courses 21 hours

Code	Title	Credits
COM 150	Introduction to Communication	3
COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 380	Theories of Human Communication	3
COM 440	Intercultural Communication	3

Elective Courses 3 hours

Code	Title	Credits
	Choose three hours of electives in consultation with the department.	

Department Courses

COM 150 - Introduction to Communication (3)

Introductory survey of the field of communication that includes discussion of the importance of communication in our lives, examination of communication as a uniquely human process of interaction, an overview of the varied contexts in which communication occurs, and investigation of communication as an academic discipline, field of research, and possible career track. This course also provides an introduction to the Communication Studies Department.

COM 160 - Communication Research (3)

This course will focus on the process of inquiry within human communication. Students are introduced to concepts of framing research questions, conducting literature reviews, developing a research design, using qualitative and quantitative research tools, and interpreting results of research in communication.

Prerequisite/corequisite: COM 150 or permission of instructor.

COM 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

COM 235 - Intergroup Dialogue (1)

This eight-week course is designed to provide an environment that is supportive of self-exploration and understanding through attendance and participation in intergroup dialogue. The goal of intergroup dialogue is to develop comfort with, and skill for, discussion of difficult topics and fostering positive, meaningful, and sustained cross-group relationships. This course engages students in facilitated dialogue about the similarities and differences of experiences that exist within a group and/or between and across groups. In debate, the goal is to listen to gain advantage; in intergroup dialogue, the main goal is to listen to gain understanding. As a result, students develop increased multicultural interaction, increased intergroup awareness and sensitivity, and greater commitment to civic engagement. Each semester there will be a variety of topics addressed by the dialogue sections. The topics and number of sections of the dialogues are flexible and will change from semester to semester. The original set of dialogues includes race, language, LGBT, US/Foreign Born, and Interfaith/secular. Through the intergroup dialogue process, it is our hope that we will better understand our own biases and positioning on the topics, deepen our learning to build bridges and create kinship within the group, and develop skills for discussing difficult topics with people who hold a variety of perspectives.

Prerequisite: Permission of the department chair

COM 270 - Parliamentary Procedure (3)

The rules of parliamentary procedure and their correct application to the management of campus and other organizations.

COM 280 - Group Communication (3)

This course will focus on the process of thinking and problem solving in committees and small groups; methods of leading and participating in discussions and conferences.

Prerequisite: GSR 102 or permission of the instructor.

COM 290 - Public Presentations (3)

The course emphasizes the principles involved in the selection and organization of ideas and their effective presentation to a group.

Prerequisite: GSR 102 or permission of the instructor.

COM 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

COM 320 - Internship Seminar (1)

The Internship Seminar is required of all Communication Studies majors who anticipate that they will start an internship within the subsequent three academic terms. Typically offered during the spring semester of each year, this course is for students who anticipate that they will begin an internship in the coming summer, or the fall, or during the following spring semester. The primary goal of the course is to help prepare students for the internship and to provide them with the knowledge and insights to make the most of this learning experience.

Prerequisite: Permission of the department chair

COM 321 - Internship (1-3)

Students who major in Communication Studies are required to complete an internship for career exploration, job experience, and the opportunity to apply knowledge and skills gained in the major. Students can earn up to three credits toward the major requirements through an internship.

Prerequisite: COM 320 and permission of the department chair.

COM 324 - Interpersonal Communication (3)

This course will provide for the experiential learning of the elements of effective interpersonal communication. Students will observe, record, and analyze interpersonal transactions; opportunities for improving interpersonal skills will be provided.

Prerequisites: COM 150 or permission of the instructor; Personal Training majors are required to take COM 290

COM 330 - Interpersonal and Group Conflict Management (3)

In everyday life, we are interdependent with others and face many challenges in interpersonal and group situations. The difference or disagreements in perceptions, goals, needs, or interests can lead to conflicts. These conflicts can develop into positive situations that encourage creativity and new dimensions or they can devolve into negative situations that develop destructive and hurtful behaviors. Because such conflicts occur in daily life, it is important to understand the dynamics of conflict, use effective management techniques, and establish and maintain collaborative relationships. In this course we will use theoretical perspectives, case studies, personal experiences, journals, and class activities to examine the roots and nature of conflict, the styles and tactics used to deal with conflict, and the personal and group stakes in conflict. In addition, we will explore methods for analyzing and handling conflict, techniques for creating constructive conflict, uses of third-party interventions, and possibilities for forgiveness, reconciliation, and thinking of "conflict as magic".

Prerequisites: COM 280 and COM 324

COM 335 - Mediation, Deliberation, and Dialogue (3)

For many years, programs in mediation, dialogue, and deliberation have been invaluable in helping people change their communicative patterns in order to improve their situations at home, work, and in the community. In this course we will examine these three well-established types of programs, learn how and why they work, and experience using and participating in these methods through role plays, simulations, and actual events. We will use a communication perspective within a systemic approach to examine the complex factors involved in conflict and to learn how a change in communication can shift interaction dynamics.

Prerequisite: COM 330

COM 340 - Business and Professional Communication (3)

This course prepares students to be effective communicators in the workplace and includes interviewing, professional presentations at staff meetings, business writing, and interaction with a variety of professionals.

Prerequisites: COM 280 or 290

COM 350 - Introduction to Mass Communication (3)

This course involves a critical study of the development, scope, influence, and theories of mass communication in America.

Prerequisites: COM 290; junior or senior standing or permission of the department

COM 360 - Introduction to Public Relations (3)

This course provides a broad overview of components of public relations in the public, private, and nonprofit sectors. Students will examine the concept of public relations as an ongoing process. Students will be exposed to the basic knowledge, skills, strategies, and tools used by practitioners.

Prerequisite: COM 350

COM 380 - Theories of Human Communication (3)

This is a survey course that covers conceptual approaches to the study of human communication. There will be a emphasis on theories that focus on speaker and message aspects, and the use of communication strategies in the forming, building, and dissolution of relationships through interdisciplinary perspectives.

Prerequisites: COM 280 or 290

COM 390 - Communication Accessibility (3)

The ability to have access to communications is an important foundation for empowerment of people who are deaf and hard of hearing. This course explores how communication accessibility is achieved through study of current and emerging technology, trends in industry, public policies, and the government agencies that enforce these policies. Access to telecommunications (including Internet and wireless communications, relay services, etc.), information, video media, emergency services, public accommodations, employment, education, and other contexts are included.

Prerequisite: COM 150 or permission of the instructor

COM 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

COM 400 - Persuasion (3)

Students will study the ways in which beliefs, attitudes, and behavior are affected by communication in this course. The findings of behavioral research and contemporary theories will be employed to demonstrate the workings of persuasion in political campaigns, advertising, and everyday life.

Prerequisites: COM 280 or 290 and junior or senior standing or permission of the instructor.

COM 410 - Advanced Public Presentations (3)

Students in this course will approach public speeches and speech-making based on theory, performance and criticism. Students will both write and deliver their own addresses and learn principles for rhetorical criticism of others' speeches.

Prerequisite: COM 290

COM 420 - Nonverbal Communication (3)

A study of the theories and research on the influence of artifacts, appearance, facial expression, gestures, paralanguage, posture, movement, space, time, and touch on human interaction. Opportunities for analysis and application of learned principles through in-class exercises, simulations, videotaped sessions, and original field research.

Prerequisite: COM 150 or permission of the instructor

COM 430 - Gender and Communication (3)

This course is an examination of communication and gender, including sex role stereotypes. The course provides a survey of how communication of and about gender interacts with various contexts, including biology, culture, family, mass media, education, religion, and the workplace.

Prerequisites: junior or senior standing; and permission of the instructor

COM 440 - Intercultural Communication (3)

An examination of the role played by communication in the bridging and separating of cultures. How norms, values, and expectations concerning the communication act itself differ from culture to culture, and how these differences affect intercultural encounters.

Prerequisite: COM 150 or permission of the instructor

COM 450 - Political Communication (3)

An examination of the persuasive strategies used by mainstream politicians, social activists, and propagandists. Special emphasis is on the rituals and implicit rules of conducting public information campaigns and electoral campaigns, and the relationship among politicians, the voting public, and the mass media that link them.

Prerequisite: COM 150 or permission of the instructor

COM 460 - Organizational Communication (3)

The role of communication in complex organizations. Emphasis upon the role of communication styles of managers and employees in the creation of corporate culture. Dissemination of messages within and among divisions of organizations. Use of such diagnostic tools as the ICA Communication Audit to identify dysfunctional communication patterns.

Prerequisite: COM 150 or permission of the instructor

COM 470 - Family Communication (3)

Examination of the communication concepts that are fundamental to understanding interaction in the family. Exploration of how communication affects the development, maintenance, and enhancement of family relations.

Prerequisite: COM 150 or permission of the instructor

COM 480 - Argumentation and Debate (3)

Students will study the process of arriving at reasons and conclusions; practice in debate; projects in analysis, research, ordering of arguments, and refutation.

Prerequisite: COM 290

COM 493 - Senior Seminar: Communication Ethics (1)

This required course is designed for Communication Studies majors. The course assignments and discussions will focus on communication ethics in interpersonal, group, family, public and professional settings. One of the important functions of this course is to provide a structured environment for completion of the COM senior assessment project.

Prerequisites: Good standing in the program and a minimum of 30 credits in the Communication Studies major.

COM 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: COM 150; and permission of the department

COM 499 - Independent Study (1-3)

Reading, research, discussion, or laboratory work, according to the interests of the student. Title indicating the content must be available at registration.

Prerequisite: Permission of the department chair

THEATRE ARTS

Web: Theatre Arts Program
College of Arts and Sciences

The Theatre Arts Program offers one major and one minor covering a wide range of disciplines within theatre arts. The production/performance major prepares students in acting, design, and technical theatre and at the same time provides historical and theoretical perspectives of theatre. Students apply their developing skills in a production program that includes major productions and children's theatre.

Requirements for Admission to a Major in Theatre Arts

The Theatre Arts Program requires only the signature of the Program Director.

Undergraduate Majors and Minors offered:

B.A. IN THEATRE ARTS: PRODUCTION / PERFORMANCE

Summary of Requirements

	2016-2017
General Studies	37
Pre-Major Courses	6
Major and Related Courses	36-39
Free Elective Courses	38-41
TOTAL	120

Requirements for a Major in Theatre Arts with a Specialization in Production/Performance

Required pre-major courses 6 hours

Code	Title	Credits
THE 101	Visual Gestural Communication	3
THE 110	Introduction to Theatre	3

Required theatre and related courses 27-30 hours

Code	Title	Credits
THE 320	Field Experience	3-6
ENG 441	Shakespeare	3
THE 281*	Theatre Practicum	1-3
THE 341	Sign Language Translation for the Theatre	3
THE 348	Theatre History	3
THE 350	Script Reading and Analysis	3
THE 351	Contemporary Drama	3
THE 353	Fundamentals of Acting	3
THE 373	Theatre Production and Management	3

*Repeat as necessary for a minimum of 6 credits.

Elective theatre courses 9 hours

Choose nine hours:

Code	Title	Credits
THE 201	Fundamentals of Body Movement	3
THE 250	Dance and Fundamental Movement Activities	1
THE 336	Mime	3
THE 342	Introduction to Playwriting	3
THE 361	Fundamentals of Stagecraft	3
THE 405	Fundamentals of Stage Lighting	3
THE 461	History of Costume	3
THE 464	Costume Design for the Theatre	3
THE 466	Scenographic Techniques	3
THE 470	Creative Movement and Drama, Preschool - Kindergarten	3
THE 472	Educational Drama Grades 1-6	3
THE 474	Educational Drama - Grades 6-12	3
THE 476	Theatre for Youth	3
THE 478	Fundamentals of Directing	3

THE 480	Practicum in Educational Drama	3
THE 495	Special Topics	1-5
THE 499	Independent Study	1-3

Minor in Dance

Requirements for a Minor in Dance

The minor in dance consists of a minimum of 15 credit hours. The first two years of the dance minor consist of two credits chosen from two dance or related activity courses. A student can meet this requirement with the same two activity courses required for graduation in the general requirements if the activity credits are in dance or a related activity course. The second two years of the dance minor consist of a minimum of nine credits from core courses (THE 315, 325, and 435), and four to six credits from an electives list.

Required dance core courses 9 hours

Code	Title	Credits
THE 315	History of Dance	3
THE 325	Choreography	3
THE 435	Dance Production	3

Elective dance, physical education/recreation, and theatre courses 4-6 hours

Choose two or three courses:

Code	Title	Credits
PER 202	Fundamental Movement	2
THE 101	Visual Gestural Communication	3
THE 110	Introduction to Theatre	3
THE 201	Fundamentals of Body Movement	3
THE 401	Introduction to Dance Therapy	3
THE 431	Sacred Dance	3
THE 450	Field Experience in Dance	2
THE 495	Special Topics	1-5

Required dance or related activity courses 2 hours

Choose two courses:

Code	Title	Credits
PER 224*	Activities	1
THE 250	Dance and Fundamental Movement Activities	1

*PER 224 and THE 250 can be taken multiple times if the activities are different.

Minor in Theatre Arts: Production / Performance

Requirements

Required courses 15 hours

Code	Title	Credits
THE 110	Introduction to Theatre	3
THE 281*	Theatre Practicum	1-3
THE 350	Script Reading and Analysis	3
THE 373	Theatre Production and Management	3

*Repeat as necessary for a minimum of 6 credits.

Elective courses 6 hours

Code	Title	Credits
	Choose two three-hour electives from Theatre Arts in consultation with the department.	

Department Courses

THE 101 - Visual Gestural Communication (3)

A study of gestures as a form of communication and as a basis for visual language. Concentration on the ability to think in pictures and to develop expressive and receptive communication skills in gestures. This course develops artistic sign language translation skills and leads to better understanding of the basic structures of American Sign Language.

THE 110 - Introduction to Theatre (3)

A survey of and introduction to the contemporary theatre; drama, dance, music, and film. This course is a basis for all drama courses and is required prior to declaring a major in theatre arts: production/performance. Lab hours required.

THE 201 - Fundamentals of Body Movement (3)

This introductory course familiarizes students with theories of body movement and trains students in the use of physical space, rhythm, and balance for the purpose of creating mood and character through body movement within a theatrical context.

THE 250 - Dance and Fundamental Movement Activities (1)

Activities offered include dance and fundamental movement. Not more than six hours of credit in dance activities may be counted toward the requirements for a bachelor's degree.

THE 281 - Theatre Practicum (1-3)

A laboratory course designed to permit students to earn credit while participating in Theatre Arts Department activities. Students may select a practicum from the areas of acting, directing, technical theatre, costuming, design, or management.

Prerequisite: Permission of the instructor.

THE 315 - History of Dance (3)

The study of the history of dance from antiquity to the 21st century. Emphasis will be placed on the relationships and influences of dance on civilizations and cultures. Students are expected to participate in both dance activities as well as in lectures and discussions.

THE 320 - Field Experience (3-6)

This internship course provides students a way to integrate theory with practice by working for an off-campus employer. Students will apply knowledge and skills learned in the classroom, or during stage productions, by interning at a professional theatre, a theatre organization, or in an educational setting. Students will fulfill the duties outlined in a learning contract developed with the on-site supervisor and a faculty sponsor. Student performance will be assessed via products agreed upon in the learning contract, including, but not limited to, weekly journals, reflective papers, direct involvement with stage/television/film performances, and classroom/workshop teachings.

THE 325 - Choreography (3)

Choreography is an introduction to techniques of choreography. This course will introduce students to both the exploration of the choreographic process and the basic tools used in choreography. Through creative improvisational exercises, students explore the fundamentals of movement including time, space, and energy and basic choreographic structure and forms. Students will be required to choreograph a major dance piece to be auditioned in the spring dance production.

THE 336 - Mime (3)

A lecture/performance course focusing on varieties of mime ranging from traditional pantomime to modern mime and the relationship of mime to sign language.

Prerequisite: THE201 or permission of the instructor.

THE 341 - Sign Language Translation for the Theatre (3)

This course covers creative work in different styles of signing, composed and selected from prose, poetry, and drama.

Prerequisite: THE101 or permission of the instructor.

THE 342 - Introduction to Playwriting (3)

An introduction to the basic principles of creating plays for the stage. Various ways of making a play will be explored through writing, improvisations, collaboration with other writers and/or actors, videotapes, and adaptations of other literary forms (poetry, fiction, nonfiction) into dramatic forms.

Prerequisite: THE101 or permission of the instructor.

THE 348 - Theatre History (3)

This course covers the development of theatre from its beginnings to the latest contemporary movements. Through lectures, demonstrations, discussions, and required attendance at theatre performances on and off campus, students will explore the contributions, characteristics, purposes, and influences of theatre as developed by a range of cultures in nonverbal, written, and signed forms.

Prerequisite: THE110.

THE 350 - Script Reading and Analysis (3)

Whether written or videotaped, a script is the basis for the work of theatre directors, actors, designers, production managers, and publicists. During this course, students will read scripts representative of different historical periods, styles, and cultures. Students will also analyze these scripts as they relate to the functions of directors, actors, designers, production managers, and publicists.

Prerequisite: THE110.

THE 351 - Contemporary Drama (3)

A study of the aesthetics inherent in a representative sampling of contemporary (20th century) drama: plays and current trends.

Prerequisite: THE110 or permission of the instructor.

THE 353 - Fundamentals of Acting (3)

Study of pantomime and acting exercises; introduction to basic principles and techniques of acting; performance of laboratory scenes, readings, and exercises. Participation in an experimental production.

Prerequisites: THE101, and THE201, or permission of the instructor.

THE 361 - Fundamentals of Stagecraft (3)

A comprehensive practical course in scenery construction and painting, its properties, scenery storage, and use of backstage equipment. Production duties are assigned. Class and laboratory work required.

THE 373 - Theatre Production and Management (3)

A comprehensive course designed to provide the student with a working knowledge of theatrical production practices and management skills required for successful theatre production. This course includes an in-depth study of the various theatre personnel, their related responsibilities, both in nonprofit and profit theatre organizations. Additionally, specific consideration is given to conventions pertinent to deaf theatre.

Prerequisite: THE110 or permission of the instructor.

THE 401 - Introduction to Dance Therapy (3)

A course designed to provide the student with a theoretical and practical knowledge of dance therapy. Through this course, students will increase their awareness and understanding of the practical applications of using dance as a means of psychological, emotional, and cultural expression. Readings, discussions, and creative-based activities will be incorporated in the course to foster critical thinking skills.

THE 405 - Fundamentals of Stage Lighting (3)

A comprehensive, practical course designed to acquaint the student with the basic theory, equipment, and use of stage lighting. Class and laboratory work required.

THE 431 - Sacred Dance (3)

This course investigates the religious context in which variety of sacred dances occur throughout the world and explores the significant political, cultural, and historical events that shaped the dance rituals and their related religious traditions. Upon completion of the course, the student will be able to demonstrate the basic knowledge of liturgical dances; gain a cross-cultural understanding of common elements of liturgical dances; and have the opportunity to perform some liturgical dances. Through discussions, hands on experiences, and observations, students will finish the course having a better understanding of the role of dance within various major global religions and as sacred celebrations within different cultures.

THE 435 - Dance Production (3)

A course designed for students to develop and apply a working knowledge of the organizational skills necessary to plan and produce a dance concert including: lighting, costuming, programming, audio, stage management, choreographing, marketing, fundraising, audition and performance skills. Additionally, students will develop the ability to define and describe, through visual and written modalities, the various areas of production and how they relate to the performer, the choreographer, and the overall visual aesthetics of a performance.

THE 450 - Field Experience in Dance (2)

A practical field experience for senior dance minors. Students will have the opportunity to observe and participate in real-life work experiences in the dance company. These observations and experiences will have to be recorded in an on-going journal for a minimum of 40 hours of practical field work.

Prerequisite: Senior standing or permission of the instructor.

THE 461 - History of Costume (3)

This course is designed to acquaint the student with major styles and periods of dress from Egyptian to pre-World War I European as a basis of later work in costume design. Viewed through slides, photographs, and actual historical documentation, a flow of design and change is seen.

THE 464 - Costume Design for the Theatre (3)

A course aimed primarily at the beginning skills of the costumer through practical design experience, development of sound research habits, and basic patterning to create the desired period style. Work on production assigned.

Prerequisites: THE461; or permission of the instructor.

THE 466 - Scenographic Techniques (3)

Practical work on basic principles and techniques of graphic communication for the stage. Included are methods of drafting, painting, and rendering the design concept. Materials supplied by the student; production crew work assigned.

Prerequisites: Junior or senior standing in the department, THE361, or permission of the instructor.

THE 470 - Creative Movement and Drama, Preschool - Kindergarten (3)

This course will focus on methodology and practice of creative movement and drama for children ages 3 to 6 (preschool and kindergarten). Students will become familiar with the use of creative movement, mime, improvisation, story dramatization, storytelling, puppetry and use of multisensory stimuli and learn how to adapt activities for children with special needs. Emphasis will be on the application of these techniques to language development, social learning, concept formation, emotional development, and creativity. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or senior standing

THE 472 - Educational Drama Grades 1-6 (3)

This course focuses on methodology and practice of educational drama applied to multidisciplinary learning within the first through sixth grade curricula. Students will be introduced to theme and story based improvisation, story dramatization, role play, and teacher-in-role strategies, and learn how to adapt activities for children with special needs. Curricular areas include language arts, social studies, science, and math, with additional focus on examining emotional development, and creativity. Current trends in assessment of drama will also be explored. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or senior standing

THE 474 - Educational Drama - Grades 6-12 (3)

This course focuses on methodology and practice of educational drama applied to multidisciplinary learning within the sixth through twelfth grade curricula. Students explore the use of theme and literature based improvisation, role play, and teacher-in-role strategies applied primarily to language arts and social studies, including sociology, history, government, and current events. Additional emphasis will be placed on examining emotional development and creativity. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or senior standing

THE 476 - Theatre for Youth (3)

This course will begin with a review of the history, influences, and development of theatre for young audiences in the twentieth century. Particular emphasis will be placed on examining current trends in theatre for youth including; standards for professional theatre, standards for in-school theatre programs, dramatic literature, and theatre-in-education. In addition to readings from text: Children's Theatre, Children and Youth by Jed H. Davis and Mary Jane Evans, students will read selected plays from Dramatic Literature for Children: A century in Review by Roger L. Bedard, and Spit in One Hand, Wish in the Other: Six Plays by Suzan Zeder for Youth Audiences, by Susan Pearson-Davis. Student will attend theatre performances in the Washington, D.C. area.

Prerequisite: THE110.

THE 478 - Fundamentals of Directing (3)

Theory and practice for the beginning director.

Prerequisites: Senior standing and permission of the department

THE 480 - Practicum in Educational Drama (3)

This follow-up course to THE 470, 472 and 474 is designed to give students professional on-site experience and training with deaf and hard of hearing children and children who have special educational needs. Students will meet with classroom teachers and prepare age appropriate drama lessons that support classroom long and short term objectives. Students will work in at least two different classrooms during the semester.

Prerequisites: THE470, 472, 474; permission of the instructor

THE 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor.

THE 499 - Independent Study (1-3)

A project in the field of the student's special interest, involving reading, research, discussion, and/or lab work. Title indicating content must be available at registration.

Prerequisite: Permission of the instructor.

DEPARTMENT OF BUSINESS

Web: Department of Business
School of Education, Business, and Human Services

Emilia Chukwuma, Chair
Ely Center, Room 203

The Department of Business offers three undergraduate programs (1) Accounting, and (2) Business administration (with concentrations in economics, entrepreneurship, finance, management, international business, and marketing) and (3) Risk Management and Insurance. Both Accounting and Business Administration are accredited by the Accreditation Council for Business Schools and Programs. Risk Management and Insurance program, has not yet credited by the Accreditation Council for Business Schools and Programs. The Department will seek accreditation for Risk Management and Insurance program in the future.

The department seeks to provide each student with programs that reflect the most recent developments in the field of management and related professional programs, to familiarize students with technological advances that are transforming the workplace, and to afford students through internships the opportunity of applying classroom theory in "real-life" settings.

The programs of the department are designed to prepare students for direct entry into a career in business or government or for graduate study in business, accounting, economics, finance, insurance, law, public administration, risk management, or related fields. The programs are designed to provide education concerning the highly complex and technical character of management common to all organizations. Students are expected to develop an insight into basic tenets and analytical skills that will equip them to meet the needs and problems of diverse types of business organizations. Students who plan to major in one of the Department of Business programs are encouraged to start their business courses in their freshman year.

Gallaudet University supports undergraduate students interested in pursuing graduate degrees in business through our Pre-MBA Program. This program consists of several elements:

- Pre-MBA advising
- Foundational business courses
- Availability of on- and off-campus internships in management, marketing, accounting, economics, entrepreneurship, finance, and risk management and insurance.
- Pre-MBA workshops (including Graduate Management Test preparation)

Undergraduate students participating in this preparatory program, which supports preparation for application to graduate schools of business, must still select a major offered at Gallaudet University; they may also apply for a self-directed major as explained in the University catalog.

Policy on Taking Online Courses:

1. Core courses for Accounting, Business Administration and Risk Management and Insurance majors-Students must take all core courses onsite. If they fail a course, they must repeat it onsite and cannot take it online or at any other university.

2. Business Administration concentration elective courses-Students may take online courses if they are not available onsite. However, permission must be obtained from the Department prior to registering for an online course, using the Prior Permission form.

3. Accounting major required courses-Students must take them onsite at Gallaudet. The Department will not accept any transfer credits, whether earned online or onsite, for these courses. Students may take Accounting elective courses online if they are not available onsite. However, permission must be obtained from the Department prior to registering for an online course, using the Prior Permission form.

4. Risk Management and Insurance major required courses-Students must take them onsite at Gallaudet. The Department will not accept any transfer credits, whether earned online or onsite, for these courses. Students may take Accounting elective courses online if they are not available onsite. However, permission must be obtained from the Department prior to registering for an online course, using the Prior Permission Form.

5. Exceptions to the above rules are granted on a case-by-case basis for students with special circumstances. In such a case, the student and his/her major adviser must present the rationale to the Department Chair to obtain permission. For transfer students, their prior onsite as well as online courses will be evaluated for course equivalence based on established criteria. The maximum number of transfer credits the Department will accept for its major and major elective courses is 12 credits.

Declaring a Major

Requirements for Admission to an Accounting, Business Administration, or Risk Management and Insurance Major

Students considering a Business Administration or Accounting or Risk Management and Insurance major are encouraged to declare their major by their sophomore year in order to complete all the required major and elective courses in a timely fashion. Below is a list of minimum major admission criteria at the time of application:

- A minimum cumulative GPA of 2.75.
- B or better in BUS 101, or equivalent.
- Successful completion of GRS 104 and GRS 150 or equivalent, with a grade of C+ or better
- Completion of an application form and a 750-word essay addressing academic background, work experience and career goals, and extracurricular interests.
- Two letters of recommendation of which at least one must be from a Department of Business professor.

For continuation in a Business Administration or Accounting or Risk Management and Insurance major, a student must maintain a minimum cumulative GPA of 2.75 in both major and non-major courses. All Business Administration or Accounting or Risk Management and Insurance majors must complete at least one internship in their chosen field prior to graduation.

For students who have transfer credits or course waivers for GSR 102, GSR 104, and BUS 101, demonstration of competency-a GPA of 2.75 in least two courses in business core curriculum- is required at the time when applying for Business Administration or Accounting or Risk Management and Insurance major.

For students who do not meet the major admission requirements but are interested in studying business or accounting or risk management and insurance, we encourage you to consider taking a minor in the respective discipline.

New Programs to Start in Fall 2016

- B.S in Risk Management and Insurance
- Minor in Risk Management and Insurance

Note: At present, the new programs are not accredited by ACBSP. However, the department will seek accreditation for the Risk Management and Insurance program in the future.

Undergraduate Majors and Minors offered:

B.S. IN ACCOUNTING

Overview

Emilia Chukwuma, Program Coordinator
Ely Center, Room 203

The Accounting Program provides a broad base of study and is designed to ensure that the student is adequately prepared for entry-level positions. Through careful course selection within the program and supporting fields, it is possible for students to prepare themselves for careers in government, nonprofit organizations, and private industry. Students aspiring to become certified public accountants (CPAs) need to be aware of the educational requirements of the state in which they intend to sit for the CPA examination. Advisors in the program are available to help students plan their courses to meet the CPA requirements or any specialty within the field of accounting.

Summary of Requirements

	2017-2018
General Studies	34
Major and Related Courses	75
Free Elective Courses	8
TOTAL	120

Requirements for a Major in Accounting

Students must be accepted into the Accounting major before taking 300-level or above courses in the Department of Business. For continuation in the major, a student must maintain a minimum cumulative GPA of 2.75 in major and non-major courses. An accounting major must complete at least one internship in the field and are strongly encouraged to achieve at least one Microsoft Office Specialist certification prior to graduation.

Required pre-major courses 9 hours

Code	Title	Credits
BUS 101	Introduction to Business	3
BUS 181	Business Computer Applications	3
GSR 104*	Quantitative Reasoning	3

*Students intending to major in Accounting or Business Administration should consult with their academic advisor and request to take the (B) business section of GSR 104.

Required core courses 42 hours

Code	Title	Credits
ACC 201	Financial Accounting	3
ACC 202	Managerial Accounting	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 381	Management Information Systems	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Business Foundations	3
BUS 371	Business Law I	3
BUS 431	Production & Operations Management	3
BUS 491	Senior Seminar	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Required accounting courses 18 hours

Code	Title	Credits
ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 303	Intermediate Accounting III	3
ACC 321	Managerial Cost Accounting	3
ACC 331	Income Tax Accounting	3
ACC 441	Auditing	3

Elective courses 9 hours

Choose three courses:

Code	Title	Credits
ACC 350*	Non-Profit Organization Accounting	3
ACC 401*	Advanced Accounting	3
ACC 402	Current Accounting Theory	3
ACC 421**	Advanced Cost Accounting	3
ACC 442	Accounting Information Systems	3
ACC 461	International Accounting	3
ACC 495***	Special Topics	1-5

*Recommended for those planning to sit for the CPA examination.
**Recommended for those planning to sit for the CMA examination.
***Students must take three credits of ACC 495

B.S. IN BUSINESS ADMINISTRATION

Overview

Thomas Baldridge JD MBA MFA, Coordinator of Business Administration Program
Ely Center, Room 236

The Business Administration program provides a foundation in business administration to prepare students for entry-level management positions in either the private or public sector. Minoring in business administration is an excellent choice for students with management and leadership potential who choose to major in a liberal arts discipline.

Summary of Requirements

	2017-2018
General Studies	34
Major and Related Courses	69
Free Elective Courses	17
TOTAL	120

The Business Administration program provides a foundation in business administration to prepare students for entry-level management positions in either the private or public sector. Minoring in business administration is an excellent choice for students with management and leadership potential who choose to major in a liberal arts discipline.

Requirements for a Major in Business Administration

Students must be accepted into the Business Administration major before taking 300-level or above courses in the Department of Business. Students must also complete two of the following concentrations (Management, Marketing, Economics, Finance, International Business or Entrepreneurship). For continuation in the major, a student must maintain a minimum cumulative GPA of 2.75 in major and non-major courses. A business major must complete at least one internship in the field prior to graduation.

Required pre-major courses 9 hours

Code	Title	Credits
BUS 101	Introduction to Business	3
BUS 181	Business Computer Applications	3
GSR 104*	Quantitative Reasoning	3

*Students intending to major in Accounting or Business Administration should consult with their academic advisor and request to take the (B) business section of GSR 104.

Required core courses 42 hours

Code	Title	Credits
ACC 201	Financial Accounting	3
ACC 202	Managerial Accounting	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 381	Management Information Systems	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Business Foundations	3
BUS 371	Business Law I	3
BUS 431	Production & Operations Management	3
BUS 491	Senior Seminar	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Business Administration concentration electives (any two for a total of 18 hours)

Business Administration majors must complete two of the following six concentrations by taking three of the required and elective courses listed for each concentration. At least one course for each concentration must be a Department of Business course. Courses marked with "*" have prerequisites that must be taken in their home departments. Prerequisites for courses offered by other departments that do not have "*" will be waived for business students taking them to satisfy their concentration. Students can also take special topics courses, in consultation with their advisors, to satisfy the requirements of their chosen concentrations. An elective course cannot count toward two different concentrations.

Concentration in Entrepreneurship 9 hours

Code	Title	Credits
BUS 322	New Product Development	3
BUS 354	Entrepreneurial Finance	3
BUS 493	Entrepreneurship	3

Concentration in Economics 9 hours

Code	Title	Credits
ECO 301	Intermediate Macroeconomics	3
ECO 302	Business & Managerial Economics	3
ECO 341	History of Economic Thought	3
ECO 351	Money and Banking	3
ECO 361	International Economics	3
ECO 363	Comparative Economic Systems	3
ECO 403	Research Methods in Economics	3
ECO 451	Public Finance and Policy	3

Concentration in Finance 9 hours

Code	Title	Credits
BUS 253**	Investments	3
	Any ACC course that is 300- or 400- level	
BUS 354	Entrepreneurial Finance	3
BUS 372	Business Law II	3
BUS 451	Real Estate Finance and Investments	3
ECO 351	Money and Banking	3
ECO 361	International Economics	3
ECO 403	Research Methods in Economics	3
ECO 451	Public Finance and Policy	3
MAT 145*	Calculus for Business and Social Sciences	3
MAT 150*	Calculus I	4

**Required

Concentration in Management 9 hours

Code	Title	Credits
BUS 414	Human Resources Management	3
BUS 372	Business Law II	3
COM 330	Interpersonal and Group Conflict Management	3
COM 335	Mediation, Deliberation, and Dialogue	3
COM 340	Business and Professional Communication	3
COM 460	Organizational Communication	3
INT 453	Interpreting Interaction: Business-Government	3
PER 350	Event Planning and Management	3
PER 410	Management of Physical Education and Recreation	3
SOC 313	Work and Globalization	3
SWK 318	Human Diversity	3
THE 373	Theatre Production and Management	3

Concentration in International Business 9 hours

Code	Title	Credits
ACC 461	International Accounting	3
ECO 341	History of Economic Thought	3
ECO 361	International Economics	3
ECO 363	Comparative Economic Systems	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Intro to the European Union	3
GOV 391	International Relations	3
GOV 396	International Law and Organization	3
SOC 313	Work and Globalization	3

Concentration in Marketing 9 hours

Code	Title	Credits
BUS 321	Advertising & Branding	3
BUS 322	New Product Development	3
BUS 421**	Marketing Research	3
BUS 422	Marketing Strategy	3
COM 350	Introduction to Mass Communication	3
COM 360	Introduction to Public Relations	3

** Required

B.S IN RISK MANAGEMENT AND INSURANCE

Overview

James Bruner MS, Executive Program Director
Ely Center room 234

The Risk Management & Insurance program is designed to provide students with an understanding of the insurance industry and of the current academic and practitioner literature on financial risk management. In the Risk Management & Insurance program, students will explore the various functional areas of insurance company management, including investment and financing policies as well as pricing and underwriting activities. Students will also become familiar with the types of risks facing financial institutions, corporations, and individuals and learn how to measure and manage these risks. The Risk Management & Insurance program prepares students for careers in the financial services industry (insurance companies, banks, securities firms, and pension funds).

Summary of Requirements

The program will consist of: General Studies requirements; business pre-major requirements; business core requirements; RMI major requirements; major electives; and free electives as shown below:

	2017-2018
General Studies	37
Major and Related Courses	73
Free Electives	10
Total	120

Requirements for a Major in Risk Management and Insurance:

Students must be accepted into the Risk Management and Insurance major before taking 300-level or above courses in the Department of Business. For continuation in the major, a student must maintain a minimum cumulative GPA of 2.75 in major and non-major courses. A risk management and insurance major must complete at least one internship in the field and are strongly encouraged to achieve at least one Microsoft Office Specialist certification prior to graduation.

Required pre-major courses 10 (7)* hours

Code	Title	Credits
BUS 101	Introduction to Business	3
BUS 181	Business Computer Applications	3
MAT 130*	Precalculus	4

*Three hours count toward the general studies requirement, replacing GSR 104

Required core courses 42 hours

Code	Title	Credits
ACC 201	Financial Accounting	3
ACC 202	Managerial Accounting	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 381	Management Information Systems	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Business Foundations	3
BUS 371	Business Law I	3
BUS 431	Production & Operations Management	3
BUS 491	Senior Seminar	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Required Risk Management and Insurance courses 18 hours

Code	Title	Credits
RMI 201	Introduction to Risk Management and Insurance	3
RMI 300	Property and Casualty Insurance	3
RMI 301	Corporate Risk Management	3
RMI 310	Insurance Company Operations	3
RMI 370	Topics in Risk Management and Insurance	3
RMI 403	Underwriting	3

Electives courses 6 hours

Choose two courses:

Code	Title	Credits
ACC 321	Managerial Cost Accounting	3
ACC 331	Income Tax Accounting	3
BUS 253	Investments	3
BUS 495	Special Topics	1-5

Minor in Accounting

Emilia Chukwuma, Program Coordinator
Ely Center, Room 203

The accounting program provides a broad base of study and is designed to ensure that the student is adequately prepared for entry-level positions. Through careful course selection within the department and supporting fields, it is possible for students to prepare themselves for careers in government and private industry. Students aspiring to become certified public accountants (CPAs) need to be aware of the educational requirements of the state in which they intend to sit for the CPA examination. Advisors in the department are available to help students plan their courses to meet the CPA requirements or any specialty within the field of Accounting.

Minor Requirements

Requirements for a Minor in Accounting

The minor in accounting consists of a minimum of 15 credit hours of accounting courses. Business majors must take ACC 301 and ACC 302 plus three Accounting electives. Non-business majors must take ACC 201, ACC 202, ACC 301, ACC 302 and one Accounting elective.

The specific course of study will be determined in consultation with the Accounting Program Coordinator or an advisor within the accounting program.

Minor in Business Administration

Thomas Baldridge JD MBA MFA, Coordinator of Business Administration Program
Ely Center, Room 236

The Business Administration program provides a foundation in business administration to prepare students for entry-level management positions in either the private or public sector. Students can design their own areas of specialization from the electives offered within the department.

Minor Requirements

Requirements for a Minor in Business Administration

The minor in business administration consists of a minimum of 15 credit hours and selection of a field of concentration from among Economics, Finance, Marketing, Management, International and Entrepreneurship. Students must take BUS 101 plus the introductory course(s) for their field of concentration, and at least two advanced (300- or 400-level) courses in the concentration.

For Accounting majors, the 15 credit hours must all be advanced courses in the concentration.

The specific course of study must be determined in consultation with the student's faculty advisor in the Department of Business.

MINOR IN RISK MANAGEMENT AND INSURANCE

Overview

The Risk Management & Insurance program is designed to provide students with an understanding of the insurance industry and of the current academic and practitioner literature on financial risk management. In the Risk Management & Insurance program, students will explore the various functional areas of insurance company management, including investment and financing policies as well as pricing and underwriting activities. Students will also become familiar with the types of risks facing financial institutions, corporations, and individuals and learn how to measure and manage these risks. The Risk Management & Insurance program prepares students for careers in the financial services industry (insurance companies, banks, securities firms, and pension funds).

Requirements for a Minor in Risk Management and Insurance:

The minor in Risk Management and Insurance consists of a minimum of 15 credit hours. Students must take RMI 200 and RMI 300, plus three advanced (300- or 400-level) courses. The specific course of study must be determined in consultation with the student's faculty advisor in the Department of Business.

Required Risk Management and Insurance courses 6 hours

Code	Title	Credits
RMI 201	Introduction to Risk Management and Insurance	3
RMI 300	Property and Casualty Insurance	3

Elective Risk Management and Insurance courses 9 hours

Choose three courses:

Code	Title	Credits
RMI 301	Corporate Risk Management	3
RMI 310	Insurance Company Operations	3
RMI 370	Topics in Risk Management and Insurance	3
RMI 403	Underwriting	3

DEPARTMENT COURSES

ACC 100 - Accounting for Non-Majors (3)

In the real world, accounting is the language of business. Whether students will keep the book for their own small business, Working with nonprofit organization or function within a corporation, developing an understanding of how accounting procedures are applied in a business setting is crucial to their success. In this course we will use a " Big Picture Approach" and provide a conceptual overview of topics in accounting, such as basic income accounting, payroll, recording sales, receipts, payment and purchase transaction, maintaining ledger accounts, inventory and preparation of financial report. The course will utilize real world examples and incorporate computer technology. This course is NOT restricted to current Gallaudet University undergraduate degree seeking students or to students majoring in accounting or other business fields. Students do NOT need to have experience in business or accounting in order to enroll in this course. For those students who may plan to take Principle of Accounting course in future, this may be a great starting point.

ACC 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ

ACC 201 - Financial Accounting (3)

This course introduces students to basic financial accounting theory and practice. It provides students with the ability to understand business activities and the decisions that managers make by studying the accounting method used in preparing financial reports. The course emphasizes user approach to teach students how to interpret financial reports in an accurate and relevant way and how accounting methods affect the evaluation of business results and the quality of business decision.

Prerequisites: B or better in BUS 101
Co-requisites: BUS 181

ACC 202 - Managerial Accounting (3)

Management (or Managerial) Accounting comprises financial and nonfinancial information intended to meet internal users' needs. It involves the development and interpretation of accounting information intended to assist management in the operation of the business. Topics include financial statement analysis and the use of accounting information for planning and control, performance evaluation, and decision-making. The course will cover cost behavior, job order costing, process costing, cost volume-profit relationship, relevant costing/benefits, budgeting, activity-based costing, cash flow and financial statement analysis. Computer lab is required.

Prerequisites: ACC 201 and BUS 181

Course Fee: $50.00

ACC 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

ACC 301 - Intermediate Accounting I (3)

This is the first part of a three-semester sequence. This course covers a more detailed application of principles of first-year accounting, theory supporting principles, and detailed definition of various parts of the financial statement.

Prerequisites: ACC 202; Business department majors only or permission of the department

ACC 302 - Intermediate Accounting II (3)

This is the second part of a three-semester sequence. This course emphasizes the various techniques of accounting for inventory, tangible and intangible assets, liabilities, equity, and investment transactions.

Prerequisites: ACC 301; Business department majors only or permission of the department

ACC 303 - Intermediate Accounting III (3)

This is the third part of a three-semester sequence. This course emphasizes the various techniques of accounting for investments, income taxes, pensions, and leases. This course also analyzes accounting changes and errors, cash flows, and full disclosure in financial reporting.

Prerequisites: ACC 302; Business department majors only or permission of the department

ACC 321 - Managerial Cost Accounting (3)

Study of concepts, techniques and principles of cost and management accounting. The use of accounting data for managerial decision making, planning, and control.. Topics include budgeting, cost concepts, cost behavior, cost-volume-profits relationships, inventory control, standard costs, absorption costing versus direct costing, variance analysis, cost allocations, setting price and international issues.

Prerequisites: ACC 202; Business department majors only or permission of the department.

ACC 331 - Income Tax Accounting (3)

Study of federal income taxation of individuals and their impact on personal and business financial decision making. Topics include: concepts of gross income, deductions, tax credits; business and personal investment deductions; sale and other dispositions of property; changes in tax law and economic impact of the law. Although the course emphasizes income taxation, issues such as gift, estate, partnership and corporate taxation are discussed.

Prerequisites: ACC 202; Business department majors only or permission of the department.

Course Fee: $50.00

ACC 350 - Non-Profit Organization Accounting (3)

Course covers the accounting concepts used in governmental units and other not-for-profit organizations such as hospitals, voluntary health and welfare organizations, and others. Emphasis will be placed on the accounting and budgeting procedures used in these organizations.

Prerequisites: ACC 301; Business department majors only or permission of the department

ACC 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

ACC 401 - Advanced Accounting (3)

This course explores in depth the financial concepts used by the Accounting profession for partnerships, business combinations and consolidated financial statements, bankruptcy, liquidation and reorganization, and estates and trusts.

Prerequisites: ACC 302; Business department majors only or permission of the department

ACC 402 - Current Accounting Theory (3)

This course studies and analyzes current accounting thought as reflected in leading professional and accounting research reports.

Prerequisites: ACC 302; Business department majors only or permission of the department

ACC 421 - Advanced Cost Accounting (3)

Advanced level cost accounting with emphasis on integration of managerial aspects of accounting internal record-keeping, business and managerial functions of decision making, planning, and control. A consideration of quantitative and behavioral aspects.

Prerequisites: ACC 321; Business department majors only or permission of the department.

ACC 441 - Auditing (3)

An introductory course covering both the concepts and procedures that the auditor must know and follow. The course attempts to give students a comprehensive, one semester review of the auditing field, with an emphasis on the auditing procedures and techniques needed to audit financial statements as well as to provide basic preparation for the CPA exam.

Prerequisites: ACC 302; Business department majors only or permission of the department

ACC 442 - Accounting Information Systems (3)

This course provides an opportunity for accounting majors to learn, study, and apply computerized accounting methods. It is designed to introduce students to accounting systems and covers an introduction to the analysis and development of accounting information systems for businesses by giving a systems perspective on some traditional accounting topics. The course provides hands-on experience with an accounting program(s). Students are encouraged to develop individual modules to specific business needs. Computer lab required.

Prerequisites: ACC 202; Business department majors only or permission of the department.

Course Fee: $50.00

ACC 461 - International Accounting (3)

The course studies how accounting is practiced in different countries around the world, and students will learn to compare the differences in financial reporting, taxation and other accounting practices that exist across countries. As business becomes more global, an understanding of these differences and efforts to harmonize differing accounting standards grow in importance. The course deals with both cultural issues and accounting issues having the greatest differences between nations.

Prerequisites: ACC 202; Business department majors only or permission of the department.

ACC 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Business department majors only or permission of the department

ACC 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisites: Business department majors only or permission of the department

BUS 101 - Introduction to Business (3)

This course surveys the fundamentals of business administration, including management, organizational behavior, marketing, economics, statistics, management information systems, accounting, finance, entrepreneurship, international business, and ethics & social responsibility. It is intended both for students who seek a one-time exposure to business as well as those planning to major in a Department of Business program.

Prerequisites: GSR 102, GSR 103, and GSR 104

Course Fee: $60.00

BUS 181 - Business Computer Applications (3)

This course focuses on computer applications that are used widely in business. The course emphasizes the use of spreadsheets and database applications. Through hands-on training and lectures, student will learn to create professional looking spreadsheet documents and personal database management systems.

Prerequisites: GSR 102, GSR 103, and GSR 104

Course Fee: $60.00

BUS 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

BUS 211 - Management and Organizational Behavior (3)

This course explores the major functions of management: planning, organizing, leading, and controlling. Within these four functions are subjects such as self-management, organizational structure and culture, leadership, motivating employees, teamwork, human resource management, self-management, change management, and planning and decision-making tools and techniques. This course takes an inside out approach, where the student learns first about themselves and then develops their ability to manage progressively larger and more diverse groups of people and projects.

Prerequisite: B or better in BUS 101

BUS 221 - Marketing (3)

This course examines the basic principles of marketing and provides the opportunity to develop the critical analysis and management skills needed by successful marketers. Within the framework of the "product, price, promotion, distribution, and customer" elements of marketing, course topics include market segmentation, targeting, positioning, consumer behavior, integrated marketing communication, marketing ethics and social responsibility, and the global dimensions of marketing (including e-marketing).

Prerequisite: B or better in BUS 101

BUS 253 - Investments (3)

A course that examines the principles of financial investing and provides opportunities to develop basic quantitative, research, presentation, and critical analytical skills that are useful to an investor. Topics include analysis of the investment environment, tools and mechanics of investing (debt instruments, government and municipal securities, common stock, real estate), portfolio construction and management, dealing with securities markets, tax issues in investing, research strategies, financial statement analysis, and risk/return trade-off analysis. This course incorporates student management of an actual investment fund that is a component of Gallaudet University's endowment.

Prerequisites: GSR 150; Business department majors only or permission of the department

BUS 291 - Career Search Strategies in Business (1)

This course teaches career search strategies for business majors. Students learn how to apply their university coursework to a designated internship experience. The course focuses on developing the skills critical to searching for and obtaining internships and full time jobs. These skills include exploring career options, preparing effective resumes and job applications, job interview, follow-up communication, career networking, and professional etiquette.

Prerequisites: Business department majors only or permission of the instructor.

BUS 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

BUS 321 - Advertising & Branding (3)

Students learn and apply (1) the core strategies, principles and practices of effective advertising management; and (2) the strategies and tactics used to build, defend and sustain brands. The course utilizes theory, research, and practical application related to advertising and branding, including advertising design and evaluation, brand creation, and brand psychology. Topics include consumer segmentation and target selection, consumer motivation and insight, branding and technology, brand selection, communication strategies, and media planning.

Prerequisites: BUS 221, Business Department majors only, or permission of the instructor.

BUS 322 - New Product Development (3)

The course is for students who are interested in learning how to create, develop and manage a new product. This course introduces the models, tools, and research techniques used in the new product development process of a business. The topics covered in this course include opportunity identification, idea generation, product design, concept and prototype testing, segmentation and positioning, pricing, brand naming, promotional strategy, product launch, and post-launch evaluation.

Prerequisites: BUS 221, Business Department majors only, or permission of instructor.

BUS 331 - Business Statistics (3)

This course examines the basic principles of statistics as applied to business situations and provides opportunities to develop basic quantitative, research, presentation, and critical analytical skills that will be useful to a successful manager. Topics include quantitative and graphical descriptive techniques, data collection and sampling, probability distributions, estimation techniques, and basic inferential analysis.

Prerequisites: BUS 101 and GSR 150 or equivalent; Business department majors only, or permission of the department.

BUS 341 - Business Ethics (3)

This course is cross-listed and is otherwise known as PHI 341. It introduces the student to the normative theories of moral philosophy as they apply to free enterprise market systems, corporations and other organizations. Students use case studies and current events to critically assess how to resolve moral issues commonly faced by managers, employees, marketers, and consumers.

Prerequisites: BUS 101 and GSR 150 or equivalent; Business department majors only, or permission of the department.

BUS 351 - Business Finance (3)

This course examines the basic principles of financial management and provides opportunities to develop basic quantitative, research, and critical analytical skills that are useful to a financial manager. Topics include financial managerial functions and responsibilities, risk/return trade-off, ethics and social responsibility, taxation issues, financial institutions and economic environment, interest rate analysis, financial statement analysis, time value of money, and valuation techniques.

Prerequisites: ACC 202, BUS 211 and BUS 331; Business department majors only or permission of the department

BUS 354 - Entrepreneurial Finance (3)

The course is the application of basic financial management techniques focusing on the financial aspects of starting and running a business. The core financial aspects of business entrepreneurship and problems encountered by those starting and running a small business are covered through the discussion of financial topics, including working capital management, time value of money, financial statements, small business administration programs, succession planning, financing options, and alternative solutions to commonly discovered problems.

Prerequisites: BUS 351 and Business Administration or Accounting majors only, or permission of department.

BUS 361 - Global Business Foundations (3)

The course provides a foundation to understand the various issues that affect a business when expanding to the global marketplace. These include geographical, historical, cultural, political/legal, economic, and transnational environments of business, as well as an introduction to foreign exchange rates and economic integration. This course is intentionally structured to promote multi-cultural understanding and personal transformation. This objective influences the selection of readings, assignments, teaching methods, class activities, and assessment of your work. Teaching methods will include instructor-led dialogue, group discussions, role plays, and peer feedback on your work, which have been demonstrated to encourage greater multicultural understanding, respect and appreciation.

Prerequisites: Declared major in Accounting, Business Administration or International Studies, or permission of instructor.

Course Fee: $50.00

BUS 371 - Business Law I (3)

This course introduces students to the American business legal environment and covers basic concepts in contracts, the uniform commercial code, corporations and partnerships, agency, intellectual property, employment, antitrust, consumer protection, security regulation, environmental and international law, and business ethics and social responsibility.

Prerequisites: BUS 101 and GSR 150 or equivalent; Business department majors only and permission of the department

BUS 372 - Business Law II (3)

This course addresses additional legal topics required for certification as a certified public accountant, including debtor and creditor relations, negotiable instruments, real property, trusts, wills and estates.

Prerequisites: BUS 371 or permission of instructor.

BUS 381 - Management Information Systems (3)

An introduction to data and information processing concepts and systems viewed from a contemporary management perspective. The course and the lab provide the conceptual foundations in understanding technologies, such as computer hardware and software, the Internet, networking, security, enterprise computing, e-commerce, database management, and how information systems support business functions.

Prerequisites: Business department majors only or permission of the department.

Course Fee: $60.00

BUS 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

BUS 414 - Human Resources Management (3)

This course focuses on the successful planning, staffing, and management of personnel in small and large business organizations. Course topics include job design and organizational structure, recruitment and selection, legal issues (benefits, privacy, equal opportunity), and performance management. Special attention is paid to problems of successfully implementing human resource strategies at both the operating unit and corporate level. Through the use of case studies and real-world scenarios, the issues of workplace productivity, turnover, employee morale, and manager effectiveness are discussed.

Prerequisites: BUS 211, BUS 341 or PHI 358 and BUS 371; Business department majors only or permission of the department

BUS 421 - Marketing Research (3)

This course examines ways that research methods and procedures are be used to obtain the information necessary for making sound strategic marketing decisions. Topics includes a review of marketing concepts, research ethics, research design (secondary data, qualitative data, observation, survey and experimentation), data acquisition and measurement, questionnaire design, sampling issues, and data analysis and findings. By performing group and individual marketing research projects, students learn how to write a research proposal as well as how to execute and present of complete marketing research study.

Prerequisites: BUS 221; Business department majors only or permission of the instructor Co-requisites: BUS 331

BUS 422 - Marketing Strategy (3)

This course covers the principles and tools used by managers to develop effective marketing strategies in a variety of business environments. Among the topics discussed: market opportunity analysis, segmentation, targeting and positioning strategies, competitive analysis, barriers to entry, and marketing ROI. Current trends in marketing will also be discussed. Real world cases will be extensively analyzed in class, with students playing the role of marketing managers.

Prerequisites: BUS 221, Business Department majors only, or permission of the instructor.

BUS 431 - Production & Operations Management (3)

This course examines the production phase of business activity and emphasizes developing skills to analyze methods of design and operation of production systems.

Prerequisites: BUS 211 and BUS 331; Business department majors only or permission of the department

BUS 451 - Real Estate Finance and Investments (3)

This course covers the major aspects of real estate finance and investment from the perspective of corporate, private, and public owners; investors; and users. Commercial properties will be emphasized. The course begins with an overview of the fundamentals of income producing real estate and builds on these concepts as we consider the forces that influence the cyclical, fragmented, and inherently local business of real estate investment. The course will expose students to current "real world" real estate finance and investment situations.

Prerequisites: BUS 351 and Business Administration or Accounting majors only, or permission of the department.

BUS 491 - Senior Seminar (3)

A comprehensive course which will integrate and test the student's learning of the core subjects and preparation for employment in a field of business administration. A variety of instructional techniques may be used including case studies, discussion groups, team teaching, and guest speakers from the business world.

Prerequisites: All core courses in the Department of Business, or permission of instructor.

Course Fee: $100.00

BUS 493 - Entrepreneurship (3)

This course examines current theories about entrepreneurship and reviews the fundamental areas of business administration that every entrepreneur should know, including management, marketing, accounting, finance, and policy and strategic planning. The structure and purpose of a business plan are covered in detail.

Prerequisites: ACC 201, ACC 202, ECO 201, ECO 202, BUS 211, BUS 221 ; Business department majors only or permission of the department

BUS 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Senior standing; Business department majors only or permission of the department

BUS 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisites: Business department majors only or permission of the department

ECO 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

ECO 201 - Introduction to Macroeconomics (3)

This course introduces students to the study of economics and provides an overview of common macroeconomic concepts. The course encourages students to understand, use, and analyze common macroeconomic concepts such as inflation, employment, consumption, national income, money, and interest rates, as well as the fundamental economic concepts of supply and demand, marginal analysis, and opportunity costs.

