

2009-2010



Gallaudet University

Graduate Catalog

Washington, DC

GRADUATE ACADEMIC CALENDAR 2009 - 2010

Orientation for New Graduate Students

| | | |
|--------|---------|---|
| August | 24 | Arrival Day for New Graduate Student |
| August | 25 - 28 | New Graduate Student Orientation Programs |
| August | 28 | Business Registration for new students |

Fall Semester 2009

| | | |
|-----------|-------|---|
| August | 24-28 | Faculty professional development week |
| August | 30 | All dorms open at 10 a.m. for returning students |
| August | 30-31 | Business registration (payment of tuition, room and board) |
| August | 31 | Classes begin |
| August | 31 | Deadline to waive health insurance charges |
| August | 31 | ADD/DROP period begins (Fee charged) |
| September | 1 | Late Business registration (Fee charged) begins |
| September | 7 | Labor Day holiday (no classes) |
| September | 11 | Last Day to ADD/DROP courses |
| September | 29 | Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.) |
| September | 29 | Last day to change to AUDIT |
| October | 20 | Fall Recess (no classes) |
| November | 2 | Last day to submit defensible dissertation to Graduate School Office |
| November | 6 | Final payment for Fall 2009 charges due (charges must be paid in full in order to register for Spring 2010 courses) |
| November | 9 | Course registration for Spring 2010 semester for currently enrolled students |
| November | 23 | Last day to defend dissertation for fall 2009 |
| November | 25-27 | Thanksgiving Holiday (the University is open Wednesday, but no classes are held) |
| December | 11 | Graduation application deadline for December 2009 and May 2010 graduation |
| December | 11 | Classes End |
| December | 11 | Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.) |
| December | 11 | Last day to change to Incomplete grades from the previous semester |
| December | 11 | Last day for Consortium registration for Spring 2010 semester |
| December | 12 | Late Graduation Application (Fee charged) begins |
| December | 14 | Study Day |
| December | 15-18 | Final examination period |
| December | 19 | All dorms close at noon and Winter Break begins |
| December | 21 | All grades due from faculty no later than 12 noon |

Spring Semester 2010

| | | |
|----------|-------|---|
| January | 11-15 | Faculty professional development week |
| January | 18 | Martin Luther King Holiday (no classes) |
| January | 18 | All dorms open at 10 a.m. for returning students |
| January | 19 | Classes begin |
| January | 19 | Deadline to waive health insurance charges |
| January | 19 | Business registration (payment of tuition, room, and board); |
| January | 19 | Add/Drop period begins (fee charged) |
| January | 20 | Late business registration (fee charged) begins |
| January | 29 | Last day to add/drop courses |
| February | 15 | Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's office by 4:30 p.m.) |
| February | 15 | Last day to change to AUDIT |
| February | 24 | GradFest |
| March | 8 | Course registration for Summer School 2010 for currently enrolled students (Spring 2010 charges must be paid in full) |
| March | 15-19 | Spring Break |
| March | 22 | Last day to submit defensible dissertation to Graduate School Office |
| April | 9 | Final payment for Spring 2010 charges due (charges must be paid in full in order to register for Fall 2010 courses) |
| April | 12 | Course registration for Fall 2010 semester for currently enrolled students |
| April | 12 | Last day to defend dissertation (for May 2010 graduation) |
| May | 3 | Last day to change Incomplete grades from the previous semester |
| May | 3 | Classes end |
| May | 3 | Last day to withdraw with WP/WF grades (forms must be signed and returned to Registrar's office by 4:30 p.m.) |
| May | 4 | Study Day |
| May | 5-8 | Final examination period |
| May | 7 | Last day for Consortium registration for Summer School (forms must be in Registrar's office by 4:30 p.m.) |
| May | 9 | All dorms close at noon |
| May | 10 | All grades due from faculty no later than 12 noon |
| May | 13 | Graduate Awards and Hooding Ceremony |
| May | 14 | Commencement exercises |

Summer Sessions 2010

| | |
|------------------|--|
| May 17- August 6 | Graduate Summer School 1st session |
| June | NOTE: Graduate programs may schedule courses of varying duration any time within this period |
| June | Last day for Consortium registration for Fall 2010 |

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

2009 - 2010

Graduate Catalog

Gallaudet University

800 Florida Avenue, NE

Washington, D.C. 20002

www.gallaudet.edu

DESCRIPTION OF COURSE LISTING ABBREVIATIONS

| | |
|-----------|--|
| ADM | Administration and Supervision |
| ASL | American Sign Language |
| BIO | Biology |
| COM | Communication Studies |
| COU | Counseling |
| DST | Deaf Studies |
| ECO | Economics & Finance |
| EDF | Educational Foundations and Research |
| EDU | Education |
| ENG..... | English |
| FLC | Foreign Languages, Literatures, and Cultures |
| GOV | Government |
| GPS | Graduate Professional Studies |
| HIS | History |
| HSL | Hearing, Speech, and Language Sciences |
| INT | Interpretation |
| LIN | Linguistics |
| PSY | Psychology |
| REC | Recreation |
| SWK | Social Work |
| THE | Theatre Arts |

The Gallaudet University Catalog was prepared by the Council on Undergraduate Education, the Council on Graduate Education, the Provost's Office, Enrollment Management Offices, ATLAS Learning Services and the Office of Academic Quality.

Every effort was made to print information accurate as of August 1, 2009. Updates and corrections after that date are available on the web only. 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.

The web version of the Gallaudet catalog (catalog.gallaudet.edu) 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 on-line catalog information regularly, and current students are encouraged to use the web version for the most updated information.

Archived catalogs, also available online at catalog.gallaudet.edu, can be used 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.

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

TABLE OF CONTENTS

| | | | |
|--|-----------|--|---------------------------|
| About Gallaudet | 1 | Foreign Languages, Literatures, and Cultures | 122 |
| Graduate Admissions..... | 10 | Government and History..... | 123 |
| Tuition, Fees, and Financial Aid | | Graduate Professional Studies..... | 125 |
| Tuition and Fee | 17 | Hearing, Speech, and Language Sciences | 126 |
| Financial Aid | 22 | Interpretation..... | 139 |
| Registration and Policies | | Linguistics..... | 147 |
| Registration..... | 34 | Physical Education and Recreation..... | 157 |
| Behavior Codes | 41 | Psychology..... | 161 |
| Graduate Policies..... | 42 | Social Work | 174 |
| Graduate Education | | Theatre Arts..... | 184 |
| Degree Option Table..... | 58 | Services and Activities | |
| Degree Requirements..... | 60 | Academic Services | 185 |
| Dual Degrees Requirements | 61 | Campus Services..... | 198 |
| Colleges and Schools | 62 | Student Activities | 204 |
| Departments and Programs..... | 64 | The University Community | 206 |
| Administration and Supervision | 64 | Appendices | |
| American Sign Language and Deaf Studies..... | 75 | Awards and Scholarships | 219 |
| Biology..... | 81 | Institutional Report Card for Teacher Preparation | 221 |
| Business..... | 82 | Index | 226 |
| Communication Studies..... | 82 | Organizational Chart | 228 |
| Counseling..... | 83 | Academic Calendar | Inside Front Cover |
| Education..... | 93 | Campus Map | Inside Back Cover |
| Educational Foundations and Research..... | 116 | | |
| English..... | 122 | | |

GRADUATE PROGRAMS

| | | | |
|--|-----|---|-----|
| Administration | 69 | International Development | 117 |
| ASL/English (K-12) - M.A.T..... | 104 | Interpretation | 140 |
| Audiology - Au.D. | 126 | Leadership | 71 |
| Audiology - Ph.D. | 128 | Leisure Services Administration | 157 |
| Change Leadership in Education | 67 | Linguistics - M.A. | 147 |
| Clinical Psychology | 161 | Linguistics - Ph.D. | 149 |
| Cultural Diversity and Human Services | 87 | Management | 70 |
| Deaf Education - Ed.S. | 97 | Mental Health Counseling | 83 |
| Deaf Education - Ph.D. | 95 | Non-Clinical Hearing Speech and Languages Science | 131 |
| Deaf Education: Advanced Studies | 105 | School Counseling and Guidance | 85 |
| Deaf Education: Special | 106 | School Psychology | 164 |
| Deaf Education: Teacher Preparation Program | 97 | Social Work | 174 |
| Deaf History | 123 | Social Work with School Specialization | 177 |
| Deaf Studies: Culture Studies | 75 | Speech-Language Pathology | 129 |
| Deaf Studies: Deaf History | 75 | Special Education Administration | 64 |
| Deaf Studies: Sign Language Teaching | 75 | Summers Only Programs: School Counseling and Guidance | 86 |
| Education: ASL/English - Combined B.A./M.A.T. | 106 | | |

About Gallaudet University

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

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

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

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

A member of the Consortium of Universities of the Washington Metropolitan Area, Gallaudet offers its students at both the undergraduate and graduate level the ability to take courses offered at the 14 other institutions of higher learning that comprise the consortium: American University, The Catholic University of America, Corcoran College of Art + Design, George Mason University, Georgetown University, The George Washington University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Southeastern University, Trinity University, the University of the District of Columbia, and the University of Maryland, College Park.