Prerequisite: B or better in BUS 101

ECO 202 - Introduction to Microeconomics (3)

This course provides an overview of common microeconomic concepts. The course encourages students to critically analyze common microeconomic concepts such as supply and demand, prices, markets and market structure, competition, utility, production costs, marginal analysis, and opportunity costs. The underlying theoretical basis for these concepts and how they are interrelated with each other and with the overall economy is also introduced in this course.

Prerequisite: ECO 201

ECO 205 - Introduction to Economics (3)

An introductory macroeconomics course for liberal arts majors with emphasis on the economic issues that citizens are likely to encounter. The course is designed to help students understand the basics of United States and global economics including how the economy works and how economic policy is developed and implemented.

Prerequisite: GSR 102 or equivalent

ECO 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

ECO 301 - Intermediate Macroeconomics (3)

This course expands and builds upon previous macroeconomic knowledge learned in introductory macroeconomics study. The course emphasizes the depth and breadth of the workings of the macroeconomic system through classroom examination and research, and by providing students with the experience of critically applying these concepts as they are related to current national and world events. Issues in monetary policy, employment and unemployment, inflation, aggregate demand and supply, and economic growth, and their interrelationships and policy implications are stressed. The study of these topics is structured in a manner that will serve as models for the types of analyses required in many post-graduate employment and graduate study environments.

Prerequisite: ECO 202; Business department majors only or permission of the department

ECO 302 - Business & Managerial Economics (3)

This course expands and builds upon previous microeconomic knowledge learned in introductory microeconomics study. The course emphasizes the depth and breadth of the microeconomic system through classroom examination and research, and by providing students with the experience of critically applying these concepts as they are related to current national and world events. Issues in fiscal and business policy, the competitive environment, regulation, the utilization of supply and demand, profit maximizing behavior, production and costs, and their interrelationships and policy implications are stressed. The study of these topics is structured in a manner that will serve as models for the types of analyses required in many post-graduate employment and graduate study environments.

Prerequisites: ECO 301; Business department majors only or permission of the department

ECO 341 - History of Economic Thought (3)

This course focuses on the history of economic ideas. It covers the major schools of thought in economics, beginning with mercantilism and moving through supply-side economics. Emphasis will be placed on the classical underpinnings of economics as currently practiced. The theories of Smith, Ricardo, and Malthus will lead into discussions of other economic thinkers, including Marx and Keynes.

Prerequisites: Business department majors only or permission of the department

ECO 351 - Money and Banking (3)

Monetary standards, theories, and controls in relation to business cycles and full employment; credit, domestic, and foreign exchange; the nature of banking operations; the organization of a bank, the clearinghouse system; and the Federal Reserve System.

Prerequisites: ECO 202; Business department majors only or permission of the department

ECO 361 - International Economics (3)

The distribution of natural resources among nations; factors responsible for major movements in international trades; tariffs and other trade restrictions; means of promoting free trade.

Prerequisites: ECO 202; Business department majors only or permission of the department

ECO 363 - Comparative Economic Systems (3)

An intensive study of the different economic systems in the modern world and their adaptations in various countries. Implications for the future of these systems are discussed.

Prerequisites: GSR 102 or equivalent; Business department majors only or permission of the department

ECO 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

ECO 403 - Research Methods in Economics (3)

This course covers research techniques, data collection, hypothesis formulation, and application of research methods to specific problems in economics. Also included are practical exercises in presenting economic research to the wider audience.

Prerequisites: ECO 302, ECO 431; Business department majors only or permission of the department

ECO 451 - Public Finance and Policy (3)

This course will provide the foundations for economic analysis within the public context. Included will be the study of spending and tax policy within the government as well as the economic policy affecting individuals and groups within the reach of the government.

Prerequisites: ECO 202; Business department majors only or permission of the department

ECO 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Business department majors only or permission of the department

ECO 499 - Independent Study (1-3)

Intensive, supervised study and research on topics of the student's selection.

Prerequisites: ECO 202; Business department majors only; or permission of the instructor.

RMI 201 - Introduction to Risk Management and Insurance (3)

This course starts with a broad overview of ways to manage risk, and the approach taken by insurance companies to contain these risks. The nature of the insurance contract, the various types of insurance, and their routine components are examined. The use of insurance as a solution for business problems is also explored. Because most employee group benefits are insurance related, those components of a benefit plan are a focal point of the course. Topics such as insurer solvency and profitability, insurance regulation, insurance contracts, and loss exposures mainly in the area of property and liability insurance will be covered.

RMI 300 - Property and Casualty Insurance (3)

This course will look at current issues in the Property/Casualty insurance industry. Basic principles, functions and uses of property & casualty insurance; types of policy contracts; calculation of premiums reserves; organization management; supervision of companies.

Prerequisites: RMI 200, Business Department majors only, or permission from the Business department.

RMI 301 - Corporate Risk Management (3)

This course is designed to apply the theories and techniques taught in Finance to the complex and specific needs of managing financial risk in the financial services industry. The course will provide an overview of the banking and insurance markets and their products. In addition, several valuation and risk management tools and models designed to measure and manage equity risk, interest-rate risk, and default risk in the financial services sector of the economy will be introduced and implemented.

Prerequisites: BUS 351, Business Department majors only, or permission from the Business department.

RMI 310 - Insurance Company Operations (3)

The course covers off-shore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies, and use of derivatives in risk management.

Prerequisites: RMI 200, Business Department majors only, or permission from the Business department.

RMI 370 - Topics in Risk Management and Insurance (3)

This course is designed to give greater coverage to those risk management and insurance topics that are not covered in great detail in other courses. Such as risk assessment and mapping, emerging risks, insurance markets, risk transfer and risk financing, insurance economics, catastrophe risks, Social Security, Public health Insurance, and international risk issues.

Prerequisites: RMI 200, Business Department majors only, or permission from the Business department.

RMI 403 - Underwriting (3)

This course covers property and casualty underwriting through the principles of underwriting; strategic underwriting techniques; the insurance production environment; and insurance agency management tools and processes. Students will learn to assess whether to accept insurance risks (or groups of risks) and at what price.

Prerequisites: RMI 300, Business Department majors only, or permission from the Business department

DEPARTMENT OF COUNSELING

Overview

Web: Department of Counseling
School of Education, Business, and Human Services

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

The Department of Counseling offers graduate-level programs for the professional preparation of counseling specialists to work with deaf people. The department offers a small number of undergraduate-level courses.

No Undergraduate Major or Minor programs are offered.

Courses

COU 330 - Introduction to the Counseling Profession (3-4)

When taught for 3 credits, this course is designed to introduce undergraduate students to professional counseling work in a variety of settings, including those that serve deaf people. The course will provide students with in-depth knowledge of the counseling field. The work and roles of professional counselors will be examined. When taught for 4 credits and cross-listed with GSR 240, this course becomes an Integrated Learning Course that emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, in addition to the course description for COU 330 for 3 credits, there is an additional focus on enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. The course will provide students with in-depth knowledge of the counseling field, including its ethics and social responsibilities.

Prerequisites: GSR 150

COU 351 - Techniques of Student Development: The Resident Advisor I (1)

This course focuses on the acquisition of the theoretical knowledge of student development and skills necessary in the provision of supervised care for children and young adults. In particular, students develop the skills necessary to function in the role of a resident advisor and begin to make application of these skills within the Student Life program of the University. This course is part of a sequence. A second semester course, COU 352, is required.

Prerequisites: Permission of the department chair

COU 352 - Techniques of Student Development: The Resident Advisor II (1)

This course, the second in the series, focuses on the application of the theoretical knowledge of student development and skills necessary in the provision of supervised care for children and young adults. In particular, students develop the skills necessary to function in the role of a resident advisor and make practical application of these skills within the Student Life program of the University.

Prerequisites: COU351; permission of the department chair

COU 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

DEPARTMENT OF EDUCATION

Web: Department of Education
School of Education, Business, and Human Services

Dr. Maribel Gárate, Chair
Fowler Hall, Room 304A

The Department of Education offers three separate undergraduate specializations in teacher preparation: early childhood, elementary education, and secondary education. Each of these programs provides students with the prerequisites for certification in general education for the public schools of Washington, D.C. Certification in general education is now required by many programs prior to specialization at the graduate level in fields such as education of deaf students, educational media, and other areas of special education. Students pursuing any secondary education focus must be accepted as a major in a content area such as biology, English, history, or mathematics. Each of these programs includes coursework in psychology, human development, teaching methods, curriculum, and a supervised field practicum experience (student teaching) in nearby school settings.

All students who wish to major in education, or in a content area and secondary education, must apply for admission to teacher education by completing and returning an application form to the Department of Education in Fowler Hall, Room 309. The fall application deadline is usually the third Friday in October and the spring application deadline is the fourth Friday in February. Applications are accepted twice a year for admission. Only a limited number of students can be accepted. To apply, contact the Undergraduate Program Director, Dr. Thangi Appanah.

Applicants should meet the following criteria:

- Completed Undergraduate Teacher Education Program Application.
- Current enrollment or completion of EDU 250.
- Submission of a minimum of three disposition recommendations by current and former professors.
- Scores for Praxis Core Academic Skills for Educators. To determine acceptable scores, please contact the Undergraduate Program Director
- A 2.75 or higher cumulative grade point average.
- Submission of a portfolio including a resume, educational philosophy, essay and lesson plan.
- An interview with the Undergraduate Teacher Education Admissions Committee.

Students who are thinking about making an application are encouraged to take one or more of the following courses that are part of the program requirements, and are available without formal admission to the education program major: EDU 323, EDU 250, EDU 311, LIN 101, and PSY 201.

Undergraduate teacher preparation programs have received approval from the Office of the State Superintendent of Education of the District of Columbia and are part of Gallaudet's Educator Preparation Provider Unit which is accredited by the National Council on the Accreditation of Teacher Education (NCATE). In order to obtain a teaching license from the District of Columbia, education majors must be recommended for licensure by Gallaudet University. To be recommended for licensure students must satisfactorily complete all required course work and a number of performance assessments (see below for a listing of performance assessments). The District of Columbia has an interstate compact agreement with most states in the U.S. so that an individual holding a valid D.C. license may be able to obtain a license in these other states relatively easily. Contact the individual states since specific coursework, testing, or grade point averages may be required that are different than requirements for D.C. licensing. A Gallaudet University Program Completer may submit any out-of-state forms requesting verification of program completion to the Office of Academic Quality (see Office of Academic Quality - State Licensure).

Students who graduate from an Undergraduate Education program who are interested in licensure in Deaf Education may be eligible for the Masters of Arts in Deaf Education. This program requires one year and one summer of courses, and a student teaching placement.

Declaring a Major

Requirements for Admission to a Major in Education

Students in early childhood education and elementary education must major in education. Students pursuing any

secondary education focus must be accepted as a major in a content area such as science (biology or chemistry), English, history, or mathematics. Each of these programs includes coursework in psychology, human development, teaching methods, curriculum, and a supervised field practicum experience (student teaching) in nearby school settings. Students wishing to obtain a B.A. or B.S. degree in the teacher education program must meet the following Undergraduate Education requirements:

Requirements for Admission to Teacher Education*

Admission to teacher education is conditional upon acceptance by an Admissions Committee of the Undergraduate Teacher Education Program. Application for admission to teacher education is to be made upon satisfactory completion of or while enrolled in the EDU 250 - Introduction to Education course. (Students are encouraged to apply no later than the second semester of their sophomore year in order to complete the program in two years). Students wishing to major in secondary education must first be accepted in their content area major such as science, English, history, or mathematics). Criteria considered for admission to the teacher education program include:

1. Completed Undergraduate Teacher Education Program application.
2. Current enrollment or completion of EDU 250.
3. Scores for Praxis Core Academic Skills for Educators. To determine acceptable scores, please contact the Undergraduate Program Director
4. Submission of a minimum of three disposition evaluations by current and former professors.
5. A 2.75 or higher cumulative grade point average.
6. Submission of portfolio including a resume, educational philosophy, essay and lesson plan.
7. A personal interview with members of the Undergraduate Teacher Education Admissions Committee.

Requirements for Admission to Student Teaching

Admission to student teaching is conditional upon approval by the Student Teaching Committee of the Department of Education. *Application for admission to student teaching is to be made after satisfactory completion of 90 semester hours. Criteria considered for admission to student teaching would include:

1. A 2.75 cumulative grade point average with grades of B or higher in education courses and a C+ or better in all pre-professional and pre-major courses.
2. For those students in secondary education, a grade point average of 2.75 or higher in the (teaching field) content area.
3. Satisfactory completion of all but 6 hours of preprofessional courses and professional education courses.
4. Completion of all remaining required courses before or during the student teaching semester.
5. Submission of application and portfolio which includes passing scores on the Praxis Core Academic Skills for Educators tests and taking the Praxis 2 exams required for the major and satisfactory evaluations of performance assessments.
6. Satisfactory Background check
7. Review and approval of the Department of Education Student Teaching Committee.

**Exceptions to the above may be made on the merits of each individual case.*

Recommendation for Teaching Licensure

In order to obtain a teaching license from the District of Columbia you must be recommended for licensure by the Gallaudet University Department of Education. It is possible for an Education major to complete a degree in Education and not be recommended for a teaching license. In order to be recommended for a teaching license education majors must meet all graduation requirements and satisfactorily complete the required performance assessments for their program. These performance assessments include:

- Praxis 2 exams (exams vary by content area)
- Content area assessment (one or more)
- Lesson Planning Assessment
- Student Teaching Evaluation
- Disposition Assessment
- Student Teaching Teacher Work Sample

To determine what performance assessments you need to satisfy your program requirements and to be recommended for licensure contact the Undergraduate Program Director. Candidates who are not recommended for licensure will have a statement on their transcript that state that they did not complete the accredited program and were not recommended for licensure.

Praxis Requirements for all Education Majors

For admission:

1. Students must take the Praxis Core Academic Skills for Educators tests to demonstrate competency in Reading, Writing and Mathematics prior to admission to the undergraduate program. Students with acceptable scores will be considered for an interview with the Undergraduate Education Admission Committee. (To get information about the acceptable assessments and scores go to www.ets.org/praxis/dc/requirements o r contact Thangi Appanah, the Undergraduate Program Director for the department.)
2. Students who satisfy the minimum requirements on the Praxis Core Academic Skills for Educators tests and meet the other admission requirements will be interviewed for admission. (Exceptions will be made in the case of strong candidates.)
3. Students admitted to the program who meet the minimum requirements but do not pass the Praxis Core Academic Skills for Educators tests will be required to attend study groups or provide evidence of participation in a Praxis workshop.

After admission:

1. Students admitted to the program will be asked to take practice exams in their content area.
2. Students who do not pass their content area practice exam may be required to take additional coursework, attend study groups or otherwise demonstrate content area proficiency prior to admission to practicum.

For entrance to Practicum (EDU 493):

1. Students must pass all the Praxis Core Academic Skills for Educators tests prior to beginning practicum.
2. Students must demonstrate content area proficiency prior to admission to practicum

For entrance to Student Teaching:

1. Students must pass the Praxis Core Academic Skills for Educators tests and have taken all Praxis 2 exams prior to student teaching.

For Program completion and recommendation for Licensure:

1. Students must pass all required licensure exams (the Praxis Core Academic Skills for Educators tests & Praxis 2) prior to program completion and recommendation for licensure. For list of required exams refer to www.ets.org/praxis/dc/requirements

Undergraduate Majors offered:

B.A. IN EDUCATION WITH A SPECIALIZATION IN EARLY CHILDHOOD EDUCATION

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	9
Major and Related Courses	68
Free Elective Courses	6
TOTAL	120

Requirements for a Major in Early Childhood Education

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional and related elective courses.

Required pre-major courses 9 hours

To be taken in freshman or sophomore year:

Code	Title	Credits
EDU 250	Introduction to Education and Teaching	3
LIN 101	Sign Language & Sign Systems	3
PSY 101	Introduction to Psychology	3

Required major and related courses 62 hours

Pre-professional Component

Code	Title	Credits
EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 320	Early Childhood Environments	3
EDU 323	Educational Psychology	3
MAT 171	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers I	3
MAT 172	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers II	3
PSY 311	Development I: Child Psychology	3

Professional Component

Code	Title	Credits
EDU 493	Integrative Practicum and Seminar in Teaching	3
EDU 600*	K-12 Curriculum and Instructional Technology	3
EDU 609	Home, School and Community Partnerships	3
EDU 620	Historical & Curricular Foundations of Early Childhood Education	2
EDU 621	Literacy Teaching and Learning: Early Childhood	3
EDU 622	Observing, Documenting and Assessing Young Children's Development	3

EDU 624	Integrative Methods for Early Childhood Education: Preprimary	3
EDU 626	Integrative Methods for Early Childhood Education: K-3	3
EDU 628	Student Teaching in Early Childhood Education	9
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 665	Children's Literature	3
EDU 670	Teaching Students with Disabilities	3
EDU 694	Student Teaching Seminar	3

*optional - may count as free elective hours

Related elective courses 9 hours

Choose 3 hours from each of the following areas for a total of 9 hours, in consultation with departmental advisors:

Creativity

Code	Title	Credits
ART 126	Ceramics: Basic Hand-building Techniques	3
THE 470	Creative Movement and Drama, Preschool - Kindergarten	3
THE 472	Educational Drama Grades 1-6	3

Health and Wellness

Code	Title	Credits
PER 386	Physical Education and Wellness in a School Environment	3
PER 440	Adapted Physical Education and Recreation	3

Diversity/Social Justice

Code	Title	Credits
DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3
GOV 370	Human Rights	3
SWK 318	Human Diversity	3

Field Experience Requirements up to 160 Clock Hours

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU 320 Early Childhood Environments (20 clock hours)
EDU 609 Home, School, Community Partnership (20 clock hours)
EDU 621 Literacy Teaching and Learning: Early Childhood (30 clock hours)
EDU 622 Observing, Documenting, and Assessing Young Children's Development (30 clock hours)
EDU 624 Integrative Methods for Early Childhood Education: Preprimary (20 clock hours)
EDU 626 Integrative Methods for Early Childhood Education: K-3 (30 clock hours)

B.A. IN EDUCATION WITH A SPECIALIZATION IN ELEMENTARY EDUCATION

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	18
Major and Related Courses	69
TOTAL	124

Requirements for a Major in Elementary Education

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional and related elective courses.

Required pre-major courses 15 hours

To be taken in freshman or sophomore year:

Code	Title	Credits
EDU 250	Introduction to Education and Teaching	3
HIS 111	American History I	3
HIS 112	American History II	3
LIN 101	Sign Language & Sign Systems	3
MAT 102*	Introductory Probability and Statistics	3
PSY 101	Introduction to Psychology	3

* Three hours of college-level mathematics above MAT 102

Required major and related courses 63 hours

Pre-professional Component

Code	Title	Credits
EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 323	Educational Psychology	3
HIS 322	Cultural Geography	3
MAT 171	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers I	3
MAT 172	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers II	3
PER 386	Physical Education and Wellness in a School Environment	3
PSY 311	Development I: Child Psychology	3

Professional Component

Code	Title	Credits
EDU 493	Integrative Practicum and Seminar in Teaching	3
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 631	Literacy Teaching and Learning: Elementary Grades	3
EDU 633	Language Arts in Elementary Education	3
EDU 635	Elementary School Teaching Methods in Social Studies	3
EDU 637	Elementary School Teaching Methods in Science	3
EDU 638	Student Teaching: Elementary Education	9
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 665	Children's Literature	3
EDU 670	Teaching Students with Disabilities	3
EDU 694	Student Teaching Seminar	3

Required major electives 9 hours

Art/Drama/Creativity

Code	Title	Credits
ART 140	Art History	3
THE 472	Educational Drama Grades 1-6	3

Diversity/Social Justice - Choose one course:

Code	Title	Credits
DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3
GOV 370	Human Rights	3
SWK 318	Human Diversity	3

Field Experience Requirements up to 100 Clock Hours

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU 311 Foundations of Literacy: Teaching and Learning 30 clock hours

EDU 600 K-12 Curriculum and Instructional Technology 40 clock hours
EDU 631 Literacy Teaching and Learning: Elementary Grades 30 clock hours

B.A. OR B.S. IN EDUCATION WITH A SPECIALIZATION IN SECONDARY EDUCATION: SCIENCE, ENGLISH, MATHEMATICS OR SOCIAL STUDIES

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	18
Major and Related Courses	33-36
Content Major Courses	42-64
TOTAL	127-149

Requirements for a Major in Education in Secondary Education

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses, a C+ or better in all pre-major, pre-professional courses, as well as a 2.75 content major GPA.

Recommended pre-major courses 3 hours*

Code	Title	Credits
EDU 665*	Children's Literature	3

*Required for Secondary English Majors

Required pre-major course 18 hours

Code	Title	Credits
EDU 250	Introduction to Education and Teaching	3
EDU 323	Educational Psychology	3
LIN 101	Sign Language & Sign Systems	3
PSY 101	Introduction to Psychology	3
PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3

Required major courses 33 hours

Pre-professional Component

Code	Title	Credits
EDU 311	Foundations of Literacy Teaching and Learning	3

Professional Component:

Code	Title	Credits
EDU 493	Integrative Practicum and Seminar in Teaching	3
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 641	Literacy Teaching and Learning: Secondary Grades	3
EDU 648	Student Teaching: Secondary Education	9
EDU 670	Teaching Students with Disabilities	3
EDU 694	Student Teaching Seminar	3

Choose one course in consultation with the department:

Code	Title	Credits
EDU 643	Secondary School Teaching Methods in English Language Arts	3
EDU 645	Secondary School Teaching Methods in Social Studies	3
EDU 647	Secondary School Teaching Methods in Science	3
EDU 649	Secondary Teaching Methods in Mathematics	3

Required courses for a content major: 39-61 hours

Choose a content major program from the following:

- Biology 49 hours and Chemistry 61 hours (for a complete list of courses required for licensure in Biology, Chemistry or General Science, please contact the Undergraduate Program Director)
- English 39 hours - English majors must take ENG 375 and 460
- Mathematics 43 hours - Mathematics majors must take MAT 410
- Social Studies 39 hours [30 hours in history which includes HIS 322 and 323, GOV 110 and 301, and SOC 101, and ECO 205]

Field Experience Requirements up to 100 clock hours

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU 311 Foundations of Literacy: Teaching and Learning 30 clock hours
EDU 600 K-12 Curriculum and Instructional Technology 40 clock hours
EDU 641 Developing Literacy in Secondary School Literacy Teaching and Learning: Secondary Grades 30 clock hours

MINOR IN EDUCATION

Overview

Students who minor in education will be able to choose from an array of foundational education courses. Students will also experience a field experience class.

Requirements for a minor in education:

A GPA of 2.75 is required to enter and continue in the minor.

Required pre-minor courses 3 hours

Code	Title	Credits
EDU 250	Introduction to Education and Teaching	3

Required Education courses 19 hours

Code	Title	Credits
EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 323	Educational Psychology	3
EDU 490	Field-Based Observation and Applications	1
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 621	Literacy Teaching and Learning: Early Childhood	3
	OR	
EDU 631	Literacy Teaching and Learning: Elementary Grades	3
	OR	

EDU 641	Literacy Teaching and Learning: Secondary Grades	3
EDU 670	Teaching Students with Disabilities	3
EDU 665	Children's Literature	3

Total: 19 credits

DEPARTMENT COURSES

EDU 250 - Introduction to Education and Teaching (3)

An overview and study of contemporary trends, problems, and issues in general education in terms of educational philosophies, types of educational programs, the relation of education to the individual and society, and curriculum and instruction. Some consideration of the relevance of regular education to special education and education of deaf and hard of hearing students. Discussion of organizations and agencies related to education.

EDU 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

EDU 311 - Foundations of Literacy Teaching and Learning (3)

This course is designed to provide students with a foundational understanding of the theories, research and literature in the area of language and literacy acquisition and learning. Students will examine their own beliefs and processes related to language and literacy acquisition and learning. This course will prepare students for subsequent courses that address literacy teaching and learning in the classroom and the home courses.

Prerequisites: EDU 250, LIN 101
Prerequisite or Co-requisites: EDF 323

EDU 320 - Early Childhood Environments (3)

The focus of this course is on the interactions between young learners and the physical and social environments encountered in parent-infant programs, preschool, kindergarten, and primary settings. Students will learn how to organize, plan, create, and modify environments for optimal learning. 40 clock hours of related practicum experience are required.

Prerequisites: EDU 250 or permission of program director

EDU 323 - Educational Psychology (3)

The course addresses the application of psychological principles to the educational setting. Topics include learning theory, cognition and memory, individualized instruction, human development, intelligence, creativity, exceptionality, motivation, discipline, and measurement and evaluation.

Prerequisite: PSY 101

EDU 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

EDU 490 - Field-Based Observation and Applications (1)

This course provides students with an opportunity to begin their field-based professional training through observations in classroom settings. Students will also have an opportunity to apply concepts learned during their methods courses and reflect on how the experiences support their growth.

Prerequisite: Permission from the Undergraduate Program Director

EDU 493 - Integrative Practicum and Seminar in Teaching (3)

In this course, the Undergraduate Education program students spend at least 36 hours serving and aiding teachers in a public school program. This course will address integrating content (Language Arts and Social Studies) and require students to apply what is learned in the previous coursework to practicum situations in school sites. Regular group seminars are held to discuss, analyze, and reflect on educational topics related to teaching. This course prepares students for a subsequent student teaching experience.

Prerequisites: An Approved Student Teaching Application and permission of the department.

EDU 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Permission of the instructor

EDU 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the individual student's selection. The specific project, title, and the number of credits to be given must be mutually agreed upon by the student and instructor prior to registration.

Prerequisites: Senior standing and permission of the student's advisor, the instructor, and the department chair

EDU 600 - K-12 Curriculum and Instructional Technology (3)

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

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

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

EDU 601 - Reading and Writing for Teachers K-12 (3)

This course for K-12 teacher candidates provides an integration of literacy theory and research, content- based instructional practices, and assessment and evaluation cycles for diverse learners including ASL- English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities using a multicultural perspective. In this course, candidates explore literacy issues, research, and effective practices in reading and writing instruction and assessment; make personal connections in defining literacy, in experiencing first-hand the reading and writing processes, and in reflective and responsive teaching; discuss ways to motivate and engage learners in authentic and meaningful language use through reading and writing.

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

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

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

Prerequisite: Admission to the program or permission of the instructor

EDU 620 - Historical & Curricular Foundations of Early Childhood Education (2)

This course provides an introduction to the field of early childhood education. The course will include the study of the foundations of early childhood education including: theories, models, evidence-based practices, issues and developmentally appropriate practice. In addition, the course will address the role of the teacher, families, and other professionals in supporting young children (ages 3-8).

Pre- or Co-requisites: EDU 622, and admission to the program or permission of the program director.

EDU 621 - Literacy Teaching and Learning: Early Childhood (3)

This course for teacher candidates specializing in early childhood provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English language learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore in depth an integrated approach to the study of early childhood literacy, curriculum building, methods and materials for literacy instruction, including language development, reading and writing.

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

EDU 622 - Observing, Documenting and Assessing Young Children's Development (3)

This course prepares teacher candidates with the basic techniques for observing, documenting, and interpreting the development and behavior of young children. Candidates will learn to utilize child observation and documenting methods to gather information on development and learning and to make inferences for education planning based on information gathered. The main focus for this course is on the development of diverse learners (3-8 years old) within developmental domains (e.g., social-emotional skills, cognitive, language, and motor skills.)

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

EDU 624 - Integrative Methods for Early Childhood Education: Preprimary (3)

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, birth through preschool. Focus will be on curriculum based in home-school interactions, as well as the integration of language arts, reading, science, social studies, mathematics, and creative expression. 20 hours of related field experience required.

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

EDU 626 - Integrative Methods for Early Childhood Education: K-3 (3)

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, 6 to 8 years of age. Focus will be on curriculum based in home-school interactions, as well as the integration of all subject areas (social studies, mathematics, language arts, reading, arts, science, and physical education). 30 hours of related field experience is required.

Pre- or Co-requisites: EDU 620 and admission to the program or permission of the program director.

EDU 628 - Student Teaching in Early Childhood Education (9)

This course is the final professional experience in the early childhood education program and is a required field experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. Candidates co-register for and attend a required weekly seminar held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisites: An approved student teaching application and permission of the Program Director.
Co-requisite: EDU 694

EDU 631 - Literacy Teaching and Learning: Elementary Grades (3)

This course for teacher candidates specializing in elementary education provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates will expand knowledge and appreciation for literature, model communication in written, oral and/or through-the-air expression, comprehend, analyze, and evaluate a range of print and non-print media appropriate for use in elementary settings; and experience and reflect on effective practices in literacy teaching and learning in elementary settings.

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

EDU 633 - Language Arts in Elementary Education (3)

This course provides the elementary education majors with the necessary content and methodology for developing a complete language arts program at the elementary school level, which includes the six modes of language: reading, writing, listening, speaking, viewing, and visually representing.

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

EDU 635 - Elementary School Teaching Methods in Social Studies (3)

This course concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in today's elementary schools. The course stresses the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the National Council for the Social Studies curriculum standards for kindergarten through grade six.

Pre- or Co-Requisite: EDU 600

EDU 637 - Elementary School Teaching Methods in Science (3)

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the elementary school science classroom. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

Pre- or Co-requisites: EDU 600; admission as a candidate to the Department of Education or permission of the program director.

EDU 638 - Student Teaching: Elementary Education (9)

This course is the final professional experience in the elementary education programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the teacher candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisites: An approved student teaching application and permission of the Program Director.
Co-requisite: EDU 694

EDU 639 - Elementary School Teaching Methods in Mathematics (3)

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the elementary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using Childhood Education International (ACEI) & Elementary Education Standards and Supporting (EESS).

Pre- or Co-requisites: EDU 600 and admission to the program or permission of the program director.

EDU 641 - Literacy Teaching and Learning: Secondary Grades (3)

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and requires related field-work.

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

EDU 643 - Secondary School Teaching Methods in English Language Arts (3)

In this course, teacher candidates explore and apply research-supported trends and curriculum in secondary English language arts instruction with diverse, English Language Learners (ELL), and special needs middle and high school adolescents. Topics covered in the course include professional standards for learning and teaching the pedagogy of secondary English language arts instruction in a technologically-advanced world, formal and informal assessment and evaluation, personal literacy development, and reflective professional engagement. Candidates read and respond to young adult literature across a range of genres, and create a macro-unit that includes reading and writing micro-lessons. The course should be taken concurrently with fieldwork dedicated to middle or secondary education (Grades 6-12).

Prerequisites: EDU 601
Pre- or Co-requisites: EDU 641

EDU 645 - Secondary School Teaching Methods in Social Studies (3)

This course is a literacy intensive course that concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in middle and secondary schools today. The course stresses the topics include: the social science disciplines in relation to social studies, simulation activities, instructional planning, evaluation, multi-cultural education, inquiry skills, and how to deal with controversial social issues in the classrooms.

Prerequisites: EDU 600
Co-requisite: Concurrently registered in practicum

EDU 647 - Secondary School Teaching Methods in Science (3)

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the secondary school science class. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in this course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

Prerequisites: EDU 600
Co-Requisite: Concurrently registered in practicum

EDU 648 - Student Teaching: Secondary Education (9)

This course is the final professional experience in the secondary programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisite: An approved student teaching application and permission of the Program Director.
Co-requisite: EDU 694

EDU 649 - Secondary Teaching Methods in Mathematics (3)

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the secondary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observations, hand-on activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.

Prerequisites: EDU 600
Co-requisite: Concurrently registered in practicum

EDU 665 - Children's Literature (3)

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

EDU 670 - Teaching Students with Disabilities (3)

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

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

EDU 694 - Student Teaching Seminar (3)

The student teaching seminar is a capstone course in which student teachers in the Undergraduate Education Program meet regularly as a group to discuss, analyze, reflect upon and resolve classroom issues that occur during their full-time internship experiences with hearing students. This course is designed to be taken in tandem with Student Teaching. Students will be participating in student teaching at various clinical sites every weekday for 10 weeks. Educational topics related to assessment, classroom management, certification, portfolio development, and related areas are covered in depth.

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

EDU 695 - Special Topics (1-3)

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

DEPARTMENT OF ENGLISH

Web: Department of English
College of Arts and Sciences

Dr. Jennifer Nelson, Chair
Hall Memorial Building, Room W212

The study of language and literature is the heart of a liberal arts education. The major program at Gallaudet provides not only an understanding of our rich literary heritage, but also offers an opportunity to develop the advanced reading and writing abilities necessary for anyone wishing to participate fully in modern society. A major or minor in English prepares students for graduate school, careers in education, professional, and creative writing, and for a variety of professional fields. A minor in Writing provides students with the critical thinking skills and information and digital literacies that are essential to employment in the professional world, as well as the exploration of their creative capacities. Students who major in English may also minor in writing, but courses cannot be double-counted.

Academic and Personal Integrity Policy:
Students enrolled in English Department programs are expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the university's Academic Integrity Policy and Behavior Codes. Violations of either will result in probation for the remainder of the student's major or minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the major or minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the department chair and/or university Academic Integrity Committee.

Undergraduate Majors and Minors offered:

B.A. IN ENGLISH

Overview

Dr. Kristen Harmon, Major/Minor Coordinator
Hall Memorial Building, Room N207E

The study of language and literature is the heart of a liberal arts education. The major program at Gallaudet provides not only an understanding of our rich literary heritage, but also offers an opportunity to develop the advanced reading and writing abilities necessary for anyone wishing to participate fully in modern society. A major or minor in English prepares students for graduate school, careers in education, professional, and creative writing, and for a variety of professional fields. A minor in Writing provides students with the critical thinking skills and information and digital literacies that are essential to employment in the professional world, as well as the exploration of their creative capacities. Students who major in English may also minor in writing, but courses cannot be double-counted

Honors Requirements

The English Department's Honors Major provides an opportunity for students with unusual academic ability and interest in English to enhance their learning with in-depth work (through contracts) within selected major courses, including a culminating research or creative writing project. The major courses selected for in-depth work may also count toward the University's Honors Program, but requirements for the culminating project differ; to learn more see the University Honors Program section in the catalog.

Admission to the Honors Major program

To qualify, students must have:

- A grade point average of at least 3.0
- A grade of B+ or better in either ENG 208 or ENG 250.

Requirements to graduate with Honors in the Major:

- A 3.3 average in English major-level courses.
- A grade of B or better in ENG 399
- A grade of B+ or better in ENG 493.
- Twelve credits (4 courses) of honors level work (through contracts) in major courses, one of which must be ENG 493. Any three of these four courses with honors credit may also count towards University Honors as long as the course grade is B or above. To earn Honors credit in a major course, an honors contract must be established at the beginning of each course, to be approved by the course instructor, the Major/Minor Coordinator, and the Director of the Honors Program (if the course will also count

towards the University Honors program). A grade of B or better (B+ or better in ENG 493) and satisfactory completion of the contract, as determined by the instructor, is necessary to receive honors credit in the English major. (Contracts completed also for University Honors credit require completion of online evaluations by the instructor and the student.)

Declaring a Major

Admission to the English major program requirements:

A grade of C+ or better in ENG 208 or ENG 250 or their equivalents, and an interview with Major/Minor coordinator or chair.

Admission to the major is conditional upon review by the Major/Minor coordinator and major advisory committee. Students who are not approved by the Major/Minor coordinator and major advisory committee may appeal to the department chair. Transfer students who have taken the equivalent of ENG 208 or ENG 250 should bring their transcript to a meeting with the Major/Minor Coordinator in order to initiate the application process.

Students who have not yet declared a major in the English Department may take up to twelve credits of courses numbered 380 or above with permission of the English Major/Minor coordinator; thereafter, admission to the major program is required.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	6
Major and Related Courses	39
Free Elective Courses	38
TOTAL	120

Requirements for a Major in English

To continue and graduate in the program, English majors must maintain a GPA of C or better in their major coursework. Students whose major GPA falls below this will be placed on probation and given one semester to improve to a C average. Failure to do so will result in dismissal from the major. English majors are also expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the university's Academic Integrity Policy and Behavior Codes. Violations of either will result in probation for the remainder of the student's major coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the major, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the department chair and/or university Academic Integrity Committee.

Required pre-major courses 6 hours

To be taken in freshman or sophomore years:

Code	Title	Credits
ENG 208	Introduction to Literature Studies	3
ENG 250	Introduction to Public and Professional Writing	3

Required English courses 24 hours

Code	Title	Credits
ENG 320	Field Experience	3
ENG 399	Introduction to Methods of Literary Study	3
ENG 403	British Literary Foundations	3
ENG 405	American Literary Foundations	3
ENG 408	Multicultural Literature and Perspectives	3
ENG 433	Seminar in Pre-1800 Literature [topic to be specified]	3
ENG 435	Seminar in Post-1800 Literature [topic to be specified]	3
ENG 493	Senior Thesis Project [topic to be specified]	3

Elective English courses 15 hours

Code	Title	Credits
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 387	Writing Center Theory and Practice	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Creative Writing [Topic to be specified]	3
ENG 410	Adolescent Literature	3
ENG 441	Shakespeare	3
ENG 442	Major Author [topic to be specified]	3
ENG 460	English Grammar for Writers & Future Teachers	3
ENG 495	Special Topics [topic to be specified]	1-5
ENG 499	Independent Study	1-3
THE 342	Introduction to Playwriting	3

Note: Students are free to choose from whatever upper level English electives are offered. Nevertheless, students with specific career goals or concentrations of study, such as education, are strongly encouraged to take courses such as Theories of Composition and Language Acquisition in consultation with both departments. A consortium course (3 credit hours) may substitute for one elective.

MINOR IN ENGLISH

Admission to the English minor program Requirements:

- grade of B or better in ENG 208 or ENG 250 or their equivalents;
- Recommendation from one English instructor;
- One writing sample, preferably an essay written for ENG 208 or ENG 250 or their equivalents;
- An unofficial transcript; and
- A statement of interest in the English minor.

All of these materials are to be given to the major/minor coordinator. Admission to the minor is conditional upon review by the major/minor coordinator. Students who are not approved by the major/minor coordinator may appeal to the department chair.

To graduate in the program, English minors must maintain a GPA of 2.0 or better in their minor coursework. English minors are also expected to demonstrate academic and personal integrity in minor coursework and interactions with faculty and peers, as specified in the University's and department's Academic and Personal Integrity Policies. Violations of either will result in probation for the remainder of the student's minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the department chair and/or university Academic Integrity Committee.

Required pre-major courses 6 hours

Code	Title	Credits
ENG 208	Introduction to Literature Studies	3
ENG 250	Introduction to Public and Professional Writing	3

Required course 3 hours

Code	Title	Credits
ENG 399	Introduction to Methods of Literary Study	3

Elective English courses 12 hours

Choose four courses:

Code	Title	Credits
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Creative Writing [Topic to be specified]	3
ENG 403	British Literary Foundations	3
ENG 405	American Literary Foundations	3
ENG 408	Multicultural Literature and Perspectives	3
ENG 410	Adolescent Literature	3
ENG 433	Seminar in Pre-1800 Literature [topic to be specified]	3
ENG 435	Seminar in Post-1800 Literature [topic to be specified]	3
ENG 441	Shakespeare	3
ENG 442	Major Author [topic to be specified]	3
ENG 495	Special Topics [topic to be specified]	1-5
ENG 499	Independent Study	1-3

Total: 21 hours

Note: ENG 320 Field Experience (3) or a consortium course (3 credit hours) may substitute for one elective.

MINOR IN WRITING

Admission to the Writing Minor Requirements:

- A grade of B or better in a writing course;
- Recommendation from one English instructor;
- One writing sample;
- An unofficial transcript; and
- A statement of interest in the writing minor.

All of these materials are to be given to the major/minor coordinator. Admission to the minor is conditional upon review by the major/minor coordinator. Students who are not approved by the major/minor coordinator may appeal to the department chair. Courses taken to satisfy major requirements in English cannot be counted toward the Writing minor.

To graduate in the program, writing minors must maintain a GPA of 2.0 or better in their minor coursework. Writing minors are also expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the University's and department's Academic and Personal Integrity Policies. Violations of either will result in probation for the remainder of the student's minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the department chair and/or university Academic Integrity Committee.

Required pre-minor course 3 hours

Code	Title	Credits
ENG 250	Introduction to Public and Professional Writing	3

Required courses 15 hours

Choose five courses:

Code	Title	Credits
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Creative Writing [Topic to be specified]	3
ENG 460	English Grammar for Writers & Future Teachers	3
ENG 495	Special Topics [topic to be specified]	1-5
ENG 499	Independent Study	1-3
THE 342	Introduction to Playwriting	3

Total: 18 hours

Note: ENG 320 Field Experience (3) or a consortium course (3 credit hours) may substitute for one elective.

DEPARTMENT COURSES

ENG 050 - English Language Study (6)

The emphasis in this course will be on the development and reinforcement of English grammar and vocabulary skills through reading and writing. Students will attend a tutoring program for at least six hours per week. If students do not achieve the necessary placement test scores to advance to ENG070 by the end of the semester, they may elect to repeat ENG050 or take ENG060. A grade of IP (In Progress) may be given to any student who has made satisfactory progress but who has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to quality to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

Prerequisite: Permission of the department chair

Course Fee: $50.00

ENG 060 - Intensive English Language Study I (12)

These semi-intensive English language courses meet 15 hours per week. Students work to achieve the English skills necessary to succeed in an academic environment. Emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. (Twelve class hours and three hours of lab work). A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to quality to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

Prerequisite: Permission of the department chair

Course Fee: $50.00

ENG 065 - Intensive English Language Study II (12)

These semi-intensive English language courses meet 15 hours per week. Students work to achieve the English skills necessary to succeed in an academic environment. Emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. (Twelve class hours and three hours of lab work.) A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to quality to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

Prerequisite: Permission of the department chair

Course Fee: $50.00

ENG 070 - English Language Study:Reading and Writing Skills (6)

This English language course meets for a total of eight hours each week. Students work to achieve the English skills necessary to succeed in an academic environment. The emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. This course is limited to students who have demonstrated a specific level of basic English skill. (Six class hours and two hours of lab work). A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to quality to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

Prerequisite: Passing performance on the English Placement Test or its equivalent

Course Fee: $50.00

ENG 080 - English Language Study:Writing Emphasis (6)

This is an English language course designed for students who have demonstrated the required minimal skill in reading English but who need more focused work on written English before beginning college-level composition work. Students will write paragraphs and short essays, review basic grammar, and continue to reinforce their reading and vocabulary skills. The course may be individualized to meet the needs of students with a variety of linguistic backgrounds. A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to quality to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

Prerequisites: Passing performance on the reading section of the English Placement Test or the equivalent and permission of the department chair

Course Fee: $50.00

ENG 100 - English Language Skills (1-3)

An individualized course designed to develop skill in using the English language. Both expressive and receptive skills are included, and programs meet the specific needs of each individual. May be taken for a maximum of 12 hours. This course is not intended to be taken in lieu of ENG 102, 102S, 103, 103S, 203, 203S, 204 or 204S.

Prerequisite: Passing performance on the English Placement Test or its equivalent

Course Fee: $25.00

ENG 102 - College Reading and Critical Thinking (3)

This course emphasizes instruction in reading comprehension, including the practices of skilled readers and proven techniques for improving reading comprehension, managing vocabulary, drawing and testing inferences, predicting, and evaluating comprehension and interpretation. Intensive practice in comprehension techniques is balanced against sustained reading practice in and out of class.

Prerequisite: Attaining a score of 62 or higher on the Degrees of Reading Power (DRP) exam or the equivalent, and a score of 3 or higher on the Gallaudet Writing Evaluation or equivalent. May be taken concurrently with ENG103 or ENG103S.

ENG 102S - College Reading and Critical Thinking: Alternative Approach (3)

This course emphasizes instruction in reading comprehension, including the practices of skilled readers and proven techniques for improving reading comprehension, managing vocabulary, drawing and testing inferences, predicting, and evaluating comprehension and interpretation. Intensive practice in comprehension techniques is balanced against sustained reading practice in and out of class. English 102S includes additional hours of instruction and practice to help students become more able readers and writers. Six hours of class work.

Prerequisite: Attaining a score of 56 or higher on the Degrees of Reading Power (DRP) exam or the equivalent, and a score of 3 or higher on the Gallaudet Writing Evaluation (GWE) or equivalent.

ENG 103 - Essay Analysis and Composition I (3)

This course includes the study of the organization and development of ideas in short essays and other short writing assignments. It emphasizes the entire writing process, while reinforcing critical reading strategies and metacognitive skills. In order to pass this course, the student must demonstrate at least minimal competence in writing short essays.

Prerequisites/co-requisite: ENG102

ENG 195 - Special Topics [topic to be specified] (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

Prerequisites: GSR 102 or equivalent and permission of the instructor.

ENG 203 - Essay Analysis and Composition II (3)

This course emphasizes the study of the organization and development of ideas in longer essays, including argumentative essays. Students will practice the use of library research for writing.

Prerequisites: ENG103 or permission of the department

ENG 204 - Introduction to Literature (3)

This course emphasizes the study of representative examples of different forms of literature, and the writing of essays about literature.

Prerequisites: GSR 102 or equivalent.

ENG 208 - Introduction to Literature Studies (3)

Prepares students planning to major or minor in English for literary analysis through the study of representative examples of different genres of literature. Introduces the application of basic literary theories to the analysis of literature. Develops critical thinking, writing, and research skills through multiple drafts of essays about literature.

Prerequisites: GSR 102 and permission of the instructor.

ENG 250 - Introduction to Public and Professional Writing (3)

Surveys genres and modalities of professional writing, including social media and writing for the web. Provides an overview of areas such as digital publishing, new media journalism, business and technical writing, and editing. Develops a rhetorical understanding of professional writing as the ability to write in response to elements including audience, purpose, medium, and design.

Prerequisite: GSR 102 and permission of the instructor.

ENG 260 - Introduction to Desktop Publishing (3)

Introduction to composition of texts using desktop publishing software and computer technology. Focuses on the writing conventions and standards of professional communication, as well as editing techniques and competencies. Also covers design principles, typography, layout and production techniques.

Prerequisite: GSR 102

ENG 295 - Special Topics [topic to be specified] (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

Prerequisites: GSR 150 or equivalent and permission of the instructor.

ENG 311 - World Literature I (3-4)

Study of important and representative works of literature before the year 1600 with an emphasis on literatures other than British and American literature. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisite: GSR 150

ENG 312 - World Literature II (3-4)

Study of important and representative works of literature after the year 1600 with an emphasis on literatures other than British and American literature. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisite: GSR 150

ENG 320 - Field Experience (3)

This course provides a way for students to integrate theory and practice. Students will apply knowledge and skills gained in the classroom by interning at a business, government agency, or at another field experience site approved by the Major-Minor Coordinator in the department. Students will fulfill their duties in a learning contract developed by their on-site supervisor and faculty sponsor. Student performance will be assessed via products agreed upon with the faculty sponsor, including, but limited to, weekly journals, reflective papers, and research proposals or projects.

ENG 323 - Literature and Film I (3-4)

Study of narrative and dramatic works with an emphasis on literature. When offered for 4 credits, this course will be dual listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisites: GSR 150

ENG 324 - Literature and Film II (3-4)

Study of narrative and dramatic works with an emphasis on literature. When offered for 4 credits, this course will be dual listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisites: GSR 150

ENG 325 - Introduction to Deaf Literature (3-4)

Study of important and representative works of literature written by D/deaf authors. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses

Prerequisite: GSR 150

ENG 345 - Business and Technical Writing (3-4)

Study and practice of professional writing skills and genres, such as resumes, letters of application, emails, memos, proposals, short and long reports, and manuals. Also covers technical aspects of editing. Designed for students in programs other than English. When offered for 4 credits, this course will be dual listed with GSR 210, 220 or 240 and will address the Student Learning Outcomes of these courses.

Prerequisites: GSR 150

ENG 350 - Introduction to African American Literature (3-4)

Study of important and representative works of literature and literary forms that make up the African American literary tradition. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisite: GSR 150

ENG 355 - Literature by Women (3-4)

Study of important and representative works of literature by women. The unifying theme of this course is the creative expression by women, in all genres and including journals, of their personal and cultural experiences. An introduction to feminist critical theory will be offered to provide a context for the works. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisite: GSR 150

ENG 360 - Writing for Digital Media (3)

Study and intensive practice of writing in digital environments, with a focus on journalistic contexts. Examines technical and rhetorical features of online environments, including interactivity, hyperlinking, spatial orientation, and non-linear storytelling. Focuses on the writing conventions and standards of digital media, as well as editing techniques and competencies.

Prerequisite: ENG 250 or permission of the instructor.

ENG 365 - Writing for Social Media (3)

Study and intensive practice of writing in social media genres such as blogs and tweets. Examines rhetorical conventions for digital communication and the dissemination of information through social media for professional purposes, including developing a business social media strategy. Integrates editing techniques and competencies. May also cover theoretical issues such as copyright and authorship, visual literacy, and collaborative online environments.

Prerequisite: ENG 250 or permission of the instructor.

ENG 370 - Multimedia Composition (3)

Study and intensive practices of inventing, shaping, producing, and delivering text, audio, video, and images aesthetically and purposefully. Examines various genres of and technical platforms for multimedia composition. Integrates editing techniques and competencies. May also cover theoretical issues relevant to digital media such as universal access and participatory culture.

Prerequisite: ENG 250 or permission of the instructor.

ENG 373 - Introduction to Hispanic-American Literature (3)

This course is a survey of representative writers and literary forms that make up the Hispanic-American literary tradition.

Prerequisites: GSR150 or ENG 204 or the equivalent; or permission of the instructor

ENG 375 - Media Literacy (3)

Study of media literacy, including techniques and strategies used to analyze the use of diverse media to inform, entertain, and sell. Examines diverse media messages in advertisements, television, film, newspapers, magazines, and the Internet.

Prerequisite: GSR 102

ENG 380 - Business and Technical Writing (3)

Study and intensive practice of professional writing skills and genres, such as resumes, letters of application, emails, memos, proposals, short and long reports, and manuals. Designed for students in English Department programs.

Prerequisite: ENG 250 or permission of the instructor.

ENG 385 - Fundamentals of Journalism (3)

This course will deal with these features: news, feature, and editorial writing; copy editing and fact checking; headline writing; and page layout, both in print and online. This course touches on the growing possibilities and ethical considerations for journalism in the digital age.

Prerequisite: GSR 102

ENG 387 - Writing Center Theory and Practice (3)

This course is designed to prepare students to work in Gallaudet University's English Center (Tutorial and Instructional Programs) and will also provide a foundation in theory and practice for similar tutorial and instructional contexts. This course focuses on strategies for teaching writing and reading, particularly in one-on-one conference settings, and gives students practical tutoring experience. Students will read and discuss applicable theory and will complete a practicum in Gallaudet University's English Center. Before taking the course, students need to complete the Tutorial and Instructional Program application process.

Prerequisite: permission of the instructor.

ENG 390 - Theories of Composition and Language Acquisition (3)

Surveys theories of composition and language acquisition, with the aim of providing a context for students interested in teaching professions. Examines current cognitive studies of how people learn and use language. Students will write compositions following the different approaches studied.

Prerequisite: GSR 102

ENG 392 - Creative Writing [Topic to be specified] (3)

Study and intensive practice of writing fiction, drama, poetry, and other creative forms. Analysis and critique of students' writings in group and individual conferences. May be repeated for a maximum of nine credit hours if topics differ.

Prerequisite: GSR 102

ENG 395 - Special Topics [topic to be specified] (1-5)

Special Topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as topics differ.

Prerequisites: Permission of the instructor.

ENG 399 - Introduction to Methods of Literary Study (3)

Study of the terminology and techniques of literary study, with an emphasis on in-depth methods pertaining to analytical and critical essay writing. Introduces basic critical and theoretical methodologies required for the serious study of literature. Also covers documentation methods.

Prerequisite: ENG 208

ENG 403 - British Literary Foundations (3)

Introduction to genres, periods, and ideas that make up the literature of the United Kingdom, from the medieval era to the present. Examines texts and authors that exemplify major trends in British literary history, as well as representative works from multi-cultural literary traditions.

Prerequisite: ENG 208

ENG 405 - American Literary Foundations (3)

Introduction to genres, periods, and ideas that make up the literature of the United States, from its origins to the present. Examines texts and authors that exemplify major trends in American literary history, as well as representative works from multi-cultural literary traditions.

Prerequisite: ENG 208

ENG 408 - Multicultural Literature and Perspectives (3)

This course provides students with an overview of multicultural literature in conjunction with the historical and contemporary issues facing each culture. The texts discussed in this course may include Hispanic/Chicano/Chicana literature, African American literature, American Indian literature, Deaf literature, Gay/Lesbian literature, English from the former colonies/postcolonial literature, and others. The course will focus on the techniques and strategies implemented by the authors to undermine and question mainstream attitudes and values through an investigation of questions such as these: What is "minority?" How is identity formulated in the margins?

Prerequisite or Co-Requisite: ENG 208

ENG 410 - Adolescent Literature (3)

Introduction to quality adolescent literature and examination of issues relevant to the reading and teaching of the genre. The history and characteristics of adolescent literature will be explored, along with theoretical approaches to reading and interpretation, issues of multiculturalism and diversity, and the relationships between adolescent literature and 'classic' adult literature.

Prerequisite: ENG 208 or permission of instructor

ENG 433 - Seminar in Pre-1800 Literature [topic to be specified] (3)

In-depth study of literature in the context of significant theoretical questions. Examines primarily American and British texts exemplary of key moments, movements, and discourses. May also include authors writing in English from other cultures. May be repeated for credit if topics differ.

Prerequisites: ENG 403 and 405, or permission of the instructor

ENG 435 - Seminar in Post-1800 Literature [topic to be specified] (3)

In-depth study of literature in the context of significant theoretical questions. Examines primarily American and British texts exemplary of key moments, movements, and discourses. May also include authors writing in English from other cultures. May be repeated for credit if topics differ.

Prerequisite: ENG 208

ENG 441 - Shakespeare (3)

This course is an analysis of the poetic and dramatic structure of some of Shakespeare's major comedies, tragedies, romances, and history plays, with a consideration of the background of the plays.

Pre-requisite or Co-requisite: ENG 208 or permission of the instructor.

ENG 442 - Major Author [topic to be specified] (3)

This course is a study of the life and works of a major author writing in the English language, such as Chaucer or Milton. The author to be studied in any given semester will be announced at registration.

Pre- or co-requisite: ENG 399 or permission of the instructor.

ENG 460 - English Grammar for Writers & Future Teachers (3)

Advanced study of English grammar, structure, and usage. Focuses on applying the principles of grammar in one's own writing and in the teaching of writing. Reinforces students' cognitive knowledge of English grammar. Also covers skills and technical aspects of editing.

Prerequisite: ENG 208

ENG 493 - Senior Thesis Project [topic to be specified] (3)

In-depth study and research of a topic combined with a major writing project (e.g., seminar paper, pedagogical unit, collection of short stories) of at least 15 pages. The project will situate the student's original work in a scholarly context and should have direct ties to the student's intended career path. At the end of the semester, students will present their work before a faculty panel. The course will also include career and graduate school preparation (investigating options, preparing and submitting resumes or applications, etc.). Should be taken in the final year of the students' major coursework.

Prerequisite: Permission of the instructor.

ENG 495 - Special Topics [topic to be specified] (1-5)

Special topics in the discipline, designed primarily for seniors. May be repeated for credit if topics differ.

Prerequisite: permission of the instructor

ENG 499 - Independent Study (1-3)

Individual work for juniors and seniors in an area of special interest; designed and carried out by the student in consultation with the instructor.

Prerequisite: Permission of the instructor.

ENG 670 - Comparative Poetics: ASL and English (3)

This course studies comparative poetics using poems in ASL and English. ASL poems on videotape will be analyzed for their poetic devices and elements, and ASL poetry and English poetry will be compared. Guest lecturers will demonstrate related forms of expression, such as sign lore, signing for the stage, and nonverbal communication.