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

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

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

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

VISITING GALLAUDET

Location

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

Gallaudet University's mailing address is:

800 Florida Avenue, NE, Washington, DC 20002-3695
Main Telephone Number: (202) 651-5000 (Voice, TTY)

Admissions Video Phone Numbers:

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

Maps and travel directions (aaweb.gallaudet.edu/CampusMap.xml) and additional information about visiting the Gallaudet University campus are located on the University's web site: 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: (admissions.gallaudet.edu/openhouse).

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 (aaweb.gallaudet.edu/graduate-openhouse.xml).

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, go to: aaweb.gallaudet.edu/visitorscenter.xml or call (866) 637-0102 (videophone). The Visitors Center can also be reached by calling (202) 651-5050.

Gallaudet University Kellogg Conference Hotel

The Kellogg Conference Hotel (KCH) is nestled on the beautifully landscaped campus of Gallaudet University. The hotel features 93 guestrooms, and over 17,000 square feet of meeting space. For your dining pleasure, the Bistro serves breakfast Monday through Friday from 7:00 a.m.-9:30 a.m., and Saturday from 7:00 a.m.-10:30 a.m. We also offer a lunch buffet Monday through Friday from 11:30a.m. - 2:00p.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 AT GALLAUDET UNIVERSITY

Undergraduate and Graduate Programs of Study

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

Graduate Certificate Programs

In addition to the traditional degrees mentioned above, Gallaudet University currently offers five 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 taken over a few years leading to a Graduate Certificate that demonstrates successful completion of the curriculum. These programs are limited to students with at least a Bachelor's degree. Courses may be applied to graduate degree programs and are often taken in conjunction with a regular graduate degree.

Summer Programs

summer.gallaudet.edu

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

Professional Studies and Extension Programs

cpso.gallaudet.edu

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

English Language Institute (ELI)

eli.gallaudet.edu

The English Language Institute (ELI) offers full-time instruction in English as a Second Language, American Sign Language, and cultural studies to international deaf and hard of hearing students. Intensive study throughout the academic year helps students become proficient in written English and American Sign Language, prepare for academic study in the United States, or enhance their employment potential.

ACCREDITATION

Gallaudet University is accredited by the [Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, PA 19104. (Phone: 267-284-5000). The Middle States Commission on Higher Education is a regional institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Many of the University's programs are also accredited by professional accrediting bodies, including the American Psychological Association (APA); American Speech-Language-Hearing Association's Council on Academic Accreditation (ASHA / CAA); Association of Collegiate Business Schools and Programs (ACBSP); Council on Accreditation of Counseling and Related Programs (CACREP); and the Council on Social Work Education (CSWE).

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

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

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

HISTORY OF GALLAUDET

The first 100 years

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

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

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

A time of expansion

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

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

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

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

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

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

GALLAUDET MISSION AND GOALS

The Gallaudet University Mission Statement

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

The Vision of Gallaudet University

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

Gallaudet will achieve these outcomes through:

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

The Gallaudet Credo

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

The Gallaudet University campus community includes students, faculty, teachers and staff, all of whom share certain common goals and values that we all believe enrich our academic environment. The community's primary goal is to prepare students to be informed, literate, productive and responsible citizens. In pursuit of this goal, community members pledge to uphold the following values:

We believe that education is a dominant influence on our lives and recognize that learning is a lifelong quest. Therefore we will practice academic and personal integrity and work to create a positive and welcoming environment that is open to the free exchange of ideas among members of our community.

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

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

Undergraduate Studies Mission

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

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

Graduate School Mission

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

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

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

BILINGUAL EDUCATION

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

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

Principle #1: Access

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

Principle #2: Inclusion

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

Principle #3 Academic Discourse

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

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

Principle #4: Social and Cultural Resource

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

Communication on Campus

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

Principle #1: Welcome and support new and emerging signers

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

Principle #2: Ongoing commitment to improve

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

*Classroom Communication:***Undergraduate:**

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

Graduate:

The ASL proficiency requirements of each graduate program vary. Check individual programs for information relating to ASL proficiency. On the whole, the Graduate School encourages clear and accessible communication for all through the refinement of academic discourse in ASL and English.

*American Sign Language Support Services:***Undergraduate:**

Gallaudet University New Signers may enroll in the [New Signers Program](#) (see page 197 in this catalog), 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](#) (tip.gallaudet.edu). Students may receive services from [ASL Diagnostic and Evaluation Services](#) (asldes.gallaudet.edu).

Graduate:

The College of Professional Studies and Outreach (CPSO) provides [ASL classes](#) (cpso.gallaudet.edu/aslclasses.xml) for graduate students. 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 and backgrounds.

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

Building upon more than a century of traditions, Gallaudet University will take an active role in providing genuine equal opportunity to all deaf and hard of hearing persons. Gallaudet not only acknowledges the problems of the past and responds to the practical circumstances of the present, but also understands that our shared future is guided by basic principles of fairness, mutual respect, and commitment to each other. The University will continue to strive to make its ideals concrete. Gallaudet will reach out, in the United States and around the world, to deaf and hard of hearing persons everywhere. Deafness knows no borders.

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

Guidelines

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

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

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

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

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

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

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

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

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

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

Gallaudet recognizes that its students and faculty are supported by a broad network of staff and other support personnel, and will endeavor to promote diversity among all staff and support personnel, as their influence and reach into all aspects of the campus are broad and meaningful. Gallaudet recognizes a responsibility to gather and evaluate data showing both the progress that has been made and the work that is still to be done. Gallaudet will focus especially on generating data about the deaf and hard of hearing that does not exist elsewhere.

Graduate Admissions

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.

OFFICE OF GRADUATE ADMISSIONS

Kendall Hall 101
gradschool.gallaudet.edu
 (202) 651-5400

[Note: All graduate student application materials must be sent to the Graduate Admissions Office in Kendall Hall.]

Who Can Apply

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

When to Apply

ADMISSION FOR FALL SEMESTER

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

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

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

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

JANUARY AND SUMMER ADMISSIONS

Although degree students are usually admitted in the fall semester due to the sequencing of courses, programs retain the option to accept January applicants. Students interested in January or summer admission should contact the Office of Graduate Admissions and the individual program for details.

HOW TO APPLY

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

By far the easiest way to apply to graduate school is to fill out our online application. Your information will be saved as you go. While we prefer that you use our [Online Application form](http://gradschool.gallaudet.edu/gradapp) (gradschool.gallaudet.edu/gradapp), we also have a "paper and pencil" [Application Booklet](http://aaweb.gallaudet.edu/Documents/Academic/GSPP/gradappl.pdf) (aaweb.gallaudet.edu/Documents/Academic/GSPP/gradappl.pdf) available. Graduate Special Students also should use this form (either online or printed) and complete the section that pertains to Graduate Special Students.

Applying to More than One Graduate Program

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

Applying to a Second Graduate Degree Program after Matriculation

- If you are interested in receiving two degrees, read the requirements for Dual Degrees under the heading "Requirements for Degrees" in the next section.
- Fill out a complete application form for the new program to which you are applying.
- The application fee for the second degree program is \$50.
- New goal statements, letters of recommendation, and transcripts may be required for the new application. (Check with the program advisor of the new program.)
- A written plan of study, including course schedule and timeline, must be developed by you and your advisors in both programs and submitted to the Graduate Admissions Office with the recommendation for admission to the second degree program.

Sign Language Proficiency

Entry requirements for sign language proficiency differ by program. It is important to state, however, that Gallaudet University is a bilingual community in which American Sign Language and English exist side-by-side. Most classes are taught using sign language. In addition, most of the social interaction on the campus is conducted in sign language. Prospective graduate students are advised to prepare themselves as much as possible to participate in this environment.

For students whose home institution does not provide sufficient sign language training, Gallaudet offers a wide selection of sign language courses each summer as well as in the evenings during the regular school year. Contact the College of Professional Studies and Outreach (CPSO) for more information about American Sign Language courses.

Reapplication

Files of applicants not accepted for a program of study will be kept for two years from the initial date of application. Within those two years, applicants may reactivate their original files by submitting to Graduate Admissions updated materials for academic and professional information that has changed since the original application. The fee for reapplying is \$50. The deadline for most programs is February 15th.