First Year Experience

Overview

Dr. Kathleen Wood, GSR 101 and 150 Coordinator
JSAC 2204

The First Year Experience (FYE) program, part of the Gallaudet General Studies Program (GSP), provides first-year students with a comprehensive learning experience that fosters transition to college and academic success. The GSP offers the First Year Seminar (GSR 101) and the Introduction to Integrative Studies (GSR 150) for all new students both Freshmen and Transfer students, as part of the Foundations sequence. The GSP also offers a leadership seminar for upper-class students who serve as peer mentors in all GSR 101 classes in the Peer Leaders Seminar, GSR 310.

No Undergraduate Majors or Minors are offered.

Courses

FYE 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

FYE 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

FYE 310 - Seminar for GSR 101 Peer Leaders (3)

This course is designed to prepare and support junior or senior students who are selected to be peer leaders in First Year Seminar (GSR 101) classes. Content includes development of lesson plans and actual instruction, integration of theories and practices of college student development, leadership, learning styles, critical thinking, and needs of first-year students. The course consists of a weekly seminar, 3-credit GSR 101 classes, and weekly appointments with the GSR 101 lead instructor.

Prerequisites: GSR 101 and 102, GPA of 3.0 or higher, recommendation by a current or former instructor, junior class standing (preferred), and interview with FYS director/GSR 101 coordinator.

FYE 499 - Independent Study (1-3)

Intensive supervised study and research on topics related to FYE programs.

Prerequisites: Junior or senior standing; permission of the Director.

GENERAL STUDIES

Overview

Web: General Studies Program

Dr. Leslie Rach, Director
Jordan Student Academic Center, Room 1225

The general studies program requires students to take 37 credits in this general education program. All courses in the curriculum emphasize skill development in critical thinking, language, and communication. Developing and refining these competencies is the goal of every course students take in the program.

The new General Studies curriculum includes four components:

- Freshman Foundation courses (4 courses, total 12 credits): GSR 101, 102, 103, and 104
- Career Development (1 course, total 1 credit): GSR 110
- Integrated courses (5 courses, total 20 credits): GSR 150, 210, 220, 230, and 240
- Capstone Experience (1 course, total 4 credits): GSR 300

Freshman Foundation
The Freshman Foundation is the first General Studies component. Under this component, students take four Freshman Foundation courses:

- First Year Seminar (GSR 101)
- Critical Reading and Writing (GSR 102)
- American Sign Language and Deaf Studies (GSR 103)
- Quantitative Reasoning (GSR 104)

The four foundation courses will give you the fundamental tools to progress toward the five student learning outcomes. You will improve your communication and problem-solving skills and start thinking about your own identity and college life.

Career Development

- Career Development (GSR 110)

The career development course will give you the foundation to explore and plan your future career.

Integrated Courses - Part One

Interdisciplinary and multidisciplinary courses have become common practice with many colleges and universities across the nation. Courses are traditionally taught alone as a discipline, separate from the other, for instance, as a history course, an English course, or a mathematics course. However, with integrated courses being multi- or interdisciplinary, the focus is on a central topic with two or three faculty from, say the History, English, or Sociology Departments, teaming up to teach the course. Faculty members can voluntarily design and offer integrated courses as long as they meet the appropriate five competencies. With a multi- or interdisciplinary approach and because a specific topic is explored in detail and from the perspectives of different disciplines such as business, communication studies, and psychology, it hones critical thinking skills. Each integrated course will be 4 credits and will address some or all of the five competencies.

Introductory course

- GSR 150: Introduction to Integrated Learning

Integrated courses

- GSR 210: Comparing Multicultural Perspectives
- GSR 220: Methods of Multiple Disciplines
- GSR 230: Scientific & Quantitative Reasoning in Context
- GSR 240: Ethical Decisions and Actions

These core competency courses are required at numerous institutions of higher learning across the nation. Learning courses emphasize applying learned content and skills to solve real-life, real-world dilemmas. For example, students could volunteer to help restore the Chesapeake Bay by understanding the delicate estuary and its ecological significance for the metropolitan DC area including Maryland and Virginia. They could volunteer by planting trees or transplanting oyster shells into the Bay.

General Studies Capstone Experience

- GSR 300: Capstone

The third and final component of the General Studies curriculum is the Capstone Experience. The Capstone Experience is a "wrap-up" course. You take the General Studies Capstone course when you complete all other General Studies Requirements. The course includes all five competencies and will challenge you to apply your knowledge and skills to solve real-world problems through a project, artifact, or substantial work experience. Gallaudet will invite community groups, both on-campus and off-campus, to present problems and needs. You will be on project teams to research, plan, and implement innovative solutions.

No Undergraduate Majors or Minors are offered.

Requirements

Code	Title	Credits
GSR 395	Special Topics	1-5
GSR 300	General Studies Capstone	4
GSR 295	Special Topics	1-5
GSR 240H	Honors Ethical Evaluations and Actions with City-as-Text	4
GSR 240	Ethical Evaluations and Actions	4
GSR 230H	Honors Scientific and Quantitative Reasoning in Context with City-as-Text	4
GSR 230	Scientific and Quantitative Reasoning in Context	4
GSR 220H	Honors Methods of Multiple Disciplines with City-as-Text	4
GSR 220	Methods of Multiples Disciplines	4
GSR 210H	Honors Comparing Multicultural Perspectives with City-as-Text	4
GSR 210	Comparing Multicultural Perspectives	4
GSR 195	Special Topics	1-5
GSR 150	Introduction to Integrated Learning	4

GSR 110	Career Development	1
GSR 104	Quantitative Reasoning	3
GSR 103	American Sign Language and Deaf Studies	3
GSR 102H	Honors Critical Reading and Writing	3
GSR 102	Critical Reading and Writing	3
GSR 101H	Honors First Year Seminar	3
GSR 101	First Year Seminar	3

Note: GSR 195, 295, and 395 are optional.

Courses

GSR 101 - First Year Seminar (3)

The purpose of this course is to help new college students make a successful transition to the intellectual and personal demands of college. In this course, students will complete a wide variety of experiences that will help them address these essential questions: Who am I, and how did I get here? What is college all about? Where am I going, and how do I get there? This course is offered as part of a Learning Cluster which integrates GSR 101 (First Year Seminar), GSR 102 (Critical Reading and Writing) and GSR 103 (American Sign Language and Deaf Studies). The professors will work together to design reading, writing, ASL assignments that are meaningful and relevant to the students' lives as new college students.

Prerequisite: Qualifying performance on the English assessment or screening

Course Fee: $10.00

GSR 101H - Honors First Year Seminar (3)

The purpose of this course is to help new college honors students make a successful transition to the intellectual and personal demands of advanced academic work in college. In this course, honors students will complete a wide variety of experiences that will help them address these essential questions: Who am I, and how did I get here? What is college all about? What is the Honors Program all about? Where am I going? How do I get there? How do I get to graduation with University Honors? The course also focuses on advanced critical thinking, analysis, and synthesis or integrative thinking; in these ways, this course reinforces and applies skills developed in GSR 102H.

Prerequisite: Admission to Honors or Bridge to Honors (the latter take a special section of GSR 102A)

Course Fee: $10.00

GSR 102 - Critical Reading and Writing (3)

This course is offered as part of a Learning Cluster which integrates GSR 101 (First Year Seminar), GSR 102 (Critical Reading and Writing), and GSR 103 (American Sign Language and Deaf Studies). This course will focus on specific critical reading and writing skills that students need to succeed in their future coursework. Reading and writing activities and assignments will parallel First Year Seminar learning experiences.

Prerequisite: Qualifying performance on the English assessment

GSR 102H - Honors Critical Reading and Writing (3)

This course focuses on advanced reading and writing skills needed to begin developing research skills for advanced undergraduate work, particularly the Honors capstone level. Such work includes the level of critical thinking, analysis and synthesis or integrative skills expected at least by the conclusion of GSR 150 and possibly beyond. Some reading and writing activities and assignments will parallel work done in GSR 101H.

Prerequisite: Admissions to Honors Program

GSR 103 - American Sign Language and Deaf Studies (3)

This course is offered as part of a Learning Cluster which integrates GSR 101 (First Year Seminar), GSR 102 (Critical Reading and Writing) and GSR 103 (American Sign Language and Deaf Studies). The purpose of the course is to prepare students to engage in critical, academic thinking through American Sign Language. Students will be introduced to historical, linguistic, literary and academic dimensions of American Sign Language. Students will learn the differences between formal and informal uses of language and gain experiences in critical analysis of American Sign Language texts. This course will also explore the theme of "Deaf Lives" and engage students in thinking about the complexities involved in identity construction and what it means to live Deaf lives today.

Prerequisite: Grade of B or better in ASL 211 or qualifying performance on the ASL Placement Test or Department approval.

GSR 104 - Quantitative Reasoning (3)

This course is designed to achieve mathematical literacy among liberal arts students. It includes the mathematics, critical thinking, and problem-solving skills needed to make informed judgments in the contexts of science, technology, and society. Topics include number sense, use of percentages, algebra, linear modeling, descriptive statistics, graphing, data analysis, and finance. This is not a traditional abstract math class; rather it focuses on using mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live.

Prerequisites: Qualifying performance on the English assessment or screening; passing ASL screening; high school algebra and passing the math screening test; or passing MAT 040, or MAT 045.

GSR 110 - Career Development (1)

The course is designed to help incoming and transfer students with knowledge of professional skills, behaviors and career competencies necessary for a successful pre-professional internship experience and their future career development. Students will create effective resumes, practice networking and interview skills to market key accomplishments, conduct career research through online resources and people, and develop a plan leading to an internship experience. In addition, students will learn basics of how to work with an interpreter and/or request other accommodations to enhance communication in the work setting. Students are required to complete the Career Development course before taking their GSR 300 Capstone course.

Prerequisite or Co-requisite: GSR 150; or permission of Career Center Director

GSR 150 - Introduction to Integrated Learning (4)

This course is intended to help students transition from the basic skills courses of the first semester to the more challenging 200-level Integrated Learning Courses. This course will be taught by one or more faculty and will focus on a central topic that draws on content from more than one discipline; topics will vary from section to section and semester to semester. Whatever the topic, the goal will be to start building competency with regard to all five Undergraduate Learning Outcomes.

Prerequisites: GSR 101, 102
Prerequisites or Co-requisite: GSR 103

Course Fee: A fee of no more than $50 may apply to specific sections; check semester course schedule for details.

GSR 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

GSR 210 - Comparing Multicultural Perspectives (4)

This is an Integrated Learning Course which emphasizes the third Undergraduate Learning Outcome: Identity and Culture. Thus, this course focuses enabling students to understand complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups. This course will be taught by one or more faculty and will focus on a central topic that draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 150

Course Fee: A fee of no more than $50 may apply to specific sections; check semester course schedule for details.

GSR 210H - Honors Comparing Multicultural Perspectives with City-as-Text (4)

This is an Integrated Learning Course, which emphasizes the third Undergraduate Learning Outcome: Identity and Culture. This course focuses on enabling students to understand complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing material from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 102H and GSR 101H with a grade of B or better; exceptions require permission of the Honors Program Director. Pre- or Co-requisite: GSR 103

GSR 220 - Methods of Multiples Disciplines (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry. Thus, this course focuses enabling students to apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. This course will be taught by one or more faculty and will focus on a central topic that draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 150

Course Fee: A fee of no more than $50 may apply to specific sections; check semester course schedule for details.

GSR 220H - Honors Methods of Multiple Disciplines with City-as-Text (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry. Thus, this course focuses on enabling students to apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing on material from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 102H and GSR 101H with a grade of B or better; exceptions require permission of the Honors Program Director. Pre- or Co-requisite: GSR 103

GSR 230 - Scientific and Quantitative Reasoning in Context (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry, in particular scientific and quantitative approaches to understanding human experience and the natural world. This course will be taught by one or more faculty and will focus on a central topic which draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 104 or MAT 130; and GSR 150

Course Fee: A fee of no more than $50 may apply to specific sections; check semester course schedule for details.

GSR 230H - Honors Scientific and Quantitative Reasoning in Context with City-as-Text (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry, in particular scientific and quantitative approaches to understanding human experience and the natural world. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing material from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, that may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 104 or MAT 130; GSR 101H and GSR 102H with a grade of B or better; exceptions require permission of the Honors Program Director. Pre- or Corequisite: GSR 103

GSR 240 - Ethical Evaluations and Actions (4)

This is an Integrated Learning Course which emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, this course focuses enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. This course will be taught by one or more faculty and will focus on a central topic which draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 150

Course Fee: A fee of no more than $50 may apply to specific sections; check semester course schedule for details.

GSR 240H - Honors Ethical Evaluations and Actions with City-as-Text (4)

This is an Integrated Learning Course which emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, this course focuses on enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisites: GSR 102H and GSR 101H with a grade of B or better; exceptions require permission of the Honors Program Director. Pre- or Co-requisite: GSR 103

GSR 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

GSR 300 - General Studies Capstone (4)

This course is a culminating experience that ties together all of Undergraduate Learning Outcomes. Community groups, both local and more far-flung, will present us with problems/needs. Students from various majors will sign up for a specific problem, forming project teams, each of which will facilitated by a faculty member. Each project team will then devise and implement an innovative solution to their problem.

Prerequisite: Completion of all other General Studies requirements

GSR 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

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 S235J

Government or political science in the broadest sense is the study of how governments work and how they affect people (and how people affect them) on the local, national, and international levels. Political scientists are concerned with the structures of governments, the decision-making process in governments, the policy governments make, and the cultures in which governments function. Some specific topics that can be studied at Gallaudet include political parties, the legislature, political theory, the presidency, interest groups, civil rights and liberties, the governments of Europe and developing nations, international relations, American foreign policy, and others. The department emphasizes both knowledge in the area of government and current events, and skills in research, communication, and critical thinking.

A government major is often seen as a useful preparation for law and teaching, journalism, federal government service, state and local government, and good citizenship. The skills and knowledge emphasized are useful in many other fields. Washington, D.C., is an ideal place to study politics, and students are helped and encouraged to make extensive use of the city's academic, cultural, and governmental resources. The department also uses the University's work-study program to find work placements that will broaden students classroom experience. Pre-law advising is offered to students who wish to attend law school.

Pre-Law Program: Gallaudet University supports undergraduate and graduate students considering law school through our Pre-Law Program. This program consists of several elements:

- Pre-law advising
- Law-related courses
- Pre-Law Club and activities (speakers, trips)
- Pre-Law Writing Award
- Mock Trial Program
- Pre-law workshops

Undergraduate students participating in this program, which supports preparation for Law School entry, must still select one of the traditional majors offered at Gallaudet; they may also apply for a self-directed major as explained elsewhere in this catalogue.

Note: For the program in History, please see the History, Philosophy, Religion and Sociology (HPRS) Department.

Declaring a Major

Requirements for Admission to a Major in Government

The Department of Government and Public Affairs only requires the signature of the Department Chair. Students who wish to major in Government must maintain a 2.0 GPA in Government courses with no more than two grades of D+ or lower in major courses.

Undergraduate Majors and Minors offered:

B.A. IN GOVERNMENT

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	3
Major and Related Courses	30
Free Elective Courses	50
TOTAL	120

Students may choose from the General Government Track or from the Government with a specialization in Law Track.

GPA requirement: Students MUST graduate with a GPA of 2.75 or higher to graduate with the law track option. Students should meet at least every semester with their academic adviser and will be asked to switch to the general government track if they cannot satisfy the GPA requirement.

Required pre-major courses 3 hours

Code	Title	Credits
GOV 110	Basic American Government	3

Required government courses 9 hours

Code	Title	Credits
GOV 301	Political Theory I	3
GOV 410	Introduction to Research Methods in Political Science	3
GOV 493	Senior Seminar	3

Elective government courses 21 hours

A government major will be allowed to substitute one history course for a government elective in the major, and a history major will be allowed to substitute one government course for a history elective in the major. Such substitution must be done with the approval of academic advisors.

American Government Concentration

Choose two courses:

Code	Title	Credits
GOV 335	American State and Local Politics	3
GOV 346	Political Parties	3
GOV 348	Interest Group Politics	3
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 352	Civil Liberties	3
GOV 353	Civil Rights and Civil Rights Movement	3
GOV 355	Mock Trial Experience	3
GOV 356	Legislative Process	3
GOV 370	Human Rights	3
GOV 384	American Foreign Policy	3
GOV 401	The Presidency	3

International Concentration

Choose two courses:

Code	Title	Credits
GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Intro to the European Union	3
GOV 387	Nationalism and Developing Nations	3
GOV 391	International Relations	3
GOV 396	International Law and Organization	3
GOV 397	Democracy and Democratization	3

And choose the remainder of the 21 credits in consultation with the department. Any department elective course listed above or below may be taken.

Other elective government courses

Code	Title	Credits
GOV 495	Special Topics	1-5
GOV 499	Independent Study	1-3

B.A. IN GOVERNMENT WITH A SPECIALIZATION IN LAW

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	3
Major and Related Courses	30
Free Elective Courses	50
TOTAL	120

Students may choose from the General Government Track or from the Government with a specialization in Law Track.

GPA requirement: Students MUST graduate with a GPA of 2.75 or higher to graduate with the law track option. Students should meet at least every semester with their academic adviser and will be asked to switch to the general government track if they cannot satisfy the GPA requirement.

Required pre-major courses 3 hours

Code	Title	Credits
GOV 110	Basic American Government	3

Required government courses 12 hours

Code	Title	Credits
GOV 301	Political Theory I	3
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 410	Introduction to Research Methods in Political Science	3
GOV 493	Senior Seminar	3

Law-related courses 9 hours

Code	Title	Credits
GOV 352	Civil Liberties	3
GOV 353	Civil Rights and Civil Rights Movement	3
GOV 355	Mock Trial Experience	3
GOV 356	Legislative Process	3
GOV 370	Human Rights	3
GOV 396	International Law and Organization	3

Elective government courses 9 hours

Code	Title	Credits
GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Intro to the European Union	3
GOV 335	American State and Local Politics	3
GOV 346	Political Parties	3
GOV 348	Interest Group Politics	3
GOV 384	American Foreign Policy	3
GOV 387	Nationalism and Developing Nations	3
GOV 391	International Relations	3
GOV 397	Democracy and Democratization	3
GOV 401	The Presidency	3
GOV 495	Special Topics	1-5
GOV 499	Independent Study	1-3

Courses

GOV 110 - Basic American Government (3)

This course covers discussion of the basic structures of American government (the Executive, Legislature and Judiciary), important processes such as elections and basic principles and theory of governance in the American system.

GOV 301 - Political Theory I (3)

In this course, students will be introduced to the questions that traditionally concern political theorists. In light of these questions, students will examine democratic theories of classical liberalism, conservatism, socialism, and contemporary liberalism; fascism; Marxism; communism; and nationalism.

GOV 328 - Comparative European Governments (3)

This course will focus on comparative political systems in Europe, with an emphasis on the democracies of western Europe, especially the United Kingdom, France and Germany, as well as a selection of topics on the countries of southern Europe, the Nordic countries, and the more successful of the former Communist Eastern European states.

GOV 329 - Comparative Governments of Asia, Africa & Latin America (3)

This course will explore the diverse political systems of the non-western world. Study will include established democracies such as India and Japan, political systems in transition to democracy such as Brazil, Mexico, and South Africa, and more authoritarian systems such as China. Students will be introduced to both theory and practice in these areas.

GOV 330 - Intro to the European Union (3)

This course will introduce students to the history, politics and legal structure of the European Union. Among the topics to be covered will be: EU institutions, social policy, CAP, EU expansion, the EURO, the single market, EU foreign policy, and immigration policy.

GOV 335 - American State and Local Politics (3)

This course introduces students to the study of state and local government and politics. This course provides students with insight into the political processes that most affect Americans' lives: state and local politics. Many of the policy innovations made on the state and local levels affect policy of other states as well as the federal government. Students will be introduced to the structures and theories of governance at the state and local levels.

GOV 346 - Political Parties (3)

A study of the major and minor parties in the United States, their history, composition, organization, leadership, resources, politics, distribution of power, and influence on the formation and execution of public policy. The role of pressure groups.

GOV 348 - Interest Group Politics (3)

This course will cover the formation of interest groups; their interactions with government (lobbying, campaign donations, amicus briefs, protests, etc.); interest group theories; and their impact on the quality of democracy, policy and justice. Interest groups for specific categories of people, including Deaf people will be focused upon.

GOV 351 - American Constitutional Law: Powers and Checks (3)

This course is an in-depth examination of the powers of government under the Constitution. Primary focus is upon Articles I through VII and topics such as judicial, legislative and executive powers; federalism; regulation of commerce and property rights; war powers.

GOV 352 - Civil Liberties (3)

This course will provide an in-depth analysis of the Bill of Rights, as interpreted by the Supreme Court. Current

controversies, such as the conflict between privacy and national security, abortion rights and the death penalty will be examined in more depth

GOV 353 - Civil Rights and Civil Rights Movement (3)

This course will provide an in-depth look at equality in the US. Amendments 13, 14, 15 and 19 will be emphasized and the evolution of their interpretation in the Supreme Court will be studied. At the same time, the influence of movements for abolition, women's suffrage and women's rights, civil rights on the interpretation will be studied. In addition, current movement for equality in the disability and GLBT communities will be discussed.

GOV 355 - Mock Trial Experience (3)

Students will learn the basics of the legal system including vocabulary, processes and roles of key personnel. Students will learn how to develop opening and closing statements, how to question witnesses on direct and cross examination, how to introduce evidence, impeach testimony and how to object. Students will apply what they learn as part of a team that participates in a mock trial.

GOV 356 - Legislative Process (3)

A study of the formal and informal procedures of Congress and the relation between the legislature, the presidency, and the Supreme Court.

GOV 370 - Human Rights (3)

The diverse beliefs of nations and classes, world divisions, and the racial rivalry reflected in various systems of law and politics all give changing meaning to such phrases as human rights and fundamental freedoms. This course will look at these rights and freedoms within the different belief systems, world divisions, and racial rivalries. Special attention will be given to the deaf communities in United States and their struggle to achieve full human rights and freedom.

GOV 384 - American Foreign Policy (3)

An introduction to American foreign policy from 1778 to the present, its major forms, problems, and mutations. Special emphasis on the period since 1898, role of the United States as a world leader, and the future direction of U.S. foreign policy after the Cold War. Focus is put upon changing international circumstances and American capabilities and their implications for policy.

GOV 387 - Nationalism and Developing Nations (3)

A study of the historical development and present role of nationalism and nation-state in both theory and practice. The course deals with the growth of nationalist conceptions and movements in the 19th century, the transition from liberal to totalitarian nationalism, the principle of self-determination, and Marxist treatment of the national problem.

GOV 391 - International Relations (3)

An introduction to the basic factors, concepts, and theory of international relations. The objectives, methods, and capabilities of modern states and other international actors will be surveyed. A study will be made of the institutional forms of international relations, ideological orientations, and objectives. Emphasis will be on the trends and transformation of the international system during and after the Cold War.

GOV 396 - International Law and Organization (3)

This course is a basic introduction to international law and organization. Students will learn how international law is different from municipal law, how international law is made, the role of international law in domestic legal systems, specific rules of international law regarding sovereignty, recognition, nationality, human rights, war, and the law of the sea. The role of international organizations relating to the making of international law, the uniqueness of the European Union as a law-making body, and a brief introduction to the role of the UN, generally in the international system, will be discussed.

GOV 397 - Democracy and Democratization (3)

This course addresses the theoretical and practical aspects of democracy. What does democracy mean? What are its advantages and disadvantages as a form of government and what alternatives are available? How have countries become democracies in recent years and what kinds of challenges have they faced? Is there a formula for successful democratization?

GOV 401 - The Presidency (3)

To be offered every other year. During a nonelection year this course will focus on the presidency and constitutional development along with historical perspectives. During an election year it will focus on the major facets of presidential elections, the nominating process, general election activities, and campaigns.

GOV 410 - Introduction to Research Methods in Political Science (3)

A course that introduces majors to methods and techniques of research in political science. Topics covered will include: the scientific method, comparative analysis, types of research and papers, library, and Internet resources, and emphasis on statistical methods and survey design.

Prerequisites: permission of the instructor

GOV 493 - Senior Seminar (3)

This course will require government majors to integrate the skills and knowledge developed in their major courses. The thematic focus of the course will vary, but discussion will be centered on the major choices presented to political systems and political actors. A substantial research component of the course will enable students to produce an appropriate literature survey, research proposal, and research thesis.

Prerequisite: Permission of the instructor

GOV 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

GOV 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

MINOR IN GOVERNMENT

Requirements

Required pre-minor courses 3 hours

Code	Title	Credits
GOV 110	Basic American Government	3

Required government course 3 hours

Code	Title	Credits
GOV 301	Political Theory I	3

Elective government courses 12 hours

Choose one of the following:

Code	Title	Credits
GOV 346	Political Parties	3
GOV 356	Legislative Process	3
GOV 401	The Presidency	3

Choose one of the following:

Code	Title	Credits
GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 391	International Relations	3

Of the remaining credits needed to satisfy the 21 credit hours needed for the minor, choose from any of the other required or elective department courses above the 200 level.

DEPARTMENT COURSES

GOV 110 - Basic American Government (3)

This course covers discussion of the basic structures of American government (the Executive, Legislature and Judiciary), important processes such as elections and basic principles and theory of governance in the American system.

GOV 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

GOV 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

GOV 301 - Political Theory I (3)

In this course, students will be introduced to the questions that traditionally concern political theorists. In light of these questions, students will examine democratic theories of classical liberalism, conservatism, socialism, and contemporary liberalism; fascism; Marxism; communism; and nationalism.

GOV 302 - Political Theory II (3)

In this course, students will examine American political theory, feminism, environmentalism, and radical religious libertarian philosophy and religious fundamentalism. Students will identify theories that are present in current national or world events and assess the relevance of the theories to their own thinking.

GOV 328 - Comparative European Governments (3)

This course will focus on comparative political systems in Europe, with an emphasis on the democracies of western Europe, especially the United Kingdom, France and Germany, as well as a selection of topics on the countries of southern Europe, the Nordic countries, and the more successful of the former Communist Eastern European states.

GOV 329 - Comparative Governments of Asia, Africa & Latin America (3)

This course will explore the diverse political systems of the non-western world. Study will include established democracies such as India and Japan, political systems in transition to democracy such as Brazil, Mexico, and South Africa, and more authoritarian systems such as China. Students will be introduced to both theory and practice in these areas.

GOV 330 - Intro to the European Union (3)

This course will introduce students to the history, politics and legal structure of the European Union. Among the topics to be covered will be: EU institutions, social policy, CAP, EU expansion, the EURO, the single market, EU foreign policy, and immigration policy.

GOV 335 - American State and Local Politics (3)

This course introduces students to the study of state and local government and politics. This course provides students with insight into the political processes that most affect Americans' lives: state and local politics. Many of the policy innovations made on the state and local levels affect policy of other states as well as the federal government. Students will be introduced to the structures and theories of governance at the state and local levels.

GOV 346 - Political Parties (3)

A study of the major and minor parties in the United States, their history, composition, organization, leadership, resources, politics, distribution of power, and influence on the formation and execution of public policy. The role of pressure groups.

GOV 348 - Interest Group Politics (3)

This course will cover the formation of interest groups; their interactions with government (lobbying, campaign donations, amicus briefs, protests, etc.); interest group theories; and their impact on the quality of democracy, policy and justice. Interest groups for specific categories of people, including Deaf people will be focused upon.

GOV 351 - American Constitutional Law: Powers and Checks (3)

This course is an in-depth examination of the powers of government under the Constitution. Primary focus is upon Articles I through VII and topics such as judicial, legislative and executive powers; federalism; regulation of commerce and property rights; war powers.

GOV 352 - Civil Liberties (3)

This course will provide an in-depth analysis of the Bill of Rights, as interpreted by the Supreme Court. Current controversies, such as the conflict between privacy and national security, abortion rights and the death penalty will be examined in more depth

GOV 353 - Civil Rights and Civil Rights Movement (3)

This course will provide an in-depth look at equality in the US. Amendments 13, 14, 15 and 19 will be emphasized and the evolution of their interpretation in the Supreme Court will be studied. At the same time, the influence of movements for abolition, women's suffrage and women's rights, civil rights on the interpretation will be studied. In addition, current movement for equality in the disability and GLBT communities will be discussed.

GOV 355 - Mock Trial Experience (3)

Students will learn the basics of the legal system including vocabulary, processes and roles of key personnel. Students will learn how to develop opening and closing statements, how to question witnesses on direct and cross examination, how to introduce evidence, impeach testimony and how to object. Students will apply what they learn as part of a team that participates in a mock trial.

GOV 356 - Legislative Process (3)

A study of the formal and informal procedures of Congress and the relation between the legislature, the presidency, and the Supreme Court.

GOV 360 - Public Policy (3)

An intensive examination of relationships among policy goals, policy strategies, and policy outcomes that lead to the allocation of societal resources (who gets what, when, where, and how). This course will identify the relationship between policy outcomes and the political institutions, political parties, interest groups, lobbyists, and the political environment.

GOV 370 - Human Rights (3)

The diverse beliefs of nations and classes, world divisions, and the racial rivalry reflected in various systems of law and politics all give changing meaning to such phrases as human rights and fundamental freedoms. This course will look at these rights and freedoms within the different belief systems, world divisions, and racial rivalries. Special attention will be given to the deaf communities in United States and their struggle to achieve full human rights and freedom.

GOV 384 - American Foreign Policy (3)

An introduction to American foreign policy from 1778 to the present, its major forms, problems, and mutations. Special emphasis on the period since 1898, role of the United States as a world leader, and the future direction of U.S. foreign policy after the Cold War. Focus is put upon changing international circumstances and American capabilities and their implications for policy.

GOV 387 - Nationalism and Developing Nations (3)

A study of the historical development and present role of nationalism and nation-state in both theory and practice. The course deals with the growth of nationalist conceptions and movements in the 19th century, the transition from liberal to totalitarian nationalism, the principle of self-determination, and Marxist treatment of the national problem.

GOV 391 - International Relations (3)

An introduction to the basic factors, concepts, and theory of international relations. The objectives, methods, and capabilities of modern states and other international actors will be surveyed. A study will be made of the institutional forms of international relations, ideological orientations, and objectives. Emphasis will be on the trends and transformation of the international system during and after the Cold War.

GOV 395 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

GOV 396 - International Law and Organization (3)

This course is a basic introduction to international law and organization. Students will learn how international law is different from municipal law, how international law is made, the role of international law in domestic legal systems, specific rules of international law regarding sovereignty, recognition, nationality, human rights, war, and the law of the sea. The role of international organizations relating to the making of international law, the uniqueness of the European Union as a law-making body, and a brief introduction to the role of the UN, generally in the international system, will be discussed.

GOV 397 - Democracy and Democratization (3)

This course addresses the theoretical and practical aspects of democracy. What does democracy mean? What are its advantages and disadvantages as a form of government and what alternatives are available? How have countries become democracies in recent years and what kinds of challenges have they faced? Is there a formula for successful democratization?

GOV 401 - The Presidency (3)

To be offered every other year. During a nonelection year this course will focus on the presidency and constitutional development along with historical perspectives. During an election year it will focus on the major facets of presidential elections, the nominating process, general election activities, and campaigns.

GOV 410 - Introduction to Research Methods in Political Science (3)

A course that introduces majors to methods and techniques of research in political science. Topics covered will include: the scientific method, comparative analysis, types of research and papers, library, and Internet resources, and emphasis on statistical methods and survey design.

Prerequisites: permission of the instructor

GOV 493 - Senior Seminar (3)

This course will require government majors to integrate the skills and knowledge developed in their major courses. The thematic focus of the course will vary, but discussion will be centered on the major choices presented to political systems and political actors. A substantial research component of the course will enable students to produce an appropriate literature survey, research proposal, and research thesis.

Prerequisite: Permission of the instructor

GOV 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

GOV 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

Department of Hearing, Speech and Language Sciences

Overview

Web: Department of Hearing, Speech, and Language Sciences
School of Education, Business, and Human Services

Dr. Matthew Bakke, Chair
Sorenson Language and Communication Center, Room 3203

The Department of Hearing, Speech and Language Sciences offers several undergraduate courses in the areas of personal and interpersonal communication. Cultural and consumer considerations are integrated into the course content to help students meet social, academic, and vocational communication goals. These laboratory courses are appropriate for all students who wish to improve their communication skills but will especially benefit those who anticipate working in multicultural or hearing environments.

No Undergraduate Majors or Minors are offered.

Courses

HSL 101 - Communication, Culture, and Consumerism (3)

This course will introduce students to the interrelated aspects of communication, culture, and consumerism. Cultural and medical-legal perspectives on communication and communication-related issues will be compared. To empower students, consumer issues related to use of communication professionals, interpreting, assistive technology, and related laws will be explored.

HSL 120 - Communication Science and Deafness (1)

Fundamental information required to understand aspects of hearing impairment and its effect on the communication process; a study of the nature of communication and the role of the communicator.

HSL 210 - Speechreading and Communication Strategies (1)

This laboratory course is designed for both oral/aural students and those who use sign as a primary mode. Students will gain an understanding of the principles and techniques of speechreading and have the opportunity to improve their receptive communication skills. The course explores analytical and synthetic approaches to speechreading, effective communication approaches, and strategies used to maximize receptive communication abilities.

HSL 211 - Pronunciation Skills (1)

This laboratory course is designed for students for whom oral communication is a primary mode and for culturally deaf students for whom oral communication functions as a second language. Course content explores the complexities of the English sound system (phonemes) relative to the graphemic system. Students learn about evolution of pronunciation rules that govern the changes from the written word to speech. A joint curriculum with NTID is used.

HSL 213 - Communication Technology (1)

This laboratory course is designed for students who are interested in increasing their knowledge of communication technologies. A consumer approach to surveying, selecting, and using communication technologies is employed. Technology areas include auditory, visual, and tactile alerting devices; telecommunication systems; and personal and group amplification systems. The controversial topic of cochlear implants is explored. Finally, students will examine the rights and responsibilities of consumers when using legal support (ADA and PL 504) for the acquisition of communication technologies.

Prerequisite: HSL 120.

HSL 330 - Implication of Hearing Impairment (3)

An advanced course dealing with the effects of varying levels of hearing loss on communication. This includes consideration of the anatomy and physiology of the auditory mechanism and the measurement of hearing. Medical, psychological, educational, and social aspects of deafness are explored. Observations and demonstrations are included.

Prerequisite: HSL 120.

HSL 420 - Introduction to Communication Disorders (3)

Study of the speech and hearing mechanisms, the normal process of speech and language development, and the nature and causes of communication disorders.

Prerequisite: HSL 120.

HSL 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

HSL 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Department of History, Philosophy, Religion, and Sociology (HPRS)

College of Arts and Sciences

Dr. Roberto Sánchez, Chair
Hall Memorial Building, Room S235

History

Web: History Program
College of Arts and Sciences

Dr. Barry Bergen, Program Coordinator
Hall Memorial Building, Room S235H

History: The study of history helps students discover and interpret the innately complex and fascinating past. It broadens and enlightens minds and prepares students to become more active and effective participants in the future. Only an informed awareness of the past can provide the key to understanding what we are today and to influence what we will be tomorrow. Students majoring in history will find many fields open to them. Skills developed from this study, such as organization of diverse facts and opinions, and a clear presentation of conclusions drawn from those facts and opinions, are of fundamental importance in many professions. Researchers, librarians, lawyers, teachers, and others all benefit from the skills acquired through using methods of historical study.

Declaring a Major

Requirements for Admission to a Major in History

The History Program requires only the signature of the department chair. Students who wish to major in History must have a 2.0 GPA for admission. Students with a major in History must maintain a 2.0 GPA in History courses with no more than two grades of D+ or lower in major courses.

Undergraduate Majors offered:

B.A. in History

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	12
Major and Related Courses	24
Free Elective Courses	47
TOTAL	120

Students who wish to major in history must have a 2.0 GPA for admission. Students with a major in history must maintain a 2.0 GPA in history courses with no more than two grades of D+ or lower in major courses.

Required pre-major courses 12 hours

To be taken in the freshman or sophomore year:

Code	Title	Credits
HIS 101	World Civilization I	3
HIS 102	World Civilization II	3
HIS 111	American History I	3
HIS 112	American History II	3

Required history courses 9 hours

Code	Title	Credits
HIS 287	Research Methods in History	3
HIS 492	Senior Seminar I	3
HIS 493	Senior Seminar II	3

Elective history courses 15 hours

Students must take at least one 300- or 400-level history course in each of the three following geographical areas: Europe, the United States, and a non-Europe non-U.S. area (Latin America, Africa, or Asia). The remaining six hours (two courses) may be satisfied with any 200-level or higher history course. A history major will be allowed to substitute one government course for a history elective in the major. Such substitution must be done with the approval of academic advisors.

U.S. history courses

Choose one course:

Code	Title	Credits
HIS 331	History of the American Deaf Community	3
HIS 332	History of Mass Media and the Deaf Community	3
HIS 333	History of Disability in the U.S.	3
HIS 340	Nineteenth Century American Deaf History	3
HIS 375	African American History: Civil War to the Present	3
HIS 376	The History of the American City	3
HIS 377	The United States in the Twentieth Century	3
HIS 378	U.S. Women's History	3
HIS 381	Gay & Lesbian History	3
HIS 400	Deaf Women's History	3
HIS 460	American Colonial History	3

European history courses

Choose one course:

Code	Title	Credits
HIS 300	Nazi Germany and World War II Through Film	3
HIS 345	Nineteenth-Century Europe	3
HIS 346	Twentieth Century Europe	3
HIS 380	The History of Sexuality	3
HIS 440	The Era of the French Revolution and Napoleon	3

African, Middle-Eastern, and Latin American history courses

Choose one course:

Code	Title	Credits
HIS 344	History of the Modern Middle East	3
HIS 351	History of Africa	3
HIS 352	Social Movements and Revolution in Modern Latin America	3
HIS 353	History of Race, Gender and Culture in Latin America	3
HIS 430	History of Latin America	3

Other elective history courses

Code	Title	Credits
HIS 150	Introduction to Women's Studies	3
HIS 322	Cultural Geography	3
HIS 323	Geography and the Environment	3
HIS 495	Special Topics	1-5
HIS 499	Independent Study	1-3

HISTORY (MINOR)

Requirements

Students who wish to minor in History must have a 2.0 GPA for admission. Students with a minor in History must maintain a 2.0 GPA in History courses with no more than two grades of D+ or lower in minor courses.

Required pre-minor courses 6 hours

Code	Title	Credits
HIS 101	World Civilization I	3
HIS 102	World Civilization II	3
	OR	
HIS 111	American History I	3
HIS 112	American History II	3

Required history course 3 hours

Code	Title	Credits
HIS 287	Research Methods in History	3

Elective courses 9 hours

Code	Title	Credits
	Choose any three history courses from any of the other required or elective courses under the history major track.	

DEPARTMENT COURSES

HIS 101 - World Civilization I (3)

A survey of the history of world civilizations from pre-History to approximately 1500. Topics usually include the ancient civilizations of Mesopotamia and the Near East, Persia, Egypt, India, and China; pre-modern Africa; ancient Greece and Rome; the development of Christianity; the development of Islam; Byzantium; Medieval China and Southeast Asia; Medieval Europe; the European Renaissance and Reformation.

HIS 102 - World Civilization II (3)

A survey of the history of world civilizations from approximately 1500 to the present. Topics usually include the European Age of Exploration; early-modern Europe; the Scientific Revolution and the Enlightenment; the Agricultural and Industrial Revolutions; early-modern Asia and Southeast Asia; the early-modern Muslim Empires; early-modern Africa; democratic and liberal revolutions of the 18th century; the ideologies (Liberalism, Conservatism, Socialism); late 19th century Imperialism; Latin America in the 19th century; the First World War and Russian Revolution; 20th century Asia; 20th century dictatorships and the Second World War; post-war America and Europe; contemporary Asia and Africa; the emergence of the Third World.

Prerequisite: HIS 101 or permission of the instructor.

HIS 111 - American History I (3)

This general survey of American history examines the colonial period through the end of the Civil War. Issues covered include: slavery, Native American experiences, women's history, and westward expansion. Students will examine America's change from a colony into an independent nation and the factors leading to America's Civil War.

HIS 112 - American History II (3)

This is a general survey of American history since the Civil War. Topics in this course include; Reconstruction, foreign policy, political reforms, women's history, technological and economic growth, immigration, civil rights, and America's complex identity in the 20th century.

Prerequisite: HIS 111 or permission of the instructor.

HIS 150 - Introduction to Women's Studies (3)

Women's studies scholars and activists in women's issues have made it their work to examine the genesis, development, and impact of assumptions about women's nature. These assumptions underlie the belief systems and institutional practices of all cultures and have justified oppressions of women that interact in complex ways with class, racial and other oppressions. This interdisciplinary course is designed to open the field of Women's Studies to introductory level students. It will demonstrate how addressing questions from an interdisciplinary perspective can lead to complex understanding of the place of women in contemporary society.

HIS 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

HIS 287 - Research Methods in History (3)

An introduction to the principles of historical research, with an emphasis on the use of research tools and source materials. Several supervised written assignments will be required; most will be based on American source materials.

HIS 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

HIS 300 - Nazi Germany and World War II Through Film (3)

This course combines traditional book learning with the study of documentary and dramatic films. Three major topics will be covered: Hitler's rise to power and domestic policies, Hitler's foreign policy and the war, the Holocaust.

Prerequisites: Two semesters of history or permission of the instructor

HIS 322 - Cultural Geography (3)

A survey of the way in which the physical environment influenced the development of cultures in the major regions of the world. Special stress will be given to the varieties of land use, current environmental threats, and cultural adaptations to modern world problems.

HIS 323 - Geography and the Environment (3)

This course is designed to survey the relationship between human impact on geography and the environment. By looking at different cultures and their values, examining urban and rural environments, learning about less developed and more fully developed nations, and by considering the role of race, religion and gender in human relations, students learn about the complexity of dealing with environmental crises such as global warming. In essence, this course will examine how changes in geography and the environment influence each other. By studying specific areas of the planet, students will be able to consider alternative solutions from those considered in the United States.

HIS 331 - History of the American Deaf Community (3)

An examination of the people and the historical processes that brought together deaf individuals to form a cohesive community in the United States.

Prerequisite: HIS 112; or permission of the instructor.

HIS 332 - History of Mass Media and the Deaf Community (3)

A 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. The class will also examine historical changes in the products of mass media within the deaf community.

Prerequisite: HIS 112; or permission of the instructor.

HIS 333 - History of Disability in the U.S. (3)

This course will cover the history of disability in the United States from the early nineteenth century to the present, focusing on two important eras. The period of industrialization, from the late nineteenth century through the 1920s, will receive the most attention, as the status of people with disabilities changed most dramatically and having a disability led to stigmatization. This course will examine closely the disability civil rights era from the 1960s to the 1990s when disability rights advocates gained more visibility and federal laws and programs began to focus on disability civil rights issues. The course content will focus on three themes: Perceptions of disability and how those perceptions of disability change over time, as well as the socioeconomic status of people with disabilities; the role that people with disabilities have played in American history and the actions they have taken to affect their position in society; and Federal policies and laws related to disability issues, and how they have changed over time.

HIS 340 - Nineteenth Century American Deaf History (3)

This course offers a close study of the birth and early evolution of America's Deaf community, with particular attention to historical context. Incorporating recent scholarship in the field, this course will examine central topics, including education, organizations, regional identities, class, and eugenics. This class also will closely study several subcultures in addition to general American Deaf history, including African American, European American, and Native American experiences. Economic, social, religious, and cultural factors also will be addressed.

Prerequisites: HIS 331; or permission of the instructor

HIS 344 - History of the Modern Middle East (3)

An examination of the major forces that have influenced the development of the Middle East since 1800. Emphasis will be on Islamic society's response to the challenges of modernization, the modernization of Egypt, the Arab-Israeli conflict, and the role of the Middle East in the contemporary world.

HIS 345 - Nineteenth-Century Europe (3)

This course explores the major developments in European social, political, and economic history in the 19th century. Topics include liberalism, conservatism, nationalism, revolutions, industrialization, socialism, suffrage, national unification, women's rights, and imperialism.

Prerequisite: HIS 102

HIS 346 - Twentieth Century Europe (3)

This course explores the major developments in European social, political, and economic history in the 20th century. Topics include the world wars, the Russian Revolution, the Depression, fascism, and Nazism, the Holocaust, the Cold War, the European Community, Eurocommunism, the Welfare State, and the fall of communism.

Prerequisite: HIS 102

HIS 351 - History of Africa (3)

A survey of the history of African civilizations from earliest times to the present. The course emphasizes political, social, economic, and cultural developments within sub-Saharan Africa, particularly during the modern period.

HIS 352 - Social Movements and Revolution in Modern Latin America (3)

This course will focus on the history of social movements, revolution, rebellion, and resistance that have shaped the lives of Latin Americans in the 20th and 21st centuries. Students will examine the major revolutionary movements in Latin America during the 20th century, particularly Mexico (1910), Cuba (1959), Chile (1973), and Peru (1980s), and will learn about the development of the social movements of Liberation Theology in El Salvador, Peru and Brazil and the Landless Movement in Brazil. This course will explore the political, economic, and cultural forces at work that compelled ordinary people to rebel against the status quo. Students will consider who stood to benefit from revolutionary projects, and examine divisions within revolutionary movements, such as the differences between men and women, as well as divisions between those who formed the revolutionary leadership and those who supported revolution and social change through grassroots political activism.

HIS 353 - History of Race, Gender and Culture in Latin America (3)

The history of race and gender in Latin America share ambiguous boundaries with culture. This course will examine these concepts in terms of how power, historical events, ideology, and social forces have shaped their meaning during colonial and post-colonial Latin America. Categories of race, color and ethnicity have been constructed, contested, and negotiated since the earliest encounters between Europeans, African, and indigenous peoples in the Americas. The roles of men and women were also a critical part of the establishment of hegemonic colonial rule, process of nation-state formation, and counter-hegemonic projects (revolution and rebellion). The determination of cultural identities and citizenship are crucial to understanding the political and economic struggles of social groups and individuals. This course will thus address the question of how Latin American art, film, and cultural expressions have dealt with issues of gender and identity formation.

HIS 375 - African American History: Civil War to the Present (3)

This course will present a detailed examination of the black experience in America from the Civil War to today to provide an understanding of the role African-Americans have played in the history of America and an assessment of why until recently they were excluded from the promise of American democracy. The course will analyze the various political, economic, social, and cultural methods African-Americans have employed to survive in an overwhelmingly hostile environment and analyze their prospects as they make the final frontal assault on the structure of racially discriminatory institutions.

HIS 376 - The History of the American City (3)

This interdisciplinary course will look at the development of cities and suburbs in the United States since the 19th century. The first part of the course will look at urban development (physical, social, economic, and political) until about the 1920s; the second half of the course will look at the evolution of urban areas since the 1920s, focusing especially on the development of the suburbs and its impact on urban areas. This course will use one city as a case study such as Washington D.C., Chicago, Los Angeles, New York.

HIS 377 - The United States in the Twentieth Century (3)

A study of the social, economic, and political changes in America since 1890, with emphasis on the relationship of these changes to present-day conditions.

Prerequisite: HIS 112

HIS 378 - U.S. Women's History (3)

An examination of the role of women in American history from colonial times to the present. Emphasis will be placed on the role of race, gender, class, disability, and deafness in the historical experiences of American women.

HIS 380 - The History of Sexuality (3)

This course will explore the history of sexuality in Europe and America in the modern era. Topics may include: essentialist and constructionist views of sexuality and sexual identity, changing social norms of sexuality, changing patterns of courtship and marriage, the development of homosexuality and heterosexuality, prostitution, transvestism, hermaphrodism, pornography, the sexual revolutions of the 20th century.

HIS 381 - Gay & Lesbian History (3)

This course will cover some important aspects of Gay, Lesbian, Bisexual and Transgender History. The geographical focus will be principally the United States with some attention to Europe and other parts of the world. Major topics in this course will include the history and evolution of sexual identities, same-sex relations and communities, the political movement for GLBT rights, HIV-AIDS, and post-gay Queer identities. The ancient world will be used as a starting point, touching on the early-modern development of a gay identity; then turning to the development of 20th and 21st century GLBT identity, community, and movements. The course will consist principally of discussion of readings and videos and films.

HIS 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

HIS 400 - Deaf Women's History (3)

By studying Deaf women's history, students will enhance their understanding of this minority group, as well as the broader fields of Deaf history and women's history. Students will be introduced to recent scholarship that directly examines this topic. In order t place such works in a broader context, students also will be exposed to vital works in related historical fields. This class will include close study of multiple minority groups, including Deaf Americans, European Americans, African Americans, and Native Americans. The important role of economic, social, religious, and cultural factors be considered throughout this course. This class emphasizes various historical methods of study, building analytical skills and critical thinking. Exploring the changing meaning of gender and deafness in history will provide students with tools for independent research. Ultimately, this focused study of identity challenges students to reconsider traditional notions of gender, disability, cultural Deaf identity, beauty, normalcy, citizenship, and status.

Prerequisites: DST 402, HIS 378, WMS 101; or permission of instructor

HIS 430 - History of Latin America (3)

A survey of the history of Latin America from the Indian and Iberian background though the 1970s. Emphasis will be placed on the national histories of the region's traditionally dominant countries Mexico, Chile, Argentina, Brazil, and Latin America's relationship to and contracts with the United States.

Prerequisite: HIS 102.

HIS 440 - The Era of the French Revolution and Napoleon (3)

France on the eve of 1789, the revolution, the empire of Napoleon, the peace settlements of 1814-1815. Internal developments and international repercussions.

Prerequisite: HIS 101 or permission of the instructor.

HIS 460 - American Colonial History (3)

A history of the English colonies in America and the American Revolution.

HIS 492 - Senior Seminar I (3)

The Senior Seminar is designed to permit students to integrate elements of previous course-work into a step-by-step development and completion of a senior research project. HIS 492 is the first half of a year-long course. It will involve review of fundamentals of historical research, and writing a research proposal. The actual research, analysis and report writing will be done during the second half of the course. The seminar is designed to facilitate the successful completion of the senior research project which is due during the spring semester. In addition, the seminar will be devoted to a topic determined by the department for each term. Students will cover various aspects of different interpretations of the topic. Review and application of historical methods by discussion, exercises, extensive reading, and writing. One seminar is given each term; no more than two seminars are to be counted for major credit.

Prerequisite: HIS 287 or permission of the instructor

HIS 493 - Senior Seminar II (3)

The Senior Seminar is designed to permit students to integrate elements of previous course-work into a step-by-step development and completion of a senior research project. HIS 493 is the second half of a year-long course. It will involve discussing the common history topic for the semester, and researching, writing, completing and presenting a research paper on a topic developed during the Fall semester. The seminar will require application of historical methods by discussion, extensive reading, and writing. One seminar is given each term; no more than two seminars are to be counted for major credit.

Prerequisite: HIS 492 or permission of the instructor.

HIS 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

HIS 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

PHILOSOPHY AND RELIGION

Web: Philosophy and Religion Program
College of Arts and Sciences

Dr. Barbara Stock, Program Coordinator
Hall Memorial Building, Room S135E

The department offers a major in philosophy and minors in ethics and philosophy. The major is 30 hours; each minor is 15 hours. Whether concentrating in ethics, philosophy or religion, students in these programs develop:

- the ability to think critically, especially with respect to problem solving and analyzing arguments;
- the ability to express themselves clearly and persuasively in signed and written form; and
- knowledge of the literature, major figures, and issues of the discipline.

Students completing a major in philosophy are expected to know the major problems, concepts, terms, writings, and movements in the history of Western philosophy. The program concentrates on the major subdivisions of philosophy - logic, ethics, theory of knowledge, and metaphysics - and on major figures in the history of philosophy (Plato, Aristotle, Descartes, Kant, etc.), as well as on problems arising in contemporary movements, such as analytic philosophy. At the senior level students will take a capstone research-intensive course in which they will do creative work on a philosophical problem using the research and critical skills developed in the program.

Students who minor in ethics or philosophy will take five courses which will be chosen in consultation with a departmental advisor, based on the interest and objectives of the student. The fundamental goal of the minor will be to develop the student's critical and expressive abilities in conjunction with a basic knowledge of the literature, major figures, and issues of the discipline. Philosophy majors and philosophy minors may add a minor in ethics, consulting with the program coordinator to choose additional ethics coursework that complements their philosophy major/minor coursework.

Declaring a Major

Requirements for Admission to a Major in Philosophy

The Department of Philosophy and Religion requires only the signature of the department chair.

Undergraduate Majors and Minors offered:

B.A. IN PHILOSOPHY

Summary of Requirements

	2017-2018
General Studies	37
Major and Related Courses	30
Free Elective Courses	53
TOTAL	120

Required philosophy courses 12 hours

Code	Title	Credits
PHI 201	Introduction to Logic	3
PHI 311	History of Ancient and Medieval Philosophy	3
PHI 312	History of Renaissance and Early Modern Philosophy	3
PHI 313	History of Late Modern and Contemporary Philosophy	3

Elective philosophy courses 15 hours

Choose fifteen credit hours:

Code	Title	Credits
PHI 150	Introduction to Philosophy	3
PHI 195	Special Topics	1-5
PHI 240	Applied Ethics	4
PHI 257	Moral Philosophy	3
PHI 290	Ethics and Health Care	3
PHI 295	Special Topics	1-5
PHI 300	Metaphysics and Epistemology	3
PHI 318	Social and Political Philosophy	3
PHI 320	Topics in Ethics	3
PHI 325	Philosophy of Religion	3
PHI 359	Philosophy of Punishment	3
PHI 395	Special Topics	1-5
PHI 410	American Philosophy	3
PHI 415	Great Thinkers in Philosophy	3
PHI 450	Bioethics and the Deaf Community	3
PHI 495	Special Topics	1-5
PHI 499	Independent Study	1-3

Required Capstone course 3 hours

Choose one course:

Code	Title	Credits
PHI 493	Senior Research Paper	3
PHI 494	Senior Thesis	3

MINOR IN ETHICS

Overview

Completing this minor will give students a solid understanding of the principles and methods of ethical evaluation, which will be helpful in their personal and professional decision making.

An ethics minor will complement majors that prepare students for careers in human services or public policy (e.g., social work, education, business, government) and will benefit students who plan go on to law school or to other endeavors which involve wrestling with questions of right and wrong.

A minor in ethics would also benefit students with natural or social science majors. Current trends in scientific education emphasize awareness of the ethical, legal, and social implications of one's work. An ethics minor would demonstrate that one has the training to deal with such matters.

Requirements

Students who minor in ethics will choose from an array of courses that apply critical thinking skills to issues of right and wrong.

Required philosophy course 3 hours

Code	Title	Credits
PHI 257	Moral Philosophy	3

Elective philosophy courses 9 hours

Choose three courses:

Code	Title	Credits
PHI 240	Applied Ethics	4
PHI 290	Ethics and Health Care	3
PHI 318	Social and Political Philosophy	3
PHI 320	Topics in Ethics	3
PHI 341	Business Ethics	3
PHI 359	Philosophy of Punishment	3
PHI 450	Bioethics and the Deaf Community	3

Elective religion course 3 hours

Code	Title	Credits
REL 201	World Religions	3
REL 355	Religion in American Society	3
	With approval of the Philosophy and Religion program coordinator, one course that focuses on ethics/values from another discipline, or one additional philosophy course, may be substituted for one of the elective philosophy or religion courses.	

Minor in Philosophy

Required minor courses 6 hours

Choose one philosophical methods course:

Code	Title	Credits
PHI 150	Introduction to Philosophy	3
PHI 201	Introduction to Logic	3

Choose one history of philosophy course:

Code	Title	Credits
PHI 311	History of Ancient and Medieval Philosophy	3
PHI 312	History of Renaissance and Early Modern Philosophy	3
PHI 313	History of Late Modern and Contemporary Philosophy	3

Elective philosophy courses 9 hours

Choose three philosophy courses:

Code	Title	Credits
	Any philosophy course may be counted as an elective toward the philosophy minor.	

Department Courses

PHI 104 - Critical Reasoning (3)

The purpose of this course is to help students learn how to analyze, critique, and construct arguments. It will enhance the student's ability to read, reason, and write clearly. In this course we will look at visual media, including TV news, newspapers, and short essays by philosophers and analyze them according to what constitutes a well-reasoned argument and what does not.

PHI 150 - Introduction to Philosophy (3)

Introductory study of the principal areas and problems of philosophy, including the nature and methods of philosophical analysis, mind and matter, meaning and knowledge, appearance and reality, the existence of God, and moral responsibility.

Prerequisite or Co-requisite: GSR 150 or the equivalent

PHI 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

PHI 201 - Introduction to Logic (3)

Introductory study of the basic concepts of logic, the rules of valid inference, formal and informal fallacies, and basic symbolic logic.

Prerequisite or Corequisite: GSR 150 or the equivalent

PHI 240 - Applied Ethics (4)

This course enables students to use theories and concepts from moral philosophy to make well-reasoned ethical judgments, and to apply those judgments to promote social justice. Each section will focus on a central ethical issue, which may vary from section to section, and will draw content from multiple disciplines. Students will engage in experiential learning activities, such as service learning, to connect theoretical content with real world applications of ethics. This course may be cross-listed with specific sections of GSR 240.

Prerequisite: GSR 150

PHI 257 - Moral Philosophy (3)

Study of questions relating to value judgments, such as "What makes actions right or wrong?" and "What are the components of a good life?" This course covers the principles and methods of moral reasoning. Students will compare and evaluate various ethical theories, and use them to examine and debate classic problems and current controversies.

Prerequisite or Corequisite: GSR 150 or the equivalent

PHI 290 - Ethics and Health Care (3)

This course is an introduction to the field of medical ethics and the kinds of decisions individuals and families make about health care and treatment options. Students will look at current issues such as kinds of treatment and their effects, allocation of health care resources, ethical issues of health care professionals, managed care decisions, and end of life decisions. Students will apply philosophical theories of ethics to these issues and develop perspectives on health care decision making.

Prerequisite: GSR 150 or the equivalent

PHI 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

PHI 300 - Metaphysics and Epistemology (3)

Study of the nature of reality and our knowledge thereof. Questions for consideration include: Is there a "real world" that is different from the way things appear? What are properties? Do humans ever freely choose their actions? Is there such a thing as truth? How does evidence justify belief? Can we really know anything?

Prerequisites: GSR 150 or the equivalent; one course in philosophy.

PHI 311 - History of Ancient and Medieval Philosophy (3)

Survey of Western philosophical thought from the pre-Socratics to Thomas Aquinas.

Prerequisites: GSR 150 or equivalent, and one course in philosophy; or permission of instructor

PHI 312 - History of Renaissance and Early Modern Philosophy (3)

Survey of Western philosophical thought from Bacon to Kant.

Prerequisites: GSR 150 or equivalent, and one course in philosophy; or permission of instructor

PHI 313 - History of Late Modern and Contemporary Philosophy (3)

A survey of Western philosophical thought from Hegel to Wittgenstein.

Prerequisites: GSR 150 or equivalent, and one course in philosophy; or permission of instructor

PHI 318 - Social and Political Philosophy (3)

Study of major social and political philosophies, including explanation and discussion of the principal ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Hegel, Marx, and the Founding Fathers.

Prerequisite: GSR 150 or the equivalent

PHI 320 - Topics in Ethics (3)

The study of topics relating to ethics that are not covered in depth in the regular departmental course offerings. Topics may include moral theory, moral psychology, applied ethics, and controversial social issues.

Prerequisites: GSR 150 or the equivalent; one course in philosophy; or permission of the instructor

PHI 325 - Philosophy of Religion (3)

Study of the nature of religious knowledge, grounds for belief in God, immortality, the problem of evil, and morality and religion.

Prerequisites: GSR 150 or the equivalent; one course in philosophy.

PHI 341 - Business Ethics (3)

This course is cross-listed and is otherwise known as PHI 341. It introduces the student to the normative theories of moral philosophy as they apply to free enterprise market systems, corporations and other organizations. Students use case studies and current events to critically assess how to resolve moral issues commonly faced by managers, employees, marketers, and consumers.

Prerequisite: ENG 102 or the equivalent.

PHI 359 - Philosophy of Punishment (3)

A critical study of the major theories justifying the punishment of criminals, including retributivism, consequentialism, and hybrid and alternative approaches. Arguments about the appropriateness of certain punishments, such as the death penalty and felon disenfranchisement, will also be considered. Emphasis will be on analysis and evaluation of complex texts and on ethical debate.

Prerequisites: GSR 150 or the equivalent; one course in philosophy or sociology

PHI 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

PHI 410 - American Philosophy (3)

Survey of American philosophy, including basic ideas of Edwards, the Founding Fathers, Emerson, Thoreau, Peirce, James, Dewey, Whitehead, and representatives of contemporary thought.

Prerequisite: GSR 150 or the equivalent

PHI 415 - Great Thinkers in Philosophy (3)

An in-depth study of one or two related major philosophers. The philosophical thinkers will vary by semester. This course will include analyzing the philosopher's own works as well as commentaries and criticisms by others.

Prerequisite: PHI 311 or 312 or 313; or permission of the instructor

PHI 450 - Bioethics and the Deaf Community (3)

Bioethics is a branch of applied ethics, which in turn is a part of the philosophical field of ethics. Bioethics applies ethical theory to issues in the biological sciences, including scientific research and healthcare. This course introduces major theoretical approaches to bioethics and applies them to topics of interest to the deaf community, including (but not limited to) eugenics, cochlear implant surgery, and genetic technology. Bioethics theories and concepts covered will include informed consent, research ethics, individual and group rights, surrogate decision-making, quality of life, genetic enhancement versus gene therapy, and wrongful life. The potential impact of new and emerging technologies on the deaf community will also be discussed.

Prerequisites: GSR 150 or the equivalent; one course in philosophy.

PHI 493 - Senior Research Paper (3)

Students will research and write a high quality formal philosophy paper, approximately 20 - 25 pages in length, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

Prerequisites: Philosophy majors only; 15 credit hours in philosophy, senior standing and permission of the department chair

PHI 494 - Senior Thesis (3)

A course of intensified research and the writing of a thesis, approximately 50 pages in length, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

Prerequisites: Philosophy majors only; 15 credit hours in philosophy, senior standing, PHI 499, and permission of the department chair

PHI 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

PHI 499 - Independent Study (1-3)

Study of special problems in philosophy through extensive reading, independent research, and writing. Problems to be considered and materials to be covered will be determined in consultation with the instructor.

Prerequisites: 12 hours of philosophy and permission of the department chair

REL 150 - Introduction to Religion (3)

A survey of major ways to study religion. The survey includes the approaches of history of religions, religion in relation to culture, the study of sacred texts, and religion as individual experience.

REL 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

REL 201 - World Religions (3)

The study of the world's great living religions. Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, and Confucianism will be presented and discussed in their historical and sociocultural perspectives.

REL 202 - Sacred Texts (3)

A comparative survey of the sacred texts of Judaism, Christianity, Islam, Hinduism,Buddhism, and Chinese Religions. Includes an examination of historical, doctrinal, and contemporary perspectives on these texts

REL 210 - Religion and Literature (3)

A study of the religious elements of various kinds of contemporary literature, including drama, poetry, essays, inspirational writing, and the novel. Students will be expected both to analyze the literature they read and to think about it from their own point of view.

REL 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

REL 310 - American Indian Spirituality and Worldviews (3)

A general introduction to American Indian spiritual worldviews with attention to the practices of specific nations in North America. Particular attention is given to the impact of European contact with American Indian nations and the continued struggle for American Indian sovereignty. Includes beadworking and visits to the National Museum of the American Indian.

Course Fee: $25.00

REL 320 - African Traditional Religions (3)

An overview of historical and contemporary African traditional religions with attention to the practices of specific peoples. Attention is given to the impact of colonialism and how the variegated religious practices of the worldwide African diaspora are influenced by African Traditional Religious worldviews.

REL 355 - Religion in American Society (3)

Exploration of issues of religion that are unique to the American experience including: historical and contemporary religious pluralism; uniquely American sects such as the Shaker, Amish, and Mormon traditions; and the rise of secular humanism, atheism, and "spiritual but not religious" in American society.

REL 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

REL 410 - Mysticisms (3)

Exploration of mysticism in historical and contemporary perspectives. Includes an overview of the mystical branches of major world religious traditions as well as other forms of mysticism including tribal mysticism, nature mysticism, and spiritualist traditions.

REL 420 - Buddha, Jesus, Muhammad (3)

A comparative study of the life and teachings of Jesus, Muhammad, and the Buddha. Historical research into the lives of these religious figures will be compared with traditional and contemporary views held by adherents of Buddhism, Christianity, and Islam.

REL 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

REL 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

SOCIOLOGY

Web: Sociology Program
College of Arts and Sciences

Dr. Sharon Barnartt, Program Coordinator
Hall Memorial Building, Room S134A

Sociology provides a variety of courses to meet the needs of students majoring in sociology as well as students seeking to satisfy their general studies requirements. Sociology is an important part of a liberal arts education, and students interested in elective courses to complete their degree requirements will find many upper-division sociology courses that complement courses offered in other departments. Sociology is a social science that is concerned primarily with studying social behavior and human groups. Among other things, sociology looks at how groups influence individual behavior, how groups cooperate or conflict with one another, and how societies are established and change. Sociologists are also concerned with social problems that occur in societies such as crime, discrimination, poverty, and inadequate health care. Sociology emphasizes how society (rather than bad people) contribute to problems such as these. Gallaudet offers a general major in sociology as well as a major in sociology with a concentration in criminology. Minors are available in sociology and criminology. A major in sociology provides a basis for graduate study in sociology, law, criminology, and related fields. Undergraduate training in sociology is also valuable for students interested in social work, secondary school teaching, business careers, and careers in public service.

Alpha Kappa Delta International Sociology Honor Society:

Founded in 1920, the name Alpha Kappa Delta was chosen because the letters represent the first letters of the three classical Greek words that embody the function of the society. They are anthropos, meaning mankind; katamanthano, meaning to examine more closely or acquire knowledge, and diakoneo meaning to do service. Thus, the motto of AKD is "To investigate humanity for the purpose of service." To be initiated into AKD a student majoring in sociology must be junior or senior, have completed at least four sociology courses, have a 3.0 overall GPA, be in the top 35% of their class, and have a 3.0 GPA in their sociology courses.

Declaring a Major

Requirements for Admission to a Major in Sociology or Sociology with a Concentration in Criminology

Students planning to major in Sociology or Sociology with a Concentration in Criminology require the signature of the Program Coordinator. Students must have a grade of "C" or better in SOC 101. For continuation in the major, students can have no more than one grade of "D+" or lower in a major required course or major elective course.

Undergraduate Majors and Minors offered:

B.A. IN SOCIOLOGY

Requirements

Students planning to major in sociology must have a grade of "C" or better in SOC 101. For continuation in the major, students can have no more than one grade of "D+" or lower in a major required course or major elective course.

Summary of Requirements

	2017 - 2018
General Studies	37
Pre-Major Courses	3
Major and Related	37
Free Elective	43
TOTAL	120

Required pre-major course 3 hours

Code	Title	Credits
SOC 101	Introduction to Sociology	3

Required Sociology courses 22 hours

Code	Title	Credits
SOC 450	Internship Seminar with Field Experience	4
SOC 334	Introduction to Methods of Social Research	3
SOC 375	Statistics I	3
SOC 407	Social Problems	3
SOC 423	Social Theory	3
SOC 491	Senior Capstone Seminar I	3
SOC 492	Senior Capstone Seminar II	3

Elective courses 15 hours

Choose five courses:

Code	Title	Credits
DST 204	Deaf Culture	3
SOC 150	Saloshin Justice Seminar	3
SOC 151	Introduction to the Criminal Justice System	3
SOC 210	Sociology of Death and Dying	3
SOC 211	Race and Ethnic Relations	3
SOC 225	Sociology of Deafness and Deaf People	3
SOC 243	Sociology of Deviance	3
SOC 250	Gender and Society	3
SOC 268	Cultural Anthropology	3
SOC 295	Special Topics	1-5
SOC 313	Work and Globalization	3
SOC 318	Medical Sociology	3
SOC 351	Juvenile Delinquency	3
SOC 376	Statistics II	3
SOC 395	Special Topics	1-5
SOC 405	Current Issues in Criminology [Topic to be specified]	3
SOC 436	Social Inequality: Race, Class and Gender	3
SOC 495	Special Topics	1-5
SOC 499	Independent Study	1-3

Note: To satisfy the elective requirements, students may select courses from other departments or the Consortium in consultation with his/her advisor.

B.A. IN SOCIOLOGY WITH A CONCENTRATION IN CRIMINOLOGY

Requirements

Students planning to major in sociology with a concentration in criminology must have a grade of "C" or better in SOC 101. For continuation in the major, students can have no more than one grade of "D+" or lower in a major required course or major elective course.

Summary of Requirements

	2017 - 2018
General Studies	37
Pre-Major Courses	3
Major and Related	37
Free Elective	43
TOTAL	120

Required pre-major course 3 hours

Code	Title	Credits
SOC 101	Introduction to Sociology	3

Required sociology courses 31 hours

Code	Title	Credits
SOC 151	Introduction to the Criminal Justice System	3
SOC 243	Sociology of Deviance	3

SOC 450	Internship Seminar with Field Experience	4
SOC 423	Social Theory	3
SOC 334	Introduction to Methods of Social Research	3
SOC 351	Juvenile Delinquency	3
SOC 375	Statistics I	3
SOC 407	Social Problems	3
SOC 491	Senior Capstone Seminar I	3
SOC 492	Senior Capstone Seminar II	3

Elective courses 6 hours

Choose two courses from the following:

Code	Title	Credits
CHE 250	Introduction to Forensic Science	4
PSY 321	Abnormal Psychology	3
SOC 150	Saloshin Justice Seminar	3
SOC 210	Sociology of Death and Dying	3
SOC 295*	Special Topics	1-5
SOC 395*	Special Topics	1-5
SOC 405	Current Issues in Criminology [Topic to be specified]	3
SOC 495*	Special Topics	1-5

Note: To satisfy the elective requirements, students may select courses from other departments or the Consortium in consultation with his/her advisor.

*Special Topics courses must be related to criminology.

MINOR IN SOCIOLOGY

Requirements

Required pre-minor courses 3 hours

Code	Title	Credits
SOC 101	Introduction to Sociology	3

Required Sociology courses 12 hours

Code	Title	Credits
SOC 334	Introduction to Methods of Social Research	3
	Any one 200-level SOC course	3
	Any one 300-level SOC course	3
	Any one 400-level SOC course	3

Elective Sociology courses 3 hours

Code	Title	Credits
	One additional sociology or related course, any level, from this or another department or the Consortium, selected in consultation with the student's advisor	

MINOR IN SOCIOLOGY WITH A CONCENTRATION IN CRIMINOLOGY

Requirements

Required courses 9 hours

Code	Title	Credits
SOC 151	Introduction to the Criminal Justice System	3
SOC 243	Sociology of Deviance	3
SOC 351	Juvenile Delinquency	3

Elective course 6 hours

Choose two courses:

Code	Title	Credits
SOC 150	Saloshin Justice Seminar	3
SOC 405	Current Issues in Criminology [Topic to be specified]	3
	Or another criminology-related course from another department or the Consortium, selected in consultation with the student's advisor.	

Department Courses

SOC 101 - Introduction to Sociology (3)

Sociology attempts to understand how societies function. The course explores how social forces influence our lives and our chances for success. It also examines social groups, the relationships among social groups, and the ways groups get and maintain power.

Prerequisite: GSR 102 or the equivalent

SOC 150 - Saloshin Justice Seminar (3)

This course is an experiential seminar. Students learn about the criminal justice system through a combination of weekly field trips, discussions with guest lecturers, and classroom discussions. Highly recommended as a first course in criminology for students who are considering working in the criminal justice system, as well as for students who would just like an insider's view of police departments, courts, and correctional institutions in the United States.

Prerequisite: Permission of the instructor

SOC 151 - Introduction to the Criminal Justice System (3)

The course will examine each of the different parts of the American criminal justice system (policing, courts, and corrections), the procedural laws governing the system, and the ways the various parts of the system are interrelated and interdependent. The interaction between the Deaf community and the criminal justice system will be used as a special case, and students will learn about their rights as deaf individuals and how to protect those rights.

Prerequisite: GSR 102 or the equivalent

SOC 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

SOC 210 - Sociology of Death and Dying (3)

While our responses to death and dying would seem to be very personal and therefore individually determined, they are, in fact, greatly influenced by the beliefs of society. Therefore, this course will not only examine the physiology of death and dying, but will primarily emphasize the sociology of death and dying. Focus will be on social factors related to causes of death and routines and rituals related to dying, death, funeral and burial practices, and grieving.

SOC 211 - Race and Ethnic Relations (3)

A study of racial and ethnic relations in the United States. The course focuses on the characteristics of various American racial and ethnic groups, some of the causes of racial/ethnic group oppression, and racial/ethnic group responses to oppression.

SOC 225 - Sociology of Deafness and Deaf People (3)

A survey of selected sociological topics related to deafness and deaf people. Socialization, education, inequality, diversity, and disability-related issues are among the topics discussed in this course.

SOC 243 - Sociology of Deviance (3)

This course examines the social construction of deviance. That is, it examines how society makes rules for behavior, how those rules change over time, and who tends to benefit (and who tends to be limited) because of society's rules. The question of whether deviance is "good" or "bad" for society will also be examined. Finally, the course will consider what happens to people who break society's rules, both in terms of how society views rule-breakers and how they view themselves.

SOC 250 - Gender and Society (3)

This introductory course explains sociological perspectives on gender. Focusing on American experiences with gender, the course covers gender socialization, gender roles, and gender inequality. This course also addresses "nature vs. nurture" debates, which seek to understand to what extend gender roles are formed by biology or society.

Prerequisites: Permission of the instructor.

SOC 268 - Cultural Anthropology (3)

A study of the problems of human origin, the nature of race, the social structure of preliterate societies, and the development of social institutions.

SOC 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

Prerequisite: SOC101

SOC 313 - Work and Globalization (3)

This course examines how work is related to societal and technological changes. Topics include long-term trends in the nature of work and the differences in work among major segments of the labor force, including differences by race, gender and disability. The course also examines how globalization is affecting work and workers in the United States as well as in selected other countries.

SOC 318 - Medical Sociology (3)

The course considers social structure, cultural, and demographic components of physical and mental illness. Stages of illness behavior, from prevalence of symptoms and recognition of them to recovery or death, will be identified, and the social and cultural determinants of each stage will be discussed. The health care system and problems in health care delivery will be considered.

Prerequisite: SOC101

SOC 334 - Introduction to Methods of Social Research (3)

Problems of research planning; collection, analysis, and presentation of research data. Significant studies from various fields of sociology and related disciplines exemplifying different research approaches will be analyzed.

Prerequisite: SOC101

SOC 351 - Juvenile Delinquency (3)

This course examines how society treats young people who break the law, the social causes of juvenile delinquency, and rates of juvenile delinquency.

SOC 375 - Statistics I (3)

An introduction to descriptive statistics and methods of organizing, presenting, and interpreting data. Covers measures of central tendency, measures of association for two variables, and some multivariate analyses. Includes computer analysis of real data.

Prerequisite: MAT045 or the equivalent, SOC334 or permission of the instructor

SOC 376 - Statistics II (3)

Covers inferential statistics, hypothesis testing, and advanced topics in data analysis. Includes computer analysis of real data and emphasizes appropriate usage, presentation, and interpretation of results.

Prerequisite: SOC375.

SOC 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

Prerequisite: SOC101

SOC 405 - Current Issues in Criminology [Topic to be specified] (3)

This course will examine a specific issue that poses current problems in the criminal justice system. Examples include: the exploding prison population, the challenges of policing post-9/11, and deaf people in the criminal justice system. This course may be repeated as topics change.

Prerequisite: SOC101

SOC 407 - Social Problems (3)

This course will analyze the causes and consequences of major social problems of our time. Applying sociological theories, problems such as group conflict, family disorganization, poverty, violence, and hunger are examined.

SOC 423 - Social Theory (3)

This course will cover major sociological and criminological theories, both from classical and contemporary writers. It will then consider whether these theories can help us better understand controversial social situations, such as union organizing, the pro-choice/pro-live movement, and gang rape.

Prerequisites: SOC101 and two additional sociology courses.

SOC 436 - Social Inequality: Race, Class and Gender (3)

A study of gender and social class inequality. The course emphasizes theoretical and conceptual issues related to inequality, characteristics of various social stratification systems, and minority group responses to social inequality.

Prerequisite: SOC101

SOC 450 - Internship Seminar with Field Experience (4)

Students will apply knowledge and skills gained in the classroom to an internship in a site agreed upon with the internship professor. For four credits, the student will work 120 hours in the internship and attend a 1-hour class weekly. Students will be required to complete reading assignments and write papers applying the concepts and ideas in the readings and classroom sessions to their workplaces. This course is offered during the fall semester only. Students must have confirmation of an internship placement that starts by the first Friday of the semester.

Prerequisite: Permission of the instructor. Co-requisite: SOC 491

SOC 491 - Senior Capstone Seminar I (3)

This course is designed to encourage students to integrate previous course-work into a conception of sociology as an approach to inquiry and a useful tool. This is the first half of a year-long course. Students will develop a topic, discuss relevant theories, do a literature review, and write a brief proposal which includes discussion of hypotheses, variables, methods, and sampling techniques.

Prerequisites: SOC 334, 375, 423

SOC 492 - Senior Capstone Seminar II (3)

This course continues the work of SOC 491. Students will collect data, do qualitative and quantitative analyses, and write a project report. Students will also present their results to their classmates.

Prerequisite: SOC 491

SOC 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: SOC101

SOC 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Senior standing in the department

HONORS PROGRAM

Overview

Web: Honors Program
College of Arts and Sciences

Dr. Shirley Shultz Myers, Director
Jordan Student Academic Center, Room 1231

The Honors Program provides students with opportunities to advance their education through challenge, innovation, and community. Honors is ideal for students wishing to maximize their competitiveness for top-tier graduate programs or employers and to develop confidence and the whole-person skills needed for professional success, too.

Honors students have succeeded in dramatic fashion, with Capstone alumni admitted to the graduate school of their top choice for either master's or doctoral programs and often with sizable scholarships/fellowships. Their schools range from The George Washington University's Department of Political Science, the University of Rochester's Department of History, Educational Neuroscience at Gallaudet University, and George Mason University's Public History (Museum Studies) program to the Pacific School of Religion (Social Transformation program), the University of Rochester School of Medicine and Dentistry, and the Boston University School of Law.

We seek out students who are driven to succeed academically and professionally and to contribute to personal and social transformation into a global society of inclusive diversity. To these ends, students may apply for opportunities for funding for academic development and may join in leadership or service activities both on and off campus including presentations at conferences. Students who are accepted into the Honors Program are eligible for one of the top two merit scholarships, President's Honors and President's Distinguished Honors.

Additional details are available on the Honors Program website.

Mission

The Gallaudet University Honors Program provides advanced teaching and mentoring to a diverse group of motivated and capable students. Our program integrates in-depth academic preparation, individualized academic offerings, and professionalism. Each student in Honors is a part of a larger community of scholars seeking continual improvement. In that spirit, our program cultivates

personal and systemic transformation for a diverse national and global society. Students who complete the University Honors Capstone demonstrate they are best prepared for a changing and conflicted world. University Honors graduates possess the advanced skills, knowledge, and integrity conducive to life-long learning, creativity, and civic-minded service.

Honors Requirements

Good Standing

The Gallaudet Honors Program is a learning community for the most academically capable and motivated students. The overall goal is to foster skills, work habits, and attitudes conducive to future achievement and lifelong learning. To this end, the program focuses on rigorous, challenging, and innovative interdisciplinary curricular offerings as well as connections between curricular and co-curricular activities such as service learning and civic life. The successes of the program's innovations may be replicated for all students. Students are considered in good standing in the Honors Program if they have a cumulative GPA of 3.2 or greater or a semester GPA of 3.2 or greater for those returning to good standing.

Program Fee

All active students pay a yearly program fee of $100 to cover curricular, co-curricular and honors community events and honors hosted extra-curricular activities, such as Honors new student orientation, capstone or other research expenses, field trips, film and book discussions, guest lectures on or off campus, honors graduation activities, social events, and more.

Students in good standing have active status. New students also are considered active during their first semester although they do not have a GPA yet. Students who are on probation for one semester because their cumulative GPA has fallen below 3.2 are still considered to have active status for this purpose. The Honors Director may waive this fee in some situations.

A Two-Tier University Honors Program

Tier One: General Studies Honors

General Studies Honors requires completion of all GSR courses except for GSR 150 (if conditions are met to waive GSR 150) for a total of 33 credits. Of these 33 GSR credits, 18 must be Honors credits.

Students are waived from GSR 150 if they earn a B or better in GSR 101H and 102H. Transfer students may receive permission to waive GSR 150 without completing GSR 102H, if they are in good standing in Honors (GPA 3.2 or higher) at the end of their first semester and receive permission from the Honors Program Director.

To earn General Studies Honors, students must complete all of the following with a grade of B or better:

- GSR 101H (3) and GSR 102H (3)
- GSR 200H level course with City as Text, to be taken the first year, in place of GSR 150 (4)
- A minimum of one other GSR 200 level course (4) with Honors credit which may be earned via:
  •an Honors section of a regular GSR course
  •an individual/small group Honors Option contract in a regular GSR 200 level class
  •a second 200H City-as-Text course with a different 200 number from the first one
- GSR 300 with special Honors section or individual/small group Honors Option contracts (4)

Total: 18 Honors credits

Those entering Honors after the first semester or first semester transfer students may complete General Studies Honors in one of two alternative ways, resulting in a small increase in the overall total because of the greater number of 4 credit courses required:

I. If 101H was taken the first semester but not GSR 102H, and the student is in good standing in Honors, then the student must take in this order:

- A regular GSR 150 section with an Honors Option contract OR, with the Honors Program Director permission, a 200 level City-as-Text course (normally in the second semester)
- Two more 200 level courses (with options as above)
- GSR 300 (with options as above)

Total: 19 credits

II. If neither GSR 101H nor 102H were taken the first semester, and the student is in good standing in Honors, the student must take in this order:

- A regular GSR 150 with a contract (normally the first or second semester)
- A 200-level with City-as-Text as the first 200-level course (normally in the second or third semester)

- Two more 200 level course later (same options as above)-for a total of three 200 level Honors courses.
- GSR 300 (with options as above)

Total: 20 credits

Note: Those completing any of the three versions of these requirements above will have "General Studies Honors" noted on their transcripts.

Requirements for General Studies Honors

Regular General Studies Requirements	Honors Minimum Requirements
GSR 103 and GSR 104 = 6 credits	GSR 101H and GSR 102H: B or better = 6 credits
GSR 110 = 1 credit	GSR 200H with City-as-Text = 4 credits
Two GSR 200 level-non-Honors = 8 credits	Second GSR (H section, H section with City-as-Text, or contract) = 4 credits
	GSR 300 (H section or contract) = 4 credits

Total: 15 regular credits + Total: 18 H credits

Total GSRs: 33 credits

Tier Two: University Honors

University Honors

To graduate with University Honors, students must have a minimum cumulative GPA of 3.4 (3.2 for students graduating Dec 2017-Aug 2019) and a grade of B or better in the following courses:

▪Three upper-level Honors courses (9 credits) chosen from either upper-level interdisciplinary seminars, Honors Options in major courses, graduate courses, Consortium courses, or independent study courses.
▪HON 487 (3 credits) (during spring of junior year)
▪HON 488 (1 credit) (during fall of senior year)
▪HON 489 (2 credits) (during spring of senior year) Total: 15 credits

Note: Students graduating with University Honors will also be expected to give a presentation to the campus community on their Capstone project.

Those students who have met the requirements will also have "University Honors" noted on their transcripts.

Courses

HON 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

HON 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

HON 300 - Honors Multidisciplinary Seminar (2-3)

A multidisciplinary study of a given topic. A variety of academic disciplines and/or professions contribute to an examination of a single but complex topic in order to gain a broader perspective than is possible through the lens of one discipline. Although one professor will coordinate the course, there will be frequent guest lecturers from other disciplines or specialities and field trips where appropriate. Topics vary each semester.

Prerequisite: Permission of the Honors Director. Additional prerequisites may be required for given topics.

HON 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

HON 487 - Proposal for University Honors Capstone (3)

Intensive development of an approved idea for a project conducted under the supervision of a project director. While the prime example of a project is a thesis, other projects include a creative work, technical innovation, or other work of originality, depth, and rigor that prepares the student for graduate or professional work. Successful completion of the course requires submission of a project proposal acceptable to the project director, a second advisor, and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisites: Good standing in the Honors Program, junior/senior status, and permission of the Honors Director.

HON 488 - University Honors Capstone Progress (1)

This course focuses on continued progress on the capstone project following individual timelines approved by committees and the Honors instructor. For the capstone project work approved in HON 487, modification of the project may be made with the consent of the project director, a second advisor, the Capstone Coordinator, and the Honors Council. Successful completion of the course requires approval by the project director, a second advisor, the Capstone Coordinator, and the Honors Council to determine adequate progress. May count toward requirements for the major with permission of the department.

Prerequisites: Good standing in the Honors Program, senior status, successful completion of HON 487, and permission of the Honor Director.

HON 489 - University Honors Capstone Completion (2)

Completion of project proposed in HON 487. Modification of the project may be made with the consent of the project director, a second advisor, the Capstone Coordinator, and the Honors Council. Successful completion of the course requires approval by the Honors Council, the project director, and a second advisor, the Capstone Coordinator, and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisites: Good standing in the Honors Program, senior status, successful completion of HON 487 and HON 488, and permission of the Honors Director.

HON 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Permission of the Honors Director. Additional prerequisites may be required for given topics.

HON 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisites: Permission of the Honors Director. Additional prerequisites may be required for given topics

Department of Interpretation and Translation

Web: Department of Interpretation and Translation
School of Education, Business, and Human Services

Dr. Keith M. Cagle, Chair
Hall Memorial Building, E1401D

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 entry-level interpreting work in a variety of settings. Settings include medical, educational, business, and government, interactions where there may be direct, relay, and/or Deaf/Blind interpretation. The department prepares graduates to interact and interpret effectively with deaf, hard of hearing, 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 developmental 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 languages and spoken language interpretation, translation, linguistics and sociolinguistics. The BA in Interpretation (BAI) and MA in Interpretation (MAI) programs provide an interdisciplinary approach to interpretation, accompanied by a state-of-the-art interpreting laboratory and extensive fieldwork. The BA program focuses on face-to-face, interactive, community interpreting, and thus a dialogic approach to interpreting. The MA program focuses on both interactive and monologic approaches to interpreting with an increased emphasis on theory and research.

Declaring a Major

Requirements for Admission to a Major in Interpretation

Current Gallaudet University students: May apply for admission to the B.A. in Interpretation major. Criteria considered for admission in the B.A. in Interpretation includes:

- Must complete the pre-major courses of BIO 105, LIN 101, and INT 101
- Submission of a minimum of two letters of recommendation by current and/or former instructors/professors/employers. One letter should cite sign language skills.
- An ASLPI score of 3.0 or higher
- Official transcript with a 2.75 or higher cumulative grade point average
- Submission of an applicant's current language abilities in American Sign Language and English on Wepow video link that will be sent to you, following the instructions given in the B.A. in Interpretation application in Wepow.

Prospective hearing students not yet enrolled at Gallaudet University: May apply as a new hearing undergraduate with declared major in interpretation, with a BA in Interpretation Student Contract at Gallaudet.

- Submission of a minimum of two letters of recommendation by current and former teachers/professors/employers. One letter should cite sign language skills.
- An ASLPI score of 3.0 or higher.
- Official transcript with a 2.75 or higher cumulative grade point average in their recent education experience, whether in a high school or college.
- Submission of an applicant's current language abilities in American Sign Language and English, following the instructions given in the B.A. in Interpretation application DVD.

More information about the BA in Interpretation application process, with a BA in Interpretation Student contract, can be found at the undergraduate admissions website at http://www.gallaudet.edu/department-of-interpretation-and-translation/ba-program. Below is a list of criteria for certain groups of BA in Interpretation applicants:

- Incoming freshmen with 24 or fewer credits along with meeting the BA in Interpretation admissions requirements may need four years of undergraduate studies to complete their BA in Interpretation degree.
- Current undergraduate students and transfer students with 25-55 credits along with meeting the BA in Interpretation admissions requirements and some General Studies requirements may need three years of undergraduate studies to complete their BA in Interpretation degree.
- Current undergraduate students and transfer students with 56 or more credits and a successful completion of INT 101 Introduction to Interpreting (3), INT 223 Interactive Discourse Analysis (3), LIN 263 Introduction to the Structure of ASL (3), BIO 105 Introduction to Human Biology (4) and most General Studies requirements, along with meeting the BA in Interpretation admissions requirements may need two years of undergraduate studies to complete their BA in Interpretation degree.

To continue in the program students are required to maintain grades of B or higher in all INT courses required for the B.A. in Interpretation major. Students are required, at their own expense, to successfully pass RID's National Interpreter Certification Knowledge written exam or RID's Certified Deaf Interpreter written exam by December 1 during their last academic year in the interpretation program. For test information, visit http://www.casli.org/national-interpreter-certification-exam-nic/.

BA in Interpretation Students with Transfer Credits

If you are a transfer student, following is information on a transfer student and financial assistance. With a transfer student's three years of undergraduate studies at Gallaudet University, the maximum number of transfer credits for requesting a financial assistance is 56 transfer credits. With a transfer student's two years of undergraduate studies at Gallaudet University, the maximum number of transfer credits for requesting a financial assistance is 80 transfer credits. If the number of your transfer credits is above the maximum number, you can work with your BA in

Interpretation advisor to determine which transfer credits will be counted towards your Gallaudet graduation degree. Any interpretation course transferred from another college or university to waive a certain INT course at Gallaudet must have a grade of "B or better.

Deaf and Hard of Hearing BA in Interpretation Applicants

When Deaf and hard of hearing BA in Interpretation applicants are accepted as new undergraduate students at Gallaudet, they then can apply for the BA in Interpretation program and declaring major in interpretation. Information on the undergraduate application can be found at the undergraduate admissions website www.gallaudet.edu/admissions. Information on the BA in Interpretation application process can be found at the Interpretation Department website www.gallaudet.edu/department-of-interpretation-and-translation. The current Deaf and hard of hearing student who is interested in declaring a major in BA in Interpretation needs to go to this link.

Hearing BA in Interpretation Applicants

Hearing BA in Interpretation applicants can apply, as new hearing undergraduate with declared major in interpretation, with a BA in Interpretation student contract. Information about the BA in Interpretation application process, with a BA in Interpretation student contract, can be found here. Hearing BAI applicants who are current hearing undergraduate students without a declared major in interpretation (HUGs) at Gallaudet can apply for the BAI program and declaring major in interpretation by going to this link. Information about the hearing undergraduate program (HUG) can be found at the undergraduate admissions website Hearing Undergraduate Students.

B.A. IN INTERPRETATION

Overview

Dr. Valerie Dively, Program Coordinator
valerie.dively@gallaudet.edu
Hall Memorial Building, Room 1411

The BA program focuses on face-to-face, interactive, community interpreting, and thus a dialogic approach to interpreting.

Students apply for admission to the BA in Interpretation major as freshmen or after acceptance to Gallaudet University as a transfer student. The students may transfer their interpreting course(s) from another college if they have the grade of B or better, and approved by Gallaudet University Registrar Office. Refer to the department page for details on *Requirements for Admission to a Major in Interpretation.*

If an applicant has at least 56 transfer credits from other college or university, GSR 110 will be waived. If an applicant has a score of 2+ or 2 in ASL Proficiency Interview (ASLPI), the applicant can be accepted into the BAI program with a conditional status which means that the applicant must pass ASLPI score of 3 prior to enrolling into INT 325 and higher level of INT courses.

To continue in the program, students are required to maintain a B or higher in all INT courses required for the BA in Interpretation major. Students are required to successfully pass RID's National Interpreter Certification Knowledge written exam or RID's Certified Deaf Interpreter written exam by December 1st during their last academic year in the Interpretation program.

For the BAI Program of Study, please refer to this checklist and check here for the BAI Program Outcomes.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	10
Major and Related Courses	42
Free Elective Courses	31
TOTAL	120

Required pre-major courses 10 hours

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
INT 101	Introduction to Interpreting	3
LIN 101	Sign Language & Sign Systems	3

Required major courses 36 hours

Code	Title	Credits
INT 223	Interactive Discourse Analysis	3
INT 325	Fundamentals of Interpreting	3
INT 340	Interpreting Interaction: Translation and Consecutive Interpretation	3
INT 344	Interpreting Interaction: Medical	3
INT 346	Discourse and Field Applications I	3
INT 443	Interpreting Interaction: Education	3
INT 453	Interpreting Interaction: Business-Government	3
INT 455	Discourse and Field Observations II	3
INT 492	Senior Seminar Project and Portfolio	3
INT 494	Senior Internship	9

Required related courses 6 hours

Code	Title	Credits
DST 311	Dynamics of Oppression	3
LIN 263	Introduction to the Structure of American Sign Language	3

Recommended elective courses

Code	Title	Credits
ASL 270	ASL and English: Comparative Analysis	3
BIO 203	Anatomy and Physiology for Human Service Majors	4
BUS 211*	Management and Organizational Behavior	3
COM 290*	Public Presentations	3
DST 204*	Deaf Culture	3
EDU 250*	Introduction to Education and Teaching	3

*or comparable course

Department Courses

INT 101 - Introduction to 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.

INT 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

INT 203 - ASL for Interpretation Majors (3)

This course will provide interpretation majors with ASL skills development to increase ASL proficiency, a necessity for doing ASL/English interpreting work. Along with working on informal and professional ASL discourse features in a variety of settings, students will practice describing and explaining concepts, people, places, and situations, e.g. medical procedures.

Prerequisites: Accepted in the BA in Interpretation Program

INT 223 - Interactive Discourse Analysis (3)

This course focuses on the analysis of discourse in dialogic genres of English and American Sign Language (ASL) so that interpreting students become explicitly aware of the features of language use in everyday life. Students transcribe and analyze interaction discourse features of conversations, explanations, interviews, discussions, and other types of dialogue genres while reading and discussing theoretical notions underlying language use.

Prerequisites: GSR 102 or the equivalent and GSR 103; INT 101; and an ASLPI score of 2+ or higher (the INT Department will verify student ASLPI scores before granting course registration permissions).

INT 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

INT 325 - Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. This class focuses specifically on analysis and restructuring in interactive settings e.g., ASL-spoken English interaction, ASL-TASL interaction, intermediary interpreting teams. This course will help students increase their range of proficiency, comprehension and production of the ASL language, and use of contact signing for interpretation and shadowing techniques.

Prerequisites: Admission to the program, successful completion of INT 223 with a grade of B or above, an ASLPI score 3 or higher (the INT Department will verify student ASLPI scores before granting course registration permissions) or permission of the instructor.

INT 340 - Interpreting Interaction: Translation and Consecutive Interpretation (3)

This course focuses on translating and interpreting skills in one-on-one and small groups interactions with a focus on source materials with legal implications in education, medical, business and government settings. Students will analyze co-constructed meaning in light of interactive discourse strategies that participants employ. Also, students will practice translation and consecutive interpreting skills as viable modes of interpretation, as precursors to simultaneous interpretation and as a blending of consecutive and simultaneous interpretation. Students will incorporate the activities of planning and preparation for interpreting assignments and incorporate ethical practices in their work.

Prerequisites: INT 325 and an ASLPI score of 3 or higher (the INT Department will verify student ASLPI score before granting course registration permissions) or permission of the instructor.

INT 344 - Interpreting Interaction: Medical (3)

This course focuses on interpreting on one-on-one and small group interaction in medical settings. Students will explore the U.S. 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 texts geared to medical encounters.

Prerequisites: Successful completion of INT 325 with a grade of B or above, and an ASLPI score of 3 or higher (the INT Department will verify student ASLPI score before granting course registration permissions) or permission of the instructor.

INT 346 - Discourse and Field Applications I (3)

Directed observation of interactive legal encounters in varied settings such as out-of-court-legal interactions, educational interactions, and medical interactions in English-only, ASL-only, and interpreted situations as possible. These observations will be supplemented by in-class discussions related to logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will learn to follow a framework for predicting what happens in these interactions, observing what happens, and then reading current literature about what they observe followed by discussion, analysis and application of what happens in these types of encounters.

Prerequisites: Admission to the program, successful completion of INT 325 with a grade of B or above and an ASLPI score of 3 or higher (the INT Department will verify student ASLPI score before granting course registration permissions) or permission of the instructor.

INT 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

INT 443 - Interpreting Interaction: 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, the ways in which language attitudes and language policy affect participants in the educational setting, and issues of appropriate ethical behavior. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to educational interaction.

Prerequisites: Admission to the program, successful completion of INT 340, 344, 346 with a grade of B or above, or permission of the instructor.

INT 453 - Interpreting Interaction: Business-Government (3)

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspective, 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 texts geared to business and government encounters.

Prerequisites: Admission to the program, successful completion of INT 340, 344, 346 with a grade of B or above, or permission of the instructor.

INT 455 - Discourse and Field Observations II (3)

This course is a sequel to INT 346, Discourse and Field Applications I, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. These observations will be supplemented by in-class discussions related to logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will learn to follow a framework for predicting what happens in these interactions, observing what happens, and then reading current literature about what they observe followed by discussion, analysis and application of what happens in these types of encounters.

Prerequisites: Admission to the program, successful completion of INT 340, 344, 346 with a grade of B or above, or permission of the instructor.

INT 492 - Senior Seminar Project and Portfolio (3)

In this course, students will integrate interpretation theory with practice. Students will complete a substantial Senior Seminar Project in which they will investigate an interpretation topic of their choosing and will present their findings in an ASL presentation and written paper. They will also create their professional interpreter portfolios.

Prerequisites: Admission to the program, successful completion of INT 443, INT 453, INT 455 with a grade of B or above, or permission of the instructor.

INT 494 - Senior Internship (9)

This course provides students with a supervised internship and weekly class seminars. The internship gives students an opportunity to work alongside professionals in the field and to provide professional interpreting services. This experience will allow students to hone their professional skills, to gain additional information and experience about the practices of the profession, to consider and move toward their future professional goals, and to practice the skills and knowledge learned during their earlier coursework. In weekly class seminars, students will have the opportunity to address theoretical and practical aspects of interpretation as they pertain to class reading assignments and interpreting internship experiences.

Prerequisites: Admission to the program, successful completion of INT 443, INT 453, INT 455 with a grade of B or above, or permission of the instructor.

INT 495 - Special Topics (1-3)

Advanced in-depth of special topics, current issues, or area of interest not included in other courses offered by the department. May be repeated with different content areas.

INT 499 - Independent Study (1-3)

Reading, research, discussion, laboratory work or other project according to the interests and/or needs of the students.

Prerequisites: Permission of the instructor

INT 595 - Special Topics (1-3)

Grading System: letter grades only.

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 1. This course covers: preparation for legal assignments; text analysis of a commonly encountered legal text; qualifying and testifying as an expert; and continued professional development resources. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

Prerequisites: INT 680. Hearing interpreters must hold 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.

DEPARTMENT OF LINGUISTICS

Web: Department of Linguistics
College of Arts and Sciences

Dr. Paul G. Dudis, Chair
Sorenson Language and Communication Center, Room 3208

The Department of Linguistics offers a minor in Linguistics as well as masters-level and doctoral programs.

The Department of Linguistics is unique in that all students and faculty in the department share an abiding interest in the study of American Sign Language (ASL). The ongoing, innovative research carried out by the linguistics faculty and graduate students is contributing substantially to what is known about the structure and use of sign languages. ASL is not only the subject of faculty and student research, but also the language of communication in the classroom.

Typical linguistics degree programs at other universities focus exclusively on spoken languages. In our program, students study both spoken and signed languages, with considerable emphasis on ASL. This provides students with a broad understanding of language with a specialist's understanding of ASL.

While the Linguistics Department does not have an undergraduate major, undergraduate students can design a **self-directed major in a linguistics-related field**. If interested, please make an appointment with Dr. Mary Thumann, Undergraduate Linguistics Program Coordinator (mary.thumann@gallaudet.edu).

Undergraduate Minors offered:

MINOR IN LINGUISTICS

Overview

Dr. Mary Thumann, Undergraduate Linguistics Program Coordinator
Sorenson Language and Communication Center, Room 3212

Students and faculty in the Department of Linguistics share an abiding interest in the study of American Sign Language (ASL). The ongoing, innovative research carried out by the linguistics faculty and students is contributing substantially to what is known about the structure and use of sign languages. ASL is not only the subject of faculty and student research, but also the language of communication in the classroom.

The Minor in Linguistics offers undergraduate students in any major a basic foundation in linguistics and a structured exploration of a variety of topics in linguistics that are of direct relevance to their chosen fields of study.

Requirements

To continue and graduate with a Minor in Linguistics, a student must maintain a minimum cumulative GPA of 3.0 in all Linguistics courses.

Required pre-minor courses 6 hours

Code	Title	Credits
LIN 101	Sign Language & Sign Systems	3
LIN 263	Introduction to the Structure of American Sign Language	3

Required core courses 9 hours

Code	Title	Credits
LIN 301	Introduction to Phonology and Morphology	3
LIN 302	Introduction to Syntax and Discourse	3
LIN 480*	Linguistics Research Experience	3

*offered annually in the fall semester only

One elective course 3 hours

Choose one course from the following:

Code	Title	Credits
LIN 510	Introduction to First and Second Language Acquisition	3
LIN 521	Introduction to Cognitive Linguistics	3
LIN 522	Psycholinguistics of Sign Languages	3
LIN 525	Cognitive Linguistics and Translation	3
LIN 537	Iconicity and Depiction	3
LIN 541	Introduction to Sociolinguistics	3
LIN 543	Bilingualism	3
LIN 545	Language as Social Practice	3
LIN 555	Applied Linguistics as Engaged Research	3
LIN 572	Language Documentation	3
LIN 585	Prosody in Sign and Spoken Languages	3
LIN 595	Special Topics	1-3

DEPARTMENT COURSES

LIN 101 - Sign Language & Sign Systems (3)

An introduction to the major features of languages and to the structure, use, and variation in the sign languages and sign systems commonly used in the United States. The course will cover four major topics: (1) Language: The nature and definition of languages, the uniqueness of language, and contrasts between language and other forms of communication; (2) Language and Culture: The role of language in human society, with special focus on language acquisition, language identity, and bilingualism; (3) American Sign Language Structure: A survey of the major features of the linguistic structure of ASL. Topics are: Phonology: the structure of the physical signals; Morphology: the basic structure and composition of meaningful units of ASL; Syntax: word order and nonmanual syntactic signals in ASL sentences; (4)

Language Variation: Language variation and language contact in the deaf community, including discussions of contact varieties of signing and systems for representing English.

Prerequisites: Qualifying performance on the English assessment or screening and passing ASL screening.

LIN 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

LIN 260 - Structure of English (3)

An introduction to the linguistic study of English, including phonology, morphology, syntax, semantics, and discourse structure. The course emphasizes a practical, hands-on approach in which students are guided to discover patterns on their own; theoretical concepts will be introduced after the practical foundation has been laid.

Prerequisites: LIN 101; or permission of instructor

LIN 263 - Introduction to the Structure of American Sign Language (3)

This course provides an introductory overview of the major linguistic structures of American Sign Language. Major topics are: phonology, morphology, syntax, language use, and linguistic applications. Some comparisons with English and other spoken and signed languages will be examined.

Prerequisites: LIN 101, or permission of the instructor

LIN 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

LIN 301 - Introduction to Phonology and Morphology (3)

This course provides a broad introduction to the principles of the linguistic structure and analysis of the phonetics, phonology, and morphology of ASL, English and other languages, with a focus on the analysis and solution of linguistic problems. The course will cover a number of topics in phonology, such as phonological contrast, phonotactics, phonological processes, and several topics in morphology, such as inflection, derivation and lexicalization.

Prerequisites: LIN 101 and 263

LIN 302 - Introduction to Syntax and Discourse (3)

This course introduces students to theories and methods of two areas of study in linguistics: Syntax and Discourse. Syntax is concerned with the sentence as the unit of language, combining descriptions of events with communicative intentions, and grounding this into the reality of the here and now. The study of language in text and context is known in Linguistics as "discourse analysis." This course provides an introduction to approaches to discourse analysis as well as tools used in the analysis of discourse.

Prerequisites: LIN 101 and 263

LIN 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

LIN 480 - Linguistics Research Experience (3)

This course will cover the different research traditions in linguistics, as well as the methodological issues involved in doing linguistic research. Students will learn how to access and summarize scholarly publications and how research findings are disseminated. Students will conduct a research project based on library resources or publicly available data, write up and present their findings. Students will also learn about the ethical conduct of research.

Prerequisites: LIN 301 and 302

LIN 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

LIN 499 - Independent Study (1-3)

Supervised study or research project in an area of the student's special interest. Title indicating the content must be available at registration.

Prerequisites: Independent study form and permission of the department.

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 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 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.

Department of Physical Education and Recreation

Web: Department of Physical Education and Recreation
School of Education, Business, and Human Services

Kathryn Baldridge, Chair
Field House, Room 144

The Physical Education and Recreation Department offers a major in physical education and recreation, and minors in recreation and sport programming and athletic coaching at the undergraduate level. In an era in which health care costs have become one of the largest single expenditure in the U.S., the central importance of physical activity and active lifestyles in preventing and improving a wide variety of health conditions is now well understood. The Physical Education and Recreation major prepares students to become leaders in promoting health enhancing physical activities. Students acquire professional content knowledge and develop skills in planning, leading, and managing recreation, sports, and physical activity programs in a variety of community settings. The major prepares students for careers related to active lifestyles that contribute to an improved quality of life. The major program emphasizes Gallaudet University's unique approaches to bilingual communication that accommodate Deaf, hard of hearing and hearing individuals.

Graduates are prepared for entry level position in the areas of physical education, recreation, and sports, as well as continuation of study at the graduate level. The undergraduate program will prepare students to continue their preparation beyond the B.S. degree in management level training within the recreation profession, the expanding fitness industry, or education. Students are required to complete two internship experiences. Fieldwork opportunities are available with a variety of recreation, afterschool and summer youth programs, as well as athletics. If a student is interested in pursuing teacher certification, additional courses and practicum experience beyond the physical education and recreation major will be required, including enrolling in an accredited teacher preparation undergraduate or graduate program.

While no university degree ensures employment, graduates who have tailored their programs and work experiences to market opportunities have done well in securing relevant career positions. It is the department faculty's goal to develop and maintain close ties to the profession to help students become leading candidates for jobs upon graduation.

Declaring a Major

Requirements for Admission to a Major in Physical Education and Recreation

Students seeking admission to a major in Physical Education and Recreation must satisfy the following minimum criteria:

- A cumulative GPA of 2.3
- Completion of PER 110, PER 120, and BIO 105 with a grade of C or better.
- Completion of the department application process including completion of an application form, two letters of recommendation, an updated transcript, and a personal essay.
- To continue and graduate as a Physical Education and Recreation major, a student must maintain a minimum cumulative GPA of 2.3 in all major and related courses. Students not receiving a grade of "C" or better in a major course must repeat the course.

Applications are reviewed once each semester. After the application materials are reviewed and assessed by the department's PER Major Committee students are notified of the admission decision. Students accepted to the major will be assigned an academic advisor within the department. Students not admitted to the major may reapply by submitting new application materials for reconsideration.

Students interested in pursuing the physical education and recreation major should consult the department's website and meet with the department chair as early as possible, preferably during their freshman year. If a transfer student is interested in the major, they must meet with the department chair to discuss acceptance into the major.

Early contact with the department will assist students in developing their application to the major and planning a path to graduation. The major follows a progressive sequence necessary to meet upper level course pre-requisites. Planning course sequencing is best accomplished with a department faculty advisor's assistance.

Some courses in physical education and recreation require the use of specialized safety equipment for participation. Students are required to procure, at their expense, all supplies outlined on the course syllabus and have these in-hand in the classroom by the second week of the semester. Students who fail to have materials needed

for instruction will risk being administratively dropped from the course or asked to withdraw (WD).

Additional information may be obtained from department's website or the department chair.

Undergraduate Majors and Minors offered:

B.S. IN PHYSICAL EDUCATION AND RECREATION

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	10
Major and Related Courses	52-54
Free Elective Courses	19-21
TOTAL	120

Required pre-major courses 10 hours

To be taken during the freshman or sophomore year:

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
PER 110	Wellness	3
PER 120	Foundations of Physical Education and Recreation	3

Required physical education and recreation major courses 51 hours

Code	Title	Credits
BIO 203	Anatomy and Physiology for Human Service Majors	4
PER 200	Leading Physical and Recreation Activities	3
PER 201	Outdoor Experiential Learning	2
PER 202	Fundamental Movement	2
PER 203	Concepts and Skills of Sports	2
PER 204	Concepts and Skills of Physical Fitness	2
PER 205	Concepts and Skills of Racquet Sports	2
PER 232	Motor Learning	3
PER 275	Practicum	1
PER 341	Kinesiology	3
PER 350	Event Planning and Management	3
PER 368	Physiology of Exercise	3
PER 386	Physical Education and Wellness in a School Environment	3
PER 387	Athletic Coaching	3
PER 400	Measurement and Evaluation in Physical Education and Recreation	3
PER 410	Management of Physical Education and Recreation	3
PER 440	Adapted Physical Education and Recreation	3
PER 490	Physical Education and Recreation Capstone	3
PER 491	Internship	3

Required physical education and recreation major elective course 1-3 hours

Choose one course:

Code	Title	Credits
PER 223	Aquatic Activities	1
PER 235	Lifeguard Training	3
PER 238	Methods of Water Safety Instruction	3

Free elective courses 17-19 hours

Students choose courses offered by the Department of Physical Education and Recreation or by other academic departments in consultation with their major advisors.

Code	Title	Credits
BUS 101	Introduction to Business	3
COM 280	Group Communication	3
COM 290	Public Presentations	3
EDU 250	Introduction to Education and Teaching	3
PER 235	Lifeguard Training	3
PER 238	Methods of Water Safety Instruction	3
PER 345	Care and Prevention of Athletic Injuries	3
PER 383	Intramurals and Officiating	3
PER 460	Practicum in Athletic Coaching	3
PER 495	Special Topics	1-5
PSY 101	Introduction to Psychology	3
SWK 318	Human Diversity	3
THE 315	History of Dance	3
THE 325	Choreography	3

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MINOR IN ATHLETIC COACHING

Requirements

The minor program provides students with the basic competencies to coach in youth sport environments and at the interscholastic level. Students must enroll in PER 200 and attain a grade of "C" or better to continue in the program.

Requirements for a Minor in Athletic Coaching

The minor program provides students with the basic competencies to coach in youth sport environments and at the interscholastic level. Students must enroll in PER 200

Code	Title	Credits
PER 200	Leading Physical and Recreation Activities	3
PER 203	Concepts and Skills of Sports	2
PER 204	Concepts and Skills of Physical Fitness	2
PER 232	Motor Learning	3
PER 387	Athletic Coaching	3
PER 460*	Practicum in Athletic Coaching	3

* Prerequisite: Coaching minor and permission of the instructor, and current Professional CPR/AED/FA certifications.