Accepting our Offer of Graduate School Admissions

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

U.S. GRADUATE STUDENT ADMISSION REQUIREMENTS

Application Requirements for U.S. Degree-Seeking Students

- A completed Graduate School Application Form, including payment of the \$50 non-refundable application fee.
- Official transcripts of all previous undergraduate and graduate work, to be sent by the college or university directly to the Office of Graduate Admissions. An applicant whose bachelor's degree is not completed at the time of application must submit an official transcript showing the work completed through the most recent semester. If offered admission, the applicant must submit a supplementary transcript showing completion of the degree.
- At least a B (3.0 on a 4.0 scale) cumulative grade point average (GPA) in undergraduate and previous graduate work. Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department. Most such students will be admitted on the condition that they achieve and maintain an appropriate level of performance in their first year of graduate study.
- Official copies of scores indicating satisfactory performance on the General Test of the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), or the National Teachers Examination (NTE) (if applicable). Some programs do not require standardized tests; others accept only particular examinations. Please check the requirements of the program to which you are applying. GRE or MAT scores more than five years old are not acceptable.
- The requirements for references vary by graduate program. Most require three letters of recommendations. Please check the application requirements of the program to which you are applying regarding letters of recommendation.
- Applicant interviews and/or attendance at a Graduate School open house are highly desirable. Some academic programs require interviews.
- Several programs have other specific admission requirements. Refer to the application form or program descriptions, or contact the department for details.

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

Where do I get more information about standardized tests?

- [GRE](http://www.gre.org) - Graduate Record Examinations (www.gre.org)
- [MAT](http://matexampracticetests.com) - Miller Analogies Test [[MAT practice tests](http://matexampracticetests.com)]

U.S. GRADUATE CERTIFICATE STUDENTS ADMISSION REQUIREMENTS

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

Application Requirements for U.S. Graduate Certificate Students

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

Applying for a Graduate Certificate Program after Matriculation

- If you are interested in receiving a graduate certificate in addition to your degree, read the requirements for the certificate program.

- Talk with your advisor and the representatives of the certificate program to be sure that you will be able to meet all requirements of both programs and that your degree program will not be negatively affected by the additional coursework.
- Fill out an application form for the certificate program.
- The application fee for the certificate program for matriculated students is \$50.
- Certain new information may be required for the certificate application. Check with the program advisor of the certificate program.

GRADUATE STUDENT INTERNATIONAL STUDENTS ADMISSIONS REQUIREMENTS

Application Requirements for Degree-Seeking International Students

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

Regulations

The United States Citizenship and Immigration Services (USCIS) of the federal government requires that all graduate students in the United States on student visas be full-time students (taking at least nine graduate credits per semester) and that they make satisfactory progress toward their academic goals. United States immigration regulations require that international students accepted for study at Gallaudet provide evidence of adequate financial support. The Immigration Form I-20 or DS-2019 will not be released without sufficient financial certification.

Admission as a Graduate Special Student for International Students

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

International Visiting Scholar Programs

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

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

VETERANS ADMISSION REQUIREMENTS

Gallaudet University is committed to America's veterans and has a long history of serving them at our institution. Gallaudet is authorized to accept all GI Bill payments including the additional contributions by the Department of Veterans Affairs (VA) through their *Yellow Ribbon Program*. The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. According to the VA, it 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 \$3,050.00 (full time status) in tuition expenses. Gallaudet is listed on the Department of Veterans Affairs (VA) [Approved Education Programs](#) web site (BIT.LY/2hucF) as an institution participating in the Yellow Ribbon Program.

Student Application Policy/Procedures for the Yellow Ribbon Program

- Gallaudet applicants should determine their eligibility for the Yellow Ribbon Program on the U.S. Department of Veterans Affairs, [Yellow Ribbon Program Information](#) web site (BIT.LY/AbPbj) 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 (admissions.gallaudet.edu) or the graduate application form on the [Graduate Admissions](#) web site (aaweb.gallaudet.edu/gspp_graduateschooladmissions.xml).
- Gallaudet applicants and students should complete the Free Application for Federal Student Aid (FAFSA) form.
- Gallaudet accepted applicants and enrolled students should download an [Enrollment Verification form](#) (registrar.gallaudet.edu/Enrollment_Verification.xml) from the Gallaudet University Registrar's Office web site 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 VA's other educational benefit programs, can be obtained by visiting the [VA's web site](#) (www.gibill.va.gov) or by calling 1(888) GIBILL-1 (or 1(888)442-4551).

GRADUATE SPECIAL STUDENTS ADMISSION REQUIREMENTS

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

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

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

To take courses as a graduate special student, you must have a bachelor's degree with at least a B (3.0 on a 4.0 scale) cumulative grade point average. You must complete a short application form, submit a copy of an official transcripts from all previous undergraduate and graduate programs and pay the \$50 non-refundable application fee.

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

Graduate special student status remains active for five years. If it has been more than five years since you took a course, you will need to reapply.

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

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

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

Admission as a graduate special student neither implies nor guarantees subsequent admission to a degree program at Gallaudet University. There may be a limit on the number of credits that may be applied to a degree program. If you plan to seek admission as a degree-seeking student in the future, you should check with an advisor in the department to ensure that the courses you take as a graduate special student will be acceptable for the program.

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

Application as a Graduate Special Student

1. Submit a Graduate Special Application Form including the \$50 non-refundable application fee to the Office of Graduate Admissions.
2. Provide the Office of Graduate Admissions with one copy of undergraduate and graduate transcripts and evidence of a bachelor's degree with at least a B (3.0 on a 4.0 scale) cumulative grade point average. Copies of transcripts need not be official copies, but at a minimum must be copies of official transcripts. Computer-generated reports are not acceptable.
3. Once you have been accepted as a graduate special student, you must fill out a Course Selection Form.
4. Check with the departments offering the courses you want to take. You must meet all prerequisites, and you must obtain the instructor's signature, granting permission to take the class.
5. Obtain the signature of the Assistant Dean in the Office of the Dean of the Graduate School, who acts as the advisor for graduate special students.

Application as a Graduate Special Student during Summer Sessions

Summer enrollment is handled by the College of Professional Studies and Outreach (CPSO). Contact that office, see the summer catalog, or go to the cpso.gallaudet.edu web site for specific information.

DUAL DEGREE ADMISSIONS REQUIREMENTS

Each student wishing to pursue two master's degrees at the same time must be admitted to each program through normal application procedures. Such programs of study are called dual degree programs and represent an elective activity of the student rather than a program planned by the faculty. Such programs are not offered as a matter of general practice, but rather meet the unique needs of specific students who wish to receive training in two fields.

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

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

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](http://quality.gallaudet.edu/AccreditationLicensure.xml) information (quality.gallaudet.edu/AccreditationLicensure.xml)
- [Financial assistance available to students](http://financialaid.gallaudet.edu/FA_Programs.xml) (financialaid.gallaudet.edu/FA_Programs.xml)
- [Cost of attending the institution](http://gallaudet.edu/af/financeoffice_tuitionandfees.xml) (gallaudet.edu/af/financeoffice_tuitionandfees.xml) and any [refund policy](http://registrar.gallaudet.edu/Withdrawal.xml) (registrar.gallaudet.edu/Withdrawal.xml)
- Description of any [special facilities available to disabled students](http://oswd.gallaudet.edu) (oswd.gallaudet.edu)
- Institutional security policies and crime statistics
- [Completion/graduation rate of freshmen](http://quality.gallaudet.edu/Documents/OIR/GraduationRate_By_Cohort.pdf) (quality.gallaudet.edu/Documents/OIR/GraduationRate_By_Cohort.pdf)

This information can also be obtained by clicking the links above or sending a letter to the following address:

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

Tuition, Fees, and Financial Aid

TUITION AND FEES

Student Financial Services

College Hall, Room B-04

gallaudet.edu/af/StudentFinancialServices.xml

A two-page summary of tuition and fees is also available online at gallaudet.edu/af/financeoffice_tuitionandfees.xml.

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 \(bison.gallaudet.edu\)](http://bison.gallaudet.edu). Office hours of operation are 8:30 a.m. to 4:30 p.m., Monday to Friday. The office email address is student.accounts@gallaudet.edu.