MINOR IN RECREATION AND SPORTS PROGRAMMING

Requirements

The minor program provides the non-Physical Education and Recreation major student with the basic competencies to plan, implement and lead recreation and sports programs in a variety of settings. Students who enroll in the minor must enroll in PER 120 as an introductory course and they must receive a grade of "C" or above to continue in the minor program.

Required recreation courses 9 hours

Code	Title	Credits
PER 120	Foundations of Physical Education and Recreation	3
PER 200	Leading Physical and Recreation Activities	3
PER 232	Motor Learning	3

Elective recreation courses 6 hours

Choose two courses:

Code	Title	Credits
PER 350	Event Planning and Management	3
PER 400	Measurement and Evaluation in Physical Education and Recreation	3
PER 410	Management of Physical Education and Recreation	3

DEPARTMENT COURSES

PER 110 - Wellness (3)

This course includes a study of quality of life components to assist students in realizing their maximal personal potential and taking responsibility for maintaining and improving the quality of life through their life span. The course emphasizes both the acquisition of knowledge and the practical application of the dimensions of wellness through participation in a program of planned activities for the development of a healthy lifestyle.

Pre- or co-requisite: GSR 102

PER 120 - Foundations of Physical Education and Recreation (3)

Students will study the historical and philosophical bases of physical education and recreation. The course will include the philosophies of well-known physical education and recreation professionals, and their implications and consequences for the individual and society. The course reflects the continuing growth of these fields within a variety of educational, sport, and recreational environments.

Pre- or co-requisite: GSR 102

PER 195 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

PER 200 - Leading Physical and Recreation Activities (3)

This course will focus on basic principles, concepts, and skills of leading physical and recreation activities for children, adolescents, and adults. The psychomotor, social, cognitive, affective, and learning domains will be addressed as students learn to utilize a task analysis model to choose, and then lead appropriate activities that contribute to an improved quality of life for the participants.

Pre- or co-requisite: PER 200, Accepted PER major or Recreation and Sport Programming minor; or permission of the instructor

PER 201 - Outdoor Experiential Learning (2)

Students will study the theories of experiential learning, and adventure education through experiencing new games, activities, outdoor initiatives, problem solving, physical activities, field experiences, creative development, leading groups, discussions, sharing quotes and stories, and written expression. Emphasis will be placed on developing skills and physical fitness needed in canoeing, orienteering, camping, rock climbing, and participating on the University's ropes course.

Pre- or co-requisite: Declared PER major or Recreation and Sport Programming minor

Course Fee: $80.00

PER 202 - Fundamental Movement (2)

A theoretical and practical course designed to prepare students to teach and lead fundamental motor skills as the foundation of all physical activity with an emphasis on dance and gymnastics. Students will apply teaching methodologies through a non-traditional approach of linking motor skill progressions into dance and gymnastics routines to enhance success for diverse participants in a variety of educational, fitness, and recreational settings.

Prerequisite: PER 200 or permission of the instructor

PER 203 - Concepts and Skills of Sports (2)

This course will focus on the concepts, techniques, and skills inherent in various sports utilized in physical education and recreation programs such as soccer, softball, volleyball, and basketball. The course focuses on skills, strategies, and conceptual similarities and differences of the sports and their lead-up activities. Students will develop an intermediate skill level; and incorporate developmentally appropriate learning progressions, learning cues, and assessment techniques while leading activities for peers. Students will acquire knowledge of the value of participation and develop strategies for promoting lifespan health and fitness within various sports.

Prerequisite: PER 200 or permission of the instructor

PER 204 - Concepts and Skills of Physical Fitness (2)

A study of the basic principles of physical fitness and weight training as applied to a school or community setting. This course will also provide the opportunity for fitness and weight training skill development. A focus on techniques for assessing and integrating physical fitness throughout a variety of activity programs will also be included.

Prerequisites: BIO 105, PER 200; or permission of the instructor

PER 205 - Concepts and Skills of Racquet Sports (2)

A study of the concepts, techniques, and skills inherent in a variety of racket sports including tennis, badminton, pickleball, and table tennis. The course focuses on skills, strategies, and conceptual similarities and differences of racket sports. Students will develop an intermediate skills level, and will begin to utilize developmentally appropriate learning progressions, learning cues, and assessment techniques.

Prerequisite: PER 200; or permission of the instructor.

PER 221 - Sports Activities (1)

Activities offered include team sports and individual sports. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 222 - Outdoor Activities (1)

Classes offered focus on outdoor recreational activities. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

Course Fee: $65.00

PER 223 - Aquatic Activities (1)

Students will study basic water safety skills; develop intermediate level swimming and water safety skills; be able to analyze and modify swimming skills using movement principles for improved effectiveness; develop a swimming fitness and exercise program; and acquire knowledge and skills to be safe in water environments. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 224 - Activities (1)

Activities offered include dance and gymnastics. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 232 - Motor Learning (3)

Students will study the central factors that make up the best approach to the acquisition of motor skills, while leading physical activities in a variety of settings. Topics include basic concepts of motor learning, development of motor responses, the nature of motor learning, feedback, timing, information processing, transfer of learning, perception, personality and performance, motivation, and practice conditions. The topics will focus on principles of human performance and principles of skill learning and how to integrate these principles in real life situations. For each major topic, guiding principles for the physical education and recreation leaders are presented.

Pre- or co-requisites: BIO 105, PER 120, PER 200, PER 203, PER 204 and accepted PER majors or minors; or permission of the instructor.

PER 235 - Lifeguard Training (3)

The course will include appropriate surveillance techniques and prevention of injuries at aquatic facilities. The participants will become proficient at rescue skills and the use of first aid and CPR techniques. Students will develop the skills to recognize emergency situations and respond effectively.

Prerequisite: 500 yard continuous swim, and permission of instructor

Corequisite: Current Pro Rscr CPR/AED, and first aid certifs are rqr'd by the completion of the Lifeguard Training course to receive Amer Red Cross Certif. in lifeguard training.

Course Fee: $65.00

PER 238 - Methods of Water Safety Instruction (3)

This course will focus on strategies for planning, teaching, and assessing swimming and water safety skills. This is a comprehensive course designed to train water safety instructors to teach American Red Cross swimming and water safety courses.

Prerequisites: PER 235, passing swim test, or permission of the instructor

PER 275 - Practicum (1)

This course offers practical field experience in developing recreation, physical education, and sport activity leadership skills and experience in a recreation, physical education, or sports agency. The student will receive one credit for the successful completion of a seminar, 40 hours of practical fieldwork, and the analysis of that experience. This course provides a supervised, guided learning experience.

Prerequisites: PER 200; Permission of the instructor; Professional CPR/AED/FA Certification

PER 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

PER 341 - Kinesiology (3)

Students will study the movement potential of the human body using anatomical and mechanical principles. Emphasis is given to the action of joints and muscles, the basic mechanics of human motion, analysis of motion, the major types of motor skills, and the application of kinesiology to sport and daily living activities.

Prerequisites: BIO 203, PER 200, PER 204, PER 232; or permission of the instructor.

PER 345 - Care and Prevention of Athletic Injuries (3)

A course designed to combine theoretical and practical knowledge related to the care and prevention of athletic injuries. The purposes of this course are to develop a safety- conscious attitude when participating in or conducting sports activities; to develop knowledge and basic skills related to the care and prevention of common sports-related injuries, including immediate and follow-up care and rehabilitative techniques; and to develop basic knowledge and skills related to the administration of a high school training room.

Prerequisites: GSR 102 or the equivalent and Certification in ARC Standard First Aid and Community CPR (BIO233 strongly recommended).

Course Fee: $65.00

PER 350 - Event Planning and Management (3)

This course includes concepts of event planning, management, leadership skills, and evaluation. This course is designed to develop students' familiarity with the special event program planning for recreation, physical education, and sports programming in diverse environments. Emphasis is placed on experiential learning through the actual planning and leadership of a community-based event within the Gallaudet or the greater deaf community, similar to a service-learning course.

Prerequisites: PER 200 or permission of the instructor

PER 368 - Physiology of Exercise (3)

Students will study the immediate and long-range effects of physical activity on the functions of the human body. Special attention is focused on physical fitness, metabolism, training and conditioning, nutrition, environment, athletic aids, and the sex of the participant.

Prerequisites: BIO 203, PER 200, PER 204, PER 232, PER 341; or permission of the instructor

PER 383 - Intramurals and Officiating (3)

This course is designed to introduce the students to the theoretical and practical aspects of intramural programming and officiating.

Prerequisite: GSR 102 or the equivalent

PER 386 - Physical Education and Wellness in a School Environment (3)

This course will cover teaching and leading theories and techniques necessary for planning and delivering physical activities and wellness programs that foster health enhancing active participation, within a comprehensive school environment. Emphasis is given to the principles of motor development; assessment techniques; and the psychomotor, cognitive, psychological, and social developmental needs of children of various ages, diversity, and abilities. Also included is an overview of the many education, community, and government organizations that provide and advocate for health enhancing physical activity participation.

Prerequisites: PER 200, PER 201, PER 202, PER 203, PER 204, PER 205, PER 232, and declared PER major or declared elementary education or early childhood education major; or permission of the instructor.

PER 387 - Athletic Coaching (3)

This course will cover the full spectrum and experiences involved in athletic coaching. This course will focus on the techniques of coaching; the psychological aspects of coaching; the growth, development, and learning of athletes; and the medical and legal aspects of coaching. In addition, it will provide the students with the practical application of these components in simulated and actual coaching situations.

Prerequisites: GSR 150, PER 200, PER 203, PER 204, PER 232, or permission of the instructor.

PER 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

PER 400 - Measurement and Evaluation in Physical Education and Recreation (3)

This course will cover the knowledge and skills surrounding measurement and evaluation related to the delivery of wellness, physical education, and/or recreation services. This course will focus on how to conduct individual assessments and activity/program evaluation.

Prerequisites: PER 204, PER 232, Senior Standing; or permission of instructor.

PER 410 - Management of Physical Education and Recreation (3)

This course will include a study of administrative practices and their application to physical education, recreation, and sports in diverse environments. Students will gain an understanding of the underlying principles and practices of planning, organizing, leading, and evaluation of physical education, recreation, and sport programs in school and community settings. Upon completing the course the student will demonstrate human and technical skills to provide leadership and supervision for activity-based programs.

Prerequisite: PER 350 or permission of the instructor.

PER 440 - Adapted Physical Education and Recreation (3)

The course includes scientific principles, and teaching methodology necessary for the modification of physical education programs, sport, or recreational activities to meet the developmental needs and capabilities of students with diverse abilities. Emphasis is given to the principles of motor development; assessment techniques; developmental needs; psychomotor, cognitive, psychological, and social characteristics of individuals with various disabilities; legal requirements; resources for participation in community sport and recreation programs; and developing appropriate instructional and behavioral strategies for an inclusive or adapted activity learning environment.

Prerequisites: PER 200, PER 232 and PER 341; or declared elementary education or early childhood education major; Senior Standing; or permission of instructor.

PER 460 - Practicum in Athletic Coaching (3)

The course offers practical field experiences in athletic coaching in an organized athletic program. The student must complete a minimum of 120 hours of practical fieldwork and the analysis of that experience. The course is required of all athletic coaching minor students. This practicum is one of the most important steps a student takes in preparing to become an athletic coach. This experience in an organized athletic venue is essential for students to develop the leadership and appropriate knowledge essential to successful athletic coaching.

Prerequisite: Coaching minor and permission of the instructor, and current Professional CPR/AED/FA certifications.

PER 490 - Physical Education and Recreation Capstone (3)

Students will study how physical activity professionals can foster healthy active lifespan participation to meet the needs and preferences of diverse individuals. This course guides students to synthesize and apply what they have learned in physical education and recreation courses to understand changes within society that affect physical activity, fitness, and sport services provided in various segments of the community. The goal of the class is to facilitate an understanding of the impact that social and economic variables have on participation behavior, service, and program delivery.

Prerequisites: PER 386, PER 387, Senior Standing; or permission of instructor.

PER 491 - Internship (3)

The internship experience, of a minimum of 150 hours, is designed to provide a student with the opportunity to apply knowledge and skills gained from classes to professional practice. Students are encouraged to seek and select internship placements that provide him/her opportunities that correspond to their own professional goals. This formal, guided learning experience is supervised simultaneously by the agency supervisor and a university faculty member. This experience will better prepare a student to make the transition from the university to work in his/her profession.

Prerequisites: Permission of the instructor and current Professional CPR/AED/FA certifications.

PER 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

Course Fee: $20.00

PER 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

DEPARTMENT OF PSYCHOLOGY

Web: Department of Psychology
College of Arts and Sciences

Dr. Dennis Galvan, Chair
Hall Memorial Building, Room S405

Dr. Deborah Maxwell-McCaw, Program Director
UG Program in Psychology
Hall Memorial Building, Room S411

Psychology is a scientific field concerned primarily with human behavior and related sensory, motor, cognitive, and physiological processes. The subject matter of psychology covers a wide range of topics related to many career objectives. As a major, it can prepare students for graduate study in various areas of psychology, education, or counseling, and for careers in teaching, counseling, research, and administration or supervision in educational or institutional settings. The department provides students with information in the various areas of psychology, which should increase their understanding of themselves and others and enable them to apply scientific methods to the solution of problems. 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.

Honors in Psychology:

The department offers a special honors program for majors that provides an opportunity for academically qualified students to graduate with distinction in psychology. The program consists of:

- At least three Honors Option courses in which the student does a special honors project in a regular course.
- A Senior Honors Seminar, and
- An independent research project under the super vision of a faculty member.

The honors program is open to students with junior class standing, an overall GPA of at least 3.3, and a GPA of 3.5 in psychology courses.

Psi Chi Honor Society:

Psychology majors and minors are eligible to apply for membership in Psi Chi, the national honor society in psychology. A chapter of Psi Chi was established at Gallaudet in 1997. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship in all fields, particularly in psychology, and to advance the science of psychology. To receive the honor of Psi Chi membership, students must:

- Have a GPA of at least 3.0 in psychology courses as well as in their overall cumulative GPA, and be in the upper 35% of their class in general scholarship;
- Have completed at least three semesters of the college curriculum;
- Have completed nine semester hours of psychology courses;
- Have high standards of personal behavior;
- Have a two-thirds affirmative vote of those present at a regular meeting of the Psi Chi Chapter.

Declaring a Major

Requirements for Admission to a Major in Psychology

Prospective majors must first have an overall GPA of at least 2.5 and complete the following pre-major and GSR courses with a "C" or better:

- PSY 101 Introduction to Psychology

Prospective majors then meet with the undergraduate program director to determine if they have satisfied the academic requirements and to complete the form for declaring a major in psychology. During this initial contact, the student receives written information about psychology course requirements for graduation. Additionally, the student may select a major advisor or have an advisor assigned by the program director. To continue in the Psychology major, a student must maintain a minimum GPA of 2.5 in major courses.

Undergraduate Majors and Minors offered:

B.A. IN PSYCHOLOGY

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	3
Major and Related Courses	50
Free Elective Courses	30
TOTAL	120

Students wishing to declare a Psychology major must have an overall GPA of at least 2.5 and completed PSY 101 or equivalent with a "C" or better. To continue in the Psychology major, a student must maintain a minimum GPA of 2.5 in major courses.

Required pre-major courses 3 hours

Code	Title	Credits
PSY 101	Introduction to Psychology	3

Required courses 34 hours

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3
PSY 324	Cognition	3
PSY 341	Research Design and Analysis I	3
PSY 342	Research Design and Analysis II	3
PSY 350	Internship Seminar	3
PSY 358	Social Psychology	3
PSY 451	Internship I	3
PSY 486	Senior Capstone: Current Issues in Psychology	3

Elective Psychology courses 15 hours

Choose five courses. At least 4 must be Psychology department courses:

Code	Title	Credits
PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 316	Bullying: From Childhood to Adulthood	3
PSY 317	Health Psychology	3
PSY 319	The Psychology of Exceptional Children	3
PSY 325	Sports Psychology	3
PSY 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PSY 411	Psychology of Personality	3
PSY 424	Neuropsychology	3
PSY 434	Methods of Therapy Emotional Disturbance	3
PSY 441	Learning Theories and Applications	3
	OR	
EDU 323	Educational Psychology	3
PSY 445	Field and Observational Studies of Human and Animal Behavior	3
PSY 447	Psychological Tests and Measurements	3
PSY 448	Psycholinguistics	3
PSY 452	Internship II	3
PSY 453	Internship III	3
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
PSY 495	Special Topics	1-5
PSY 499	Independent Study	1-3
COU 330	Introduction to the Counseling Profession	3-4
PHI 290	Ethics and Health Care	3
SOC 151	Introduction to the Criminal Justice System	3

MINOR IN PSYCHOLOGY

Requirements

Students must complete all pre-minor and minor courses with a "C" or better. In addition, students wishing to declare a Psychology minor must have an overall GPA of at least 2.5.

Required pre-minor courses 3 hours

Code	Title	Credits
PSY 101	Introduction to Psychology	3

Required psychology courses 9 hours

Code	Title	Credits
PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3

Elective psychology courses 9 hours

Code	Title	Credits
	Choose any three psychology courses in consultation with the department.	

PSYCHOLOGY FOR ONLINE DEGREE COMPLETION PROGRAM

Summary of Requirements

	2017-2018
Online Degree Completion Program General Education	42-44
Pre-Major Courses	3
Major & Related Courses	49
Free Elective Courses	31
Total	120

Required pre-major courses 3 hours

Code	Title	Credits
PSY 101	Introduction to Psychology	3

Required courses 34 hours

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3
PSY 324	Cognition	3
PSY 341	Research Design and Analysis I	3
PSY 342	Research Design and Analysis II	3
PSY 350	Internship Seminar	3
PSY 358	Social Psychology	3
PSY 451	Internship I	3
PSY 486	Senior Capstone: Current Issues in Psychology	3

Elective Psychology courses 15 hours

Choose five courses. At least 4 must be Psychology department courses:

Code	Title	Credits
PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 316	Bullying: From Childhood to Adulthood	3
PSY 317	Health Psychology	3
PSY 319	The Psychology of Exceptional Children	3
PSY 325	Sports Psychology	3
PSY 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PSY 411	Psychology of Personality	3
PSY 424	Neuropsychology	3
PSY 434	Methods of Therapy Emotional Disturbance	3

PSY 441	Learning Theories and Applications	3
	OR	
EDU 323	Educational Psychology	3
PSY 445	Field and Observational Studies of Human and Animal Behavior	3
PSY 447	Psychological Tests and Measurements	3
PSY 448	Psycholinguistics	3
PSY 452	Internship II	3
PSY 453	Internship III	3
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
PSY 495	Special Topics	1-5
PSY 499	Independent Study	1-3
COU 330	Introduction to the Counseling Profession	3-4
PHI 290	Ethics and Health Care	3
SOC 151	Introduction to the Criminal Justice System	3

DEPARTMENT COURSES

PSY 101 - Introduction to Psychology (3)

An introduction to the scientific study of human behavior, providing an overview of the major problems, methods, and contributions of psychology. Content areas include development, language, learning, cognition, physiological psychology, motivation and emotion, perception, psychometrics, personality, and abnormal and social psychology. The course can be taken in one of two formats: traditional lecture or individualized instruction.

Prerequisite: GSR 102 or the equivalent

PSY 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

PSY 210 - Lifespan Development (3-4)

In this course, students will examine major models of human development across the lifespan. Biological and psychological approaches will be used to examine physical, cognitive, and social development from conception to death. Specific attention will be paid to cultural and ethnic diversity in development.

Prerequisite: a minimum grade of C in PSY 101.

PSY 270 - Psychology and Deaf People (3)

The course will consider the psychological development and psychosocial issues of Deaf people. Topics covered will include cognitive, linguistic, and personality development, mental health, and interpersonal behavior.

Prerequisite: A minimum grade of C in PSY 101.

PSY 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

PSY 311 - Development I: Child Psychology (3)

This course examines the physical, psychological, social, and cognitive development from conception to the end of childhood. It will include discussion of the interaction of genetic and environmental factors in shaping of personality. It will describe language development and social and emotional adjustment of the child.

Prerequisite: "C" or better in PSY 210

PSY 313 - Development II: The Psychology of Adolescence (3)

A study of developmental processes in adolescence. Included is the study of puberty and the intellectual, social, moral, emotional, religious, sexual, personality, and family transitions occurring during this period. Emphasis is given to the influence of the above changes on personal identity and current problems of the adolescent in American society. Also included is a discussion of levels of aspiration and vocational choice.

Prerequisite: "C" or better in PSY 210

PSY 315 - Development III: Adulthood and Aging (3)

A study of the developmental process from adulthood until death. Includes the establishment of identity, vocational choices, marriage and the family, crisis of middle adulthood, problems of the aged, death, and bereavement.

Prerequisite: "C" or better in PSY 210

PSY 316 - Bullying: From Childhood to Adulthood (3)

This 3-credit online asynchronous course examines bullying in school and the workplace, which typically is a precursor for more serious incidents of aggression and violence in society. This course will consider the psychological aspect of the bullying phenomenon covering a range of topics such as what is the appropriate definition of bullying, the roles involved, factors that promote bullying, what we can do to reduce bullying in those settings. It is also an introduction to the best research, information, helpful resources and practical strategies about bullying.

Prerequisites: a minimum grade of C in PSY 101, a minimum grade of C in PSY 210 or 311.

PSY 317 - Health Psychology (3)

This course discusses research into the ways behavior, mental states, culture, and physical health interact. Factors underlying health, disease, prevention and treatment occur within cultural contexts that affect our views, behaviors, lifestyles and approaches will be explored. This course will also examine how socio-cultural settings in America influences development, health beliefs, and health behaviors.

Prerequisite: PSY 101

PSY 319 - The Psychology of Exceptional Children (3)

A study of methods of identification, diagnosis, and remediation of physical, psychological, and learning problems of exceptional children. The course will include discussion of the characteristics of exceptionality and indicate how these characteristics affect the total adjustment of the developing individual.

Prerequisite: PSY 210 or PSY311 or the equivalent

PSY 321 - Abnormal Psychology (3)

This course serves as an introduction to psychopathology in adults and children. Students will be introduced to the classification used by psychologists, the Diagnostic Statistical Manual. Disorders such as anxiety disorders, mood disorders, schizophrenia, cognitive disorders, personality disorders and sexual and gender-identity disorders will be covered. Historical background, causes, and some treatment approaches will also be included.

Prerequisite: PSY 101

PSY 324 - Cognition (3)

This course will provide an overview of various components of human cognition, including learning, memory, perception, and higher-level functions. In addition, this course will introduce experimental techniques used to advance our understanding of human cognition.

Prerequisite: PSY 101

PSY 325 - Sports Psychology (3)

This course is designed to help students learn and apply practical as well as theoretical information as it relates to the psychology of sport. Some of the psychological principles that will be explored this semester include personality types, stress, motivation, goalsetting, leadership, and imagery. Various mental training skills that can enhance one's athletic performance will also be covered.

Prerequisite: PSY 101

PSY 331 - Statistics for Behavioral Sciences (3)

This course covers an introduction to statistical procedures for psychological research. Topics include distributions and graphs, measures of central tendency and variation, z-scores, probability, hypothesis testing, t-tests, Anova, correlation and regression, and Chi square. Students are introduced to the use of SPSS (or a similar program) for analysis and interpretation of data.

Prerequisite: PSY 101 and MAT 013 or GSR 104 or the equivalent: or permission of the instructor

PSY 332 - Research Methods for the Behavioral Sciences (3)

This course covers an introduction research methods. Topics include developing research question, ethical issues in research, reliability and validity, describing variables, using tables and graphs, experimental and non-experimental designs, and APA style. The students will read research reports, design and conduct a research project, use statistical procedures and SPSS (or a similar program) introduced in PSY 331 for analysis and interpretation of their data and will write up the results using APA style.

Prerequisite: A minimum grade of C in PSY331

PSY 341 - Research Design and Analysis I (3)

This course covers an introduction to research methods and statistical procedures for psychology. Topics include developing research question, ethical issues in research, reliability and validity, describing variables, distributions and graphs, measures of central tendency and variation, z-scores, and probability. Students will read and evaluate psychological research and will collect and analyze psychological data.

Prerequisites: PSY 101 and GSR 104 or the equivalent; or permission of the instructor

PSY 342 - Research Design and Analysis II (3)

This course builds on material introduced in PSY 341 to cover standard research methods and statistical procedures for psychology. Topics include experimental and nonexperimental designs, hypothesis testing, t-tests, ANOVA, correlation, and regression. Students will design and conduct a research project, use statistical procedures and SPSS for analysis and interpretation of their data and will write up the results using APA style.

Prerequisite: A minimum grade of C in PSY 341.

PSY 350 - Internship Seminar (3)

The course will prepare the student for the psychology internship experience. Topics covered include general issues in fieldwork in human services, agency systems and policies, general foundations of the helping process, diversity issues in human services settings, ethical and legal issues, interpersonal and professional relationships in psychology work settings, applications of psychological principles in applied settings, resume construction for internship applications, interviews with professionals in the field of psychology and orientation to the psychology internship.

Prerequisites: Psychology major or minor and permission of the instructor

PSY 358 - Social Psychology (3)

This course examines the influence of groups on the behavior of the individual both within American culture and across other world cultures. Both theoretical and experimental approaches are presented. Topics include altruism, aggression, health, attitudes, personal space, jury behavior, prejudice, conformity, and environmental issues.

Prerequisites: "C" or better in PSY 210 or PSY 311

PSY 370 - Health Disparities in the Deaf and Hard-of-Hearing Community (3)

One of the defining characteristics of deaf health in the U.S. is a wide gap in deaf health outcomes compared to the general population. This course is designed to help students explore three issues: 1) deaf health inequalities, disparities, and inequities 2) why they exist, and 3) how to intervene against health disparities in the deaf community. Students first explore resources and strategies for documenting deaf health disparities. With this knowledge, students then turns to the question of how deaf health disparities come into being via inaccessibility, communication barriers, and power imbalances, among other things.

Prerequisite: PSY 341 or BIO 201 or instructor permission.

PSY 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

PSY 411 - Psychology of Personality (3)

A study of human personality from the standpoint of factors and influences that shape its development. Consideration will be given to current explanatory theories, current research approaches, and exemplary personality tests.

Prerequisite: PSY101 and one additional psychology course.

PSY 424 - Neuropsychology (3)

The study of neurological and physiological processes that affect behavior, emotions, thinking, perception, and learning. The course will indicate how psychological factors are related to neuroanatomy and neurophysiology.

Prerequisites: BIO 105 and PSY 101

PSY 434 - Methods of Therapy Emotional Disturbance (3)

This course will involve discussions of the various techniques of therapy used with people with emotional problems. Topics will include the case history interview, professional ethics in therapy, behavior modification, eclectic therapy, psychosurgery, encounter groups, the school as a therapeutic community.

Prerequisites: PSY 321, and six additional hours in psychology

PSY 441 - Learning Theories and Applications (3)

The major principles and theories of learning will be introduced and explained from a historical perspective to show how experimental research and theories in this area have evolved to the present time. The course will emphasize the applications of learning research to education and educational technology.

Prerequisites: PSY101 and senior standing or permission of the instructor.

PSY 445 - Field and Observational Studies of Human and Animal Behavior (3)

Techniques of field observation will be taught and used in analyzing the behavior of humans and animals. Lecture topics will include human and animal ethology and child behavior. There will be regular trips to schools, zoos, hospitals, museums, and other public places for the purposes of using techniques learned in class.

Prerequisites: PSY 311, 331

PSY 447 - Psychological Tests and Measurements (3)

A survey of the construction, content, uses, abuses, and problems of psychological tests. Students will be exposed to a wide variety of tests including intelligence, achievement, interest, aptitude, and personality. In addition, students will practice writing essay and objective test questions.

Prerequisites: PSY 321, 331

PSY 448 - Psycholinguistics (3)

The psychological aspects of speech and language. An attempt to clarify the role of speech and language in human behavior, and how speech differs from language. The acquisition of language by children, the relationship between language and thought, and the biological basis of language. A linguistic introduction to sign language.

Prerequisite: PSY 101

PSY 451 - Internship I (3)

A one semester psychology internship in which the student works 10-15 or more hours per week in an applied psychological setting such as a mental health program or an educational setting under the supervision and guidance of the psychology course instructor and on-site mental health professionals in the field.

Prerequisites: Psychology major or minor, PSY 350, and permission of the instructor.

PSY 452 - Internship II (3)

This course is an additional, follow-up psychology internship for students who have successfully completed PSY 451 Internship I. The student works 10-15 or more hours per week in an applied psychological setting such as a mental health program or an educational setting under the supervision and guidance of the psychology course instructor and on-site mental health professionals in the field.

Prerequisites: PSY451 and permission of the instructor

PSY 453 - Internship III (3)

A one semester, advanced psychology internship in which the student works 10-20 or more hours per week (fall and spring semesters: 10 hours or more; summer session: 20 hours or more) in a variety of human services, research, psycho-educational, or professional association settings under the supervision of on-site professionals and with guidance and supervision from the psychology course instructor. Additionally, students are required to formally tie advanced psychological theories to current internship placement issues in a written format.

Prerequisites: PSY 452; permission of the instructor

PSY 454 - Internship IV (3)

A one semester, advanced psychology internship in which the student works 10-20 or more hours per week (fall and spring semesters: 10 hours or more; summer session: 20 hours or more) in a variety of human services, research, psycho-educational, or professional association settings under the supervision of on-site professionals and with guidance and supervision from the psychology course instructor. Additionally, students are required to formally tie advanced psychological theories to current internship placement issues in a written format.

Prerequisites: PSY 453; permission of the instructor

PSY 456 - Gender Psychology (3)

This course provides an overview of topics on sex and gender from a psychological perspective. The course provides a review of the empirical research and conceptual discussions surrounding gender and examines the implications of gender on relationships and health. Topics covered in this course include gender research, gender-role attitudes, sex differences, gender theory, and how gender influences and informs a variety of psychological issues. Emphasis is also given to the role of culture on psychology and gender.

Pre-requisite: A grade of C or better in both PSY 101 and an additional PSY course or equivalent.

PSY 457 - Psychology of Human Sexuality (3)

A course on the developmental aspects of human sexuality in the context of human relationships. The course will include the social and learned influences on the development of gender identity and sexual orientation, a review of the anatomy and physiology of the reproductive system, human sexual response, modes of sexual expression, values clarification, sexual responsibility, human sexual dysfunction, and sexual adjustment during pregnancy, illness, and aging.

Prerequisites: PSY 101 and one of the following: PSY 210, PSY311, PSY313, or PSY315.

PSY 460 - Multicultural Psychology (3)

This course explores the concepts of race, ethnicity, and culture as they pertain to the study of psychology. We will make use of social, cognitive, and developmental psychological theories to explore what it means to live in a multicultural society. We will evaluate the construct of race, how children and adults come to make sense of race, and what utility it has for psychologists. We will examine how culture shapes our values, worldviews, and the ways we communicate with one another. We will examine how and why individuals stereotype, how stereotypes affect behavior, and how privilege and discrimination shape the lived experiences of racial and ethnic minorities as well as members of dominant groups. We will also examine the intersection of multiple social identities (e.g. what does it mean to be a Latina, lesbian woman.)

Prerequisite: PSY 358

PSY 486 - Senior Capstone: Current Issues in Psychology (3)

This capstone course in Psychology is designed for students in their senior year. The course will help students integrate their knowledge and apply the skills they have acquired in the program to think critically about important issues in psychology and society. It is also designed to help students use their undergraduate training and 13 experiences to understand personal issues and formulate career goals and directions. Content will vary from term to term depending on what topics are of current interest at the time. The capstone will include papers, presentations, and preparation of a research project.

Prerequisite: Senior standing

PSY 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

PSY 499 - Independent Study (1-3)

Under supervision of a faculty member, a student will prepare a paper on a special topic or conduct a research project involving the collection of data and preparation of a report.

Prerequisites: Senior standing and permission of the instructor

Self-Directed Major

College of Arts and Sciences

Dr. Jill Bradbury, Coordinator
Hall Memorial Building, Room N207F

Any student may design a self-directed major if no other major or double major is offered at Gallaudet University that satisfies the student's academic interests. Requirements for admission to the Self-Directed Major program:

- A writing test score equivalent to a 4.0 or higher on the Gallaudet Writing Evaluation or its equivalent;
- A score of 70 or better on the Degrees of Reading Power (DRP) exam;
- A GPA of 3.0
- A copy of Gallaudet transcript;
- An essay and proposed course plan.
  The essay should outline the applicant's educational goals, and why traditional majors or double majors will not meet these goals along with a justification of the selection of courses, internships, and other components used for the Self-Directed Major. The course plan should include the sequence of 30-45 credit hours of courses that includes at least one-half from 300- and 400-level courses, and no more than six hours may be independent study. In proposing a sequence of courses, the necessary prerequisites must be taken into account; and
- An interview with the Chair of the Self-Directed Major Committee

Self-Directed Majors must maintain a 3.0 GPA average to remain in the program. Faculty advisors will monitor the academic direction and quality of work and effort with the major. Students who are not approved by the Self-Directed Committee may appeal to the committee chair.

Department of Science, Technology, and Mathematics (STM)

Web: Department of Science, Technology, and Mathematics
College of Arts and Sciences

Dr. Kathleen Arnos, Chair
Hall Memorial Building, N344C

Global competition, scientific and technological discoveries, and the urgent need to solve or mitigate persistent, complex problems that challenge society have increased the demand for skilled workers in science, technology, and mathematics fields. The Gallaudet University Department of Science, Technology, & Mathematics prepares students to compete in the 21st century workforce in a variety of occupations.

The Science, Technology, & Mathematics Department offers both Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in biology, chemistry, and mathematics, as well as minors. Degrees in information technology and in public health include the B.S. and a minor. The B.A. degree programs are designed for students who are seeking employment immediately after college, or as a second major for education majors who aim to become high school science and mathematics teachers. Our B.S. degree programs serve students who plan to continue on to further education, such as graduate, medical, dental or veterinary school. B.S. students are expected to take additional science and mathematics courses. The B.S. in public health prepares students for direct entry into the public health job market or for further graduate education. The degree requirements of the department reflect the interdisciplinary nature of modern science, technology, and mathematics.

Department faculty are active in research in chemistry, theoretical and applied mathematics, physics, public health, epidemiology, genetics, ecology, and science education. Students and faculty engage in collaborative research efforts on and off campus. The department also sponsors research internships for students during the regular academic year as well as during the summers. Combined with rigorous courses which emphasize the application of the scientific method to problem solving, and hands-on experimentation in laboratories of the natural, physical, and computer sciences, this approach prepares students for the challenges of an increasingly competitive workplace.

Our Mission

The mission of the department of Science, Technology, & Mathematics at Gallaudet University is to prepare students to be educators, researchers, professionals and role models who make significant contributions to STM knowledge and society. We aim to promote understanding and relationships across the STM disciplines in a bilingual, visual environment. Our mission will be achieved by innovative teaching, active mentoring, rigorous research and adherence to best practices in the classroom and the laboratory. Students will acquire comprehensive knowledge, gain practical experience and learn use of modern techniques and technologies in the programs of Biology, Chemistry/Physics, Information Technology, Mathematics, and Public Health.

Pre-Medical Program: Gallaudet University supports undergraduate students considering medical school through our Pre-Medical (Pre-Med) Program. This program consists of several elements:

- Pre-med advising
- Pre-med related courses
- Availability of on and off-campus internships in biology, chemistry and other medical-related fields
- Pre-med workshop (including Medical College Admission Test (MCAT) preparation)

Undergraduate students participating in this program, which supports preparation for medical school entry, must still select one of the traditional majors offered at Gallaudet; they may also apply for a self-directed major as explained under 'Self-Directed' in this catalog.

BIOLOGY

Web: Biology Program
College of Arts and Sciences
Department of Science, Technology, and Mathematics

Dr. Derek Braun, Program Director
Hall Memorial Building, Room N449C

The Biology Program at Gallaudet offers excellent undergraduate programs for students in the biological sciences. Program faculty also manage the Molecular Genetics Laboratory, a new research initiative with laboratory facilities completed in 2008. Biology is a rapidly evolving field that has become increasingly cross-disciplinary in recent years. The explosion of knowledge of molecular techniques and of our ability to analyze and manipulate DNA has impacted every area of biology, from agriculture to medicine. The future promises expansion and application of this technology along with the potential to use it toward solving many of the world's most pressing problems.

As educators and researchers, we recognize that these advances have changed science and therefore how Biology should be taught. Our faculty and staff are committed to providing the best curriculum and experiential opportunities we can, so that each student will possess the knowledge and laboratory skills they need to excel in this exciting, ever-evolving field.

Our Mission

The mission of the Biology Program is to provide a high-quality educational experience in the biological sciences to undergraduate students in a bilingual environment. The curriculum offered by the program requires that students develop competence in the use of modern biological techniques and in the analysis, interpretation and presentation of data. The program prepares students to make contributions to diverse communities and a multicultural world beyond Gallaudet as educators, researchers, professionals and citizens.

Declaring a Major

Requirements for Admission to a Major in Biology

Students considering majoring in biology or a related field are advised to begin taking courses as early as possible, so that all the coursework can be completed for a timely graduation. For guidance feel free to consult with your academic advisor or with any of the members of our department. Freshmen should enroll in Principles of Biology for Science Majors (BIO 107-108). Freshmen intending to enter the B.S. degree program should also enroll in a mathematics course as well as General Chemistry (CHE 107-108 with laboratory 109-110).Before declaring a major in Biology, both B.A. and B.S. degree seekers must complete any math and English conditions, and must complete Principles of Biology for Science Majors I and II (BIO 107-108) with a grade of "C" or better.

Undergraduate Majors and Minors offered:

B.A. IN BIOLOGY

Overview

We designed our B.A. degree program for majors who are seeking employment in the field immediately after college or as a second major for education majors who aim to become primary or secondary school biology teachers.

Summary of Requirements:

	2017-2018
General Studies	37
Pre-Major Courses	8
Major and Related Courses	50
Free Elective Courses	25
TOTAL:	120

Required pre-major courses 8 hours

Code	Title	Credits
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4

Required biology courses 6 hours

Code	Title	Credits
BIO 202	Internship in Biology	3
BIO 403	Senior Capstone I	3

Required chemistry courses 16 hours

Code	Title	Credits
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1

Required mathematics course 4 hours

Code	Title	Credits
MAT 130*	Precalculus	4

*Three hours count toward the general studies requirement, replacing GSR 104

Elective biology courses 24 hours

Take at least one course from each of these four areas, for a total of 24 credits.

Genetics

Code	Title	Credits
BIO 211	Genetics	4
BIO 411	Human Genetics	3

Microbiology, Molecular and Cell Biology

Code	Title	Credits
BIO 221	Microbiology	5
BIO 321	Pathogenic Microbiology	5

Organismal Biology

Code	Title	Credits
BIO 231	Invertebrate Zoology	4
BIO 232	Vertebrate Zoology	4
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4

Ecology

Code	Title	Credits
BIO 241	Ecology	4
BIO 242	Evolution	3
BIO 243	Botany	4
BIO 341	Marine Biology	3

Other Electives

These courses count as biology electives but do not count toward the requirement for any one area.

Code	Title	Credits
BIO 106	Medical Terminology	3
BIO 195	Special Topics	1-5
BIO 201*	Research Methods in the Sciences	4
BIO 295	Special Topics	1-5
BIO 296	Research Experience I	1-3
BIO 395	Special Topics	1-5
BIO 396	Research Experience II	1-3
BIO 404	Senior Capstone II	3
BIO 495	Special Topics	1-5
BIO 496	Research Experience III	1-3
BIO 499	Independent Study	1-3
CHE 325	Biochemistry: Proteins and DNA	3
CHE 327	Biochemistry Laboratory I	1

*Four hours count toward the general studies requirement, replacing GSR 230

B.S. IN BIOLOGY

Overview

The Bachelor of Science degree in biology is designed for students who want a more intensive background in the sciences. It is especially tailored for students who aspire for graduate studies in biology or a related field, or who wish to enter medical, dental, or veterinary school. The Bachelor of Science degree in biology differs from the Bachelor of Arts degree in biology in that it requires additional courses in physics, mathematics, research methods in biology, and a senior capstone.

Summary of Requirements:

	2017-2018
General Studies	37
Pre-Major Courses	8
Major and Related Courses	66
Free Elective Courses	9
TOTAL:	120

Required pre-major courses 8 hours

Code	Title	Credits
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4

Required biology courses 10 hours

Code	Title	Credits
BIO 201*	Research Methods in the Sciences	4
BIO 202	Internship in Biology	3
BIO 403	Senior Capstone I	3

*Four hours count toward the general studies requirement, replacing GSR 230

Required chemistry courses 16 hours

Code	Title	Credits
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1

Required physics courses 8 hours

Code	Title	Credits
PHY 151	Physics I	3
PHY 152	Physics II	3
PHY 153	Physics I Laboratory	1
PHY 154	Physics II Laboratory	1

Required mathematics course 8 hours

Code	Title	Credits
MAT 130*	Precalculus	4
MAT 150	Calculus I	4

*Three hours count toward the general studies requirement, replacing GSR 104

Elective biology courses 24 hours

Take at least one course from each of these four areas, for a total of 24 credits.

Genetics

Code	Title	Credits
BIO 211	Genetics	4
BIO 411	Human Genetics	3

Microbiology, Molecular and Cell Biology

Code	Title	Credits
BIO 221	Microbiology	5
BIO 321	Pathogenic Microbiology	5

Organismal Biology

Code	Title	Credits
BIO 231	Invertebrate Zoology	4
BIO 232	Vertebrate Zoology	4
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4

Ecology

Code	Title	Credits
BIO 241	Ecology	4
BIO 242	Evolution	3
BIO 243	Botany	4
BIO 341	Marine Biology	3

Other Electives

These courses count as biology electives but do not count toward the requirement for any one area.

Code	Title	Credits
BIO 106	Medical Terminology	3
BIO 195	Special Topics	1-5
BIO 202	Internship in Biology	3
BIO 295	Special Topics	1-5
BIO 296	Research Experience I	1-3
BIO 395	Special Topics	1-5
BIO 396	Research Experience II	1-3
BIO 404	Senior Capstone II	3
BIO 495	Special Topics	1-5
BIO 496	Research Experience III	1-3
BIO 499	Independent Study	1-3
CHE 325	Biochemistry: Proteins and DNA	3
CHE 327	Biochemistry Laboratory I	1

MINOR IN BIOLOGY

Requirements

Students must complete Principles of Biology for Science Majors I and II (BIO 107, 108) with a grade of C or better before declaring a minor in biology.

Required courses 8 hours

Code	Title	Credits
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4

Elective biology courses 15 hours

Code	Title	Credits
	Fifteen credits of biology courses of the 200-level or above are required.	

DEPARTMENT COURSES

BIO 101 - Introduction to Biology I (3)

This course is the first part of an one year overview of biology for non-science majors. This introductory level course will discuss biomolecules, cell physiology, genetics, and biotechnology, with emphasis on real-life application. Three hours of lecture per week. Students enrolling in this course must also enroll in BIO 103 laboratory.

Corequisites: BIO 103

BIO 102 - Introduction to Biology II (3)

This course is a continuation of BIO 101 and provides the second part of an one year overview of biology for non-science majors. This course will discuss evolution, comparative biodiversity, human and animal anatomy and physiology, and ecology and environmental science. Three hours of lecture per week. Students enrolling in this course must also enroll in BIO 104 laboratory.

Corequisites: BIO 104

BIO 103 - Introduction to Biology Laboratory I (1)

This laboratory course must be taken with BIO 101. Students will perform laboratory experiments including practical applications of the scientific method, a study of the metric system, using bioinstrumentation, analyzing biochemical reactions including photosynthesis and fermentation, a microscopic study of cell and nuclear division, and genetics techniques including DNA electrophoresis. Students will learn to write laboratory reports in the same format as professional journal articles. This course particularly emphasizes critical thinking and problem solving skills. One two-hour laboratory per week.

Corequisites: BIO 101.

Course Fee: $75.00

BIO 104 - Introduction to Biology Laboratory II (1)

This laboratory course must be taken with BIO 102. Students will perform laboratory experiments including analysis of skull fossils, cultivation, growth and analysis of bacteria, human anatomy and physiology, water analysis, and an analysis of the effect of pollution on aquatic organisms. Students will continue to practice writing laboratory reports in the same format as professional journal articles. This course particularly emphasizes critical thinking and problem solving skills. One two-hour laboratory per week.

Corequisites: BIO 102.

Course Fee: $75.00

BIO 105 - Introduction to Human Biology (4)

This course addresses human biology through the lens of evaluating scientific claims. Students will learn about select organ systems (reproductive, skeletal and muscular, immune and nervous systems) and about human genetics in a way that helps them make decisions relevant to their daily lives. The course focuses on developing skills that scientists use: basic experimental design, research methods, and scientific writing. It also teaches the language of biology and especially how to critique arguments related to human biology that we encounter in the media. Three hours of lecture and two hours of laboratory per week.

Course Fee: $35.00

BIO 106 - Medical Terminology (3)

This course covers the building blocks of basic medical terminology. The relationship of word parts to their anatomical counterparts will be studied. Rules for combining word parts into complete medical terms will be emphasized. The correct contextual use of terms will be emphasized throughout the course. Such understanding will facilitate learning of scientific and medical principles encountered during more advanced career preparation.

BIO 107 - Principles of Biology for Science Majors I (4)

This course covers the fundamentals of biomolecules, cell physiology, respiration and photosynthesis, and genetics. In laboratory, students will develop and test hypotheses by designing their own experiments to better understand different biological concepts. Students will also learn how to use a microscope and pipettors and will write laboratory reports in the same format as professional journal articles. This is one of two courses of introductory biology for science majors. BIO107 and BIO108 can be taken in either order. BIO 107 and BIO 108 are designed for students who want to major in biology or another science, or who plan to attend dental, veterinary, or medical school after graduation. Three hours of lecture and one two-hour laboratory per week.

Course Fee: $75.00

BIO 108 - Principles of Biology for Science Majors II (4)

This course covers the fundamentals of evolution, comparative biodiversity, human and animal anatomy and physiology, and ecology and environmental science. In laboratory, students will develop and test hypotheses by designing their own experiments to better understand different biological concepts. Students will also learn how to use computer simulation models to predict outcomes, grow and enumerate bacteria and plants, and write laboratory reports in the same format as professional journal articles. This is one of two courses of introductory biology for science majors. BIO107 and BIO108 can be taken in either order. BIO 107 and BIO 108 are designed for students who want to major in biology or another science, or who plan to attend dental, veterinary, or medical school after graduation. Three hours of lecture and one two-hour laboratory per week.

Course Fee: $75.00

BIO 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

BIO 201 - Research Methods in the Sciences (4)

This course will provide an overview of descriptive and experimental research methods in the sciences. Topics include research design and methodology, statistical analyses, responsible conduct of research, the use of animal and human subjects, and the critical analysis of published peer-reviewed research reports. Students will work in groups to design a research project, collect and analyze pilot data, and present the results. Development of scientific writing skills will be emphasized. Four hours of lecture per week.

Prerequisites: BIO 107 and BIO 108 or permission of the instructor

Course Fee: $35.00

BIO 202 - Internship in Biology (3)

Internships provide intellectually enriching work experiences related to the student's major and/or career interest. They enhance and integrate academic study with supervised practical experience and training. Students may receive course credit for internships by enrolling in this course either concurrently or in the semester after the internship experience.

Prerequisites: BIO 107 and BIO 108 or permission of major advisor.

BIO 203 - Anatomy and Physiology for Human Service Majors (4)

This comprehensive course covers major body systems including the musculoskeletal, nervous, digestive, cardiovascular and respiratory systems. One or more field trips that have direct applications may be arranged, dependent on availability. This course is designed to give Physical Education and Recreation majors a strong foundation for PER 341 Kinesiology. Biology majors should instead enroll in BIO 233 Human Anatomy & Physiology I and BIO 331 Human Anatomy & Physiology II. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 105

Course Fee: $75.00

BIO 211 - Genetics (4)

This course provides an overview of modern genetics, including classical Mendelian genetics, molecular genetics, genomics, and population genetics. Laboratory activities will introduce students to basic statistical and computational techniques and tools, organisms used in genetics laboratories including *E. coli* and *Drosophila melanogaster*, and wet lab techniques including gel electrophoresis, the polymerase chain reaction (PCR), and DNA fingerprinting using STR polymorphism analysis. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 107 and BIO 108 or permission of the instructor

Course Fee: $100.00

BIO 221 - Microbiology (5)

A general survey of the microorganisms, with emphasis on their morphology, physiology, growth, and methods of isolation and identification. Laboratory activities will introduce students to wet lab techniques including staining and microscopy, pipetting, streaking, preparing media, spread and pour plating, serial dilutions, plate count assays, metabolic tests for identification of bacteria, bacterial transformations and phage stock preparation. Three hours of lecture and two two-hour laboratories per week.

Prerequisites: BIO 107 and BIO 108 or permission of the instructor

Course Fee: $100.00

BIO 231 - Invertebrate Zoology (4)

Advanced survey of the biology of invertebrates with an emphasis on comparative and functional morphology to include major features of body plans (multicellularity, symmetry etc), physiology, evolution, systematics, behavior of the invertebrates, a study of the reproductive strategies, development and diverse ecological strategies invertebrates exhibit. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108 or permission of the instructor

Course Fee: $75.00

BIO 232 - Vertebrate Zoology (4)

Through a combination of lectures, laboratories, field trips and independent research projects, this course will provide a general overview of the many aspects of vertebrate biology to include: comparative anatomy of the vertebrates, function of organ systems, developmental pathways, evolution, physiological, ecological and behavioral adaptations. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108 or permission of the instructor

Course Fee: $50.00

BIO 233 - Human Anatomy and Physiology I (4)

The first part of a two-semester course sequence, this course will study the various systems of the body from a combined anatomical and physiological standpoint, with laboratory experiments which illustrate their structure and function. Students will develop their critical thinking skills by analyzing hypothetical problems relating to anatomy and physiology; many of these problems will have medical applications. The first semester will focus on the following organ systems: integumentary, skeletal, muscular, nervous and special sensory. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 107 and BIO 108 or permission of the instructor

Course Fee: $75.00

BIO 241 - Ecology (4)

A study of the interrelationships between organisms and physical factors in and with the natural world. The course discusses ecological parameters (physical factors, nutrient cycles, energy flow), organisms (life histories, evolutionary fitness), populations (population growth, temporal and spatial dynamics), communities (predator-prey interactions, competition, co-evolution, succession), ecosystems (biomes, biodiversity, species-area relationships). Laboratory experiences will include both field trips and modeling exercises. Three hours of lecture and one two hour laboratory per week.

Prerequisites: BIO 108 or permission of the instructor

Course Fee: $75.00

BIO 242 - Evolution (3)

The theory of evolution is the foundation of modern biology because it explains the unity and diversity of life on earth. This course will cover the history of evolution, evolutionary processes, adaptation, and evolution as an explanatory framework at levels of biological organization ranging from genomes to ecological communities. The interplay between theory and empirical tests of hypotheses will be emphasized, thus acquainting students with the process of science.

Prerequisites: BIO 211 or permission of instructor

BIO 243 - Botany (4)

This course will teach botany in the context of real-life research activities. The class will work with a partner organization to carry out botanical research that will contribute knowledge to decision-making. This will involve designing and conducting a semester long research study from start to finish. Students will practice skills such as reading primary literature, analyzing data, and communicating scientific findings for both a lay and scientific audience, while working collaboratively. Content may include basic morphological and physiological principles, systematics and genetics, with an emphasis on the ecology and evolution of plants. The course consists of tightly linked lecture and laboratory learning experiences. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 107 and BIO 108 or permission of the instructor

Course Fee: $75.00

BIO 251 - Nutrition (3)

We will study nutrition science, focusing on issues that currently affect Americans today including: the current obesity epidemic, fad diets, popular supplements, energy drinks, and fast food and their effects on our nutritional health. Our objective is to teach students the following lifelong skills: how to analyze popular diets and supplements, how to perform a nutrition self-analysis and analyze BMI and body fat percentage, how to lose weight effectively and safely, and how to develop a healthy, nutritious meal plan for yourself and your family.

BIO 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

BIO 296 - Research Experience I (1-3)

This course is for sophomores to develop critical thinking and data analysis skills by performing hypothesis-driven research. A large body of science education research shows that undergraduate science majors who perform research do better in their courses, are more likely to graduate from college, and are more likely to succeed in their graduate and professional careers. Students will perform experiments, collect, record and analyze data, and present their data at weekly, one-hour project meetings guided by the faculty researcher and which may include other students or technicians involved with the project. Each credit hour is the equivalent of three hours of research per week. To enroll in this course, students must obtain the permission of the faculty researcher.

Prerequisite: Permission of instructor

BIO 321 - Pathogenic Microbiology (5)

This course will discuss the pathogenesis and clinical manifestations of infectious diseases and the mechanisms by which microorganisms subvert host defenses and cause infections, resulting in tissue damage and perhaps death. Students will study the epidemiology, symptoms, diagnosis and treatment and prevention of infectious diseases caused by bacteria and viruses. This course will also cover a number of case studies giving students an opportunity to diagnosis patients suffering from infectious diseases.

Prerequisites: BIO 221 or permission of instructor

Course Fee: $100.00

BIO 333 - Human Anatomy & Physiology II (4)

The second part of a two-semester course sequence, this course will cover the remaining physiological systems of the body Students will develop their critical thinking skills by analyzing hypothetical problems relating to anatomy and physiology; many of these problems will have medical applications. This semester will focus on the following organ systems: endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary and male and female reproductive systems. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 233 or permission of instructor

Course Fee: $75.00

BIO 341 - Marine Biology (3)

This course will offer students an opportunity to take an intensive look at aquatic systems, beginning with an overview of the chemical, geological, and physical aspects of the world's oceans. Students will learn about the ecology of marine systems of microscopic (bacteria, phytoplankton, and zooplankton) to macroscopic organisms (fish and marine mammals). A variety of current events will be discussed (e.g. harmful algal blooms, iron fertilization, recent discoveries in bacteria and phytoplankton genomes). Three hours of lecture per week and one all-day field trip to the Chesapeake Bay.

Prerequisites: BIO 241 or permission of instructor

Course Fee: $50.00

BIO 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

BIO 396 - Research Experience II (1-3)

This course is for juniors to develop critical thinking and data analysis skills by performing hypothesis-driven research. A large body of science education research shows that undergraduate science majors who perform research do better in their courses, are more likely to graduate from college, and are more likely to succeed in their graduate and professional careers. Students will perform experiments, collect, record and analyze data, and present their data at weekly, one-hour project meetings guided by the faculty researcher and which may include other students or technicians involved with the project. Each credit hour is the equivalent of three hours of research per week. To enroll in this course, students must obtain the permission of the faculty researcher.

Prerequisite: Permission of instructor.

BIO 403 - Senior Capstone I (3)

This course is for biology B.A. and B.S. majors who are in their last year of their program. Students will produce two major products: (1) a literature review on an approved topic of their choice, and (2) a research proposal or a teaching lesson plan. In addition, students will discuss future career plans, examine the contributions of different deaf scientists to science, and engage in discussions on science ethics.

Prerequisites: Permission of the instructor

BIO 404 - Senior Capstone II (3)

Students whose capstone research project requires more than one semester of work may also enroll in this course for the second semester to obtain additional course credit. The student and instructor will need to draw up a work contract which specifies the parameters of this work as well as meeting times.

Prerequisites: Permission of the instructor

BIO 411 - Human Genetics (3)

This course is cross-listed and is otherwise known as BIO 711. An in-depth examination of the mechanisms involved in producing genetic variation in humans and medical/clinical aspects of genetic variation and disease. Topics include human cytogenetics and chromosomal disorders, nontraditional inheritance, genetic counseling, and the ethical, legal, and social impact of genetics technology. Hereditary variations in deaf people are also discussed. Three hours of lecture per week.