Tuition and Fee Schedules Basic Costs per Semester

Fall 2009/Spring 2010

U.S. Students

| | Undergraduate | Graduate |
|---|--------------------|--------------------|
| Tuition | \$5,425.00 | \$5,965.00 |
| Unit Fee | \$138.00 | \$138.00 |
| Room | \$2,730.00 | \$2,730.00 |
| Board | \$2,100.00 | \$2,100.00 |
| Health Insurance Fee (Annual) | \$1,698.00* | \$1,698.00* |
| Health Service Fee | \$50.00 | \$50.00 |
| Full-Time Student Total | \$12,141.00 | \$12,681.00 |
| | | |
| Commuter Student Total | \$7,311.00 | \$7,851.00 |
| Part-Time Student Per Credit Total | \$542.50 | \$663.00 |

International Students (Non-Developing Countries)

| | Undergraduate | Graduate |
|---|--------------------|--------------------|
| Tuition | \$10,850.00 | \$11,930.00 |
| Unit Fee | \$138.00 | \$138.00 |
| Room | \$2,730.00 | \$2,730.00 |
| Board | \$2,100.00 | \$2,100.00 |
| Health Insurance Fee (Annual) | \$1,698.00* | \$1,698.00* |
| Health Service Fee | \$50.00 | \$50.00 |
| Full-Time Student Total | \$17,566.00 | \$18,646.00 |
| | | |
| Commuter Student Total | \$12,736.00 | \$13,816.00 |
| Part-Time Student Per Credit Total | \$1,085.00 | \$1,326.00 |

International Students (Developing Countries)

| | Undergraduate | Graduate |
|---|--------------------|--------------------|
| Tuition | \$8,137.50 | \$8,947.50 |
| Unit Fee | \$138.00 | \$138.00 |
| Room | \$2,730.00 | \$2,730.00 |
| Board | \$2,100.00 | \$2,100.00 |
| Health Insurance Fee (Annual) | \$1,698.00* | \$1,698.00* |
| Health Service Fee | \$50.00 | \$50.00 |
| Full-Time Student Total | \$14,853.50 | \$15,663.50 |
| | | |
| Commuter Student Total | \$10,023.50 | \$10,833.50 |
| Part-Time Student Per Credit Total | \$813.75 | \$994.50 |

The list of developing and nondeveloping countries is available at gallaudet.edu/af/financeoffice_EDACountrylist.xml

Explanation of Basic Costs:

Tuition:

Undergraduate: US Citizens:

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

Graduate US: Citizens:

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

International Students:

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. Students from developing countries may apply for a reduction in the percent of tuition surcharge. The list of developing and non-developing countries is available online at gallaudet.edu/af/financeoffice_EDAcountrylist.xml

Unit Fee:

Required for full-time undergraduate and graduate students to cover the cost of student activities.

Health Insurance Fee:

This subject-to-change annual fee is \$1,698 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 Health Services. The annual fee is billed as a one-time charge per academic year in the fall semester for coverage from July 15, 2009 at 12:01 a.m. to July 15, 2010 at 12:00 a.m.

Students enrolling in spring semester 2010 are billed \$993 for coverage from December 15, 2009 to July 15, 2010. Students enrolling in summer session 2010 are billed \$289 for coverage from May 15, 2010 to July 15, 2010. The health insurance fees for 2009-2010 are subject to change at policy renewal on July 15, 2009.

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.

Room and Board:

Room

Students are not required to live on campus. Students living off campus may buy meals individually at the University cafeteria (Cafe Bon Appetit), Market Place, Rathskellar, Starbucks, and the Bistro, or choose from a variety of board plans. Room arrangements are made on the basis of a room contract covering the academic year. Rooms are available only to those who also pay board for meals served in student dining facilities. The room contract provides for a room and the necessary furnishings. The room fee for the fall or spring semester is \$2,730 and does not include the winter recess. Room fees are based on two people per sleeping-study room.

University residence hall space is limited. For this reason, the application for housing is accepted only with the \$50 admission fee and the \$200 room deposit. All applications should be received no later than June 1 for the fall semester. New and returning students accepted after June must return room applications as soon as possible and will not be guaranteed residence hall space. To be eligible for University housing, students must carry at least 10 undergraduate or nine graduate credit hours. This academic load must be maintained throughout the semester.

Room and Board Changes or Cancellations

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

Board Plans

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

250 Block Plan = 250 Block Meals + \$50 Dining Dollars**Per Semester Cost: \$2,200**

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: \$2,100**

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: \$2,100**

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: \$2,030**

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: \$1,960**

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

Internship Meal Plan

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

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

Additional Fees

| | | |
|--|--------|---|
| Undergraduate Application Fee | \$50 | Required for all undergraduate applicants and students applying for readmission |
| Undergraduate Admission Fee | \$50 | Required for all students accepting admission to the University |
| Undergraduate New Student Orientation Fee | \$50 | Required for all undergraduate students |
| First Year Seminar (FYS) Fee | \$10 | Required for all new students |
| Graduate Application Fee | \$50 | Required for all new graduate applicants and students applying for readmission, \$25 for each additional application |
| Graduate Admission Fee | \$100 | Required for admissions process (\$50 nonrefundable, \$50 deposit to be credited to student's account after enrollment) |
| Graduate School Fee | \$10 | Required for all graduate students each semester |
| Graduate Continuous Enrollment Fee | \$100 | Required for all graduate students registering for Continuous Enrollment, GPS 798 or GPS 898 |
| Master's Thesis Fee | \$600 | Required for all thesis publications |
| Each Additional Thesis Copies | \$80 | Required at time of request for publication |
| Graduate Dissertation Fee | \$750 | Required for each doctoral student at time of defense |
| Each Additional Dissertation Copy | \$90 | Required at time of defense |
| English Language Institute New Student Orientation Fee | \$300 | Fall and \$100 Spring - Required for all new ELI Students |
| Registration Fee | \$10 | Required for all students attending Gallaudet for the first time |
| Room Deposit | \$200 | Required for all students who intend to live on campus. Payment must be made in advance of receiving a room assignment |
| Parking Fee | \$54 | Required each semester for students who register their cars to park on campus |
| Book, Supplies and Class Materials Fee | Varies | Estimated amount a student needs each semester is approximately \$500. Some classes charge additional fees to cover the cost of special services or class materials. Estimate amount for ELI students is \$250 each semester. |
| Late Registration Fee | \$50 | Required of all students who complete registration after the official registration dates. |
| Add/Drop Fee | \$5 | Required for each add/drop transaction |
| Graduation Fee | \$50 | Required for all degree candidates during the semester of graduation. |

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

Procedure

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: 50% refund the first day of class; no refund will be issued after the first day.

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

Fees: No refunds or cancellations.

Debt Collection Policies

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

Student Financial Responsibility and Student Aid

The University recognizes its role in fostering personal initiative, planning, and responsibility in financial affairs as an integral part of the educational process. The administration believes each student has the primary responsibility for arranging financing and payment of his or her charges. Each student will, therefore, be held responsible for his or her bill. Gallaudet University maintains an Office of Financial Aid to make every effort possible to provide financial aid to any deserving student eligible to attend the Institution. This aid may be in the form of scholarships, grants-in-aid, loans, or part-time employment. Further, this office provides assistance to help the student as much as possible in his or her application for funds available from federal government programs, from state vocational rehabilitation offices, and from other agencies and organizations.

Financial Appeals

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

FINANCIAL AID

Chapel Hall, Room G02

Web: financialaid.gallaudet.edu

Email: financial.aid@gallaudet.edu

Gallaudet University makes every effort to provide financial aid to students who are able to demonstrate that they are in need of assistance to continue their education on a postsecondary level.

With the exception of grant-in-aid and Gallaudet scholarships, (which are limited to regular full-time, degree-seeking students), financial aid is awarded to students who are degree-seeking and who are eligible for Title IV programs.

Financial assistance is based on the following calculation:

- Student Cost of Attendance
 - minus (-) student/family contribution (EFC)
 - minus (-) other outside resources
- equals (=) financial need for which aid may be awarded

The student/family contribution is calculated using the Free Application for Federal Student Aid (FAFSA), which is a standard method of determining contributions from taxable and nontaxable income and assets. All applicants for financial aid through Gallaudet must submit both the Gallaudet Institutional Financial Aid Application (IFAA) and the FAFSA. The FAFSA also serves as an application for a Federal Pell Grant.

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

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 2009-2010 academic year is \$26,000 for undergraduate students and \$31,000 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 packets, during the spring semester, for the following academic year at the Financial Aid Office or online (see below).

Letters are mailed to each applicant regarding the decisions made on his or her application. Awards also may be viewed by accessing individual BISON Student Services.

All applications for financial aid may be accessed online at financialaid.gallaudet.edu/FAAppsAndLinks.xml.

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 2009-2010 academic year, these priority deadlines are July 1, 2009, and January 11, 2010. Funds are awarded on a first-come, first-served basis; so it is important to apply long before the priority deadlines. Institutional funds may be exhausted before the priority deadline dates.