Prerequisites: BIO 211

BIO 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

BIO 496 - Research Experience III (1-3)

This course is for seniors to develop critical thinking and data analysis skills by performing hypothesis-driven research. A large body of science education research shows that undergraduate science majors who perform research do better in their courses, are more likely to graduate from college, and are more likely to succeed in their graduate and professional careers. Students will perform experiments, collect, record and analyze data, and present their data at weekly, one-hour project meetings guided by the faculty researcher and which may include other students or technicians involved with the project. Each credit hour is the equivalent of three hours of research per week. To enroll in this course, students must obtain the permission of the faculty researcher.

Prerequisite: Permission of instructor.

BIO 499 - Independent Study (1-3)

Reading, research, discussion, writing in the discipline, or laboratory work, according to the goals of the student. The student and instructor will need to draw up a work contract which specifies the parameters of this work as well as meeting times.

Prerequisites: Permission of the department chair

CHEMISTRY AND PHYSICS

Web: Chemistry and STM Degree Programs
College of Arts and Sciences

Dr. Henry Snyder, Program Director
Hall Memorial Building, Room N344A

This program contains two disciplines: chemistry and physics.

Chemistry: Chemistry is the study of the composition and reactions of substances. The study of chemistry can apply to a wide variety of fields, including forensic science, environmental studies, the development and testing of medicines, chemical engineering, agriculture and food processing, and research into new energy sources.

Physics: Physics is the study of matter, energy, and motion. Concepts taught in physics are essential for advanced chemistry courses and professional work. A thorough knowledge of physics can form a basis for work in many areas of modern science and engineering, and can provide an excellent background for the development and application of advanced technologies in medicine, law, and business.

The Chemistry and Physics Program offers two majors in chemistry that provide flexibility to match any career goal. Choose from either a bachelor of arts (B.A.) degree in chemistry or a bachelor of science (B.S.) degree in chemistry. The Department also offers a minor in chemistry.

For graduate studies in chemistry or a related field, then a B.S. in chemistry is the right choice. If you want to pursue a career in chemistry, but don't plan to go to graduate school in chemistry or a related field, you should get a B.A. in chemistry.

For continuation in the major, the student must maintain a cumulative degree average of 2.0 or better in chemistry courses numbered 300 and above.

Declaring a Major

Requirements for Admission to a Major in Chemistry

To declare a major in chemistry, a student must have successfully completed the following chemistry courses:

- CHE 107
- CHE 108
- CHE 109
- CHE 110

Undergraduate Majors and Minors offered:

B.A. IN CHEMISTRY

Overview

Chemistry is the study of the composition and reactions of substances. The study of chemistry can apply to a wide variety of fields, including forensic science, environmental studies, the development and testing of medicines, chemical engineering, agriculture and food processing, and research into new energy sources.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	8
Major and Required Courses	56
Free Elective Courses	19
TOTAL	120*

*Category totals do not add up to 120 because required pre-major and major courses overlap with GSR requirements. For MAT 130, three hours count toward the general studies requirement, replacing GSR 104.

Requirements for a Major in Chemistry with a B.A. Degree

This option prepares the student for graduate study in chemistry and for most entry-level positions as chemists in industry and government.

For continuation in the major, the student must maintain a cumulative degree average of 2.0 or better in chemistry courses numbered 300 and above.

Required pre-major courses 8 hours

Code	Title	Credits
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1

Required chemistry courses 26 hours

Code	Title	Credits
CHE 201	Internship in Chemistry I	0
CHE 202	Internship in Chemistry II	0
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1
CHE 307	Analytical Chemistry I	3
CHE 308	Analytical Chemistry II	3
CHE 309	Analytical Chemistry Laboratory I	2
CHE 310	Analytical Chemistry Laboratory II	2
CHE 331	Physical Chemistry Lecture I	3
CHE 332	Physical Chemistry Lecture II	3
CHE 333	Physical Chemistry Laboratory I	1
CHE 334	Physical Chemistry Laboratory II	1

Elective chemistry courses 4 hours

Choose four hours:

Code	Title	Credits
CHE 250	Introduction to Forensic Science	4
CHE 315	Organic Spectroscopy	3
CHE 322	Advanced Inorganic Chemistry	3
CHE 325	Biochemistry: Proteins and DNA	3
CHE 326	Biochemistry: Nutrients and Metabolism	3
CHE 327	Biochemistry Laboratory I	1
CHE 328	Biochemistry Laboratory II	1
CHE 341	Advanced Organic Chemistry I	2
CHE 342	Advanced Organic Chemistry II	2
CHE 420	Pharmacology	3
CHE 495	Special Topics	1-5

Required related courses 20 hours*

Code	Title	Credits
MAT 130*	Precalculus	4
MAT 150	Calculus I	4
MAT 205	Calculus II	4
PHY 107	General Physics I	3
PHY 108	General Physics II	3
PHY 109	General Physics Laboratory I	1
PHY 110	General Physics Laboratory II	1

*Three hours count toward the general studies requirement, replacing GSR 104

Required Electives:

Choose a minimum of 6 credits from the following list or substitute other courses with the approval of the program director.

Biomedical/Life Sciences

Code	Title	Credits
BIO 211	Genetics	4
BIO 221	Microbiology	5
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4

Forensics

Code	Title	Credits
CHE 250	Introduction to Forensic Science	4
PHI 359	Philosophy of Punishment	3
SOC 151	Introduction to the Criminal Justice System	3
SOC 243	Sociology of Deviance	3

Writing

Code	Title	Credits
ENG 250	Introduction to Public and Professional Writing	3
ENG 260	Introduction to Desktop Publishing	3
ENG 345	Business and Technical Writing	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3

Programming

Code	Title	Credits
ITS 110	Programming Fundamentals	3
ITS 211	Programming Language I	3
ITS 212	Programming Language II	3
ITS 252	Introduction to Web Technologies	3
ITS 352	Web Programming	3

Mathematics

Code	Title	Credits
MAT 206	Calculus III	4
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 361	Numerical Analysis	3

Recommended Courses

Code	Title	Credits
ITS 101	Computer Applications I	3
ITS 110	Programming Fundamentals	3
MAT 206	Calculus III	4

B.S. IN CHEMISTRY

Overview

The Bachelor of Science degree in chemistry provides an opportunity for a chemistry major to take a more rigorous calculus-based course of study in chemistry. This option prepares the student for graduate study in chemistry and for most entry-level positions as chemists in industry and government.

For continuation in the major, the student must maintain a cumulative degree average of 2.0 or better in chemistry courses numbered 300 and above.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	8
Major and Required Courses	68
Free Elective Courses	11
TOTAL	120*

*Category totals do not add up to 120 because required pre-major and major courses overlap with GSR requirements. For MAT 130, three hours count toward the general studies requirement, replacing GSR 104.

Requirements for a Major in Chemistry with a B.S. Degree

The Bachelor of Science degree in chemistry provides an opportunity for a chemistry major to take a more rigorous calculus-based course of study in chemistry. This option prepares the student for graduate study in chemistry and for most entry-level positions as chemists in industry and government.

For continuation in the major, the student must maintain a cumulative degree average of 2.0 or better in chemistry courses numbered 300 and above.

Required pre-major courses 8 hours

Code	Title	Credits
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1

Required chemistry courses 35 hours

Code	Title	Credits
CHE 201	Internship in Chemistry I	0
CHE 202	Internship in Chemistry II	0
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1
CHE 307	Analytical Chemistry I	3
CHE 308	Analytical Chemistry II	3
CHE 309	Analytical Chemistry Laboratory I	2
CHE 310	Analytical Chemistry Laboratory II	2
CHE 322	Advanced Inorganic Chemistry	3
CHE 331	Physical Chemistry Lecture I	3
CHE 332	Physical Chemistry Lecture II	3
CHE 333	Physical Chemistry Laboratory I	1
CHE 334	Physical Chemistry Laboratory II	1
CHE 403	Capstone in Chemistry	3

Choose one course from the following:

Code	Title	Credits
CHE 325	Biochemistry: Proteins and DNA	3
CHE 326	Biochemistry: Nutrients and Metabolism	3

Required related courses 27 hours

Code	Title	Credits
BIO 107	Principles of Biology for Science Majors I	4
BIO 201*	Research Methods in the Sciences	4
MAT 150	Calculus I	4
MAT 205	Calculus II	4
PHY 151	Physics I	3
PHY 152	Physics II	3
PHY 153	Physics I Laboratory	1
PHY 154	Physics II Laboratory	1

*Four hours count toward the general studies requirement, replacing GSR 230

Choose one course:

Code	Title	Credits
CHE 240	Computer Applications for Scientists	3
ITS 110	Programming Fundamentals	3

Choose one course:

Code	Title	Credits
CHE 240	Computer Applications for Scientists	3
ITS 110	Programming Fundamentals	3

Required Electives

Choose a minimum of 6 credits from the following list or substitute other courses with the approval of the program director

Biomedical/Life Sciences

Code	Title	Credits
BIO 211	Genetics	4
BIO 221	Microbiology	5
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4

Forensics

Code	Title	Credits
CHE 250	Introduction to Forensic Science	4
PHI 359	Philosophy of Punishment	3
SOC 151	Introduction to the Criminal Justice System	3
SOC 243	Sociology of Deviance	3

Writing

Code	Title	Credits
ENG 250	Introduction to Public and Professional Writing	3
ENG 260	Introduction to Desktop Publishing	3
ENG 345	Business and Technical Writing	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3

Programming

Code	Title	Credits
ITS 110	Programming Fundamentals	3
ITS 211	Programming Language I	3
ITS 212	Programming Language II	3
ITS 252	Introduction to Web Technologies	3
ITS 352	Web Programming	3

Mathematics

Code	Title	Credits
MAT 206	Calculus III	4
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 361	Numerical Analysis	3

Recommended courses

Code	Title	Credits
ITS 211	Programming Language I	3
ITS 212	Programming Language II	3
MAT 206	Calculus III	4

MINOR IN CHEMISTRY

Overview

A minor in chemistry is for students with other majors who will be working in fields requiring knowledge of and experience in chemistry lab skills. Minors are trained in the fundamentals of inorganic chemistry and organic chemistry, and may select chemistry electives that suit their future interests and professional needs.

Requirements

Required pre-minor courses 14-15 hours

Code	Title	Credits
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
MAT 101	Introductory Mathematical Applications	3
MAT 102	Introductory Probability and Statistics	3
	OR	
MAT 130	Precalculus	4

Required minor courses 8 hours

Code	Title	Credits
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1

Elective chemistry courses 10 hours

Must take at least one lab course (below * denotes laboratory courses)

Code	Title	Credits
CHE 250*	Introduction to Forensic Science	4
CHE 307, CHE 309*	Analytical Chemistry I (3), Analytical Chemistry Laboratory I (2)	5
CHE 308, CHE 310*	Analytical Chemistry II (3), Analytical Chemistry Laboratory II (2)	5
CHE 322	Advanced Inorganic Chemistry	3
CHE 325, CHE 327*	Biochemistry: Proteins and DNA (3), Biochemistry Laboratory I (1)	4
CHE 326	Biochemistry: Nutrients and Metabolism	3
CHE 420	Pharmacology	3

Department Courses

CHE 103 - Introduction to Chemistry I (3)

This course is designed for liberal arts students with little or no background in chemistry and who do not intend to major in any science. Basic topics include the scientific method, composition of matter, atomic structure, nuclear chemistry, bonding, chemical formulas and equations, and basic organic chemistry. Knowledge of basic math will be used to solve the most basic problems; for example, for simple unit conversions and stoichiometry of chemical reactions. A simultaneous laboratory course, CHE 105, should be registered for separately. Three one-hour lectures a week.

Prerequisites or Co-requisites: GSR 102 or the equivalent
Co-requisites: CHE105

CHE 104 - Introduction to Chemistry II (3)

This course is a continuation of CHE 103 and explores carious applications and implications of chemistry in our daily lives, such as polymers, metals and minerals, environmental chemistry, energy resources of the earth, food chemistry and nutrition, drugs, and poisons. A simultaneous laboratory course, CHE 106, is required and should be registered for separately. Three one-hour lectures a week.

Prerequisites: CHE103
Co-requisites: CHE106

CHE 105 - Introduction to Chemistry Laboratory I (1)

This laboratory covers topics such as metric and temperature measurements, physical and chemical changes, basic reactions, pH and basic organic chemistry. The student develops basic skills in writing laboratory reports. One two-hour laboratory a week.

Co-requisites: CHE 103

Course Fee: $35.00

CHE 106 - Introduction to Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE 105 and covers such topics as water pollution, soap making, synthesis of nylon, properties or hard water, and analysis of food and a simple organic synthesis. The student continues to develop laboratory report writing skills. One two-hour laboratory a week.

Prerequisites: CHE105
Co-requisites: CHE 104

Course Fee: $35.00

CHE 107 - General Chemistry I (3)

Designed for science majors, this is the first of a two-semester sequence and is designed to help students become familiar with the properties and reactions of matter. This course will also address modern applications of these concepts. Specific topics for this course include: observation of properties and changes, scientific method, unit conversions and measurements, chemical formulas, balancing equations, predicting products and yields, reactions and reaction types, the Ideal Gas Law, thermodynamics, molecular and atomic structure of matter, and orbital hybridization.

Prerequisites/Co-requisites: GSR 102 or equivalent; MAT 130 or MAT 125, 126
Co-requisites: CHE 109

CHE 108 - General Chemistry II (3)

Designed for science majors, this course is the second of a two-semester sequence and is designed to help students become familiar with the properties and reactions of matter. This course will also address modern applications of these concepts. Specific topics for this course include: chemical bonding concepts, solution chemistry, colligative properties, kinetics, equilibrium, acids and bases, solubility and equilibria, entropy, free energy, electrochemistry, and nuclear chemistry.

Prerequisites: CHE107

Co-requisites: CHE110

CHE 109 - General Chemistry Laboratory I (1)

A laboratory course to accompany CHE 107, this course enables students to develop skills appropriate to the first-year chemistry course for science majors. Experiments for this course include: observation of properties and changes, measurements, observing activities and reactions for the various types of reactions, obtaining quantitative and qualitative information regarding products, and the use of computer simulations.

Co-requisites: CHE 107

Course Fee: $75.00

CHE 110 - General Chemistry Laboratory II (1)

A laboratory course to accompany CHE 108, this course enables students to develop skills appropriate to the first-year chemistry course for science majors. Experiments for this course include: quantifying thermodynamic changes, observing colligative properties, evaluation of chemical kinetics, evaluation of acid/base reactions via titration, and the use of computer simulations.

Prerequisite: CHE 109
Co-requisites: CHE 108

Course Fee: $75.00

CHE 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

CHE 201 - Internship in Chemistry I (0)

This course is a work experience to gain necessary applied skills for a successful transition to employment, professional school or graduate research. The work performed must be related to chemistry and physics. The internship experience must consist of a minimum of 120 hours. Interns work under a supervisor of the host organization and are required to follow the rules and task assignments at the organization. Completion of this course requires that students (1) fill out necessary internship forms, (2) successfully perform duties assigned by the host organization or program, (3) create a scientific slide presentation and scientific poster, approved by their internship instructor, about their research/work experience and (4) participate in poster sessions identified by their Gallaudet internship instructor. This internship may be undertaken during any term.

Prerequisites: Permission of the department chairperson, program director, or designated internship advisor

CHE 202 - Internship in Chemistry II (0)

This course is a work experience to gain necessary applied skills for a successful transition to employment, professional school or graduate research. The work performed must be related to chemistry and physics. The internship experience must consist of a minimum of 120 hours. Interns work under a supervisor of the host organization and are required to follow the rules and task assignments at the organization. Completion of this course requires that students (1) fill out necessary internship forms, (2) successfully perform duties assigned by the host organization or program, (3) create a scientific slide presentation and scientific poster, approved by their internship instructor, about their research/work experience and (4) participate in poster sessions identified by their Gallaudet internship instructor. This internship may be undertaken during any term.

Prerequisites: Permission of the department chairperson, program director, or designated internship advisor

CHE 211 - Organic Chemistry Lecture I (3)

This course is designed to give an introduction to the chemistry of carbon-hydrogen compounds, also known as organic chemistry. Students will study the structures, properties, synthesis, and uses of organic compounds and learn important classes of organic compounds including alkanes, alkenes, alkynes, aromatics, heterocycles, carbohydrates, proteins and lipids. Organic reactions will be discussed including addition, substitution, oxidation, reduction, polymerization and synthesis of organometallic reagents.

Prerequisites: CHE 108, and 110; or permission of the instructor
Co-requisites: CHE 213

CHE 212 - Organic Chemistry Lecture II (3)

This is the second course in a two-semester sequence. A functional group approach to organic chemistry is presented, with an emphasis on alkenes, alkynes, aromatic compounds, aldehydes, ketones, carboxylic acids and amines. Students will study the structures, properties, synthesis, identification and uses of organic compounds and learn important classes of organic compounds and practice use of instrumentation commonly used in organic chemistry. A number of organic reactions will be covered including addition to carbonyl compounds, substitution at carbonyl positions and aromatic positions, oxidation of alcohols and aldeydes, reduction of aldehydes, ketones and other carbonyl compounds, polymerization and organometallic reactions with carbonyl compounds.

Prerequisites: CHE 211 and CHE 213; or permission of the instructor
Co-requisites: CHE 214

CHE 213 - Organic Chemistry Laboratory I (1)

A laboratory course to accompany CHE 211. This course consists of one three-hour laboratory session per week. The laboratory covers the techniques for preparing, purifying, analysis and identification of organic compounds. Students will carry out experiments aimed at studying the structures, properties, synthesis, and uses of organic compounds and learn important classes of organic compounds. Students will also learn and use analytical instruments, including the FTIR spectrometer, precision balances, and the GC-MS.

Prerequisites: CHE 108 and 110; or permission of the instructor
Co-requisites: CHE 211

Course Fee: $75.00

CHE 214 - Organic Chemistry Laboratory II (1)

A laboratory course to accompany CHE 212. This course consists of one three-hour laboratory session per week. This class covers the techniques for preparing, purifying, analysis, and identification of organic compounds. Several organic reactions will be covered including addition, substitution, oxidation, reduction, polymerization and organometallic reactions. Students will learn to perform some important organic procedures like Grignard reactions, Ester synthesis, nitration and soap synthesis. Students will also learn and use analytical instruments, including the FTIR spectrometer, GC-MS, and the NMR spectrometer.

Prerequisites: CHE 211 and 213; or permission of the instructor
Co-requisites: CHE 212

Course Fee: $75.00

CHE 240 - Computer Applications for Scientists (3)

This course introduces students to the use of computer software and computer programming for data exploration, modeling of natural systems (from biology, chemistry, physics), information visualization, and instrument/robot control.

Prerequisites: BIO 107 & BIO 108 or CHE 107 & CHE 108 or PHY 107 & PHY 108 or PHY 151 & PHY 152

Course Fee: $75.00

CHE 250 - Introduction to Forensic Science (4)

This course investigates the chemical aspects and applications of forensics studies. The lecture and the laboratory provide a means to develop skills in the following areas: soil analysis and organic analysis, fingerprint analysis and foot print analysis, hair analysis, fiber analysis, physical evidence evaluation, document examination, forensic anthropology, forensic toxicology and drug analysis.

Prerequisites: One year of either Biology with lab or Chemistry with lab

Course Fee: $75.00

CHE 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

CHE 307 - Analytical Chemistry I (3)

This is the first course of a two-semester course sequence on basic quantitative methods of chemical analysis. This course focuses on basic analytical tools, such as measurements, analysis of experimental errors, gravimetric methods and volumetric analysis.

Prerequisites: CHE 108, 110; MAT 101, 102 or 130
Co-requisites: CHE 309

CHE 308 - Analytical Chemistry II (3)

This is the second and last course of a one-year course sequence on basic quantitative methods of chemical analysis. The second semester covers instrumental topics, such as potentiometry, spectroscopy, analytical separations, chromatographic methods and quality assurance.

Prerequisites: CHE 309; or MAT 101, 102 or 130
Co-requisites: CHE 310

CHE 309 - Analytical Chemistry Laboratory I (2)

This is the first laboratory course of a two-laboratory course sequence, focusing on applications of the basic quantitative methods of chemical analysis in the laboratory. The course focuses on basis analytical tools, such as measurements, analysis of experimental errors, quality assurance, gravimetric methods and volumetric analysis. Two three-hour laboratory sessions per week.

Prerequisites: CHE 108, 110; or MAT 101, 102 or 130
Co-requisites: CHE 307

Course Fee: $75.00

CHE 310 - Analytical Chemistry Laboratory II (2)

This is the second and last laboratory course of the two-laboratory course sequence, focusing on applications of the basic quantitative methods of chemical analysis in the laboratory. This course focuses on instrumental methods, such as pH, spectroscopy, analytical separations and chromatographic methods. Two three-hour laboratory sessions per week.

Prerequisites: CHE 307, 309; MAT 101, 102 or 130
Co-requisites: CHE 308

Course Fee: $75.00

CHE 315 - Organic Spectroscopy (3)

The identification of organic compounds using various types of spectroscopy. Two lectures and one three-hour laboratory each week.

Prerequisites: CHE 212

CHE 322 - Advanced Inorganic Chemistry (3)

Application of modern chemical theories of structures, bonds, and reactions to inorganic substances.

Prerequisites: CHE 212

CHE 325 - Biochemistry: Proteins and DNA (3)

A study of the principles and reactions that involve proteins and DNA in biological systems. The course investigates the structure and chemistry of amino acids, the combination of the amino acids in the formation of proteins, the function and structure of proteins, the building blocks of DNA, the chemistry and structure of DNA, the structure of RNA, the replication of DNA, and current topics in biochemical/biomedical engineering.

Prerequisites: CHE 212; BIO 102 or 107

CHE 326 - Biochemistry: Nutrients and Metabolism (3)

A study of the principles and reactions that occur upon the intake of nutrients (including carbohydrates, lipids, and proteins) in biological systems. The course will evaluate the processes by which nutrients are metabolized. The breakdown of substances taken in from the environment will be studied. This will be followed by an analysis of the reactions that create the molecules necessary and usable by living organisms.

Prerequisites: CHE 212; BIO 102 or 107

CHE 327 - Biochemistry Laboratory I (1)

A laboratory course to accompany CHE 325. Qualitative and quantitative experiments related to ordinary biological-chemical materials. One three-hour laboratory.

Co-requisites: CHE 325

Course Fee: $75.00

CHE 328 - Biochemistry Laboratory II (1)

A laboratory course to accompany CHE 326. Qualitative and quantitative experiments related to ordinary biological-chemical materials. One three-hour laboratory.

Prerequisites: CHE 327
Co-requisites: CHE 326

Course Fee: $75.00

CHE 331 - Physical Chemistry Lecture I (3)

This is the first course of a two-semester sequence. This course presents an introduction to quantum mechanics. It begins with an examination of the historical development of quantum theory, properties of particles and waves, wave mechanics, and applications to simple systems. It covers atomic structure and the Periodic Table and applications to chemical bonding including valence bond and molecular orbital theory, molecular structure, and spectroscopy.

Prerequisites: PHY 108 & 110; or PHY 152 & 154; and MAT 205
Co-requisites: CHE 333

CHE 332 - Physical Chemistry Lecture II (3)

This is the second course of a two-semester sequence. An introduction to the basic laws of thermodynamics, quantum statistical mechanics, and the application of these laws to chemical equilibrium, phase equilibrium, chemical kinetics, electrochemistry, and biochemistry.

Prerequisites: CHE 331 and CHE 333
Co-requisites: CHE 334

CHE 333 - Physical Chemistry Laboratory I (1)

This is the first semester of a two laboratory sequence. The focus of the sequence is on principles of theoretical and experimental physical chemistry applied to quantum mechanical calculations, models of chemical interactions and processes, the acquisition of thermodynamic and kinetic data, use of physical chemistry instrumentation, computations, analysis of errors, and interpretation of results. One three-hour laboratory.

Prerequisites: PHY 108 & 110, or PHY 152 & 154; and MAT 205
Co-requisites: CHE 331

Course Fee: $75.00

CHE 334 - Physical Chemistry Laboratory II (1)

This is the second semester of a two laboratory sequence. The focus of the sequence is on principles of theoretical and experimental physical chemistry applied to quantum mechanical calculations, models of chemical interactions and processes, the acquisition of thermodynamic and kinetic data, use of physical chemistry instrumentation, computations, analysis of errors, and interpretation of results. One three-hour laboratory.

Prerequisites: CHE 331 and CHE 333
Co-requisites: CHE 332

Course Fee: $75.00

CHE 341 - Advanced Organic Chemistry I (2)

The first course of a two-semester sequence. A study of the structure of organic molecules on a more advanced level using molecular orbital theory. The mechanisms of some reactions are studied using molecular orbital theory. Two lectures.

Prerequisites: CHE 212

CHE 342 - Advanced Organic Chemistry II (2)

The second course of a two-semester sequence. A detailed study of the reaction mechanisms of several organic chemistry reactions. Two lectures.

Prerequisites: CHE 341

CHE 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

CHE 403 - Capstone in Chemistry (3)

This course is offered to majors in the Department of Chemistry and Physics who are in their final year of studies. This course requires students to apply their critical thinking, analytical methods, problem solving techniques, and other skills acquired during their years at Gallaudet. The course consists of one lecture and two three-hour laboratory sessions per week. During the course, the students will formulate a research project based on previous experiments and a literature review and write a short thesis/report on the project.

Prerequisites: CHE 308 and CHE 310; and permission of the department

Course Fee: $75.00

CHE 420 - Pharmacology (3)

This course is cross-listed and is otherwise known as HSL 785. 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.

CHE 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ. Course fee may vary.

CHE 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

PHY 107 - General Physics I (3)

The first course of a two-semester sequence. An introduction to traditional topics in classical and modern physics: classical mechanics, fluids, waves and sound, Emphasis is on development and application of analytic (non-calculus) and computer-based modeling and problem solving methods.

Prerequisites or corequisites: MAT130 or MAT 102; ENG102, GSR 102 or the equivalent

Corequisites: PHY109

PHY 108 - General Physics II (3)

The second course of a two-semester sequence. An introduction to traditional topics in classical and modern physics: temperature, gas dynamics, and thermodynamics electricity, magnetism, light, optics, quantum theory, atomic and molecular structure, radioactivity, and nuclear structure. Emphasis is on development and application of analytic (non-calculus) and computer-based modeling and problem solving methods.

Prerequisite: PHY 107

Corequisite: PHY 110

PHY 109 - General Physics Laboratory I (1)

A laboratory course to accompany PHY 107. It provides a project-centered experience in doing science: planning, collecting data, visualizing data and science processes, reviewing current research and technologies, critiquing alternatives and publishing results.

Prerequisites: MAT 130 or MAT 102, either of which may be taken concurrently, GSR 102 or the equivalent. Co-requisite: PHY 107

Course Fee: $35.00

PHY 110 - General Physics Laboratory II (1)

A laboratory course to accompany PHY 108. It provides a project-centered experience in doing science: planning, collecting data, visualizing data and science processes, reviewing current research and technologies, critiquing alternatives and publishing results.

Prerequisite: PHY 109
Co-requisite:PHY 108

Course Fee: $35.00

PHY 121 - Earth Systems and Processes (4)

This course studies the Earth system: its past, present and future. Study of the Earth system includes understanding the interacting processes that shape Earth's interior, surface and surrounding atmosphere, as well as knowing what the planets, asteroids, and star of our solar system tell us about our planet's origin, history, motions, and probable fate. Emphasis is on processes affecting the biosphere and humankind, specifically climate change and communication about climate change.

Course Fee: $50.00

PHY 122 - Space and Astronomical Science (3)

This course studies our solar system and the universe with special emphasis on planetary science and the possibilities for space travel. Nearby planets and moons will be contrasted with Earth to highlight the uniqueness of our planet.

Prerequisite or co-requisite: GSR 102 or the equivalent
Co-requisite: PHY124

PHY 124 - Space and Astronomical Science Laboratory (1)

Case studies and science fiction accounts of explorations, resource extraction, technology application will provide focus for project work confronting a question or challenge that requires experimental design, implementation, data collection and publication of results.

Co-requisite: PHY 122

Course Fee: $75.00

PHY 151 - Physics I (3)

This introductory physics course develops a view of the universe as a clocklike mechanism where change is continuous, observers do not affect their measurements, identical experiments yield identical outcomes and the laws of physics are never violated. It uses methods of calculus to investigate topics in the kinematics and dynamics of particles and rigid bodies, phases of matter, geometrical optics, optical instruments and Einstein's theory of relativity.

Prerequisite: MAT 150

PHY 152 - Physics II (3)

This introductory physics course develops a view of the universe as a realm of uncertain possibilities, where change may be discontinuous, measuring may cause different experimental results, identical experiments yield many different outcomes and the laws of physics are violated under certain conditions. It uses methods of calculus to investigate topics in electricity and magnetism, vibrations, wave motion, quantum physics, atomic and nuclear physics, heat, ideal gas laws, thermodynamics, and quantum statistical physics.

Prerequisite: PHY 151

PHY 153 - Physics I Laboratory (1)

This is the companion laboratory course to PHY151. Through a sequence of selected experiments, students will practice experiment design, report writing, use of standard instruments, data visualization, and error analysis skills.

Prerequisite/co-requisite: PHY 151

Course Fee: $75.00

PHY 154 - Physics II Laboratory (1)

This is the companion laboratory course to PHY152. Through a sequence of selected experiments, students will practice experiment design, report writing, use of standard instruments, data visualization, and error analysis skills.

Prerequisite/co-requisite: PHY 152

Course Fee: $75.00

PHY 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

PHY 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

PHY 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

PHY 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

PHY 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the instructor

INFORMATION TECHNOLOGY

Web: Information Technology Program
College of Arts and Sciences
Department of Science, Technology, and Mathematics

Dr. Raja Kushalnagar, Program Director
Hall Memorial Building, N341B

The study of information technology (IT) is about harnessing computer technology to serve the needs of business, government, healthcare, education, E-commerce, manufacturing, entertainment, and other sectors. The BS in Information Technology degree prepares students to become future IT professionals with knowledge and practical hands-on expertise in current and emerging technologies and to grow into leadership positions or pursue research or graduate studies in the field.

The program is career-oriented and flexible; it lets students choose their own path to success. Through its core curriculum and choice of concentration areas, students will gain technical competency to assume a variety of IT jobs in areas such as network and system administration, information security, database applications, web development, software integration, and helpdesk/end-user support and work in a broad spectrum of sectors such as government, business, healthcare, education, and manufacturing.

Through experiential learning, hands-on practice and labs, real-world projects, problem solving in context, general studies, meaningful internships, tailored advisory, and alumni mentorship, the IT program aims for its graduates to achieve the following broad learning outcomes[1]:

1. Explain and apply appropriate information technologies and employ appropriate methodologies to help an individual or organization achieve its goals and objectives;
2. Function as a user advocate;
3. Manage the information technology resources of an individual or organization;
4. Anticipate the changing direction of information technology and evaluate and communicate the likely utility of

new technologies to an individual or organization;

5. Understand and, in some cases, contribute to the scientific, mathematical and theoretical foundations on which information technologies are built;

6. Live and work as a contributing, well-rounded member of society.

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[1]The six broad goals of IT program are defined by Information Technology 2008 Curriculum Guide for Undergraduate Degree Programs in Information Technology (Association of Computing Machinery, 2008)

B.S. in Information Technology - Declaring a Major

Students considering an IT major can apply as soon as they complete all pre-major requirements and satisfy major admission criteria. Prospective students must submit their application packages to the IT admission coordinator for review and approval.

The following minimum criteria must be met for a student to be considered for admission into the major:

- A minimum cumulative GPA of 2.75.
- Satisfying at least one of the following two requirements:
  (i) ACT Math score of 23 or higher, or SAT Math score of 540 or higher.
  (ii) A grade of C+ or better in MAT 130 and a grade of B or better in MAT 140.
- A grade of B or better in both GSR 150 and ITS 110.
- Completion of an application form and a 1-2 page statement outlining career goals.

To continue and graduate in the program, IT majors must maintain a minimum cumulative GPA of 2.75 in major courses. Students whose GPA falls below the requirements will be placed on probation and given one semester to restore their GPA to the target. Failure to do so will result in dismissal from the major. All IT majors must complete at least one internship in their chosen field and are strongly encouraged to seek IT certifications prior to graduation.

To continue in the IT major, a student must maintain a minimum cumulative GPA of 2.75 in both major and non-major courses. All IT majors must complete at least one internship in their chosen field prior to graduation.

Undergraduate Majors and Minors offered:

B.S. IN INFORMATION TECHNOLOGY

Overview

Upon completion of General Studies, pre-major and major core course requirements, students may choose one of the two application domain concentration areas in Network/Database/Web or Medical Informatics, or select a minor from other undergraduate programs at Gallaudet.

IT Major Internship Requirement

One summer or semester internship is required. Students can start the internship program in their sophomore year. Our in-house internship coordinator and faculty advisor will work closely with each student on internship preparation, placement, and follow-up.

Laptop and ACM Student Membership Requirements

IT majors and minors are required to have their own laptops. Check the IT Program website for minimum system configurations for laptops (PC and Apple Mac). They are also required to join Association of Computing Machinery (www.acm.org), the world's largest professional, educational, and scientific computing society. An annual student membership fee is $19 with many benefits, such as free online books and courses, career advises, job fairs, student and computing professional networks, and conferences.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	10
Required Related Courses	3
Major Core Courses	45
Concentration Elective Courses or Minor Courses	15-21
Free Elective Courses	4-10
TOTAL	120

Information Technology Pre-Major Courses 10 hours

Code	Title	Credits
ITS 105	Information Technology Fundamentals	3
ITS 110	Programming Fundamentals	3
MAT 130*	Precalculus	4
MAT 140	Discrete Structures	3

*Three of the four hours count toward the general studies requirement, replacing GSR104; the remaining hour is counted as part of the pre-major course requirements.

Required Related Courses 3 hours

Code	Title	Credits
MAT 142	Introductory Probability and Statistics for Science and Information Technology	3

Major Core Courses 45 hours

Code	Title	Credits
ITS 202	Computer Hardware Essentials	3
ITS 203	Operating Systems Essentials	3
ITS 211	Programming Language I	3
ITS 212	Programming Language II	3
ITS 252	Introduction to Web Technologies	3
ITS 311	Introduction to Mobile Applications Development	3
ITS 321	Database Fundamentals	3
ITS 322	Client / Server Database Applications	3
ITS 331	Computer Networking Essentials	3
ITS 341	Systems Analysis and Design	3
ITS 361	Information Security Fundamentals	3
ITS 371	Human Computer Interaction	3
ITS 381	Social and Professional Issues in IT	3
ITS 491	Senior Capstone Project I	3
ITS 492	Senior Capstone Project II	3

Required Concentration Elective Courses 15 hours

Students who select Network/Database/Web or Medical Informatics as a concentration area must take 15 credit hours of the courses listed under Network/Database/Web Concentration Electives or 15 credit hours of the courses listed under Medical Informatics Concentration Electives. If approved by their major advisor, students may fulfill the concentration requirement by completing a minor from another undergraduate program at Gallaudet.

Network/Database/Web Concentration Electives (15 credits):

Code	Title	Credits
ITS 352	Web Programming	3
ITS 382	IT Technical Writing	3
ITS 423	Database Administration	3
ITS 433	Network Administration - Server Support	3
ITS 453	E-Commerce Application Development	3
ITS 495	Special Topics	1-5

Medical Informatics Concentration Electives (15 credits):

Code	Title	Credits
BIO 106	Medical Terminology	3
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
ITS 395	Special Topics	1-5
ITS 495	Special Topics	1-5

Free Elective Courses 10 hours

IT Industry Certification

Industry-sponsored IT certifications are highly recommended as it has become a general practice by employers to demand a relevant college degree as well as IT certifications for entry level professional jobs.

IT Major Internship Requirement

One summer or semester internship is required. Students can start the internship program in their sophomore year. Our in-house internship coordinator and faculty advisor will work closely with each student on internship preparation, placement, and follow-up.

Laptop and ACM Student Membership Requirements

IT majors and minors are required to have their own laptops. Check the IT Program website for minimum system configurations for laptops (PC and Apple Mac). They are also required to join Association of Computing Machinery (www.acm.org), the world's largest professional, educational, and scientific computing society. An annual student membership fee is $19 with many benefits, such as free online books and courses, career advises, job fairs, student and computing professional networks, and conferences.

MINOR IN INFORMATION TECHNOLOGY

The minor in IT consists of a minimum of 21 credit hours which may include pre-major courses, major core and elective ITS courses. Students who are interested in IT minor must satisfy IT minor admission requirements and formally apply by submitting their IT minor application forms to the IT admission committee. The specific courses of study will be determined in consultation with their IT minor advisors. Students in all other programs are strongly encouraged to minor in IT as computer skills enhance career opportunities and are essential in the work place.

Requirements for Admission to a Minor in Information Technology:

Students considering an IT minor must satisfy the following minimum admission requirements and submit their application packages to the IT admission committee for review and approval:

- Completion of an application form.
- A grade of B or better in at least two ITS courses not including ITS 101.

To graduate as IT minors, students must maintain a minimum cumulative GPA of 2.75 in their minor coursework. IT minors are strongly encouraged to seek internships and IT certifications prior to graduation.

Laptop and ACM Student Membership Requirements

IT majors and minors are required to have their own laptops. Check the IT Program website for minimum system configurations for laptops (PC and Apple Mac). They are also required to join Association of Computing Machinery (www.acm.org), the world's largest professional, educational, and scientific computing society. An annual student membership fee is $19 with many benefits, such as free online books and courses, career advises, job fairs, student and computing professional networks, and conferences.

DEPARTMENT COURSES

ITS 101 - Computer Applications I (3)

This course and lab equip student to function in the information society. It introduces students to the current Windows environment and Microsoft Office Suites as they are ubiquitous to today's workplace and personal computing environment. Through hands-on training, students will learn basic skills in Word (word processing), Excel (spreadsheet), Access (database), and PowerPoint (presentation). In addition, file management, Browser, and E-mail basic skills will be taught.

Course Fee: $60.00

ITS 105 - Information Technology Fundamentals (3)

This is the first IT course for students who plan to major or minor in IT. The course and the lab provide the conceptual foundations in understanding technologies. Topics include: computer platforms of hardware and software; the Internet and the web, networking, enterprise computing, e-commerce, database management, information systems development, security, and computer industry and careers. It emphasizes uses and applications as well as emerging trends and ethical issues in the information technology field.

Course Fee: $60.00

ITS 110 - Programming Fundamentals (3)

This course introduces fundamental concepts of computer programming. Students learn program logic, flow charting, and problem solving through analysis, development, basic debugging and testing procedures. Topics include variables, expressions, data types, functions, decisions, loops, and arrays. Students will use the knowledge and skills gained throughout this course to develop a variety of simple programs.

Prerequisite or co-requisite: MAT 130 or permission of instructor.

Course Fee: $60.00

ITS 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

ITS 202 - Computer Hardware Essentials (3)

This course covers essential concepts in computer hardware with a focus on Personal Computers (PC). Students will learn the core components including the processor, motherboard, memory, video and sound adapters, storage devices, and power supplies. Windows operating systems will be used to manage the hardware. Through a hands-on approach, students will develop skills to install, configure, troubleshoot, and repair computer hardware equipment.

Prerequisites: A grade of B or better in ITS 105; or permission of the instructor.

Course Fee: $100.00

ITS 203 - Operating Systems Essentials (3)

This course covers fundamental concepts of computer operating systems. It provides the theory and technical information on popular operating systems, such as Windows, Mac OS, and UNIX/Linux platforms. Topics include operating system theory, installation, upgrading, configuring (operating system and hardware), file systems, security, hardware options, and storage, as well as resource sharing, network connectivity, maintenance, and troubleshooting. Through a hands-on approach, students will develop skills to install, configure, and troubleshoot operating systems.

Prerequisites: A grade of B or better in ITS 105; or permission of the instructor.

Course Fee: $60.00

ITS 211 - Programming Language I (3)

In this course, students learn problem-solving and programming coding skills to develop software applications/tools. Students are introduced to a high-level programming language. Topics include data types, selections, loops, methods, arrays, objects and classes, strings and text I/O, arithmetic and logic operations, control structures and error handling. Students will learn techniques to design, code, debug, and document programs through hands-on programming projects.

Prerequisites: A grade of C or better in ITS 110; or permission of instructor.

Course Fee: $60.00

ITS 212 - Programming Language II (3)

This course continues the development of the principles of a high-level programming language introduced in the Programming Language I course. Topics include: data abstraction, encapsulation, overloaded and overridden methods, inheritance, polymorphism, even-driven programming, and exception handling.

Prerequisite: ITS 211 with a grade of "B" or better, or permission of the instructor

Course Fee: $60.00

ITS 252 - Introduction to Web Technologies (3)

This course introduces internet technology and the principles and techniques necessary for successful web development. Topics such as HTML5, Cascading Style Sheets, JavaScript, DOM, jQuery, multimedia, web page design and web site publishing are presented. Students will learn to develop attractive and interactive web pages and applications.

Prerequisites: ITS 110 with a grade of "B" or better, or permission of the instructor.

Course Fee: $60.00

ITS 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

ITS 311 - Introduction to Mobile Applications Development (3)

This course provides students with the essential conceptual knowledge and hands-on experience in designing and creating applications for mobile devices. It covers the best practices for solving the design and implementation issues of mobile applications, and the development of applications for different mobile platforms. Students will work on small scale programming projects.

Prerequisites: A grade of "C+" or better in ITS 212; or permission of the instructor.

Course Fee: $100

ITS 321 - Database Fundamentals (3)

This course teaches logical and physical characteristics of data and their organization and retrieval in information processing. Topics include database theory and architecture, data modeling, normalization. Students will learn to use PC-based database management system (DBMS) software and design and implement database applications.

Prerequisite: ITS 211 with a grade of "B" or better, or permission of the instructor

Course Fee: $60.00

ITS 322 - Client / Server Database Applications (3)

This course builds on the knowledge and skills acquired from database fundamentals. It covers technologies such as SQL and PHP and advanced topics in database design and implementation. Students will learn a variety of current Web technologies and programming languages used to build interface between a relational database and a Web server.

Prerequisite: ITS 321 with a grade of "C+" or better, or permission of the instructor

Course Fee: $60.00

ITS 331 - Computer Networking Essentials (3)

This course provides a comprehensive coverage of networking hardware, operating systems, topologies, protocols, design, implementation, security, and troubleshooting; along with research and communication skills necessary to succeed in the dynamic field of computer networking. Through hands-on approach, students will learn fundamental and vendor-independent networking concepts and develop the skills to build a network from scratch and to maintain, upgrade, and troubleshoot an existing network.

Prerequisite: ITS 203 with a grade of "B"; or better, or permission of the instructor

Course Fee: $60.00

ITS 341 - Systems Analysis and Design (3)

A study of the methods used in analyzing needs for information and in specifying requirements for an application system. Implementation of the operational system, integration of computer technology, and aspects of organizational behavior in the design support system are examined. Topics include the concept of the system life cycle, the iterative nature of the processes of analysis and design, and the methodology for developing a logical specification and physical design for an operational system.

Prerequisites: ITS 322 and ITS 331 with a grade of "C" or better, or permission of the instructor

ITS 352 - Web Programming (3)

This course emphasizes on building dynamic Internet and web-based applications that interact with other applications and databases. Students will learn a variety of scripting languages, such as JavaScript and JQuery for client side scripting and PHP for server-side scripting, and Web database connectivity and XML technologies. Students will carry out teamwork to design, implement, and evaluate various Web projects.

Prerequisite: ITS 211 and ITS 252 with a grade of "C+" or better, permission of the instructor

Course Fee: $60.00

ITS 361 - Information Security Fundamentals (3)

This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Students will be exposed to a spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre-and post-incident procedures, technical and managerial responses, and an overview of the information security planning and staffing functions.

Prerequisite: ITS 331 with a grade of "C+" or better, permission of the instructor

Course Fee: $60.00

ITS 371 - Human Computer Interaction (3)

This course examines the practical and theoretical issues of how people interact with computers. Students are introduced to an overview of user-centered design principles and tools that help them developing effective and efficient user interfaces in subsequent courses and in their careers. Topics include: HCI history, accessibility, cognitive psychology, and styles assessment, user analysis, task analysis, interaction design, prototyping and human-centered evaluation.

Prerequisite: A grade of C or better in ITS 252, or permission of the instructor.

ITS 381 - Social and Professional Issues in IT (3)

This course explores how IT has changed the nature of society and contributed to evolution of global economy. It examines changing nature of work, education, and communication, and ethical issues such as intellectual property rights, legal issues in computing, computer-related crimes, privacy concerns, and public policy issues.

Prerequisite: ITS 341 with a grade of "C+" or better, permission of the instructor

ITS 382 - IT Technical Writing (3)

This course teaches students how to create technical documents that are generally expected from an IT professional. Students will learn to write clearly and succinctly technical memos, user documentation and technical requirements for an IT system, proposals, reports, and formal papers.

Prerequisites: ITS 381 and ENG 380 with a grade of "C+" or better; or permission of the instructor

ITS 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

ITS 423 - Database Administration (3)

This course will cover techniques essential to a Database Administrator. Topics include: creating the initial database; configuring storage space, tables and users; monitoring performance; securing a database system; and performing backup and recovery.

Prerequisite: ITS 322 with a grade of "C+" or better, or permission of the instructor

Course Fee: $60.00

ITS 433 - Network Administration - Server Support (3)

This course covers topics such as managing server hardware devices; creating and managing users and groups; managing disk, data storage, and file access; implementing and managing printing; implementing and using Group Policies; administering a server; monitoring server performance; managing and implementing backups and disaster recovery; administering Web resources and security basics for a server. Students will learn how to install, configure, administer, and troubleshoot in a Windows server environment.

Prerequisite: ITS 331 with a grade of "C+" or better, or permission of the instructor

Course Fee: $60.00

ITS 453 - E-Commerce Application Development (3)

This course is designed to provide the students with the prerequisite skills and knowledge to participate in the ever-growing electronic business sector. Specific topic areas include key E-commerce concepts, emerging technologies related to E-commerce, business to business, business to consumers, consumers to consumers and global business transactions.

Prerequisite: ITS 212, ITS 322, and ITS 352 with grades of "C+" or better; or permission of the instructor.

Course Fee: $60.00

ITS 491 - Senior Capstone Project I (3)

As part one of a two-semester sequence courses designed for senior IT majors to integrate knowledge and skills acquired in the IT core curriculum and concentration courses, students will engage in the analysis and design of an information systems project intended for actual use upon completion. This course emphasizes project evaluation in the systems planning phase, developing system requirements document and specifications in the analysis and design phases, respectively. All activities are coordinated in a team-based environment.

Prerequisites: ITS 341, ITS 361, ITS 371, and ITS 382 with a grade of "C+" or better in each course; completion of at least two concentration courses; or permission of the instructor.

Course Fee: $60.00

ITS 492 - Senior Capstone Project II (3)

As part two of a two-semester sequence courses intended for senior IT majors to integrate knowledge and skills acquired in the IT core curriculum and concentration courses, students will engage in the development and implementation of an information systems project intended for actual use upon completion. This course emphasizes turning the alpha designs into prototypes in the development phase, and conducting usability tests and producing user support documentation in the implementation phase. All activities are coordinated in a team-based environment.

Prerequisite: ITS 491 with a grade of C+ or better; or permission of the instructor.

Course Fee: $60.00

ITS 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisites: Senior standing and permission of the instructor

ITS 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the IT Program director.

Course Fee: $60.00

MATHEMATICS

Web: Mathematics Program
College of Arts and Sciences
Department of Science, Technology, and Mathematics

Dr. James Nickerson, Program Director
Hall Memorial Building, Room S340F

The Mathematical Sciences Program offers courses and majors in mathematics, statistics, and their applications.

One of the oldest academic subjects, mathematics plays an indispensable role in many fields, and new applications of mathematics are continuously being developed. A strong background in mathematics is a requirement for advancement in a large and increasing number of jobs and will give students more flexibility in choosing their careers. A major in mathematics may lead to opportunities in many diverse fields, such as the sciences, engineering, finance, insurance, and education. Opportunities for mathematics majors to obtain summer internships are widely available. The program recognizes that computers have become more and more pervasive in all aspects of human life and that knowledge of mathematics is desirable and necessary in many disciplines. For that reason a variety of service courses directed toward the needs of non-majors who will use computers, mathematics, or statistics as tools in their chosen career areas are offered.

Students may pursue either a bachelor of art or a bachelor of science degree in mathematics. Students who are thinking of a major in mathematics must begin their preparation as early as possible, preferably during their freshman year.

In addition, for students who are interested in studying computer technologies, the University offers a new program in Information Technology. The program maintains a computer laboratory with personal computers and several high-performance workstations.

Declaring a Major

Requirements for Admission to a Major in Mathematics

Students must complete or demonstrate the following before declaring a major in Mathematics:

1. A letter of interest sent to the Mathematics Program Director.

2. One of the following:

a. A grade of A in MAT 130, Precalculus, or
b. A grade of B or higher in MAT 150, Calculus I, or
c. A grade of C or higher in MAT 205, Calculus II.

3. A cumulative grade point average of 2.5 or higher.

4. A letter of recommendation from one of the student's mathematics instructors. This letter is to focus on the student's creativity and potential for thriving as a mathematics major.

Undergraduate Majors and Minors offered:

B.A. IN MATHEMATICS

Overview

Students must complete or demonstrate the following before declaring a major in Mathematics:

1. A letter of interest sent to the Mathematics Program Director.

2. One of the following:

a. A grade of A in MAT 130, Precalculus, or
b. A grade of B or higher in MAT 150, Calculus I, or
c. A grade of C or higher in MAT 205, Calculus II.

3. A cumulative grade point average of 2.5 or higher.

4. A letter of recommendation from one of the student's mathematics instructors. This letter is to focus on the student's creativity and potential for thriving as a mathematics major.

The Bachelor of Arts degree in Mathematics provides students with a foundation in mathematics and statistics, preparing them for a wide range of career and educational opportunities.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	1
Major and Related Courses	45-48
Free Elective Courses	34-37
TOTAL	120

Required pre-major course 4 hours

To be taken during freshman year:

Code	Title	Credits
MAT 130*	Precalculus	4

*Three hours count toward the general studies requirement, replacing GSR 104

Required mathematics courses 39-42 hours

Code	Title	Credits
MAT 150	Calculus I	4
MAT 205	Calculus II	4
MAT 206	Calculus III	4
MAT 210	Mathematical Proofs	3
MAT 307	Linear Algebra	3
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 328	Differential Equations	3
MAT 403	Senior Capstone in Mathematics	3
MAT 410	Foundations of Geometry	3
MAT 434	Abstract Algebra	3
MAT 451*	Internship	3
MAT 455	Advanced Calculus I	3

*EDU 648 may be substituted for MAT 451.

Elective mathematics courses 6 hours

Choose from the following:

Code	Title	Credits
MAT 320	History of Mathematics	3
MAT 340	Introduction to Number Theory	3
MAT 348	Introduction to Cryptography	3
MAT 360	Intro to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 414	Applied Statistics II	3
MAT 445	Introduction to Complex Analysis	3
MAT 456	Advanced Calculus II	3
MAT 495	Special Topics	1-5

B.S. IN MATHEMATICS

Overview

Students must complete or demonstrate the following before declaring a major in Mathematics:

1. A letter of interest sent to the Mathematics Program Director.

2. One of the following:

a. A grade of A in MAT 130, Precalculus, or
b. A grade of B or higher in MAT 150, Calculus I, or
c. A grade of C or higher in MAT 205, Calculus II.

3. A cumulative grade point average of 2.5 or higher.

4. A letter of recommendation from one of the student's mathematics instructors. This letter is to focus on the student's creativity and potential for thriving as a mathematics major.

The Bachelor of Science degree in Mathematics will prepare students for graduate school. The Bachelor of Science degree is geared toward a more science-intensive curriculum than the Bachelor of Arts degree in Mathematics.

Summary of Requirements

	2016-2017
General Studies	37
Pre-Major Courses	17-20
Major and Related Courses	41-44
Free Elective Courses	19-25
TOTAL:	120

Required pre-major courses 17-20 hours

Pre-major courses to be taken during freshman year

Code	Title	Credits
BIO 201**	Research Methods in the Sciences	4
	OR	
ITS 110	Programming Fundamentals	3
MAT 130*	Precalculus	4
MAT 150	Calculus I	4

*Three hours count toward the general studies requirement, replacing GSR 104

**Four hours count toward the general studies requirement, replacing GSR 230

Other pre-major courses: Choose a two-semester course and laboratory sequence in one laboratory science and one additional semester (course and laboratory) in another laboratory science. (12 hours)

Code	Title	Credits
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
PHY 151	Physics I	3
PHY 152	Physics II	3
PHY 153	Physics I Laboratory	1
PHY 154	Physics II Laboratory	1

Note: Lab sections should be taken concurrently.

Required mathematics courses 35-38 hours

Code	Title	Credits
MAT 205	Calculus II	4
MAT 206	Calculus III	4
MAT 210	Mathematical Proofs	3
MAT 307	Linear Algebra	3
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 328	Differential Equations	3
MAT 403	Senior Capstone in Mathematics	3
MAT 410	Foundations of Geometry	3
MAT 434	Abstract Algebra	3
MAT 451*	Internship	3
MAT 455	Advanced Calculus I	3

*EDU 648 may be substituted for MAT 451.

Elective mathematics courses 6 hours

Choose from:

Code	Title	Credits
MAT 320	History of Mathematics	3
MAT 340	Introduction to Number Theory	3
MAT 348	Introduction to Cryptography	3
MAT 360	Intro to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 414	Applied Statistics II	3
MAT 445	Introduction to Complex Analysis	3
MAT 456	Advanced Calculus II	3
MAT 495	Special Topics	1-5

Recommended coursework 6-12 hours

Code	Title	Credits
	One or two years of a foreign language, preferably German or French	

MATHEMATICS MINOR

Requirements

One of the oldest academic subjects, mathematics plays an indispensable role in many fields, and new applications of mathematics are continuously being developed. A strong background in mathematics is a requirement for advancement in a large and increasing number of jobs and will give students more flexibility in choosing their careers.

Required mathematics courses 12 hours

Code	Title	Credits
MAT 150	Calculus I	4
MAT 205	Calculus II	4
MAT 206	Calculus III	4

Elective mathematics courses 6 hours

Choose from:

Code	Title	Credits
MAT 210	Mathematical Proofs	3
MAT 307	Linear Algebra	3
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 320	History of Mathematics	3
MAT 328	Differential Equations	3
MAT 340	Introduction to Number Theory	3
MAT 348	Introduction to Cryptography	3
MAT 360	Intro to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 410	Foundations of Geometry	3
MAT 414	Applied Statistics II	3
MAT 434	Abstract Algebra	3
MAT 445	Introduction to Complex Analysis	3
MAT 455	Advanced Calculus I	3
MAT 456	Advanced Calculus II	3
MAT 495	Special Topics	1-5

DEPARTMENT COURSES

MAT 040 - Pre-College Mathematics (4)

This course is designed to promote mathematical literacy among liberal arts students and to prepare students for GSR 104. The approach in this course helps students increase their knowledge of mathematics, sharpen their problem-solving skills, and raise their overall confidence in their ability to learn and communicate mathematics. Technology is integrated throughout to help students interpret real-life data algebraically, numerically, symbolically, and graphically. Topics include calculator skills, number sense, basic algebraic manipulation, solving linear equations, graphing of linear equations, and their applications. Access to mathematics instructional software is provided to support and enhance student learning. A graphing calculator is required.

MAT 045 - Elementary Algebra (4)

This course covers basic operations with algebraic expressions, solving equations in one variable, linear equations and their graphs, linear inequalities, exponents, multiplying and dividing polynomials, and factoring polynomials. Applications are included throughout. Access to mathematics instructional software is provided to support and enhance student learning. A graphing calculator is required.

MAT 055 - Intermediate Algebra (4)

This course covers rational expressions, systems of linear equations in two variables, radicals, and complex numbers, quadratic equations, graphs of quadratic functions, exponential and logarithmic functions. Applications are included throughout. Access to mathematics instructional software is provided to support and enhance student learning. A graphing calculator is required.

Prerequisite: MAT 045 or equivalent, or a satisfactory score on appropriate placement exam

MAT 101 - Introductory Mathematical Applications (3)

Linear, quadratic, exponential, and logarithmic functions. Ratios, percentages, matrices, and linear programming emphasizing applications to various branches of the sciences, social studies, and management. Credit will not be allowed if student has passed Math 130. This course will not be counted toward a major in the department.

Prerequisite: MAT 055 or equivalent.

MAT 102 - Introductory Probability and Statistics (3)

Basic concepts of probability and statistics, and applications to the sciences, social sciences, and management. Probability, conditional probability, Bayes Formula, Bernoulli trials, expected value, frequency distributions, and measures of central tendency. Credit will not be allowed for MAT 102 if student has previously passed MAT 130; 102 will not be counted toward a major in the department.

Prerequisite: GSR 104 or MAT 055 or the equivalent, or permission of the Mathematics Program Director.

MAT 125 - College Algebra (3)

This course provides a survey of the algebra topics necessary for Calculus. Topics covered include the analysis of graphs of basic functions, transformations of graphs, composition of functions, inverse functions, quadratic functions and their graphs, polynomial and rational inequalities, absolute value inequalities, radicals and fractional exponents, exponential and logarithmic functions and equations, exponential growth and decay problems, and the analysis of circles, parabolas, ellipses, and hyperbolas. MAT 125 consists of the first half of MAT 130. Passing both MAT 125 and 126 is equivalent to passing MAT 130.

Prerequisite: MAT 055 or the equivalent, or satisfactory score on appropriate placement exam

MAT 126 - Trigonometry (3)

This course covers the basic trigonometry needed for Calculus. Topics covered include angles, radian and degree measure, terminal points, coterminal angles, trigonometric functions and graphs, including phase shifts and vertical shifts of graphs, right triangle trigonometry, arc length, trigonometric identities, addition, subtraction, double-angle identities, Laws of Sines and Cosines, inverse trigonometric functions, and the trigonometric forms of complex numbers. MAT 126 consists of the second half of MAT 130. Passing both MAT 125 and 126 is equivalent to passing MAT 130.

Prerequisite: MAT 125 or equivalent

MAT 130 - Precalculus (4)

This course emphasizes the meaning and application of the concepts of functions. It covers polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs, trigonometric identities, and sequences and series. Passing both MAT 125 and 126 is equivalent to passing MAT 130.

Prerequisites: A grade of C or above in MAT 055 or the equivalent, or a satisfactory score on appropriate placement exam.

MAT 140 - Discrete Structures (3)

Number systems, set theory, functions, combinatorics, algorithms and complexity, and graph theory. Applications to computer science are emphasized.

Prerequisite: MAT 055 or equivalent.

MAT 142 - Introductory Probability and Statistics for Science and Information Technology (3)

This is an introductory course in probability and statistics for science and information technology students. It covers basic concepts of probability and statistics, frequency distributions, graphical methods, measures of central tendency and variability, counting principles, Bayes' theorem, discrete and normal probability distributions, linear regression models, correlation, central limit theorem, sampling variability, confidence intervals, and hypothesis testing. Applications to different fields are included throughout.

Prerequisite: MAT 130 or the equivalent.

MAT 145 - Calculus for Business and Social Sciences (3)

This course emphasizes the applications of the following topics in Business and Social Sciences: Functions and their graphs, exponential and logarithmic functions, limits and continuity, and differentiation and integration in one and several variables. Credit will not be allowed if student has passed MAT 150. This course will not be counted toward a major in the department.

Prerequisite: MAT 130 or the equivalent

MAT 150 - Calculus I (4)

Limit processes, including the concepts of limits, continuity, differentiation, and integration of functions. Applications to physical problems will be discussed.

Prerequisite: A grade of C or better in either MAT 126 or MAT 130.

MAT 171 - Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers I (3)

This course is the first part of a two-semester course sequence with MAT 172. This course is designed for prospective early childhood and elementary school teachers. The contents of this course include concepts and theories underlying early childhood and elementary school mathematics. The students will explore the "why" behind the mathematical concepts, ideas, and procedures. Topics include problem solving, whole numbers and numeration, whole numbers operations and properties, number theory, fractions, decimals, ratio and proportion, and integers.

Prerequisites: GSR 104 or the equivalent, or permission of the department chair. This course is not open to mathematics majors.

MAT 172 - Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers II (3)

This course is the second part of a two-semester course sequence with MAT 171. This course is designed for prospective early childhood and elementary school teachers. The contents of this course include concepts and theories underlying early childhood and elementary school mathematics. The students will explore the "why" behind the mathematical concepts, ideas and procedures. Topics include rational and real numbers, introduction to algebra, Euclidean and solid geometry, statistics, and probability.

Prerequisites: MAT 171. This course is not open to mathematics majors.

MAT 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

MAT 205 - Calculus II (4)

Applications of integration, inverse functions, the natural logarithm and exponential functions, and hyperbolic functions. Techniques of integration, sequences, series of numbers and functions, and Taylor series.

Prerequisite: A grade of C of better in MAT 150.

MAT 206 - Calculus III (4)

Vectors, partial derivatives, multiple integrals, line integrals, Green's Theorem, the Divergence Theorem, and Stokes Theorem. Applications to physical problems will be given.

Prerequisite: A grade of C or better in MAT 205.

MAT 210 - Mathematical Proofs (3)

A study of functional principles and proof techniques. Topics will include statements, consequence, proof, sufficient and necessary conditions, contraposition, induction, sets, relations, functions, cardinality, divisibility, prime numbers, congruence, Fermat's Theorem, counting principles, permutations, variations, combinations, binomial coefficients, graphs, planar and directed graphs, and graph coloring.

Prerequisite: A grade of C or better in MAT150

MAT 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor

MAT 307 - Linear Algebra (3)

This course covers the fundamental concepts of vector spaces, linear transformations, systems of linear equations, and matrix algebra from a theoretical and a practical point of view. Results will be illustrated by mathematical and physical examples. Important algebraic (e.g., determinants and eigenvalues), geometric (e.g., orthogonality and the Spectral Theorem), and computational (e.g., Gauss elimination and matrix factorization) aspects will be studied.

Prerequisite: MAT 205 or permission of the Mathematics Program Director.

MAT 313 - Introduction to Probability (3)

This course is the first part of a two-semester sequence with MAT 314, with a focus on basic probability. It covers descriptive statistics, sample spaces and events, axioms of probability, counting techniques, conditional probability and independence, distribution of discrete and continuous random variables, joint distributions, and the central limit theorem.

Prerequisites: MAT 205

MAT 314 - Applied Statistics I (3)

This course is the second part of a two-semester course sequence with MAT 313, with a focus on applied statistics. It covers basic statistical concepts, graphical displays of data, sampling distribution models, hypothesis testing, and confidence intervals. A statistical software package is used.

Prerequisite: MAT 313

MAT 320 - History of Mathematics (3)

A survey of the history of mathematics from antiquity through modern times.

Prerequisite: MAT 205.

MAT 328 - Differential Equations (3)

Ordinary differential equations of first-order and first-degree, high order linear ordinary differential equations with constant coefficients, and properties of solutions.

Prerequisites: MAT 206, 307

MAT 340 - Introduction to Number Theory (3)

A study of properties of integer numbers. Divisibility of integers, primes and greatest common divisors, congruencies, Euclidean algorithm, Euler Phi-function, quadratic reciprocity and integer solutions to basic equations, Diophantine equations, and applications to cryptography and primality testing.

Prerequisite: MAT 210

MAT 348 - Introduction to Cryptography (3)

This is an introductory course in cryptography. It covers classical cryptosystems, Shannon's perfect secrecy, block ciphers and the advanced encryption standard, RSA cryptosystem and factoring integers, public-key cryptography and discrete logarithms, and linear and differential cryptanalysis.

Prerequisites: MAT 130 and MAT 140; or MAT 150; or permission of the instructor.

MAT 360 - Intro to Operations Research (3)

This course covers linear programming, the simplex algorithm, duality theory and sensitive analysis, network analysis, transportation, assignment, game theory, inventory theory, and queuing theory.

Prerequisites: MAT 140, or MAT 150; or permission of the instructor

MAT 361 - Numerical Analysis (3)

Numerical differentiation, integration, interpolation, approximation of data, approximation of functions, iterative methods of solving nonlinear equations, and numerical solutions of ordinary and partial differential equations.

Prerequisites: ITS 110 or the equivalent; MAT 206; or permission of the department chair

MAT 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

MAT 403 - Senior Capstone in Mathematics (3)

This course is for mathematics majors in their last year of the program, and is intended to introduce students to research and literature in mathematics. Students will produce two major products: (1) a literature review research paper on an approved topic of their choice; and (2) an ASL presentation based on their final research paper.

Prerequisite: Permission of the instructor.

MAT 410 - Foundations of Geometry (3)

A survey of Euclidean, non-Euclidean, and other geometries. The emphasis will be on formal axiomatic systems.

Prerequisite: MAT 150, 210; or permission of the instructor

MAT 414 - Applied Statistics II (3)

This course covers statistical techniques with applications to the type of problems encountered in real-world situations. These topics include categorical data analysis, simple linear regression, multiple regression, and analysis of variance. A statistical software package is used.

Prerequisite: A grade of B or above in MAT 314; or permission of the instructor.

MAT 434 - Abstract Algebra (3)

An axiomatic treatment of groups, rings, and fields that bridges the gap between concrete examples and abstraction of concepts to general cases.

Prerequisite: MAT 206, 210, 307, or permission of the the Mathematics Program Director.

MAT 445 - Introduction to Complex Analysis (3)

This is an introductory course in complex analysis. The algebra of complex numbers, analytic functions, contour integration, Cauchy integral formula, theory of residues and poles, and Taylor and Laurent series.

Prerequisite: MAT 206 and MAT 210, or permission of the instructor

MAT 451 - Internship (3)

This is a one-semester internship in which the student works for at least 60 hours in an applied mathematical or statistical setting under the supervision and guidance of the course instructor and on-site professionals in the field.

Prerequisite: Mathematics major and permission of the instructor.

MAT 455 - Advanced Calculus I (3)

This course is the first part of a two-semester course sequence with MAT 456. This course covers a theoretical approach to calculus of functions of one and several variables. Limits, continuity, differentiability, Reimann integrability, sequences, series, and contour integration.

Prerequisites: MAT 206, 210, 307

MAT 456 - Advanced Calculus II (3)

This course is the second part of a two-semester course sequence with MAT 455. This course covers a theoretical approach to calculus of functions of one and several variables. Limits, continuity, differentiability, Reimann integrability, sequences, series, and contour integration.

Prerequisite: MAT 455

MAT 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the department chair

MAT 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

PUBLIC HEALTH

Web: Department of Science, Technology, and Mathematics
College of Arts and Sciences
Department of Science, Technology, and Mathematics

Dr. Kathleen Arnos, Program Director
Hall Memorial Building, Room N344C

Public Health is a science concerned with protecting and promoting health in individuals, families, communities and entire populations through such measures as disease prevention, promotion of healthy lifestyles, and research on epidemics and infectious diseases. The Public Health Program at Gallaudet offers a major (Bachelor of Science in Public Health - BSPH) which prepares students to work in a number of health-related fields or enter graduate or professional school. Public Health professionals with Bachelor's degrees are in increasing demand for employment by government agencies and private organizations as public health analysts, health care managers, patient educators, risk assessors, and occupational health and safety technicians. Majors in Public Health are prepared to take the National Commission for Health Education Credentialing (CHES) exam or the Certification in Public Health (CPH) exam and to succeed in obtaining certification. The minor in Public Health is designed to increase awareness and understanding of public health principles among students preparing for careers in other fields such as, but not limited to, physical education and recreation, social work, business, medicine, health education or psychology.

The Public Health Program builds on a base curriculum of science and math courses and offers a number of required and elective courses which promote core knowledge in the areas of biostatistics, epidemiology, environmental health sciences, social and behavioral sciences, and health services and policy. The core curriculum currently emphasizes a specific track called Behavioral and Community Health, which focuses on how to improve public health by encouraging people to make health choices such as through community-wide education initiatives on health topics, fitness and injury and disease prevention. Students are also exposed to specialized information and strategies to deal with health care disparities in the Deaf and hard of-hearing communities. Our faculty are committed to providing an excellent curriculum and experiential opportunities that allow each student to possess the knowledge and skills to

succeed and make contributions in public health to diverse communities and a multicultural world beyond Gallaudet.

Declaring a Major

Students seeking to declare a major in Public Health must satisfy the following minimum criteria:

- A cumulative GPA of 2.75 or above.
- Completion of BIO 107 and BIO 108 with a grade of C or better.

To continue and graduate with a major in Public Health, students are expected to maintain a minimum cumulative GPA of 2.75 or above in all major and related courses. Students not receiving a grade of "C" or better in a major course must repeat the course.

Students interested in majoring in Public Health are encouraged to meet with the Public Health program director as early as possible, preferably during their freshman year. Transfer students who are interested in the major must meet with the program director to discuss acceptance into the major.

B.S. IN PUBLIC HEALTH

Overview

Public Health is a science concerned with promoting and protecting health in individuals, families, communities and entire populations through such measures as disease prevention, promotion of healthy lifestyles, and research on epidemics and infectious diseases. The BSPH prepares students to work in a number of health-related fields or enter graduate or professional school. Public Health professionals with this degree are in increasing demand for employment by government agencies and private organizations as public health analysts, health care managers, patient educators, risk assessors, and occupational health and safety technicians.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	11
Major and Related Courses	67
Free Elective Courses	12
TOTAL	120*

*Category totals do not add up to 120 because required pre-major and major courses overlap with GSR requirements. For MAT 130, three hours count toward the general studies requirement, replacing GSR 104. For BIO 201, four hours count toward the general studies requirement, replacing GSR 230.

Required pre-major courses 11 credits

Code	Title	Credits
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4
PSY 101	Introduction to Psychology	3

Required Chemistry courses 4 credits

Code	Title	Credits
CHE 107	General Chemistry I	3
CHE 109	General Chemistry Laboratory I	1

Required Mathematics Course 4 credits

Code	Title	Credits
MAT 130	Precalculus	4

Three hours count toward the general studies requirement, replacing GSR 104.

Required Biology Courses 16 credits

Code	Title	Credits
BIO 201*	Research Methods in the Sciences	4
BIO 211	Genetics	4
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4

*BIO 201 replaces GSR 230 General Studies Requirement

Required Public Health Core Courses 25 credits

Code	Title	Credits
MAT 142	Introductory Probability and Statistics for Science and Information Technology	3
PHS 101	Foundations of Public Health	3
PHS 200	Foundations of Healthcare Systems and Policy	3
PHS 201	Foundations of Epidemiology	3
PHS 202	Foundations of Environmental Health	3
PHS 401	Senior Capstone	3
PHS 402	Internship Seminar	1
PHS 403	Internship in Public Health	3
PSY 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3

Behavioral and Community Health Concentration Required Courses 9 credits

Code	Title	Credits
PHS 203	Introduction to Personal and Community Health	3
PHS 301	Behavioral Health Interventions: Planning and Evaluation	3
PSY 317	Health Psychology	3

Public Health Electives 9 credits

Choose 9 credits from the following:

Code	Title	Credits
BIO 106	Medical Terminology	3
BIO 221	Microbiology	5
BIO 251	Nutrition	3
BIO 321	Pathogenic Microbiology	5
BIO 411	Human Genetics	3
CHE 420	Pharmacology	3
COM 350	Introduction to Mass Communication	3
GOV 360	Public Policy	3
PER 110	Wellness	3
PER 368	Physiology of Exercise	3
PHI 290	Ethics and Health Care	3
PHI 450	Bioethics and the Deaf Community	3
PHS 302	Introduction to Public Health Informatics, Health Communication and Consumer Informatics	3
PHS 295	Special Topics	1-5
PHS 395	Special Topics	1-5
PHS 495	Special Topics	1-5
PHS 499	Independent Study	1-3
PSY 210	Lifespan Development	3-4
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
SOC 318	Medical Sociology	3
SPA 111	Basic Spanish I	4
SWK 267	Alcohol and Drug Addictions: Intervention Strategies	3
SWK 307	Human Behavior and the Social Environment I	3
SWK 318	Human Diversity	3

WLC 380	The Latino Presence in the United States	3

PUBLIC HEALTH MINOR

Declaring a Minor

Students seeking to declare a minor in Public Health must complete 4 hours of introductory biology (including a laboratory) with a grade of "C" or better.

Students can choose 4 credits of introductory biology from among the following courses:

- BIO 105 Human Biology (4)
- BIO 107 Principles of Biology for Science Majors I (4)
- BIO 108 Principles of Bio Biology for Science Majors II (4)

Required Pre-Minor Courses 4 credits

Choose one:

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
BIO 107	Principles of Biology for Science Majors I	4
BIO 108	Principles of Biology for Science Majors II	4

Public Health Minor Required Courses 9 credits

PHS 101 and PHS 201 required, and choose one statistics course:

Code	Title	Credits
PHS 101	Foundations of Public Health	3
PHS 201	Foundations of Epidemiology	3
MAT 102	Introductory Probability and Statistics	3
MAT 142	Introductory Probability and Statistics for Science and Information Technology	3
PSY 342	Research Design and Analysis II	3
SOC 375	Statistics I	3

6 credits of Elective Options from the following:

Code	Title	Credits
BIO 203	Anatomy and Physiology for Human Service Majors	4
BIO 233	Human Anatomy and Physiology I	4
BIO 251	Nutrition	3
PER 110	Wellness	3
PER 368	Physiology of Exercise	3
PHI 290	Ethics and Health Care	3
PHS 200	Foundations of Healthcare Systems and Policy	3
PHS 202	Foundations of Environmental Health	3
PHS 203	Introduction to Personal and Community Health	3
PHS 295	Special Topics	1-5
PHS 301	Behavioral Health Interventions: Planning and Evaluation	3
PHS 302	Introduction to Public Health Informatics, Health Communication and Consumer Informatics	3
PHS 395	Special Topics	1-5
PHS 403	Internship in Public Health	3
PHS 495	Special Topics	1-5
PHS 499	Independent Study	1-3
PSY 317	Health Psychology	3
PSY 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PSY 457	Psychology of Human Sexuality	3
SOC 268	Cultural Anthropology	3

SOC 318	Medical Sociology	3
SWK 267	Alcohol and Drug Addictions: Intervention Strategies	3

DEPARTMENT COURSES

PHS 101 - Foundations of Public Health (3)

This course provides an overview of the goals, functions, and methods of public health. After an introduction to the core concepts and tools used in public health research and practice, applications of these methodologies are considered in the context of five current controversies/problems in public health. Students work together to develop strategies for prevention and control that take into consideration different points of view, outside research, and impacts on individuals and communities.

Prerequisites: GSR 102 or the equivalent and GSR 103 or the equivalent

PHS 200 - Foundations of Healthcare Systems and Policy (3)

This course provides a survey of health policy and management, a multi-disciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. The course is designed to give students a basic understanding of American health care organization, financing and policy.

Prerequisite: PHS 101

PHS 201 - Foundations of Epidemiology (3)

Epidemiology is the study of the distribution and determinants of health and illness in human populations and the application of methods that seek to describe and, ultimately, improve health outcomes. Consequently, epidemiology is often considered the basic science of public health. This course is designed to introduce students to the history, basic principles, and methods of epidemiology. Topics covered in this course are history and background of epidemiology, measures of disease frequency, measures of association, epidemiologic study designs, screening, outbreak investigations, and assessment of causality. Examples from domestic and international settings are included. In addition, students will develop skills to critically read, interpret, and evaluate health information from published epidemiological studies and mass media sources.

Prerequisites: PHS 101 and GSR 104 or MAT 130

PHS 202 - Foundations of Environmental Health (3)

This course is intended to serve as an introduction to the major issues of environmental health science with a focus on the United States, although global health issues are considered as well. We will examine what those issues are, what determines them, and how they can be altered. As a survey of the many facets of environmental health, the course provides a broad overview for students wishing introduction to the field, as well as good grounding for students who wish to pursue additional coursework in environmental health.

Prerequisite: PHS 101

PHS 203 - Introduction to Personal and Community Health (3)

This course provides an overview of health-related challenges facing individuals in today's connected and globalized world. Health issues will be approached from both individual and community perspectives with a focus on concepts of wellness and prevention. Emphasis will be placed on individual decision-making and understanding of biological, social, environmental, and other factors affecting health and wellness. We will also study the role of health behaviors and how they contribute to healthier lives.

Prerequisite: PHS 101

PHS 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

PHS 301 - Behavioral Health Interventions: Planning and Evaluation (3)

This course introduces students to the theory and application of community-based health promotion program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purposes of addressing identified public health concerns serve as the foundation for the planning process. Techniques of community partnership building, planning strategies, data collection, data analysis, and evidence-based decision-making will also be introduced.

Prerequisite: PHS 200

PHS 302 - Introduction to Public Health Informatics, Health Communication and Consumer Informatics (3)

This course provides an overview of the field of public health informatics and how technology, information science, and computer/Internet applications can support public health research and practice. Students will understand the technological competency needs of public health professionals and become familiar with some of the resources and tools available. The course will familiarize students with informatics systems deployed at the national, state, and local levels, including strategies to address new and emerging threats. Students will also be introduced to the field of consumer health informatics, including aspects related to the design and evaluation of consumer health applications.

Prerequisites: PHS 101 and MAT 142 or PHS 201

PHS 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

PHS 401 - Senior Capstone (3)

The senior capstone course is meant to provide an opportunity to synthesize and apply knowledge accumulated over time as a public health major. The focus of the course is on gathering background information (literature searches, literature review), developing an experimental design, and formulating a project proposal.

Prerequisite: Senior status in the Public Health major
Prerequisite or Co-requisite: PHS 301

PHS 402 - Internship Seminar (1)

This course will prepare the student for the public health internship experience. Topics covered include general issues in fieldwork in public health, agency systems and policies, diversity issues in public health settings, ethical and legal issues, interpersonal and professional relationships in public health work settings, career options in public health, and the appropriate use of interpreters in internship settings. Emphasis will be placed on students' understanding of their personal, social, and cultural identity in the context of health and well-being and the impact on their future work in health care settings.

Prerequisites: Public Health major with junior or senior status and permission of the instructor.

PHS 403 - Internship in Public Health (3)

The purpose of the internship is to enable students to gain practical experience under conditions conducive to educational and professional development. The internship is a time-limited, supervised period of community health/public health activities, carried out in a related professional organization or agency. Each intern will report to a site supervisor at the host organization who will oversee the student's experience and provide structure and mentorship throughout the internship. The course instructor must approve the internship before registration for this course.

Prerequisite: PHS 402 and permission of the instructor

PHS 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

PHS 499 - Independent Study (1-3)

Under supervision of a faculty member, a student will prepare a paper on a special topic or conduct a research project involving the collection of data and preparation of a report.

Prerequisites: Senior standing and permission of the instructor

DEPARTMENT OF SOCIAL WORK

Web: Department of Social Work
School of Education, Business, and Human Services

Dr. Teresa Crowe, Chair
Hall Memorial Building, Room S338F

The purpose of the social work major is to provide professional education and training to prepare graduates for employment as entry-level generalist social work practitioners. Students in the major acquire generalist social work practice knowledge and skills for work with individuals, families, groups, organizations, and communities. An important aspect of the social work major is its emphasis on application of knowledge, theory, and skills during internships in community programs and agencies. The Social Work Department develops internships that are designed to be responsive to students interests, abilities, and educational needs. The Gallaudet social work major also prepares students for admission to graduate school in social work and related human service fields. The undergraduate program in social work has been accredited by the Council on Social Work Education since 1976. The social work sequence consists of 47 credits in the major, which includes coursework and field practicum (internships). Prior to the major, students take supporting courses in sociology, psychology, economics, biology, and American government. The field practicum requirement consists of a two-semester internship in the senior year in a selected agency under professional social work supervision.

The Phi Alpha Pi National Honor Society in Social Work
Mu Pi Chapter

Gallaudet University became a charter member of this national honor society in social work in 2005, with the initiation of 10 undergraduate students. In 2006 the first group of MSW students was initiated into membership. The Gallaudet University chapter is named Mu Pi. Undergraduate social work majors must have a 3.5 cumulative GPA and recommended by the faculty into the honor society; MSW students much achieve a 3.7 GPA after their first full time semester of required social work courses. The history of a national honor society for social work students began in the 1960's at the University of Michigan. Now over 360 chapters of Phi Alpha have been established. The national office is located at East Tennessee State University. Phi Alpha's slogan is "Through Knowledge--the Challenge to Serve." Membership into Mu Pi recognizes students for their academic excellence, contributions to the social work program and adherence to an ethic of service, social change and social justice. Members of Mu Pi at Gallaudet University demonstrate a commitment to social work values and ethics and improving the lives of individuals, families, groups, communities, organizations, and society at large, with a special commitment to deaf and hard of hearing people. Mu Pi members believe in the ideal of service and "giving back to the community" and have become involved in several service learning projects. They have raised funds for deaf tsunami victims in Sri Lanka, for victims of Hurricane Katrina, and participated in fund raising efforts for such local organizations as Deaf REACH, Washington Urban League, and Deaf Abused Women's Network (DAWN). Recently, they have volunteered to build homes with Habitat for Humanity and plan to continue in partnership with DC Habitat.

Declaring a Major

Requirements for Admission to a Major in Social Work

- A cumulative grade point average of at least 2.00
- Two letters of reference that provide information about the applicant's character, maturity, stability, achievements, interactional skills and special qualities that would make the applicant a good candidate for social work. The letters may be from teachers, employers, academic advisors, or other professionals.
- An admissions essay that is 1-2 pages in length. The essay should address the following:
    - the reason for selecting social work as a major,
    - career goals,
    - personal assets,
    - the contribution that will be made to the Social Work Program,
    - the contribution that will be made to the profession of social work, and 6) a discussion of a plan to meet the Program's requirements.
- Meet with the BA Program Director.
- Most recent copy of your transcript.

- Completion of the admissions application located in the Appendix I.

Each applicant is evaluated based on the strengths of the letters of recommendation, and the merits of the admissions essay. Individuals who are accepted into the social work major must sign the Student Code of Conduct Contract **(Handbook Appendix II)** and the University's Major Declaration Form. They are also given a Student Handbook, the NASW Code of Ethics and other printed material from NASW that offers information related to careers in social work, and assigned an academic advisor. If admission to the social work major is denied, a letter providing the reasons is written by the BA Program Director and given to the applicant. Deadlines for submission of one letter of recommendation, an unofficial transcript, a one page essay and the completed admissions application are from September to November for admission in the Winter term; or February to April for admission in the Fall term. All of the admission materials must be received by the stated deadlines in order to be considered for acceptance to the social work program.

Undergraduate Majors and Minors offered:

B.A. IN SOCIAL WORK

Overview

For continuation in the major, a student must earn a grade of C or better in courses requiring mastery of principles, methodology, and practice and demonstration of professional values and ethics considered necessary for satisfactory performance in the profession (SWK 335, 337, 436, 482, 484, 486, and 494). Internships may be repeated only with permission of the department. In major courses, students must also demonstrate English language skills commensurate with professional requirements.

In major courses, students must also demonstrate English language skills commensurate with professional requirements. Students are encouraged to have completed GSR 102 or the equivalent before beginning the major.

Summary of Requirements

	2017-2018
General Studies	37
Pre-Major Courses	22
Major and Related Courses	47
Free Elective Courses	14
TOTAL	120

Required pre-major courses 22 hours

To be taken during freshman or sophomore year:

Code	Title	Credits
BIO 105	Introduction to Human Biology	4
ECO 205	Introduction to Economics	3
MAT 102	Introductory Probability and Statistics	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3

Choose six hours from the following:

Code	Title	Credits
GOV 110	Basic American Government	3
GOV 335	American State and Local Politics	3
GOV 346	Political Parties	3
GOV 348	Interest Group Politics	3
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 352	Civil Liberties	3
GOV 353	Civil Rights and Civil Rights Movement	3
GOV 356	Legislative Process	3
GOV 360	Public Policy	3
GOV 370	Human Rights	3

Required social work courses 44 hours

Code	Title	Credits
SWK 203	The Field of Social Work	3
SWK 304	Development of the American Social Welfare System	3
SWK 307	Human Behavior and the Social Environment I	3
SWK 308	Human Behavior and the Social Environment II	3
SWK 318	Human Diversity	3
SWK 335	Social Work Practice I: Individuals	3
SWK 337	Case Management	3
SWK 436	Social Work Practice II: Families and Groups	3
SWK 441	Research Methods in Social Work I	3
SWK 442	Research Methods in Social Work II-Data Analysis	3
SWK 482	Social Work Practice III: Organizations and Communities	3
SWK 484	Social Work Practicum I:Internship	4
SWK 486	Social Work Practicum II: Internship	4
SWK 494	Senior Seminar	3

Elective social work and related courses 3 hours

Choose three hours:

Code	Title	Credits
FCS 306	Contemporary Families	3
FCS 309	Marriages and Families: Diversity and Change	3
FCS 333	Child, Family, and Community	3
FCS 334	Parent-Child Interactions	3
SOC 250	Gender and Society	3
SWK 201	Social Work Practice and AIDS	3
SWK 202	Adoptive Family Systems	3
SWK 265	Child Welfare	3
SWK 267	Alcohol and Drug Addictions: Intervention Strategies	3
SWK 495	Special Topics	1-5
SWK 499	Independent Study	1-3

MINOR IN FAMILY STUDIES

Overview

College of Arts and Sciences

Mr. Samuel Weber, Minor Coordinator
Hall Memorial Building, Room S333B

The minor in Family Studies offers students the opportunity to expand their professional preparation or to satisfy a personal interest.

There are many career paths and job possibilities for students with a Child Development specialization, depending on whether they choose to move directly into a work setting or attend graduate school. Required courses provide the foundation for understanding how children develop, learn, and behave and develop the competence needed to effectively guide children and work with their families. Field experiences permit students to apply this knowledge base and develop their professional skills.

Requirements

Required courses 15 hours

Choose 15 hours:

Code	Title	Credits
COM 470	Family Communication	3
FCS 306	Contemporary Families	3
FCS 309	Marriages and Families: Diversity and Change	3
FCS 333	Child, Family, and Community	3
FCS 334	Parent-Child Interactions	3
PSY 313	Development II: The Psychology of Adolescence	3

PSY 315	Development III: Adulthood and Aging	3
PSY 457	Psychology of Human Sexuality	3
SOC 210	Sociology of Death and Dying	3
SWK 307	Human Behavior and the Social Environment I	3

DEPARTMENT COURSES

FCS 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

FCS 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

FCS 306 - Contemporary Families (3)

This course focuses on present-day American families, comparing them to families throughout history and exploring implications for the future. Special attention is given to the racial and ethnic diversity of contemporary families and strengths and challenges these families confront. The impact families have on society along with the impact public policies have on families are examined throughout the course.

FCS 309 - Marriages and Families: Diversity and Change (3)

Covering basic concepts and research in the areas of marriages, families, and intimate relationships, students address the challenges and opportunities individuals have in these areas as they move through the lifespan. Topics include family structures and functions, sex/gender roles, courtship and dating, cohabitation, unions and marriages, parenting, divorce, remarriage, and stepfamilies, with an emphasis on the diversity of today's relationships today and how they have changed from the past.

FCS 333 - Child, Family, and Community (3)

This course uses an ecological approach to understanding the interactions of the child in the family and the community. Special emphasis is given to the ways that the family, community, and society can work together to provide the best environment for the development of children.

FCS 334 - Parent-Child Interactions (3)

This course explores the influence of parents on children and children on parents. Special attention is given to how their roles and relationships change. Important issues confronting parents and children today are addressed and students learn a variety of positive discipline techniques.

Prerequisite: Permission of the instructor

FCS 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

FCS 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

Course Fee: $20.00

FCS 499 - Independent Study (1-4)

Supervised study or project in an area of the student's special interest.

Prerequisites: Senior standing and permission of the department chair

SWK 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

SWK 201 - Social Work Practice and AIDS (3)

This course is an elective that examines topics related to understanding the psychosocial issues associated with HIV/AIDS and the various roles human service professionals assume for the delivery of services. The course provides an opportunity for students to explore personal and societal values related to HIV/AIDS and to gain a beginning knowledge of the types of assistance available to persons living with the illness. Particular attention is given to the impact of HIV/AIDS upon families and care givers in the context of coping strategies and the human service delivery system's response to their needs.

Prerequisite: Sophomore standing

SWK 202 - Adoptive Family Systems (3)

The course explores the strengths and challenges of adoptive family life from a systems perspective and introduces current theory and research that informs social work practice in the field of adoption. The course addresses from a developmental perspective the life long impact of adoption on the adoption triad: birth parents, adoptive parents, and adopted children. Topics discussed include emotional processes involved with infertility and the decision to adopt, adoption and developmental stages, issues related to open adoption, and transracial adoptions.

Prerequisite: Sophomore standing

SWK 203 - The Field of Social Work (3)

This course is an introduction to the profession of social work. It is the required first course for social work majors and is also open to students exploring the field of social work as a possible career. The course traces the historical development of the social work profession within the context of the social welfare system, introduces the generalist model of social work practice, surveys the major field of practice and populations served by social workers, and addresses the role of evaluation and research in the profession. Guest speakers from the community and field trips to community agencies provide exposure to programs and services and the roles of social workers.

Prerequisite: Sophomore standing

SWK 265 - Child Welfare (3)

This course introduces the student to the fields of child welfare with an emphasis on child maltreatment. It looks at child abuse and neglect in all its forms (physical, sexual, emotional) in an ecological context (individual, familial, social, and cultural forces that interact with one another to cause abuse). Students are introduced to the historical context of child maltreatment, the current social policies that are in place that affect the protection of children, and the role of the social worker in child protection. Also covered are the procedures for child abuse investigation and reporting, interviewing the child and family, and the role of the court system. Controversial issues and opposing viewpoints are considered such as imprisonment of abusers, effectiveness of prevention programs, foster care, and proposed policy changes designed to reduce violence and harm to children.

Prerequisite: Sophomore standing

SWK 267 - Alcohol and Drug Addictions: Intervention Strategies (3)

This course prepares the student in one of the helping professions to understand the primary issues related to the use and abuse of alcohol and other drugs, including narcotics, depressants, stimulants, hallucinogens, and marijuana. The impact of drug use on the individual, the family, and society will be examined, including the psychological ramifications of children of alcoholics and drug abusers. Emphasis will be on the development of intervention skills and identifying the person who is abusing chemicals. Knowledge of community resources and programs, with attention given to accessibility to deaf substance abusers, will be covered.

SWK 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

SWK 304 - Development of the American Social Welfare System (3)

This course explores the history and values of the social work profession in relation to the development of the social welfare system as well as traditional American values involved in the evolution of the current system. It also considers various conceptions of social welfare, their application in social welfare programs, and their implications in practice. Issues and policies that affect diverse populations who have experienced oppression and discrimination are examined.

Prerequisite: SWK 203

Prerequisites/corequisites: ECO 205; GOV 101,102 or HIS 111, 112

SWK 307 - Human Behavior and the Social Environment I (3)

The course examines human behavior from conception through very old age. Throughout the course, the physical, intellectual, social, and emotional growth of individuals and families (micro systems) are studied. Each aspect of development is examined in the context of the environment's influence upon optimal growth. Additionally, attention is given to the interplay among culture, socioeconomic status, and ethnicity upon human behavior through the life course.

Prerequisite: Junior standing or permission of the department

SWK 308 - Human Behavior and the Social Environment II (3)

The course explores human behavior in communities, organizations and groups (macro systems). An overarching ecosystems perspective is emphasized for understanding how each macro system can enhance people's optimal health and well-being. Aspects of diversity are incorporated throughout the course in the form of issues that affect human behavior. Throughout the course, content about the macro social environment is directly related to generalist social work practice using case material.

Prerequisites: SWK 307; Junior standing or permission of the department

SWK 318 - Human Diversity (3)

This course provides students an opportunity for examination of personal attitudes, stereotypes, biases, and misconceptions that affect ethnic-competent professional practice. Attention is given to increasing students' knowledge, understanding, appreciation, and sensitivity to diversity, oppression, and racism, and the implications of each for social work and other human services. While the course addresses the cognitive and conceptual aspects of learning, primary emphasis is on the affective process. In addition to learning about racism, discrimination, power/powerlessness, and ethnocentrism, students participate in experiential groups and role play. These exercises provide opportunities to explore new ways of thinking, feeling, and responding to people who experience discrimination or oppression because of their race, ethnic background, gender, age, disability, or sexual orientation, or because they are deaf or hard of hearing.

Prerequisite: Junior standing.

SWK 335 - Social Work Practice I: Individuals (3)

This is the first course in the social work practice sequence and emphasizes the generalist model as the framework for all social work practice using a problem-solving approach. A major focus of the course is on the development of skills for practice with individuals within the context of social work values and ethics. Cross-cultural considerations and other differences between social worker and client are addressed throughout the semester. The course includes a weekly lab that provides opportunities for learning interviewing skills through the use of videotapes and role play.

Prerequisites/corequisites: SWK 203, 307; open to social work majors only

SWK 337 - Case Management (3)

Case Management is a required course in the practice sequence. It introduces students to case management and the various methods of intervention used with the process. Among the case management processes discussed are assessment, intake interviews, and documentation. Specialized practice skills used by case managers are also discussed. Students are taught methods for determining benefit eligibility, learn the rules and principles for referral making, and acquire knowledge related to the major income and maintenance and support programs. Ethical and legal issues surrounding case management in the context of client autonomy, informed consent, and confidentiality are discussed and applied to case material. The course includes a pre-field experience that requires weekly visits to a human services organization for the purpose of observing the case management process. The course is open to social work majors only.

Prerequisites: Grade of C or better in SWK 203,307,335.

SWK 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

SWK 436 - Social Work Practice II: Families and Groups (3)

This course focuses on the development of knowledge and skills for social work practice with families and groups. Particular attention is given to families in which one or more members is deaf or hard of hearing, to other minority families, and to practice issues with groups of deaf people and groups of other minority people.

Prerequisite: Grade of C or better in SWK 335, 337 Co-requisite: SWK 484

SWK 441 - Research Methods in Social Work I (3)

The focus of this course is on the development of knowledge and skills for systematically monitoring and evaluating social work practice. The course covers quantitative and qualitative methods, ethical issues in research, special considerations in cross-cultural research, the value of single subject designs for evaluation of practice, critical analysis of research studies, and use of research findings in professional practice.

Prerequisite: SWK 335

SWK 442 - Research Methods in Social Work II-Data Analysis (3)

This course focuses on statistical and qualitative methods of data analysis that provide tools for social workers to evaluate their own practice and programs. Included are descriptive statistics, inferential statistics, content analysis of case studies, and inductive analysis of informant interviews and focus groups. The course also introduces students to the use of the computer in data analysis and provides hands-on experience with the Statistical Package for the Social Sciences and with the Ethnograph software package for qualitative data analysis.

Prerequisite: SWK 441

SWK 482 - Social Work Practice III: Organizations and Communities (3)

This course focuses on the development of skills for planned change in organizations and communities. The problem-solving process learned in previous social work practice courses is applied to problem analysis, goal formulation, and implementation of change within organizations and communities. Field practicum agencies, human service organizations, and other programs and services in the community are assessed, needs and problems are identified, and strategies for planned change are developed. Specific attention is given to strategies for change that will benefit traditionally underserved populations such as deaf and hard of hearing people, racial and ethnic minorities, women, people with disabilities, gays and lesbians, and older people.

Prerequisite: Grade of C or better in SWK 436.

SWK 484 - Social Work Practicum I:Internship (4)

This course is part of a sequence with SWK 486. Each semester students have approximately 225 hours of practicum. They spend 16 hours per week within a practicum agency carefully selected to provide professionally supervised experiences and opportunities to develop skills for generalist social work practice working with individuals, families, groups, organizations, and communities.

Prerequisite: Grade of C or better in SWK 335, 337

Corequisite: SWK 436 and permission of the department

SWK 486 - Social Work Practicum II: Internship (4)

This is the second semester course following SWK 484; students remain in the same practicum agency to ensure that there is sufficient time to develop plans and implement interventions at all levels in the attainment of skills for generalist social work practice. There are again approximately 225 hours of internship.

Prerequisites: SWK 484; Grade of C or better in SWK 436

SWK 494 - Senior Seminar (3)

This course taken in the final semester of the major focuses on furthering the process of integrating social work knowledge, values, and skills. Students draw upon and apply knowledge of generalist social work practice and the specific knowledge, values, and skills required for work with individuals, families, groups, organizations, and communities. The objective of this course is to enhance the students' ability to practice social work in the internship and to be prepared as beginning professional level generalist social workers upon completion of the program.

Prerequisites: Grade of C or better in SWK 436 and SWK 484 Corequisite: SWK 486

SWK 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

SWK 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Independent study form, permission of the department

Undergraduate Continuous Enrollment

Overview

Web: Office of the Registrar
Office of the Registrar

Ms. Elice Patterson, Registrar
Chapel Hall, Room 101

This course provides continuous enrollment for undergraduate students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Registrar's Office to enroll in this course.

Courses

UCE 499 - Continuous Enrollment (0)

This course provides continuous enrollment for undergraduate students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Registrar's Office to enroll in this course.

Course Fee: $100.00

Department of World Languages and Cultures

Web: Department of World Languages and Cultures
College of Arts and Sciences
Department of World Languages and Cultures

Amanda Holzrichter, Chair
Hall Memorial Building, Room S236

The Department of World Languages and Cultures offers exciting opportunities to learn a foreign language in a signing, visual learning environment and to work or study abroad through international internship and study abroad opportunities. The department offers beginning, intermediate, and advanced courses in Spanish, beginning and intermediate courses in French, and opportunities to learn foreign sign languages abroad through contact with international Deaf communities.

The department offers a major and a minor degree in Spanish. Students can also satisfy elective credits by taking any foreign language courses offered by the department. Spanish transfer credits from another University may be counted towards the completion of a Spanish major or minor, upon the department's review.

The department also hosts the International Studies Program. Studying a foreign language is a requirement for International Studies majors. Students with previous knowledge of a foreign language should contact the department Chair about taking a placement/waiver test.

The flexibility of the International Studies curriculum makes it easier to combine a double major in International Studies and Spanish. A Spanish/International Studies major combination is an excellent option for those students who are interested in Latin America.

Career outcomes

Students who majored or minored in foreign languages at Gallaudet have gone on to enter graduate programs in fields such as Linguistics, International Development, Translation, and Education, for example. Some have found jobs in the school system as teachers, as bilingual advisors for Latino families, and as Deaf community activists.

No matter what major you decide to pursue, many employers today are seeking job applicants with a global perspective. Additionally, many graduate programs require reading knowledge of a foreign language. Knowing a foreign language will enhance your employment opportunities upon graduation and will make you more attractive to graduate programs.

Declaring a Major

Requirements for Admission to a Major in the Department of World Languages and Cultures requires only the signature of the department chair.

Undergraduate Majors and Minors offered:

B.A. IN INTERNATIONAL STUDIES

Overview

Web: International Studies (IST)
College of Arts and Sciences

Dr. Roberto Sanchez, Program Coordinator
Hall Memorial Building, Room S235A

A Bachelor of Arts in the International Studies program enables students to explore interconnecitons among history, economics, politics, culture, society and language with a global perspective. Through the completion of a flexibility-structured degree program, this major prepares students for careers in law, government, Foreign Service, the Peace Corps, non-governmental organizations and for pursuing graduate work in the humanities, social sciences, international business, teaching and human services.

Summary of Requirements

	2017-2018
General Studies	37
Major and Related Courses	42
Free Elective Courses	41
TOTAL	120

Major required courses (30 credits)

Core courses (23 credits)

Code	Title	Credits
ECO 201	Introduction to Macroeconomics	3
FRE 111	Basic French I	4
FRE 112	Basic French II	4
	OR	
SPA 111	Basic Spanish I	4
SPA 112	Basic Spanish II	4
GOV 391	International Relations	3
GOV 410	Introduction to Research Methods in Political Science	3
	OR	
SOC 334	Introduction to Methods of Social Research	3
HIS 102	World Civilization II	3
SOC 268	Cultural Anthropology	3

Junior Year International Experience (4 credits)

Choose four credits from one of the following:

Code	Title	Credits
IST 300	International Internship	4
WLC 200	French Studies Abroad	3-4
WLC 210	Spanish Studies Abroad	3-4

Senior seminar (3 credits)

Code	Title	Credits
IST 400	Senior Seminar in International Studies	3

Major electives (12 credits)

To be completed within the student's concentration area and taken from the list of courses below. Courses must be taken from at least three different disciplines:

Business

Code	Title	Credits
ECO 361	International Economics	3

World Languages and Cultures

Code	Title	Credits
	FRE 211, SPA 211 Communicating in French, Spanish	3
	FRE 212, SPA 212 Readings in French, Spanish	3
	FRE 311, SPA 311, Advanced French, Spanish I	3
	FRE 312, SPA 312, Advanced French, Spanish II	3
	FRE 437, 438 French Civilization, Contemporary French Society	3
	SPA 437, 438 Contemporary Latin American Society, Spanish Civilization	3
SPA 439	Mexican Civilization	3
WLC 314	Topics in Language Diversity	3
	WLC 361, WLC 362 Masterpieces of French Literature in English Translation I & II	3
	WLC 381, WLC 382 Masterpieces of Spanish Literature in English Translation I & II	3
	WLC 383, WLC 384 Spanish American Literature in English Translation I & II	3

Government

Code	Title	Credits
GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Intro to the European Union	3
GOV 387	Nationalism and Developing Nations	3
GOV 396	International Law and Organization	3
GOV 397	Democracy and Democratization	3

History

Code	Title	Credits
HIS 300	Nazi Germany and World War II Through Film	3
HIS 344	History of the Modern Middle East	3
HIS 345	Nineteenth-Century Europe	3
HIS 346	Twentieth Century Europe	3
HIS 351	History of Africa	3
HIS 430	History of Latin America	3

Sociology

Code	Title	Credits
SOC 313	Work and Globalization	3

ASL and Deaf Studies

Code	Title	Credits
DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3

B.A. IN SPANISH

Overview

A Bachelors of Arts in Spanish consists of:

A minimum of thirty hours from courses numbered 200 and beyond in the Spanish field of study. One of these courses must be an internship or study abroad course (WLC 320 or WLC 210). One WLC course, other than the internship or study abroad course, may also satisfy three credits of this major requirement. Two general elective courses (outside the 30 required credits in the Spanish field) must be satisfied in another foreign language, written or signed.

Summary of Requirements

	2017-2018
General Studies	37
Pre-major courses	8
Major and related courses	36-38
Free Elective courses	37-39
TOTAL	120

Required pre-major courses 8 hours

Code	Title	Credits
SPA 111	Basic Spanish I	4
SPA 112	Basic Spanish II	4

Required internship or foreign study experience 1-5 hours

Code	Title	Credits
WLC 210	Spanish Studies Abroad	3-4
WLC 320*	Field Experience	1-5

* A maximum of five hours count toward the requirements for the major

Required Spanish courses 12 hours

Code	Title	Credits
SPA 211	Reading in Spanish	3
SPA 212	Spanish Through Film	3
SPA 311	Advanced Spanish I	3
SPA 312	Spanish Through Short Fiction	3

Elective Spanish courses 13-17 hours

Code	Title	Credits
SPA 295	Special Topics	1-5
SPA 395	Special Topics	1-5
SPA 403	Spanish Literature to 1700	3
SPA 406	Contemporary Spanish and Latin American Literature	3
SPA 437	Contemporary Latin American Society	3
SPA 438	Spanish Civilization	3
SPA 439	Mexican Civilization	3
SPA 495	Special Topics	1-5
SPA 499	Independent Study	1-3
WLC 295	Special Topics	1-5
WLC 314	Topics in Language Diversity	3
WLC 380	The Latino Presence in the United States	3
WLC 381	Masterpieces of Spanish Literature in English Translation I	3
WLC 382	Masterpieces of Spanish Literature in English Translation II	3
WLC 384	U.S. Latino Literature	3
WLC 395	Special Topics	1-5
WLC 401	Methods, Technology and Research in Foreign Language Teaching	3
WLC 495	Special Topics	1-5
WLC 499	Independent Study	1-3
WLC 599	Independent Study	1-6

A minimum of two SPA courses at the 400 level. One WLC course, other than the internship or study abroad course, may also satisfy three credits of the major requirement.

Elective related courses 6-8 hours

Two general elective courses must be satisfied in another foreign language of the student's choice, written or signed.

To see possible elective courses, refer here.

SPANISH (MINOR)

Overview

A minimum of fifteen hours from courses numbered 200 and beyond in the Spanish field of study. One general elective course (outside the 15 required credits in the Spanish field) must be satisfied in another foreign language, written or signed.

Requirements for a minor in Spanish:

Required pre-minor courses 8 hours

Code	Title	Credits
SPA 111	Basic Spanish I	4
SPA 112	Basic Spanish II	4

Required Spanish courses 15 hours

Code	Title	Credits
SPA 211	Reading in Spanish	3
SPA 212	Spanish Through Film	3
SPA 311	Advanced Spanish I	3
SPA 312	Spanish Through Short Fiction	3

The remaining 3 required credits in the Spanish minor area must be completed by choosing from the list of Spanish elective major courses at the 200 level or above. A WLC course or an internship or study abroad course can also satisfy the remaining 3 credits.

Elective related course 3-4 hours

Code	Title	Credits
SPA 295	Special Topics	1-5
SPA 395	Special Topics	1-5
SPA 403	Spanish Literature to 1700	3
SPA 406	Contemporary Spanish and Latin American Literature	3
SPA 437	Contemporary Latin American Society	3
SPA 438	Spanish Civilization	3
SPA 439	Mexican Civilization	3
SPA 495	Special Topics	1-5
SPA 499	Independent Study	1-3
WLC 295	Special Topics	1-5
WLC 314	Topics in Language Diversity	3
WLC 380	The Latino Presence in the United States	3
WLC 381	Masterpieces of Spanish Literature in English Translation I	3
WLC 382	Masterpieces of Spanish Literature in English Translation II	3
WLC 384	U.S. Latino Literature	3
WLC 395	Special Topics	1-5
WLC 401	Methods, Technology and Research in Foreign Language Teaching	3
WLC 495	Special Topics	1-5
WLC 499	Independent Study	1-3
WLC 599	Independent Study	1-6

A course in another foreign language of the student's choice, written or signed.

Courses

DEPARTMENT COURSES

FRE 111 - Basic French I (4)

This course is the first part of a two-semester course sequence. This course combines an intensive study of the principles of grammar and usage of the language with exposure to various aspects of Francophone [French-speaking] culture(s), including the cultures of Deaf communities abroad. The course focuses on basic vocabulary building, reading, translation, and composition. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL, and French signs (LSF), as appropriate. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's LearningLaboratory. When offered on-line or as hybrid, the lab hour is part of the on-line component.

FRE 112 - Basic French II (4)

This is the second part of a two-semester course sequence. This course builds on the basic communicative skills developed in French 111. It combines an intensive study of the principles of grammar and usage of the language, vocabulary building, reading,composition, and translation at the novice-mid/novice-high level. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL and LSF, as appropriate. Students will also be exposed to aspects of the target culture(s), including information on Deaf communities abroad. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the on-line component.

Prerequisites: FRE111 and permission of the department upon passing the placement test for French 111. Permission from the department is also needed if more than two semesters have elapsed since enrollment in FRE111.

FRE 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

FRE 211 - Communicating in French (3)

Continuing study to complement the linguistic and cultural knowledge acquired in Basic French. Ongoing review; practice with newly taught structural patterns will provide a more comprehensive grasp of the language from an interactive perspective and will allow the student to gain facility in written expression and increased global awareness. Practice sessions in the department's computer laboratory with regular use of computer-mediated conferencing will supplement classroom instruction.

Prerequisite: FRE 112.

FRE 212 - Readings in French (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic French to a variety of printed, Web-based, or captioned video materials in French. Readings will be chosen for their cultural value, interest, and accessibility. Emphasis on grammar recognition rather than on production. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: FRE 112.

FRE 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

FRE 311 - Advanced French I (3)

Composition and readings.

Prerequisites:FRE211,212, or the equivalent

FRE 312 - Advance French II (3)

Composition and readings.

Prerequisite: FRE 311

FRE 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

FRE 437 - French Civilization (3)

An introduction to the history, geography, art, and literature of France.

Prerequisites:FRE211,212, or the equivalent

FRE 438 - Contemporary French Society (3)

A survey of important aspects of French society today, dealing with major political, economic, and social structures and their impact on the everyday life of the French people.

Prerequisites:FRE211,212, or the equivalent

FRE 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

FRE 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department

IST 300 - International Internship (4)

This junior-level course provides an effective way for students to integrate theory with practice. Students will apply knowledge, foreign language and cross-cultural skills gained in the classroom by interning at international organizations and agencies in the United States and/or abroad for at least 10 weeks. Students will be required to work for a minimum of 150 hours and will fulfill the duties outlined in a learning contract developed with their on-site supervisor, their sponsoring organization and their faculty sponsor. Placements will be made based on the concentration area and career objectives of each student. Student performance will be assessed via various products (e.g. weekly journals, reflective paper, learning agreements), which will include samples of products or reports completed during the internship in both English and in the foreign language used at the internship site.

Prerequisite: Permission of the instructor

IST 400 - Senior Seminar in International Studies (3)

This course requires International Studies majors to integrate the skills and knowledge developed in major courses. The thematic focus of the course will vary depending upon the areas of expertise of the team of instructors drawing from the departments involved, but discussions will be of interdisciplinary nature and with an international perspective. A substantial research component of the course will enable students to produce a written product of an appropriate literature survey, research proposal and research thesis, as well as a 15 minute-signed summary and discussion of the main findings.

Prerequisite: Permission of the instructor

IST 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

SPA 111 - Basic Spanish I (4)

This is the first part of a two-semester course sequence. This course combines an intensive study of the principles of grammar and usage of the language with basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Students will also be exposed to aspects of the target culture(s), including information on Deaf communities abroad. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the on-line component.

SPA 112 - Basic Spanish II (4)

This is the second part of a two-semester course sequence. This course builds on the basic communicative skills developed in Spanish 111. It combines an intensive study of the principles of grammar and usage of the language, vocabulary building, reading, composition, and translation at the novice-mid/novice-high level. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Students will also be exposed to aspects of the target culture(s), including information on Deaf communities abroad. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the online component.

Prerequisites: SPA111 and permission of the department after passing the placement test for Spanish 111. Permission of the department is also needed if more than two semesters have elapsed since enrollment in SPA111.

SPA 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

SPA 211 - Reading in Spanish (3)

This is one of two courses in the second year Spanish sequence. The main focus of this course is reading. The students will build on their knowledge of Spanish grammar, vocabulary, and culture through the reading of Spanish literary and non-literary texts of graded difficulty. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL.

Prerequisite: SPA112.

SPA 212 - Spanish Through Film (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic Spanish to a variety of printed, Web-based texts, or captioned films. Readings and films will be chosen for their cultural value, interest, and accessibility. Grammar and composition will be practiced within the context of the selected reading and film materials.

Prerequisite: SPA112.

SPA 295 - Special Topics (1-5)

Special topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

SPA 311 - Advanced Spanish I (3)

Composition and readings.

Prerequisite: SPA211,212; or the equivalent

SPA 312 - Spanish Through Short Fiction (3)

This is an advanced Spanish grammar and composition course. The students will acquire knowledge of advanced grammatical structures through the analysis of original contemporary Spanish and Latin American literary short fiction. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL.

Prerequisite: SPA 311

SPA 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

SPA 403 - Spanish Literature to 1700 (3)

A survey of Spanish literature from the 12th century through the Golden Age.