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

Financial Aid Eligibility

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

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

- Be making satisfactory progress toward the completion of a degree in his or her field of study.
- Not be in default on a Perkins or Stafford Loan.
- Not owe repayment on a Pell, ACG, SMART Grant or Perkins Loan

| Eligibility for University and Federal Aid Programs | | | | | | | | | | | |
|---|----|-----|------|-------|-----|-----|-----|-------|------|-----|------|
| | UG | GRD | U.S. | INT'L | F/T | H/T | P/T | REPAY | GIFT | DEG | SPEC |
| PELL | x | | x | | x | x | x | | x | x | |
| FSEOG | x | | x | | x | x | x | | x | x | |
| ACG | x | | x | | x | x | | | x | x | |
| SMART | x | | x | | x | x | | | x | x | |
| FWS | x | x | x | | x | x | x | | | x | |
| PERKINS | x | x | x | | x | x | | x | | x | |
| STAFFORD | x | x | x | | x | x | | x | | x | |
| Parent PLUS | x | | x | | x | x | | x | | x | |
| GRAD PLUS | | x | x | | x | x | | x | | x | |
| GIA | x | x | x | | x | | | | x | x | |
| SCHOL | x | x | x | x | x | | | | x | x | |

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

Satisfactory Academic Progress for Financial Aid

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

Undergraduate Students

Students pursuing bachelor's degrees must complete their degree programs within five years if full-time (six years if students were enrolled in a preparatory or non-credit year). Students who take mostly condition courses their first year will be required to pass those courses and enroll in degree credit coursework after two semesters. Upon completing the next two semesters, students must have earned 12 degree credit hours. The minimum standards for financial aid are as follows:

| During full-time year | You must earn at least this many credits* |
|-----------------------|---|
| 1 | 12 |
| 2 | 25 |
| 3 | 58 |
| 4 | 91 |
| 5 | 124 |

* Transfer credits are included as one semester for each 12 hours transferred.

In addition to earning degree credits as shown above, students must maintain a cumulative grade point average of 2.0.

Graduate Students

Students enrolled in master's degree programs must complete their degree program within three years, if full time. The number of credit hours master's students must successfully earn must be one third (1/3) of the total required for program completion. Doctoral students are expected to earn one fourth of the total number of degree credits each

year; four year limit (not including dissertation research). All graduate students are expected to maintain a cumulative GPA of 3.0. Students may be expected to earn a greater number of credit hours per year and to complete their degree programs in less than the maximum time indicated.

Probation

Students not meeting the standards outlined above will be placed on financial probation for one semester. A probationary semester will not be granted at the end of the second year of academic study (four semesters), or if a student fails all credit hours attempted in a semester (see following). If the minimum standards are not met by the end of the probationary semester, students will be ineligible for federal aid. This includes Federal Pell Grant, Federal ACG, Federal National SMART Grant, Federal Perkins, Stafford, and PLUS Loans, Federal SEOG, and Federal College Work-Study.

Second Year Requirement (Undergraduate)

At the end of their second academic year of study (*including* condition year), undergraduate students must have a cumulative grade point average of 2.0. Students who do not meet this requirement will not be granted a 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 WDs) will not be granted a probationary period and will be ineligible for financial aid for the subsequent semester.

Appeals

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

Financial Aid Enrollment and Eligibility

Graduate Students Taking Undergraduate Courses

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

Summer Students

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

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 2009-2010 and who starts a graduate program in Summer of 2010 MUST correct their 2009-2010 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.

Visiting Students

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 forms) before aid will be released for individual students. All financial aid administered by the University must first be used to cover University charges; refunds of financial aid will not be given to students until all semester charges are satisfied. All grants and scholarships are credited directly to students' accounts. Loan checks for Federal Stafford, Perkins, and PLUS loans must be endorsed by the borrower, 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

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 \$304 to \$5,350 for the 2009-2010 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 \$200 to \$2,000 per academic year, depending upon individual need and available funding.

Federal Academic Competitiveness Grant (ACG)

The Federal ACG will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study.

To be eligible for the ACG Grant, students must:

- be at least half-time
- be a U.S. citizen (or eligible non-citizen)
- be eligible for a Federal Pell Grant
 - have successfully completed a rigorous high school program (as determined by the state or local education agency and recognized by the Secretary of Education).
 - have a cumulative grade point average (GPA) of at least 3.0 at the end of their first year of study to receive a second year ACG grant

The program was available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005.

For more information on ACG eligibility, please go to studentaid.ed.gov/PORTALSWebApp/students/english/NewPrograms.jsp.

Federal National Science and Mathematics Access to Retain Talent Grant (SMART)

The National SMART Grant will provide up to \$4,000 for each of the third and fourth years of undergraduate study.

To be eligible to receive a National SMART Grant, students must::

- be a U.S. Citizen (or eligible non-citizen)
- be eligible for a Pell Grant
- be enrolled at least half-time as a third or fourth year student in a Baccalaureate Program
- have a 3.0 cumulative grade point average at the end of each semester
- be majoring in:
 - Computer Science
 - Engineering
 - Critical Foreign Languages
 - Life Sciences
 - Mathematics
 - Physical Sciences
 - Technology
 - Multidisciplinary Studies.

Eligible majors are determined each year by the U.S. Department of Education.

The National SMART Grant award is in addition to the student's Pell Grant award.

More information can be obtained at studentaid.ed.gov/PORTALSWebApp/students/english/NewPrograms.jsp.

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, which are need-based, 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

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 aaweb.gallaudet.edu/Merit_Scholarships.html.

Loans

Federal Perkins Loan

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

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

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

Federal Stafford Loans

The Federal Stafford Loan programs provide loans through lenders such as banks, credit unions, or savings and loan associations. 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, 2009, interest rates will be "fixed" at 5.6% for Undergraduate Subsidized Loans.

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 may borrow up to \$8,500 per year. (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 - \$12,000.

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

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

Loan request forms are available in the Financial Aid Office or online at financialaid.gallaudet.edu.

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

Loan Deadlines

Federal Stafford and PLUS Loans must be requested by the end of November for the fall semester and the end of April for the spring semester. This is necessary so that adequate time is given to process loan applications, promissory notes, and the receipt of loan funds. Under no circumstances will a loan be awarded/processed for a semester that has ended, unless the student is fully enrolled for a subsequent semester in the same academic year. Loans will not be processed to

cover outstanding charges for a prior semester in order to enroll. Students who owe a balance from a previous semester will have to satisfy all debts to the University before a loan will be processed. Students who have completed the fall semester with an outstanding balance may not enroll for the spring semester, and therefore are not considered "students" for the purpose of loan requirements. For this reason, it is essential that students apply for loans early, and well before the semester ends.

Master Promissory Notes

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

Student Loan Counseling

Federal law requires institutions to inform students of their borrower rights and responsibilities. To meet this federal requirement, students may be required to complete an entrance interview/counseling session. The loan Entrance Interview may be obtained at: <https://staffordloanguide.usafunds.org/login.aspx?schoolId=00144300>. Students cannot receive their Federal Stafford Loan funds until they have met this federal requirement. After linking to the web site, students should follow the instructions carefully. If a student is unable to complete the entrance loan counseling session on the web, the student may complete it in the Financial Aid Office.

- *Entrance Loan Counseling* session is required of all first-time Gallaudet loan borrowers at the time of application. Entrance counseling may also be completed in person or on the web. The loan request will not be processed until this requirement is satisfied.
- *Exit Loan Counseling* is required of Stafford Loan borrowers who withdraw, drop below half-time (6 credits), or graduate. Exit Loan Counseling may also be completed in person, by mail, or on the web: <https://studentloantransitionguide.usafunds.org/login.aspx?schoolId=00144300>.

Failure to complete exit interview/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. If a parent has an outstanding PLUS loan received prior to October 1992, the lender should be contacted for interest information. For PLUS loans first disbursed after July 1, 2006, the interest rates will be fixed at 8.5%.

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

Federal Graduate Student PLUS Loan (Grad PLUS)

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

Private Educational Loans

Students who do not qualify for Federal Stafford or PLUS loans (or who have reached annual maximum limits) may consider applying for a Private Educational Loan (sometimes called Alternative Loans). These loans are not subsidized, but offer competitive interest rates and deferment options. These loans also may be used to cover previous outstanding balances to the University, depending on the student's last enrollment period. All applications for private loans must be requested by the end of November for the fall semester and the end of April for the spring semester. Eligibility and guidelines will vary among private loan providers.

For more information, contact the Financial Aid Office.

Other Resources

Social Security

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

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

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

Supplemental Security Income (SSI)

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

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

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

Vocational Rehabilitation

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

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

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

If any agency is supplying funds or assistance directly to a student, rather than to Gallaudet, Gallaudet considers that the student is paying for his or her expenses.

Students expecting any VR support for books and supplies should come prepared to buy these materials with their own money. Many times the VR authorizations are not received in time for students to have credit at the bookstore. Students should keep all receipts received; they will be reimbursed by the Student Financial Services. The University Financial Aid Office will not make loans for books and supplies. Students or vocational rehabilitation counselors who have any questions should contact the Financial Aid Office.