Prerequisite: SPA 312; or the equivalent

SPA 406 - Contemporary Spanish and Latin American Literature (3)

This course covers a survey of contemporary Spanish and Latin American Literature in the target language.

Prerequisite: SPA 312 or the equivalent

SPA 437 - Contemporary Latin American Society (3)

A survey of important aspects of Latin American society today, dealing with the major political, economic, and social structures of the various countries and areas and their impact on the everyday life of the people.

Prerequisite: SPA 312 or the equivalent

SPA 438 - Spanish Civilization (3)

An introduction to the history, geography, art, and literature of Spain.

Prerequisite: SPA 312; or the equivalent

SPA 439 - Mexican Civilization (3)

This course offers an introduction to the general trends of Mexican civilization and
culture. The course surveys historical, economic, political and artistic developments of Mexico from pre-Columbian times to the present.

Prerequisite: SPA 312 or the equivalent

SPA 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

SPA 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department

WLC 195 - Special Topics (1-5)

Special topics in the discipline, designed primarily for freshmen. Students may enroll in 195 Special Topics multiple times, as long as the topics differ.

WLC 200 - French Studies Abroad (3-4)

Study abroad in a French-speaking country. The study abroad component will focus on the study of the sign language of the host country through formal class instruction and immersion in the culture of its Deaf community. Classroom instruction will be complemented with guided visits to relevant museums, monuments, and other points of interest.

Prerequisite: Permission of the department.

WLC 210 - Spanish Studies Abroad (3-4)

Study abroad in a Spanish-speaking country. The study abroad component will focus on the study of the sign language of the host country through formal class instruction and immersion in the culture of its Deaf community. Classroom instruction will be complemented with guided visits to relevant museums, monuments, and other points of interest.

Prerequisite: Permission of the department.

WLC 295 - Special Topics (1-5)

Special Topics in the discipline, designed primarily for sophomores. Students may enroll in 295 Special Topics multiple times, as long as the topics differ.

WLC 314 - Topics in Language Diversity (3)

This course provides an introduction to the diversity of human language and the role of language in society. By studying the origins, the interrelationships, and the characteristics of several of the world's languages, students will gain an appreciation for language as an outgrowth of culture. Comparisons and contrasts will be drawn among several of the world's languages, with language-related issues studied from the perspective of different cultures.

WLC 320 - Field Experience (1-5)

This junior-level course provides an effective way for students to integrate theory and practice. Students will apply knowledge, foreign language and cross-cultural skills gained in the classroom by interning at international organizations, agencies or schools in the U.S. or abroad for at least 10 weeks. Depending on the number of credit hours, students will be required to work a minimum total number of hours, and will fulfill the duties outlined in a learning contract developed with their on-site supervisor, their sponsoring organization and their faculty sponsor. Student performance will be assessed via various products (e.g. weekly journals, reflective paper, learning agreements), which will include samples of products or reports completed during the internship in both English and in the foreign language used at the internship site.

WLC 361 - Masterpieces of French Literature in English Translation I (3)

An analysis of the changing trends in the development of French literature and culture from the 12th century to the contemporary age through the reading and discussion of selected French masterpieces in English translation. Satisfies the humanities literature requirement.

Prerequisites: ENG204 or the equivalent, or permission of the department

WLC 362 - Masterpieces of French Literature in English Translation II (3)

An analysis of the changing trends in the development of French literature and culture from the 12th century to the contemporary age through the reading and discussion of selected French masterpieces in English translation. Satisfies the humanities literature requirement.

Prerequisites: ENG204 or the equivalent, or permission of the department

WLC 363 - Quebec Literature and Film in English Translation (3)

This course introduces students to the diverse culture of Quebec through the study of significant works of literature and film. Literary works are read in English translation and films are viewed with English captions. Works studied are placed in the context of the social, economic and political challenges faced by the largest population in North America that uses French as a primary mode of communication. Special emphasis is given to the concepts of otherness and the quest for identity as they apply to the evolution of gender roles and the interaction between differing ethnic groups. Satisfies the humanities literature requirement.

Prerequisites: ENG204 or the equivalent, or permission of the department

WLC 380 - The Latino Presence in the United States (3)

Comparative study of three of the largest Latino communities in the United States: Chicanos, Cuban-Americans, and Puerto Ricans. Topics will include an exploration of the cultural identities of each of these communities, focusing notions of ethnicity, race, religion, as well as economic and social class distinctions. Taught in English.

WLC 381 - Masterpieces of Spanish Literature in English Translation I (3)

This course covers readings from the Medieval and Renaissance periods to Spain's Golden Age plays, Cervantes' Don Quixote, and exemplary novels of the 17th century. This course satisfies the humanities literature requirement.

Prerequisites: ENG204 or the equivalent, or permission of the department

WLC 382 - Masterpieces of Spanish Literature in English Translation II (3)

This course covers readings from the 18th century to the modern works of the 20th century by Pardo Bazan, Perez Galdos, Blasco Ibanez, and Garcia Lorca. The course satisfies the humanities literature requirement.

Prerequisites: ENG204 or the equivalent, or permission of the department

WLC 383 - Spanish American Literature in English Translation I (3)

Readings from major writings of Argentina, Venezuela, Colombia, Mexico, Guatemala, Brazil, and Peru, among others. This course covers the Colonial period to 1950. The course satisfies the humanities literature requirement.

Prerequisites: ENG204 or the equivalent, or permission of the department

WLC 384 - U.S. Latino Literature (3)

This course is an introduction to the writings of U.S. Latino authors writing in English and/or in Spanglish. Through a close analysis of various genres (poetry, fiction, comic strips, interviews, art exhibits, and films), students will explore the contemporary experiences of U.S. Latinos of Mexican, Puerto Rican, Dominican, and Cuban descent, and how they are represented in American literature. Topics to be discussed include the construction of identities in terms of race, gender, class and sexuality, bilingualism and code-switching, the experiences of migration and exile, and the longing for a place to call home. As part of their learning experience, students will work in teams to develop a lesson plan to educate the community about U.S. Latino author.

Prerequisite: GSR 150 or permission of the department

WLC 395 - Special Topics (1-5)

Special topics in the discipline, designed primarily for juniors. Students may enroll in 395 Special Topics multiple times, as long as the topics differ.

WLC 401 - Methods, Technology and Research in Foreign Language Teaching (3)

Students will learn foreign language teaching and learning techniques and research methods for classroom application. In addition to acquiring knowledge of past language learning theories and principle methodologies, comparisons and discussions of those theories will be applied to current best practices in foreign language teaching and research as guided by the discipline's National Standards for Foreign Language. Learning developed by the national professional organization, the American Council on Foreign Languages. Learning outcomes include evaluation and assessment criteria, student review and the development of student-centered written class work through mentoring and collaboration with department faculty in the students' target language area.

Prerequisites: Open to students majoring/minoring in Spanish; permission of the department

WLC 495 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors who are majors or minors. Students may enroll in 495 Special Topics multiple times, as long as the topics differ.

WLC 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

WLC 599 - Independent Study (1-6)

Independent Study

Center for Continuing and Online Education

Kendall Hall, 103
Web: www.gallaudet.edu/ccoe 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 www.gallaudet.edu/ccoe.

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/asl/asl_courses.html.

Professional Studies

Web: www.gallaudet.edu/ccoe Email: ccoe@gallaudet.edu

Gallaudet University's Center for Continuing and Online Education (CCOE) offers a wide variety of personal and professional development and leadership courses/programs on campus, online, and at sites across the United States. "PST" prefixed courses are offered for non-degree credit at no cost for full-time graduate and undergraduate students. Other applicants must be at least 16 years of age and possess a high school diploma or GED equivalent to take PST prefixed courses. Graduate-level PST courses require completion of an undergraduate degree.

On the main campus, CCOE offers flexible scheduling with evening, weekend, and hybrid courses with real-time interaction between instructors and peers. 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. Extension classes may also be offered at sites across the United States via Gallaudet University's Regional Centers.

Go to www.gallaudet.edu/ccoe to see a current listing of courses and information on how to register.

Summer Programs

Web: www.gallaudet.edu/ccoe Email: ccoe@gallaudet.edu

Gallaudet University's Summer Programs provides current and visiting students, professionals, high school youth, and other interested individuals an array of academic and enrichment programs and courses. Credit and non-credit offerings include graduate and undergraduate classes, summers only degree and certificate programs, professional development opportunities, ASL immersion programs, interpreter education, scholar and sports camps for youth, and various other special events.

Burstein Center for Excellence, Leadership and Innovation

Hall Memorial Building
Web: G. "Bummy" Burstein Leadership Institute
Email: david.penna@gallaudet.edu

The Burstein Center for Excellence, Leadership and Innovation (BCELI) is an entity uniquely qualified to provide deaf and hard of hearing individuals with leadership development programming specifically tailored to their personal and professional needs and addresses acute leadership shortages in education and social service professions, including deaf-centric for-profit and non-profit agencies and corporations. Using a multi-faceted approach to training and development, BCELI provides an array of quality and innovative program offerings that incorporate engaged learning formats with a focus on experiential learning, problem solving, and transformation. Programs are extended across the nation via the Gallaudet Office of National Outreach.

Extension Courses and Customized Training

Web: www.gallaudet.edu/ccoe 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:

Academic and Career Success

Thelma I. Schroeder, Associate Dean
Jordan Student Academic Center, Room 2239
Email: academicandcareersuccess@gallaudet.edu

Academic and Career Success (ACS) supports students in the achievement of their academic and career goals. Using a comprehensive approach to academic support through research and an outcomes oriented curriculum, ACS meets the individual needs of each student both inside and outside the classroom. Services provided include academic program advising and placement testing, tutorial assistance, career management skills, and disability accommodations and resources for students.

ACS programs include:
Academic Advising
Career Center
Office for Students with Disabilities
Tutorial and Instructional Programs
Placement Testing

Academic Advising

Academic Advising
Kathleen O'Brien, Director
Jordan Student Academic Center, Room 2220
Web: http://www.gallaudet.edu/academic-advising Email: academic.advising@gallaudet.edu

The Academic Advising Office at Gallaudet University supports and facilitates undergraduate students' transition and integration into college by assisting in the development of appropriate educational plans consistent with academic, career, and personal goals. The office promotes the personal growth of students by instilling in them a sense of responsibility and independence, as well as respecting and appreciating various communication and cultural backgrounds.

Academic/Career Advisors provide academic and career advising for undeclared students and walk-in service for any other students. Prior to arrival at Gallaudet University during New Student Orientation, each student is assigned to an advisor in the Academic Advising Office. Academic and career advising includes individual and group advising for new students, course registration, new student interviews, academic planning meetings, interest and personality testing, and assistance in selecting an academic major that best matches the student's values, interests, personality, and skills. A student will remain with the same advisor until he/she declares a major. At that time, the student transfers to a faculty advisor within the department of the major.

Academic/Career Advisors work extensively with academic departments on academic policies, procedures, and curriculum. Advisors are available to faculty, parents, vocational rehabilitation counselors, and professionals on and off campus for information sharing and other academic and career advising concerns.

CAREER CENTER

Career Center

Karen Cook, Director
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, Environmental Protection Agency (EPA), Peace Corps, US Department of the Interior, National Association of the Deaf (NAD), JBG Companies, Philadelphia Insurance Company, Cyber Timez, Department of State, NASA, Congressional offices on Capitol Hill, as well as various schools and social service agencies. Students are also able to participate in an array of international internships. The experience gained in doing an internship related to their major is one of the best ways a student can prepare for "Life After Gallaudet"!

Services available at the Career Center include:

- Resume Writing/Cover Letter assistance
- Networking and Mock Interview Practice
- Employer Information Sessions
- On-Site Visits to Employers
- Internship Search and Preparation
- On-Campus Student Employment
- Internship and Job Fairs
- Career Library Resources
- Graduate School Information

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 support services and programs for students with disabilities. OSWD empowers eligible students to succeed in their pursuit of higher education by striving to assure equal opportunity and access to curricular and extra-curricular activities. Faculty and staff, administrators, alumni, paraprofessionals, and parents and families also benefit from services and programs. Programs and services that are offered by OSWD include: adaptive technology assessment and training, braille/large print and e-books, specialized testing, note taking, interpreting services for low vision and deaf-blind students, faculty consultation, scholarships, public service and outreach, support groups and advisory boards, advocacy training, individualized support service plan development, Faculty Contact Forms, support service counseling, use of study lab, orientation and mobility assessment and training, reader/scribe services, and accessibility consultation.

Information and referral services offer assistance in personal attendant care, wheelchair repair, Seeing Eye dog training, psycho-educational and psychological evaluations, tutoring, mental health care, medical services, and legal advice. Students who use OSWD services are protected from discrimination under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which include confidential treatment of disability related information and records.

Tutorial and Instructional Programs

Tutorial & Instructional Programs

Linda Williams, Director
Jordan Student Academic Center, Room 1221
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. All Coaches and Tutors are trained by the program coordinators and participate in bi-weekly meetings.

The following services are provided by TIP:

- ASL Coaching
- English Coaching
- Group Tutoring
- Math Coaching
- One-on-One Tutoring

ASL Diagnostic and Evaluation Services

Merrill Learning Center, Room 2200
Web: ASL-DES Email: asldes@gallaudet.edu

ASL Diagnostic and Evaluation Services (ASL-DES) provides training, consultation and comprehensive measures of American Sign Language (ASL) proficiency and communicative competence. The data and information generated by ASL Diagnostic and Evaluation Services benefits not only individual language learning, but is also essential to Gallaudet University, institutions and governing bodies nationwide. Information pertaining to ASL proficiency is provided to ensure individuals have requisite language skills for (but not limited to):

- Admission into academic programs
- Core curriculum, practicum, internship and graduation
- Professional opportunities and advancements

Information about the ASL-DES core services is outlined below.

Classroom Discourse Observation (CDO)

Web: ASL-CDO Email: CDO@gallaudet.edu

Classroom Discourse Observation (CDO) is an assessment which captures not only aspects of ASL, but also discourse techniques/pragmatics, heuristic functions, and whether the environment is visually optimized. A classroom-based assessment also notes students' comprehension of the faculty, and the faculty's comprehension of the students. ASL Diagnostic and Evaluation Services (ASL-DES) video records the faculty in the classroom and then analyzes the video recording to identify strengths and areas needing improvement in the areas of utilizing a visually optimized environment, discourse, and pragmatics. The faculty is then provided a personalized feedback session which includes the opportunity to review and discuss the video recording.

Following the feedback session, each faculty is encouraged to participate in the CDO Mentoring Program which is tailored support to improve the specific areas that were identified in the CDO and discussed in the feedback session. A CDO Action Plan is implemented addressing the areas needing improvement in an interactive portal which includes independent activities and those guided by a mentor. This is a great opportunity for new and seasoned faculty to better understand classroom discourse and to enhance teaching strategies.

Focused Topic Preparation (FTP)

Web: ASL-FTP Email: DxAssessment@gallaudet.edu

This service is for individuals with more advanced ASL skills. Feedback and support is provided to "polish" a presentation, performance, vlog or pre-recorded video segment prepared for a specific purpose. Feedback is provided on specific language aspects as well as pragmatics.

American Sign Language Proficiency Interview (ASLPI)

Web: ASLPI Email: ASLPI@gallaudet.edu

The American Sign Language Proficiency Interview (ASLPI) is a holistic language evaluation used to determine global ASL proficiency at a given point in time. The ASLPI is a 20-25 minute video recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators and examinees are awarded an overall proficiency level on a 0-5 rating scale. Except for proficiency level 5, the rating process sometimes results in the assignment of a plus value (+). This does not represent a midway point between two levels, but may be inferred to indicate that the examinee exceeds the requirements for a particular level but does not satisfy in all respects the requirements of the next higher level. This language proficiency evaluation is not tied to any one course or curriculum nor does it measure a single skill in the language.

For more information about the ASLPI including but not limited to the scheduling process, fees, preparation, and post-interview details, please visit the website.

ASL Programs

Jordan Student Academic Center, Room 1212
Web: aslprograms.gallaudet.edu Email: aslprograms@gallaudet.edu

Non-degree credit American Sign Language classes are offered each semester. These include courses in ASL I-VI, Fingerspelling, Visual Gestural Communication, and other special topics (e.g., classifiers, numbers, non-manual signals).

Classes are open to current graduate, undergraduate, and visiting students. Non-credit classes are also offered to businesses, organizations, and other on-site locations upon request.

Registration procedures can be found online by following the semester schedule at aslprograms.gallaudet.edu.

Captioning Services

Web: Gallaudet Interpreting Services Email: gis.captioning@gallaudet.edu, gis@gallaudet.edu

Gallaudet Interpreting Service (GIS) currently oversees provision of real-time captioning, which are captioning services that provide a text translation of the spoken message. Real-time captioning can be requested for classes, meetings, and special events. 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 that is transcribing remotely. Most often, the transcript is displayed 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. This may provide better sight lines for a signed language environment.

To submit a request for real-time captioning, please contact the relevant campus department, such as the Office of Student Success or Academic Advising. If you are a Graduate Student, please contact your academic department.

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)

Institutional Review Board (IRB)

Office: Fowler Hall, Room 202A
Coordinator's Office: Fowler Hall, Room 204
Web: Institutional Review Board 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 Unit in the Office of Academic Quality provides additional information and support to students when they apply for their D.C. license, and, if they need verification of licensing credentials following graduation.

LIBRARY

Merrill Learning Center, Library Service Desk, Room 1000
Web: https://www.gallaudet.edu/library 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 OF DIVERSITY AND EQUITY FOR STUDENTS

Edgar Palmer, Executive Director
Olugbenga Aina, Director, *Diversity and Equity Programs*
Keeping the Promise: Equitable Outcomes for Students
Multicultural Student Programs
LGBTQA Resource Center
Judith Mounty, Interim Director, Assessment, Planning and Training

Hall Memorial Building, South 141
Web: Office of Diversity and Equity for Students
Email: ODES Staff

The mission of the Office of Diversity and Equity for Students (ODES) is to advocate and empower students of all backgrounds to achieve academic, career, and personal success. ODES will achieve its mission by offering programs which foster self-awareness, cultural growth, intellectual curiosity, academic support, and a stimulating learning environment.

ODES is composed of three units: Keeping the Promise: Equitable Outcomes for Students (KTP), the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally Resource Center (LGBTQA Resource Center), and Multicultural Student Programs (MSP). Additionally, the Campus-Wide Dialogue program is housed within ODES. Through intergroup dialogue activities, this program seeks to promote appreciation of diverse perspectives and experiences among all members of the campus community.

Our programs provide multicultural education and guidance to enrich the college experience of all Gallaudet students. ODES focuses primarily on the unique needs of multicultural and LGBTQA students and strives to facilitate a campus climate that supports their academic and personal success. ODES encourages academic

excellence for all students and is fortunate to have staff of the highest caliber to serve Gallaudet students. Through our services and programs, students find a gateway into the diverse richness of today's interconnected global reality.

The Campus-wide Dialogue Program sponsored by the Office of Diversity and Equity for Students is designed to increase mutual understanding, acceptance and respect among the cultures, experiences, values and perceptions represented on campus. These dialogues also aim to promote a welcoming climate while institutionalizing equity and inclusion.

Keeping the Promise: Equitable Outcomes for Students

Olugbenga Aina, Director
Hall Memorial Building, Room S-141
Web: Keeping the Promise

The Keeping the Promise (KTP) programs were designed to increase, encourage, support and advance the inclusion and educational success of collegians who are members of groups which are underrepresented in terms of retention and degree conferment. However, participation in these programs is open to all students.

Members of KTP are engaged in designing career plans, developing academic success skills, participating in cultural awareness activities, in addition to progressive leadership development training, and advocacy programming. They become more knowledgeable about themselves through a wide range of cultural enrichment and awareness programs. KTP enables Gallaudet's academic community to support these collegians in their quest for a degree from Gallaudet University.

Mission Statement

Keeping the Promise will promote student intellectual advancement by demonstrating and reinforcing the essential values of scholarship and perseverance through intentionally-designed activities that foster motivation, empowerment, academic excellence, understanding of historical and cultural heritage, and model citizenship.

Goals

- Increase persistence, retention and graduation rates of participating groups
- Support participants in realizing their full potential
- Equip participating collegians with success and survival skills
- Offer self-awareness and multicultural learning events
- Facilitate a campus-wide climate conducive to student success
- Collaborate with other campus offices to support positive outcomes for students

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Multicultural Student Programs

Web: Multicultural Student Programs

Multicultural Student Programs (MSP) is a cultural advocacy and resource unit under the Office of Diversity and Equity for Students. It provides support to racial and ethnic minority students and their organizations. The MSP Resource Room includes educational books, videotapes, and magazines for focusing on race, culture and diversity. MSP also strives to educate the Gallaudet community through programs offered by student paraprofessionals.

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

LGBTQA Resource Center

Web: LGBTQA Resource Center

The Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally Resource Center serves as a hub for LGBTQA related programs, services, trainings, activities, and student groups on campus. The Resource Center is a visible space to promote an LGBTQA presence year-round, with particular activity during Pride Month, Coming Out Week, Transgender Awareness Week, and Lavender Graduation. For these special events, the Center will offer meeting space, volunteers, and assistance with coordination and planning of events, including informal brown bag discussions and programs addressing heterosexism, homophobia, and complex interrelationships with race, ethnicity, religion, socioeconomic, and D/deaf/hearing status. The Resource Center Coordinator is available to assist with advising, consultation, community development, diversity training, referrals, and programming.

Additionally, we house a comprehensive resource library for networking and referrals for the LGBTQA community at Gallaudet University and the larger campus community, alumni and visitors. In keeping with the Gallaudet Strategic Plan 2010-2015, and the mission of ODES, the LGBTQA Resource Center promotes equity, diversity, inclusion, academic success, and social justice for LGBTQ and allied individuals and communities at Gallaudet. We work to ensure a responsive and supportive environment that promotes equity, diversity, inclusion, academic success and social justice for LGBTQ and ally students.

Located in HMB South 141 (the Office of Diversity and Equity for Students suite), the LGBTQA Resource Center was established on National Coming Out Day, 2011 (October 11th) to create an inclusive environment where all students feel welcome, supported, valued and engaged. The Center is staffed by a full-time LGBTQA Resource Center Coordinator as well as ODES paraprofessionals and maintains a shared ODES lounge with 24/7 access to allow for maximum use during times when students are not in class. The Hangout Lounge is used by those affiliated with the Office of Diversity and Equity for Students and is a safe space for students, faculty, staff, alumni and the community to relax, have a cup of coffee, socialize, meet new people, learn about upcoming events and explore the Resource Library.

Programs and activities offered by the LGBTQA Resource Center include Allies Network training, a Pride Presenters Series, educational and social events, student meetings and meet-ups, and workshops and presentations on LGBTQA issues. The LGBTQA Resource Center is member of the Consortium of Higher Education LGBT Resource Professionals and works closely with Rainbow Society, Gallaudet's LGBTQA Student organization.

Office for Diversity and Inclusion

College Hall
Email: diversity@gallaudet.edu

The Office for Diversity and Inclusion is charged with providing leadership to foster and advance a strategic and integrated approach to diversity in all aspects of University life. This Office supports a diverse student, faculty, and staff population and is committed to creating a climate in which all members of the community can succeed.

The Office for Diversity and Inclusion promotes a climate that is inclusive, accessible, and supportive of all students, faculty, and staff. This Office works toward ensuring that the community is knowledgeable about issues of diversity and inclusion and understands how diversity and academic excellence are intricately woven into patterns of student success.

The Office for Diversity and Inclusion sponsors and co-sponsors multiple and varied programs for the community including lecture series, pedagogical workshops, cultural competency training, diversity dialogues, and cultural events. The University's highly successful Diversity Dialogue series has brought together diverse members of the community to discuss tough topics. In addition to these initiatives, this Office is responsible for developing policies and practices to guide the University toward its vision of an inclusive living, learning, and working environment

- creating an inclusive campus climate through focus groups, dialogues, and other research-based initiatives;
- managing overall planning, budgeting, organizing, and coordinating of diversity activities required to achieve campus-wide diversity goals;
- linking diversity and student academic success;
- professional development for faculty and staff regarding pedagogy, program design and curriculum development needed for a multicultural and bilingual university; and
- assessing and systematically reporting to the University community progress made toward the achievement of diversity goals.

Office of the Ombuds

Location: Ely Center 113
Web: 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 kurssenter 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 Tsukaba 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 and Academic Support

Ely Center 102
Web: Student Affairs and Academic Support

Welcome to Student Affairs and Academic Support! Departments within Student Affairs and Academic Support contribute to the personal development and student learning of Gallaudet students through an array of high quality and comprehensive services and learning opportunities in a supportive campus environment.

Student Affairs and Academic Support recognizes that a majority of student hours are spent outside of the classroom. Therefore, this division contributes to the personal development and academic growth of our students through an array of high quality and comprehensive learning opportunities in a supportive campus environment.

Student Affairs and Academic Support consists of several internal units, which work in a collaborative effort to better serve our students. All programs and services are student-centered and provide a bridge to the academic programs of the University. These units include:

- Academic Advising
- Athletics and Intramural Programs
- Career Center
- Counseling and Psychological Services
- Office of Students with Disabilities
- Residence Life and Housing
- Student Center Programs and Services
    - Alcohol and other Drug Services
    - Campus Activities
    - Commuter Programs
    - Health and Wellness Programs
    - New Student Orientation
    - Office of Campus Ministries
    - Office of Student Conduct
- Student Success
- Tutorial & Instructional Programs

Student Success Programs for Undergraduate Students

Website: Student Success
See also Undergraduate Orientation

The goal of Student Success programs is to retain students by providing opportunities and guidance for students to engage as contributing members of Gallaudet University and to learn the academic and social skills necessary to succeed in a diverse university community and a global society. The Student Success program promotes student success and retention by providing targeted students with intentional academic and social support services designed to help them achieve their goal of graduating from Gallaudet University. Student Success begins in the summer with our JumpStart program and continues into the Fall and Spring with the Academic Success program. Students receive tutoring and support to develop and improve their academic success strategies and/or bilingual language skills.

Student Success supports the university's learning outcomes and bilingual mission by increasing the retention of students through:

- Identifying students in need of additional academic or social support
- Providing initial instructional experiences to bolster requisite academic skills
- Providing intense academic preparation for college aligned with the General Studies learning outcomes
- Providing American Sign Language instruction, deaf culture awareness, and deaf history to emerging signers
- Orienting families of new students to the requirements and expectations of undergraduate life;
- Providing individual and peer mentoring to students during their first year of college.

JumpStart: American Sign Language

The JumpStart program is a four-week summer program for deaf and hard of hearing, and hearing students accepted into the BAI degree program. The program is intentionally designed to help students develop a solid academic and social foundation before the fall semester begins.

JumpStart outcomes:
(Adapted from National Association for Developmental Education)

- To develop in each learner the skills and attitudes necessary for the attainment of academic, career and life goals
- To ensure proper placement by assessing each learner's level of preparedness for college coursework
- To maintain academic standards by enabling learners to acquire competencies needed for success in a bilingual university

JumpStart: American Sign Language offers freshmen and transfer students a four-week immersion program in American Sign Language. The ASL program aims to teach new students basic signing skills prior to the start of the fall semester to ensure their transition into the bilingual learning environment of Gallaudet University. During the ASL program, new students attend concentrated instruction in sign classes that provide information about Gallaudet's history and traditions, Deaf awareness, Deaf culture, the history of the education of Deaf people, and related topics.

In addition to sign classes, students participate in recreational activities, it will be an adventure-based outdoor activities program that focuses on developing teamwork, decision-making, and conflict resolution skills.

Peer Mentorship

Student Success's Peer Mentorship program is designed to assist students in their social, personal, and academic acclimation to Gallaudet University. When students enter Gallaudet University as a first year student, he/she will be required to take GSR 101: First-Year Seminar (FYS) course. In this course, a Peer Mentor is assigned where he/she will provide academic support as well to navigate other aspects of campus life such as student services, and opportunities for social development and participation in student organizations. Ultimately, Peer Mentors encourage first-year students to discover their potential within themselves to succeed at Gallaudet University.

All Peer Mentors are upper-class students who receive ongoing training on mentoring skills, interpersonal relationships, and are required to maintain a GPA of 3.0 or higher.

Why Mentoring?

Mentoring can be defined as a helpful relationship between a younger and older individual. The purpose of having a mentoring relationship in college is to assist student with the challenges associated with the first year college experience. In addition to providing academic support during a student's first year of college, mentors also help first year students navigate other aspects of campus life such as student services and opportunities for social development and participation in student organizations. Ultimately, mentors encourage their mentees to discover their potential within themselves to succeed at Gallaudet University. All first year students are eligible to participate in the Peer Mentorship program.

Services:

- Provides one-on-one peer mentorship by upperclass peer mentors.
- Connect students to use university resources for academics and self-development skills.
- Emerge in the signing community
- Experience many learning and interactive trips around the Washington D.C. area.
- STAY-CONNECTED with Gallaudet University.

To get involved in this incredible program please contact us at studentsuccess@gallaudet.edu for more information.

SUMMER PROGRAMS

Kendall Hall
Web: Summer Programs Email: summer@gallaudet.edu

Gallaudet University's Summer Programs provides current and visiting students, professionals, high school youth, and other interested individuals an array of academic and enrichment programs and courses. Credit and non-credit offerings include graduate and undergraduate classes, summers only degree and certificate programs, professional development opportunities, ASL immersion programs, interpreter education, scholar and sports camps for youth, and various other special events.

GALLAUDET TECHNOLOGY SERVICES

Help Desk - Hall Memorial Building (HMB), Room W121
Administrative Offices - Merrill Learning Center (MLC), Room 1120
GTS has offices and services in various other locations on campus. For specific location information, please visit the GTS website, or see the information for each program listed below.

Web: Gallaudet Technology Services HelpDesk: www.gallaudet.edu/helpdesk

Gallaudet Technology Services
MLC, 1120

Gallaudet Technology Services provides end-user training and support for academic and administrative uses of technology at Gallaudet University. Units that provide direct support to students include the Help Desk, Media and Classroom Support, and eLearning. Units that provide back office or indirect support include Technology Infrastructure and Operations and Enterprise Information Systems.

All requests for computer support, network, cable TV and other media services should be made through the Technology Help Desk, www.gallaudet.edu/helpdesk.

Most Gallaudet software systems can be accessed through the new intranet portal at https://my.gallaudet.edu. Through this portal, you can access the following systems:

- Email - Google (also found at http://mail.gallaudet.edu)

Students are required to set up Google's 2 step verification for their Google account. This should be done when you access 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.

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 are available here: Computer Labs.

HELPDESK, MEDIA & CLASSROOM SERVICES

HMB, W121
Technology Help Desk: www.gallaudet.edu/helpdesk

The Help Desk provides a one-stop center for all technology service requests for Gallaudet University and Clerc Center students, faculty and staff. This should be your first contact to request support for computer services, classroom technology, media services, on-campus cable TV support and any other GTS technology services.

You may submit HelpDesk and media requests in the following ways:

- Online: www.gallaudet.edu/helpdesk
- 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 set ups and various other electronic equipment.

Equipment is limited and during peak times may be loaned out and not available. Be sure to reserve equipment with as much advance notice as possible.

All university classrooms have permanent presentation equipment (e.g., computers, video projectors, displays). Equipment deliveries are provided for locations without equipment. Media Services provides supplies for using whiteboards and chalkboards and lamp replacement for video projectors and overhead projectors in classrooms. Details about University classrooms are available online at 25live.gallaudet.edu.

UNDERGRADUATE ADMISSIONS

EMG Building 1st floor
Web: admissions.gallaudet.edu Email: admissions.office@gallaudet.edu

Deaf, hard of hearing, or hearing students are invited to apply for admissions to the baccalaureate program at Gallaudet University.

Gallaudet recommends that high school students take as many college preparatory classes as possible, including English, social science, science, algebra, and geometry, as well as taking the American College Test (ACT) in their sophomore, junior, and senior years. Admissions staff evaluate prospective students based on their profile of academic, professional, and personal achievements. They also evaluate educational and career goals.

MISSION STATEMENT:

The Gallaudet University Office of Undergraduate Admissions leads and supports the University in meeting its enrollment goals. It ensures the delivery of the university's quality, educational programs to Deaf, Hard of Hearing and a limited number of hearing undergraduate (HUG) students, by identifying prospective students, informing them, their families, and professionals working with them about the excellent educational and co-curricular programs at Gallaudet, by guiding these students through the application and admissions processes and supporting their initial enrollment. The Gallaudet University Admissions Office is committed to the recruitment and enrollment of a qualified and diverse group of students for the purpose of providing a quality collegiate education and providing preparation for careers, professions, participation as a global citizen, and for advanced graduate level studies.

UNDERGRADUATE ORIENTATION PROGRAMS (NSO)

Campus Activities
Jordan Student Academic Center, Room 1000

Web: New Student Orientation

Every college journey begins with the first step of arriving on campus. Campus Activities coordinates the New Student Orientation (NSO) program for all new students and collaborates with the Office for Students with Disabilities (OSWD) and International Students and Scholar Services (ISSS) who is responsible for coordinating the New Students with Disabilities and New International Students pre-orientations respectively. Workshops and activities are offered to assist new students in the transition to college life.

New Student Orientation

New Student Orientation is a required program for all new students enrolling at Gallaudet University for the first time. This includes freshmen, transfer students, and international students. During NSO, new students meet their academic advisors, learn about academic expectations, Gallaudet's history and traditions, campus policies, and participate in social activities. English and mathematics placement tests are offered to determine appropriate course placement. New students involved in NSO will not participate in any activities other than those stated in the official NSO schedule.

New International Students Pre-orientation

New international students for the fall semester participate in a three-day pre-orientation in addition to NSO.

New Students with Disabilities Pre-orientation

New students with disabilities for the fall semester participate in a three-day pre-orientation in addition to NSO. New students with visual, mobility, learning, or other disabilities should apply for OSWD services and submit disability documentation as early as possible to OSWD. OSWD staff will help to ensure that students receive the necessary accommodations during NSO and throughout their academic career at Gallaudet.

Family Orientation Program

During Family Orientation Program, family members learn about the University's programs and services, especially in relation to their student's life on campus, academic progress, and resources available. Among the most popular events is a panel of current students who share their experiences and perceptions of college life. Two Family Orientation Programs are offered, one in July during the Jump Start Program and one in August during New Student Orientation.

Campus Services

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: http://www.gallaudet.edu/gallaudet-technology-services/services/cable-tv

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 http://www.gallaudet.edu/gallaudet-technology-services/services/cable-tv. 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 Gallaudet Technology Help Desk (www.gallaudet.edu/helpdesk).

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.

Help Desk, Media and Classroom Services (GTS)

Hall Memorial Building W121
Technology Help Desk: www.gallaudet.edu/helpdesk

The Help Desk provides a one-stop center for all technology service requests for Gallaudet University and Clerc Center students, faculty and staff. This should be your first contact to request support for computer services, classroom technology, media services, on-campus cable TV support and any other GTS technology services.

You may submit HelpDesk and media requests in the following ways:

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- 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 set ups and various other electronic equipment.

Equipment is limited and during peak times may be loaned out and not available. Be sure to reserve equipment with as much advance notice as possible.

All university classrooms have permanent presentation equipment (e.g., computers, video projectors, displays). Equipment deliveries are provided for locations without equipment. Media Services provides supplies for using whiteboards and chalkboards and lamp replacement for video projectors and overhead projectors in classrooms. Details about University classrooms are available online at 25live.gallaudet.edu.

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. Since 1990, the highest commitment of GIS is to meet the interpreting needs of the Gallaudet University community. Additionally, GIS is committed to being a model of interpreting excellence both locally and nationwide. With commitment, professionalism, experience and a strong sense of customer service, GIS provides more than 80,000 hours of interpreting services annually.

GIS has certified professionals to work in a wide array of settings which include:

- Classrooms
- Conferences
- 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" and advisement on the most efficient and effective format for communication access for an event. We provide interpreter coordination services for large events, and liaison services are available for key departments that are regular requesters of GIS services. GIS also values the professional development of interpreters, and we provide workshops, mentoring, training, and supervision to practicum interpreting students as well as professional working interpreters who are members of the GIS community.

GIS provide professional interpreting services to students, faculty, staff and teachers for Gallaudet-sponsored events as requested. Services provided by GIS are as follows:

- Close-vision interpreting
- Tactile interpreting
- American Sign Language interpreting
- Spoken English interpreting
- Captioning
- International interpreting

If you want to request an interpreter through GIS, please check with the relevant campus department to make this request. We also welcome your direct feedback and preferences regarding your interpreting services on campus. Contact us for more information 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, 8:00 a.m. to 5:00 p.m. We look forward to working with you!

Counseling and Psychological Services

Kellogg Conference Hotel, Suite 3200
Web: Counseling and Psychological Services Email: caps@gallaudet.edu

The college experience offers students challenges and opportunities that enhance personal and academic development. Counseling and Psychological Service (CAPS), a unit of Student Affairs and Academic Support, offers support and services in a confidential setting that helps students meet these challenges and succeed in college. CAPS offers individual and group counseling, psychological assessment services, crisis counseling, psychiatric services, and workshops. Licensed and supervised staff and supervised trainees, who communicate in American Sign Language and other modes of communication used by deaf and hard of hearing people, provide services. CAPS also is a training center where students learn to become mental health counselors, psychologists, psychiatrists, medical doctors, and social workers who will work with the deaf and hard of hearing community.

Postal Services

I. King Jordan Student Union Building
Web: 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 during the fall season.

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 Sigma Phi Fraternity, 1989
- 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

- **Tiffany Williams,** '89, Washington
- **Duane Halliburton**, '85, Maryland
- **Seth Bravin**, '96, Maryland
- **Claire Bugen**, Texas
- **Jameson Crane, Jr.**, Ohio
- **Dr. Jorge L. Díaz-Herrera**, New York
- **Dr. Charlene Dwyer**, Wisconsin
- **Dr. Harvey Goodstein**, '65, Arizona
- **Claudia Gordon**, District of Columbia
- **Jeffrey L. Humber, Jr.,** District of Columbia
- **Dr. Tom Humphries**, '68 & G-'72, California
- **Nancy Kelly-Jones**, '72 & G-'75, Georgia
- **James R. Macfadden**, '62, Maryland
- **Wilma Newhoudt-Druchen**, South Africa
- **James F. X. Payne**, District of Columbia
- **Jose "Pepe" Cervantes,** 05', Maryland

Voting Trustees Public Members

- **The Honorable Sherrod Brown**, Ohio
- **The Honorable G.K. Butterfield**, North Carolina
- **The Honorable Kevin Yoder**, Kansas

Trustees Emeriti

- **Dr. Glenn Anderson,** '68, Arkansas
- **Philip W. Bravin**, '66, Vermont
- **Dr. Carol A. Padden**, California
- **Benjamin J. Soukup,** South Dakota
- **Frank H. Wu**, California

Honorary Trustees

- **Nanette Fabray MacDougall**, H-'72, California
- **Marlee Matlin**, H-'87, California

Additional information about the Board of Trustees can be found at: http://www.gallaudet.edu/board-of-trustees

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
- **Mr. Paul Kelly**, Vice President, Administration and Finance
- **Marianne Belsky**, Interim Chief Academic Officer, Laurent Clerc National Deaf Education Center
- **Nicole Sutliffe**, Interim Administrative Officer, Laurent Clerc National Deaf Education Center
- **Mr. Paul Julin**, Vice President, Intuitional Advancement
- **Heather Harker**, Chief of Staff, Office of the President
- **Rita Jenoure**, Board Liaison/Presidential Support Specialist, 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, Interim Dean, School of Education, Business and Human Services
- Mr. A. Dwight Benedict, Dean, Student Affairs and Academic Support
- Dr. Caroline Miller Solomon, Chair, Gallaudet University Faculty
- Paul Harrelson, 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, *Interim Chief Academic Officer , Laurent Clerc National Deaf Education Center*; B.S., Gallaudet University; M.S., Western Maryland College; Ed. S., Gallaudet University

A. Dwight Benedict, *Dean, Student Affairs and Academic Support*; B.A., Gallaudet University; M.A., New York University

Jean M. Cibuzar, CPA, *Executive Director, Finance;* B.A., University of St. Thomas

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

Lillian Holt, *Chief of Staff*, Office of the Provost; B.S., Marywood University; M.A., University of Maryland University College

Thomas Horejes, *Associate Provost for Student Success and Academic Quality*; B.S., M.S., Ph.D., University of Arizona

William Hughes, CPA, *Assistant Treasurer*; B.S., Gallaudet University; M.B.A., University of Phoenix

Paul Julin, *Vice President, Institutional Advancement;* B.A., University of Notre Dame; M.P.H., Yale University

Paul Kelly, CPA, *Vice President, Administration and Finance*; B.S., University of Massachusetts; M.B.A., Babson College; J.D., George Washington University

Gaurav Mathur, *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

Khadijat Rashid, *Interim Dean, School of Education, Business and Human Services*; B.S., Gallaudet University; M.B.A., University of Maryland; Ph.D., American University

Christina Shen Austin, *Director*, Human Resources Services; B.S., University of Western Ontario; B.A., Gallaudet University; M.A., Strayer University

Samuel M Sonnenstrahl, *Executive Director, Office of Alumni Relations Alumni and Donor Programs*; B.A., M.A., Gallaudet University

Nicole Sutliffe, *Interim Chief Administrative Officer, Laurent Clerc National Deaf Education Center*; B.A., University of Rochester; MBA, Canisius College

Fred S. Weiner, *Assistant Vice President, Administration and Finance*; B.S., Gallaudet University; M.S., New York University

University Faculty

2017-2018

This list includes all full-time regular faculty as of July 17, 2017.

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

Kathleen S. Arnos, *Professor and Chair, Department of Science, Technology, and Mathematics*; B.A., McDaniel College; Ph.D., Virginia Commonwealth University, Medical College of Virginia

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

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

Kathryn A. Baldridge, *Associate Professor and Chair, Department of Physical Education and Recreation*; B.S., Indiana University; M.A., California State University, Northridge

Thomas F. Baldridge, *Professor, Department of Business*; A.B., Harvard University; M.B.A., J.D., University of California, Berkeley; M.F.A., University of Southern California (Sabbatical Leave Fall 2017)

Dragana Barac-Cikoja, *Associate Professor, Department of Hearing, Speech, and Language Sciences*; B.S., Belgrade University; Ph.D., University of Connecticut

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 and Chair, 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

Ilaria Berteletti, *Assistant Professor, Program in Educational Neuroscience;* B.A. and M.A., Université Catholique de Louvain (Belgium); Ph.D., Università degli Studi di Padova (Italy)

Martina J. Bienvenu, *Professor, Department of American Sign Language and Deaf Studies*; B.A., M.A., Gallaudet University; Ph.D., Union Institute and 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

Jill M. Bradbury, *Professor, Department of English*; B.A., University of California, Irvine; M.A., Ph.D., Brown University (Sabbatiical Leave Fall 2017)

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

Patrick J. Brice, *Professor, Department of Psychology*; B.A., M.A., Ph.D., University of Illinois, Chicago

Jeffrey A. Brune, *Associate Professor, Department of History, Philosophy, Religion, and Sociology*; B.A., Colorado College; M.A., Ph.D., University of Washington

Michelle Burke, *Lecturer I, 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

Keith M. Cagle, *Professor and Chair, Department of Interpretation*; B.S., Rochester Institute of Technology; M.A., California State University, Northridge; Ph.D., University of New Mexico

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, *Assistant 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

Kyle Amber Clark, *Instructor, Department of Counseling*; B.A., M.A., Gallaudet University

Emilia Chukwuma, CPA, *Associate Professor and Chair, Department of Business*; B.S., Gallaudet University; M.S., University of Baltimore

Pamela Collins, *Instructor, Department of Interpretation and Translation*; B.A., M.A., Gallaudet University

Steven D. Collins, *Assistant Professor, Department of Interpretation*; 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, 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 I, Department of American Sign Language and Deaf Studies*; B.A. and M.A., Gallaudet University

Teresa V. Crowe, *Professor and Chair (Spring 2018), Department of Social Work*; B.S.W., University of Maryland; M.S.W., Gallaudet University; Ph.D., University of Maryland (Sabbatical Leave Fall 2017)

Lori A. Day, *Associate Professor, Department of Psychology*; B.S., Allegheny College; M.A., Ph.D., Gallaudet University

Margaux Delotte-Bennett, *Lecturer II, Department of Social Work*, B.A., American University, M.S.W., Gallaudet University

Valerie L. Dively, *Professor, Department of Interpretation*; B.A., M.A., Gallaudet University; Ph.D., Union Institute and University

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

Francis M. Duffy, *Professor, Department of Government and Public Affairs*; B.S., Mansfield University; M.A.S., The Johns Hopkins University; M.Ed., Ph.D., University of Pittsburgh

Marina R. Dzougoutov, *Professor, Department of Art, Communication, and Theatre*; B.A., Gallaudet University; M.F.A., American University

Cynthia A. Edwards, *Associate Professor, Department of English*; B.S., State University of New York, Geneseo; M.A., Ed.S., Gallaudet University; Ph.D., University of Maryland

Terra Edwards, *Assistant Professor, Department of Linguistics*; B.A., Evergreen State College; M.A., University of Texas, Austin; Ph.D., University of California, Berkeley

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

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

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

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INDEX

Academic Accommodations.....94
Academic Advising.....55, 315
Academic Clemency.....98
Academic Honors.....80
Academic Integrity Appeals.....85
Academic Integrity Policy.....81
Academic Standing.....92
Accounting.....147
Accreditation.....6
Admissions Procedures.....12
Admissions, Exchange.....26
Admissions, Undergraduate..12, 330
Admissions, Visiting.....26
Advanced Placement Tests.....14, 96
Art.....124
Articulation Agreements.....19
ASL & Deaf Studies.....112
ASL Diagnostic & Evaluation Services.....317
ASL Programs.....313, 318
ASL Support Services.....9
ASLPI.....318
Athletics & Intramural Sports.....338
Attendance, Mandatory.....24, 93
Behavior Codes.....67
Bilingual Education.....8
Biology.....254
Bison TV.....339
Board Plans.....35
Bookstore-Bison Shop.....332
Buff and Blue.....339
Business Registration.....55
Business.....148
Cable TV.....332
Campus Activities.....338
Capstone Experience.....107
Captioning Services.....319
Career Center.....316
Catalog Year Requirements.....75
Chemistry and Physics.....263
Classroom Communication.....9
College of Arts and Sciences.....107
Commencement.....99
Communication Studies.....134
Confidentiality.....66
Consortium.....60
Continuous Enrollment.....78, 203
Counseling.....161
Counseling and Psychological Services.....335
Course Numbers.....57
Course of Study.....23
Course Registration.....55
Course Types.....58
Courses, Add/Drop.....55
Courses, Audit.....44, 56
Courses, Cancellation.....56
Courses, Cross-Listed.....58
Courses, Repeated.....44, 56
Courses, Waivers.....68
Courses, Withdrawals.....53, 57, 96
Credits by Examination.....95
Credo.....7
Degree Requirements.....105
Diversity and Equity.....321
Diversity Guidelines.....10
Double Major.....44, 75
Drugs, Alcohol & Smoking.....68
Education.....163
English Language Institute.....31, 319
English Text Support Services.....9
English.....176
Facilities.....333
Family Orientation Program.....331
Fees, Additional.....38
Final Exams.....57
Financial Aid Appeals.....43
Financial Aid Application.....41
Financial Aid Eligibility.....44
Financial Aid Probation.....43
Financial Aid Processing.....45
Financial Aid Refunds.....40
Financial Aid Types.....46
Financial Aid.....41, 319
First Year Experience.....186
Food Services.....333
Fraternities & Sororities.....340
Fulbright Scholarship Program...326
Gallaudet Regional Centers.....324
General Studies Requirements....106
General Studies.....187
Government and Public Affairs..192
Grade Point Average.....80
Grade Reports.....64
Grade, Change.....80
Grades, Transcripts, Diplomas.....64
Grading System.....79
Graduate Courses, Undergraduates.....76
Graduation Fest.....99
Graduation, Application.....98
Health History.....54
Health Insurance Fee.....35
Hearing & Speech Center.....333
Hearing Undergraduate Admissions.....24
Hearing, Speech & Language Sciences.....200
History.....202
History of Gallaudet.....6
Honors Admissions.....30
Honors Program.....30, 219
ID/Access Cards.....333
Information Technology.....275
International Studies.....304
Institutional Review Board.....320
International Admissions.....21
International Credits.....21, 95
International Student Programs..325
Interpretation.....222
Interpreting Services.....334
JumpStart Program.....30, 328
Keeping the Promise.....322
Kellogg Conference Hotel.....4
Leave of Absence.....97
LGBTQA Resource Center.....322
Library.....321
Licensure.....320
Linguistics.....230
Living Expenses.....40
Location.....4
Major, Declaration.....75
Mathematics.....283
Merit Scholarships.....13, 47
Mission Statement.....8
Multicultural Student Programs.....322
OCICU.....62
Office of the Ombuds.....323
Open House.....4
Orientation, Undergraduate..30, 331
Parking.....336
Philosophy & Religion.....208
Physical Education & Recreation.....237
Placement Tests.....30, 93
Postal Services.....335
Posthumous Degrees.....100
Professional Studies.....5, 32, 331
Psychology.....244
Public Health.....290
Public Safety.....332

Readmission.....28, 97
Registrar's Office.....54, 325
Registration.....54
Remedial Credits.....58
Residence Life & Housing.....335
Room and Board.....37
School of Education, Business, and Human Services.....108
Second Degree Admissions.....19
Second Degree Students.....55, 76
Second Undergraduate Degrees....76
Self-Directed Major.....253
Semester Credit Hour Policy.....77
Senior Year Residence.....94
Service Animals.....69
Sexual Harassment Policies.....69
Shuttle.....336
Social Work.....296
Sociology.....214
Spanish.....305
Student Activities.....338
Student Body Government.....340
Student Classifications.....20, 76
Student Conduct.....69
Student Financial Responsibility...40
Student Financial Services.....34, 336
Student Handbook.....68
Student Health Service.....337
Student Learning Outcomes.....105
Student Media.....339
Student Organizations.....339
Student Records.....67
Student Success Programs.....30, 327
Students with Disabilities.....317
Study Abroad.....326
Summer Programs.....5, 313, 329
Technology – GTS.....329
Theatre Arts.....140
Transcripts & Diplomas.....64, 99
Transfer Credits.....18, 94
Transfer Requirements.....18
Transportation Services.....336
Tuition and Fees.....34
Tutorial & Instructional Programs.....317
Undergraduate Policies.....81
University Communications.....337
Vehicle Registration.....336
Vision Statement.....7
Visiting Gallaudet.....4
Visiting Researcher Program.....326
Visitors Center.....4
Withdrawal from University.....97
World Languages & Cultures.....304
Yellow Ribbon.....51

GALLAUDET UNIVERSITY

Undergraduate Academic Calendar Spring 2018

On Campus

January 2	Business Registration begins
January 11-12	New Student Orientation (Arrival Day: January 11)
January 8-12	Faculty Professional Development Week
January 15	Martin Luther King, Jr. Holiday (no classes)
January 15	All residence halls open at 10 a.m. for returning students
January 16	Classes begin
January 16	ADD/DROP period begins (fee charged)
January 16	Deadline to waive health insurance charges
January 17	Late Business Registration begins (fee charged) / Faculty and staff tuition waiver deadline
January 18	Last day to DROP courses
January 19	Last day to ADD/AUDIT courses/Last day for Business Registration
February 27	Final payment for Spring 2018 charges due (charges must be paid in full in order to register for Summer and Fall 2018 courses)
February 26–March 2	Midterm Week
March 5	All midterm grades due from Faculty no later than noon
March 5	Last day to change Incomplete grades from the previous semester
March 7	Course registration begins for Summer School 2018 for currently enrolled students (Spring 2018 charges must be paid in full)
March 12–16	Spring Break
March 20	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 23	Financial appeal application deadline for Fall 2018 courses
April 9	Course registration begins for Fall 2018 semester for currently enrolled students
April 12	Undergraduate Awards Day
April 30	Classes end
May 1	Study Day
May 2–5	Final examination period
May 6	All residence halls close at noon
May 7	All grades due from Faculty no later than noon
May 11	Commencement exercises

Online: 8 Week (Session 1)

January 2	Business Registration begins
January 15	Course Registration ends
January 16	Classes begin
January 16	ADD/DROP period begins (fee charged)
January 17	Late Business Registration (fee charged) / Faculty and Staff tuition waiver deadline
January 19	Last day to ADD/DROP courses for Session 1 and Session 2
January 19	Last day for Business Registration
February 5–9	Midterm week
February 12	All midterm grades due from Faculty no later than noon
February 16	Last day to change Incomplete grades from Fall 2017 sessions
February 16	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
February 27	Final payment for Spring 2018 charges due (charges must be paid in full in order to register for Summer and Fall 2018 courses)
March 9	Classes end
March 12	All grades due from Faculty no later than noon
March 23	Financial appeal application deadline for Fall 2018 courses
April 9	Course Registration for Fall 2017 semester for currently enrolled students

Online: 8 Week (Session 2)

January 2	Business Registration begins
January 15	Course Registration ends
January 19	Last day to ADD/DROP courses for Session 1 and Session 2
February 27	Final payment for Spring 2018 charges due (charges must be paid in full in order to register for Summer and Fall 2018 courses)
March 12	Classes begin
March 13	Late Business Registration begins (fee charged)
March 16	Last day for Business Registration
March 24	Financial appeal application deadline for Fall 2018 courses
April 2–6	Midterm week
April 9	All midterm grades due from Faculty no later than noon
April 9	Course Registration for Fall 2018 semester for currently enrolled students
April 17	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
April 17	Last day to change Incomplete grades from Fall 2017 sessions
May 4	Classes end
May 7	All grades due from Faculty no later than noon
May 11	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.

6TH STREET
Appleby Building
Fay House
FACULTY ROW
Ballard House
Denison House
Edward Miner Gallaudet Residence
Olmsted Green
Kellogg Conference Hotel
Peikoff Alumni House
Washburn Arts Building
KIPP D.C. College Preparatory
BRENTWOOD PARKWAY
BRENTWOOD PARKWAY
Gate House
LINCOLN CIRCLE
College Hall
Edward Miner Gallaudet Memorial Building
Peet Hall
LLRH6
FLORIDA AVENUE
Thomas Hopkins Gallaudet & Alice Cogswell Statue
Chapel Hall
Museum
Edward Miner Gallaudet Statue
Gallaudet Mall
Merrill Learning Center
Contrapposto Sculpture
Hall Memorial Building
Rockwalls
Fowler Hall
Kendall Hall
Laurent Clerc Bust
Foster Aud.
Security Kiosk
Dawes House
Ely Center
I. King Jordan Student Academic Center
Sorenson Language and Communication Center
LINCOLN CIRCLE
Ballard West
Ballard North
Central Utilities Building
TELEGRAPH HILL ROAD
MOUNT OLIVET ROAD
SWITZER DRIVE
Lorem ipsum
DRAPER DRIVE
Hanson Plaza
Plaza Dining Hall
Central Rec'ving
Peter J. Fine Health Center
CRAIG STREET
MSSD Gym & Pool
Benson Hall
Clerc Hall
Carlin Hall
Model Secondary School for the Deaf
MSSD Housing
LOWMAN STREET
Bison Sculpture
Elstad Auditorium
Field House
Berg Track & Field
Hotchkiss Field
Hoy Field
MSSD Dorm
Riding High Sculpture
Kendall Demonstration Elementary School
SWITZER DRIVE
WEST VIRGINIA AVENUE
MORSE STREET
NEAL STREET
OATES STREET
OWEN PLACE
PENN STREET
QUEEN STREET
HOLBROOK
CORCORAN STREET
CAPITOL AVENUE
University Building
Campus Housing
Student Academic Center
MSSD
KDES
Visitors Center
Library
DPS: Department of Public Safety
Visitor Parking
Dining
Emergency Blue Lights/Duress Alarms
Bookstore
Post Office
17137