Federal Work Study (FWS)

This program is designed to assist students who must earn part of their education costs by working part time. The amount a student can earn under FWS is determined on the basis of need and the amount of funds available in the program. Federal Work Study students are paid on an hourly basis every two weeks. The salary begins at minimum wage and can be increased depending on the nature of the job and the job requirements. Eligibility for this program is determined by the Office of Financial Aid.

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://careercenter.gallaudet.edu) (careercenter.gallaudet.edu) as well as the Financial Aid Office.

Graduate Assistantships

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

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. 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 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 Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Academic Competitiveness Grants (ACG)
- National Smart Grants
- 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)

Unofficial Withdrawals

Financial aid is given to students with the understanding that they will be attending the classes for which financial assistance has been awarded. When a student fails all courses (or has a combination of "Fs" and "WDs") for a given semester, the University is required to determine whether the student actually attended classes throughout the semester. If it is determined that the student ceased attending classes (based on attendance as reported by faculty), the student will be considered to have "unofficially withdrawn" from the University for financial aid purposes, and financial aid will be retroactively reduced or canceled according to Financial Aid Refund Policies for LOA/Withdrawal. In addition, students who unofficially withdraw will be ineligible for financial aid for the subsequent semester of enrollment, and until all Satisfactory Academic Progress standards are met.

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. Students who unofficially withdraw and wish to be reinstated must apply for readmission through the Registrar's Office.

Registration and Policies

Enrollment Management

REGISTRAR'S OFFICE

registrar.gallaudet.edu

Chapel Hall 102

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 Enrollment Office](#) (aaweb.gallaudet.edu/GradAdmissions.xml). For professional studies (PST) courses and non-continuing summer students, students are served by the [College of Professional Studies and Outreach](#) (CPSO) (cpso.gallaudet.edu).

Policies for undergraduate and graduate students at Gallaudet University are established by the [Council on Undergraduate Education \(CUE\)](#) (aaweb.gallaudet.edu/CUE.xml) and the [Council on Graduate Education](#) (CGE) (aaweb.gallaudet.edu/cge.xml). 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. Approved changes are posted in the catalog for the next academic year.

Key registration resources include this catalog and:

- Academic Calendar, registrar.gallaudet.edu/documents/Registrar/schedules/Academic_Calendar_2009_2010.pdf
- Online Student Information System, bison.gallaudet.edu
- Course Schedule, courseschedule.gallaudet.edu
- People Directory, people.gallaudet.edu
- Online Learning System, my.gallaudet.edu

REGISTRATION

Procedures Prior to Registration

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

Health History

Before enrolling, all Gallaudet University students must submit a health history form to Student Health Services (SHS). Students cannot register for classes until the form has been submitted and approved as providing the requirement proof of immunizations. The health history form can be downloaded from gallaudet.edu/af/Documents/shs_health_history_form.pdf

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

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

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

Academic Advising

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

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

Business Registration (Fee Payment)

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

Course Registration

New Students

Registration for new undergraduate students occurs during New Student Orientation (NSO) through the Office of Academic Advising (academicadvising.gallaudet.edu). Registration for new graduate students occurs during Graduate Student Orientation (GSO) during academic department meetings. Undergraduate and Graduate students register for PST prefixed courses through the College of Professional Studies and Outreach (cpso.gallaudet.edu).

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, 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 Enrollment Office, 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 in the first four days of a semester. 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 fourth day, except for reasons beyond the student's control. There is a \$5 fee for each successful transaction during the designated add/drop period.

Course Audit

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

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

Repeated Courses

Undergraduate Courses: A course may be repeated for credit one time, meaning taking for the second time. A special request for a second repeat should be submitted to the appropriate dean for consideration. The student's record will show grades for all courses that are repeated but the student's cumulative GPA will reflect only the highest grade for each course. A consortium course may be taken to replace a course taken at Gallaudet, provided that the department chair verifies that the consortium course is equivalent to the course at Gallaudet.

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

Course Cancellation

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

Study Day

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

Final Exams

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

Course Withdrawals

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

Details on course withdrawals are provided under Graduate Policies ([page 54](#)) in this catalog.

Course Numbers

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

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

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

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

500-Level Courses

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

600-Level (Dual-Listed) Courses

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

Cross-Listed Courses

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

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

4. An undergraduate or graduate course may be cross-listed with a PST prefixed course in order to provide educational opportunities for non-degree seeking students. The requirements for the PST section will be defined by the undergraduate or graduate section.

Kinds of Courses

Undergraduate and Graduate Credit Courses

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

Undergraduate Non-Degree Courses

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

Professional Studies Courses

Gallaudet University offers a wide range of professional studies courses that bear the prefix PST. PST courses carry Gallaudet University credit, but are not applied toward a Gallaudet University degree or certificate program. Degree seeking students often take PST classes to supplement their current studies, but credits earned will not be factored into the graduate or undergraduate GPA. Other universities and accrediting organizations do accept PST credits, however, but students wishing to transfer credits should check to determine the applicability of the coursework at their home institution. Some PST courses are offered as clusters that lead to professional certificates.

Enrichment Courses

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

Delivery Systems for Courses

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

Consortium Courses

Eligible Gallaudet students may submit Consortium Cross Registration Authorizations to initiate the cross registration request process to take courses offered at member institutions of the Consortium of Universities of the Washington Metropolitan Area (CUWMA, www.consortium.org). Tuition is paid at the home school. Course fees, class materials/books, transportation, parking and library fees are all the responsibility of the student via direct billing processes using the home school Consortium Coordinator. Consortium schools may require special permission or exclude visiting Consortium students from programs and courses. Refer to the course description and seek advice if unsure from the Consortium Coordinator at the Registrar's Office.

Consortium Course Eligibility

Gallaudet's eligibility criteria for undergraduate and graduate students to participate in consortium courses are listed below:

Consortium Course Cross Registration Eligibility For Undergraduate Career Students:

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

- 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 are typically allowed one course request for cross-registration per semester unless special permission is given by the Gallaudet Undergraduate Consortium Advisor (Karen Cook) and program dean. Students wishing to request cross registration should ensure that they meet the eligibility criteria, have the UG Authorization to Request Consortium Cross Registration completed and submitted to the Consortium Coordinator at the Registrar's Office by academic calendar date deadlines for processing.

Consortium Course Cross Registration Eligibility For Graduate Career Students:

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

- Be an active degree-seeking student at Gallaudet University
- Be in good academic standing
- Have good campus and financial standing
- Permission from graduate academic department and the Dean of the Graduate School

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

Consortium Cross Registration

Students wishing to request cross registration should ensure they meet the eligibility criteria, have both the Authorization to Request Consortium Cross Registration along with the official Consortium Registration Request form completed and submitted by academic calendar date deadlines for processing at the Registrar's Office.

Please note: Processing deadline dates have been established to provide the Consortium member institutions with required time to process both Gallaudet hearing and deaf/hard of hearing requests. These dates provide maximum processing time to allow for typical cross registration waitlist action for all visiting students as well as equity and equality for our Gallaudet student population (deaf/hard of hearing as well as hearing students) in the request process.

Interpreting services are requested on a student's behalf in the cross registration request process between institutions. The visited school is responsible for providing/contracting interpreters (by their policies/procedures) and paid by the host institution. If GIS (Gallaudet Interpreting Services) is used and a student does not adhere to class meeting

times/dates - the student may become responsible for fees as deemed by GIS. The Consortium Coordinator provides interpreting requests to Consortium member institutions for students requesting interpreting services.

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

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

The Consortium of the Washington Metro Area membership includes:

- [American University](#)
- [The Catholic University of America](#)
- [Corcoran College of Art and Design](#)
- [Gallaudet University](#)
- [George Mason University](#)
- [Georgetown University](#)
- [The George Washington University](#)
- [Howard University](#)
- [Marymount University](#)
- [National Defense Intelligence College](#) *
- [National Defense University](#) *
- [Southeastern University](#)
- [Trinity University](#)
- [The University of the District of Columbia](#)
- [The University of Maryland College Park](#)

* Students visiting these institutions must have high military clearance and be enrolled in a program at their home school.

Grades, Transcripts, Diplomas

Grade Reports

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

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 and \$2 fee for each unofficial 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 obligations to the University. Additional shipping and handling fees apply for rush orders.

| Transcript Rates | |
|-----------------------|-------------|
| Unofficial Transcript | \$2.00 |
| Official Transcript | \$10.00 |
| Fax Transcript | \$15.00 |
| | |
| Federal Express | |
| - United States | \$25.00 |
| - International | \$35.00 |
| | |
| Rush Fee* | add \$15.00 |

*Requests for Rush Processing must be made before 12 noon (Eastern time).

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.

Confidentiality of Student Records

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

All University officers and personnel must observe the following policies:

- 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.
 1. Information from a student record will be released upon written request of the student.
 2. Directory information (name, home address, local address, class, year, major, verification of enrollment) may be released to anyone upon request. **Students who do not wish this information to be available may request in writing to have their names removed from the directory. Such requests should be made to the registrar.**
 3. 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.
 4. Auditors inspecting the operations of Gallaudet University offices may inspect student records.
 5. 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.*
 6. Information from student records may be released to individuals or organizations providing financial aid for a student, or evaluating a student's eligibility for financial aid.

Information Included and Excluded from Student Records

Only information directly related to the educational process is maintained in student records. Official student records do not include references to political or social beliefs and practices. *Students may list memberships in professional associations, honorary societies, or student activities as part of their student records. Memberships in other organizations not listed by the student will not be included in student records.* Medical records, mental health records, and parents' financial statements are not subject to this law.

Such records are confidential and privileged and may not be reviewed or seen by anyone except as provided by applicable law of the District of Columbia and the federal government.

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, people.gallaudet.edu or the Academic Affairs guide, aaguide.gallaudet.edu.

Academic Transcripts and Grade Listings

Office: Registrar's Office

Official Responsible: Mr. Randy Prezioso, Registrar

Academic Support Unit Files

Office: Academic Advising, Tutorial and Instructional Programs

Official Responsible: Dr. Catherine Andersen, Associate Provost for Enrollment Management

Office: Career Center, Office for Students with Disabilities

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

Office: First Year Experience

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

Disciplinary Records

Office: Office of Student Conduct

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

Campus Law Enforcement Records

Office: Department of Public Safety

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

Financial Aid Records

Office: Financial Aid Office

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

Student Employment Records - Student Accounts

Office: Finance Office

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

Student Insurance Information

Office: Student Health Service

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

International Student Files

Office: Center for International Programs and Services

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

Library Files (Regarding Money Owed)

Office: Gallaudet University Library

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

BEHAVIOR CODES

Student Responsibility

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

Academic Accommodations Policy

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities in addition to being deaf. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the Office for Students with Disabilities (OSWD) web site, sa.gallaudet.edu/oswd.xml. The Reasonable Accommodation policy is also online: gallaudet.edu/af/ao_s110.xml

Additional Behavior Codes

Student Handbook

Students are expected to adhere to all policies and procedures in the Student Handbook (sa.gallaudet.edu/studenthandbook.xml).

Drugs, Alcohol, and Smoking

Gallaudet University strictly prohibits the unlawful manufacture, possession, use, sale, or distribution of illicit drugs by anyone on the institution's property or as part of any of its activities. Gallaudet's drug-free environment policy is online: gallaudet.edu/af/ao_s105.xml

Gallaudet University complies with all applicable laws related to the distribution and consumption of alcoholic beverages. The complete policy concerning alcohol is online: gallaudet.edu/af/ao_s104.xml

Smoking is prohibited in campus buildings and leased space including atriums, balconies, stairwells, and other similar building features. Smoking is also prohibited in university-owned vehicles. Smoking is not permitted anywhere in the residence halls. Smoking is permitted outdoors in areas that are at least 25 feet away from doorways and ground-level air intake structures.

The complete policy concerning smoking is online: gallaudet.edu/af/ao_s107.xml

Service Animals

The University permits service animals, which are individually trained to provide assistance to an individual with a disability, on campus and in its public facilities where the University community and members of the public are normally allowed, including food service areas. Long-term users of service animals (faculty, teachers, staff and students) are required to formally register the animal with the Office for Students with Disabilities (students) or Executive Director, Facilities (faculty, teachers and staff).

The complete policy concerning service animals is online: gallaudet.edu/af/ao_s108.xml

Protection Against Sexual Harassment

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

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, as amended. The University is committed to providing an environment that is free of unlawful sexual harassment and does not condone sexual harassment in any form. Reports of sexual harassment are investigated thoroughly, promptly, and objectively. The Student Handbook contains a [Sexual Misconduct Policy](#) and procedures for dealing with violations.

The complete policy is online at gallaudet.edu/af/ao_s302.xml.

GRADUATE PROCEDURES AND POLICIES

Catalog Year Requirements

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

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

Undergraduate Students in Graduate Courses

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

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

Consortium Graduate Courses

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

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

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

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

For more information about registration for Consortium courses and requirements, please see the catalog section on the Consortium.

Student Classifications

Full-Time Graduate Student

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

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

Part-Time Graduate Student

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

Note: Typically, part-time study is negotiated with the appropriate program director and department chair. Part-time students typically must meet all statutes of limitations for their program.

Degree-Seeking Graduate Students

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

Graduate Special Students

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

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

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

Consortium Graduate Students

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

Maintaining Continuous Enrollment

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

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

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

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

Continuous Enrollment instructions and forms are available from graduate department offices or from the Graduate Programs Specialist in the Office of the Dean of the Graduate School and Professional Programs, Fowler Hall 202A. Continuous Enrollment forms and instructions can also be found on the web at the Registrar's site as well as on the Graduate School home page. After the student has

been registered and paid the Continuous Enrollment fee, a copy of the registration form as well as a current semester “sticker” will be mailed to the address stated on the Continuous Enrollment form.

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

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

Graduate Grading System

The following grading system applies to graduate courses.

| Grade | GPA Value | Definition |
|-------|-----------|--|
| A+ | 4.0 | Exemplary |
| A | 4.0 | Outstanding |
| A- | 3.7 | Commendable |
| B+ | 3.3 | Exceeds Course Requirements |
| B | 3.0 | Satisfactory Achievement |
| B- | 2.7 | Marginal Satisfactory Achievement |
| C+ | 2.5 | Unsatisfactory Achievement |
| C | 2.0 | Unsatisfactory Achievement |
| F | 0.0 | Failing, No Credit |
| XF | 0.0 | Academic Integrity Policy Violation, No Credit |
| P | | Pass* |
| I | | Incomplete* |
| NG | | No Grade, for GSP 798 and GSP 898 Continuous Enrollment* |
| WP | | Withdrawn Passing*, No Credit |
| WF | | Withdrawn Failing*, No Credit |
| WD | | Withdrawn*, No Credit |
| AU | | Audit*, No Credit |

* Not computed in Grade Point Average (GPA)

The Graduate Grading System was changed effective August 1, 2002. Students who matriculated before that date should reference the grading system in the archived catalog for the year in which they matriculated into their graduate program.

Grade Point Average (GPA)

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

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

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

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

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

Courses may be audited following the regular registration procedure. Students attend and participate in class activities without earning a grade or receiving credit toward a degree. To audit a course, the student must obtain permission from the instructor, register, and pay the normal tuition and fees. A change from audit to credit may not be made after the add/drop period. Should students wish to change from credit to audit, permission from the instructor must be

obtained and appropriate forms submitted to the Registrar's Office by the end of the fourth week of the semester. Audited courses are not counted as credit courses and are recorded as AU on the student's transcript.

Graduate School Standards of Professional Behavior and Communication

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

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

Graduate Academic Honors

President's Scholars

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

Perfect 4.0 Cumulative Grade Point Average

Graduate students who earn a 4.0 cumulative Grade Point Average upon completion of all graduate program requirements are recognized at the Graduate Awards and Hooding ceremony with a gold honors stole that is worn during the Commencement ceremony.

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.

Graduate Academic Integrity Student Standards

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

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

Graduate students must also demonstrate behaviors that are consistent with their field of study. The principal elements of professional behavior vary by discipline. They include, but are not limited to:

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

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

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

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

Graduate Academic Integrity Violations

Violations of Academic Integrity

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

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

Cheating

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

Cheating may include, but is not limited to:

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

Fabrication

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

Plagiarism

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

Examples of plagiarism include, but are not limited to:

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

Misrepresentation of Academic Records

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

Facilitation of Academic Dishonesty

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

Impeding the Progress of Another Student or Scholar

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

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

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

Computer Misconduct

- Computer misconduct consists of violating rules of usage set forth by Gallaudet University.
- A copy of these rules may be viewed at the following site: gallaudet.edu/af/ao_s222.xml

Graduate 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 should only be used in only the most egregious cases.

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

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

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

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

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

- The student has not been found responsible for any other action of academic dishonesty or similar disciplinary offense at Gallaudet University or any other institution.
- The student provides evidence, after the infraction has occurred, of satisfactorily completing a course on academic integrity.
- The student completes an essay that explains what the student has learned from the experience of violating the University's academic integrity policy.

The department is not obligated to approve the student's petition.

If the appeal to remove the XF grade is approved, the student's XF course grade converts to an "F" grade.

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

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

Department Responsibilities

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

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

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

Specific departmental responsibilities include the following:

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

Faculty Responsibilities

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

Graduate Student Responsibilities

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

Graduate Academic Integrity Policy Procedures

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

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

- A course instructor who suspects a student of academic dishonesty has the obligation to deal with the situation directly and quickly. The instructor will meet with the student immediately to discuss the perceived violation and to determine what, if any, extenuating circumstances exist.
- If the issue is unresolved via meetings, then the instructor will prepare a written letter to the student that details the charge and the sanction or conditions to the student.

- The letter generated by the instructor will be hand-delivered or sent by certified mail (electronic messages are not acceptable for this purpose) to the student within 10 business days after meeting with the student.
- Copies of the letter will be sent to the program director of the department in which the course is being offered. If there is no program director, copies of the letter will be sent to the chair of the department in which the course is being offered. A copy will be sent to the program director (if there is one) and the chair of the department in which the student is seeking a degree, if different from the department in which the course is offered.
- The letter will state clearly the following:
 - The nature of the offense.
 - The date of the offense or the date it was discovered.
 - Evidence to support the offense.

The sanctions or conditions imposed by the instructor depend upon the instructor's perception of the severity of the offense.

- Sanctions or conditions may include, but are not limited to: failing an assignment, requiring a substitute assignment, repeating the assignment under supervised conditions, receiving a reduced grade in the course, or other remedies felt to be appropriate by the faculty member.
- Infractions judged to be more egregious might lead to more severe sanctions, such as: failure of the course, recording of the XF notation on the student's transcript, or recommendation for dismissal from the University.

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

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

- A student who knows of another student's violation of academic integrity is responsible for reporting the alleged infraction, in writing to the instructor or other appropriate faculty member within 10 business days of discovering the offense.
- Students who cite another student for a breach of academic integrity policy may not do so anonymously (i.e., citations of academic dishonesty must contain the name of the person making the citation).
- The identity of the citing student will be held in confidence through the initial phases of the academic integrity process, but may become public if the process moves to the appeal stage.
- In all cases, students citing another person for breaches of academic integrity policy will be protected against retribution or harassment by the accused party.

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

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

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

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

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

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

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

- The student's appeal should state the reasons for the appeal.
- The program director evaluates the student's appeal in terms of:
 - Whether treatment of the student by the instructor was arbitrary or capricious.
 - Whether the instructor followed departmental guidelines.
 - Whether the student had adequate advance notice and opportunity to respond.
- The program director decides whether or not to support the student appeal.
 - The program director will respond in writing to the student and faculty member imposing the academic integrity sanction within 10 business days after receipt of the written appeal.
 - Copies of the program director's decision will be sent to others copied by the instructor in the original letter to the student as well as the program director (if there is one) and the chair of the student's department if that is different from the department in which the course is offered.
- If the program director does not support the appeal, the student has the option of appealing to the chair of the department. If there is no program director, the student has the option of appealing directly to the chair of the department.
- The student's appeal should state the reasons for the appeal.

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

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

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

- The department chair will respond in writing to the student and faculty member imposing the academic integrity sanction within 10 business days after receipt of the written appeal.
- Copies of the department chair's decision will be sent to others copied by the instructor in the original letter to the student as well as the program director (if there is one) and the chair of the student's department if that is different from the department in which the course is offered.

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

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

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

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

- The exception is that the complainant (i.e., faculty member, staff member, or student) contacts the chair of the department in which the student resides.
- Accusations of violations of academic integrity by externship or practicum supervisors are made to the university's instructor of record for the externship or practicum.
- The university's instructor of record for the externship or practicum will attempt to resolve the matter.
- If the matter cannot be resolved, the instructor contacts the chair.

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

- The department chair will meet with the accused student within 10 business days after receipt of the written com-

plaint, share a copy of the written complaint (deleting the name of the fellow student as applicable), and ask the accused student to respond to the accusation.

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

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

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

- That decision will be communicated in writing to the student within 10 business days, after receiving written materials from the accused student.
- The severity of the sanction will depend upon the chair's perception of the severity of the offense, and could include a recommendation for dismissal from the program and/or from the University.

The student has the option of appealing the department chair's decision to the CGE.

Academic Appeals Procedures

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

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

Graduate Student Appeals

Appeals Procedure

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

Actions Subject to Student Appeals

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

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

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

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

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

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

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

- An appeal may only be undertaken after attempts to resolve the matter at the faculty or departmental level have failed.
- An appeal must be initiated by the graduate student. An appeal must be restricted to those matters directly affecting decisions that bear on the student's progress in their academic program.

Specific kinds of decisions that may be appealed include, but are not limited to, the following:

- Course grades, only if the student claims arbitrary or capricious application of standards or that procedures are not followed. Decisions about the quality of work will remain with the faculty member and the department.
- Comprehensive or Qualifying Examination results.
- Sanctions for violations of academic integrity.
- Other actions that lead to program probation or dismissal.
- Other actions that lead to University probation or dismissal.
- Faculty decisions concerning standards of professional conduct.

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

If the graduate student feels that his or her treatment within the department has been arbitrary and capricious or that processes were not followed correctly in the department, the student may appeal the department's decision to the Council on Graduate Education (CGE).

The graduate student initiates the appeal by filing a petition with the Chair of CGE (See steps for filing below). The petition must be submitted within 10 business days after receiving written notification of the outcome of the department level of review by the department chair.

The student initiates the appeal to CGE by filing a petition with the appropriate Dean within 10 business days after receiving written notification of the outcome of the departmental level of review by the department chair.

The petition must include:

- Documentation of efforts made by the graduate student to resolve the disagreement at the instructor, program, and department levels.
- All relevant written documentation from faculty and the department chair related to the appeal and all relevant communications with the parties involved.
- A statement of the graduate student's desired outcome of the appeal (e.g., dismissal of the charge, modification of sanction or conditions imposed) or, if the student is proposing it, alternative plans for remediation.

The appropriate Dean reviews the petition to determine whether the graduate student has followed the communication protocol in terms of timeliness, completeness of the petition, and appropriateness.

- If so, the petition is forwarded to the CGE Chair.
- If not, a written explanation is sent to the student with a copy to the CGE Chair and all other parties involved.

Upon receipt of the student's petition from the appropriate Dean, the CGE Chair appoints and convenes a CGE Student Appeals Committee.

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

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

- The CGE Chair prepares, at the beginning of each academic year, a list of faculty and students from each department who have expressed interest in serving on a CGE Student Appeals Committee.
- The CGE Chair avoids appointing any faculty or student members who have an apparent vested interest in the outcome of the appeal.
- The term of service will expire with the resolution of the individual appeal.

The petitioning student and the department involved each have the ability to challenge up to two proposed members of the committee for no cause.

- Individual members who are challenged are dismissed.
- An alternate member (student or faculty) are selected from the list of volunteers or nominations.
- All records of the CGE Student Appeals Committee are held in strict confidence.
- Records of the appeal, including the petition, are kept in the Office of the appropriate Dean.
- Academic Integrity records are kept separate from the student's regular academic file.

The Student Appeals Committee holds an organizational meeting.

- A faculty chair is elected.
- All documentation related to the appeal forwarded by the appropriate Dean is reviewed.
- At this meeting, a decision is made about whether to support the appeal or to get additional information.
- The Student Appeals Committee has the option of asking the graduate student, program director, or department chair to attend a hearing to provide additional information.

The role of the Student Appeals Committee is to determine whether actions of the reviewers at lower levels of the appeal were arbitrary or capricious and whether processes were followed correctly.

The outcome of the review by the CGE Student Appeals Committee will be determined by a secret ballot.

- The Committee will vote on whether there is any evidence to suggest that the actions of the faculty or professional staff member were arbitrary or capricious and whether processes were followed correctly.
- Based on the majority vote of the committee, the appeal will be supported fully, partially, or not at all.

The majority vote of the members will govern a written recommendation to the dean of the school in which the department resides (i.e., GSPP or CLAST).

In the event the appeal is related to a course outside of the school in which the student is enrolled, CGE's recommendation will be forwarded to the dean of the school in which the course resides with a copy sent to the student's academic dean.

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

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

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

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

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

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

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

Graduate Course Withdrawals

Course withdrawals are initiated by the graduate student and require signatures from the course instructor, the academic advisor, and the Graduate School dean.

Graduate Leave of Absence (LOA)

Leave of Absence Policy

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

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

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

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

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

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

To Request a Leave of Absence

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

Graduate Withdrawals from the University

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

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

To Request a Withdrawal from the University

1. Talk with your advisor.
2. Obtain a Withdrawal Request Form from the Graduate School Office.
3. Obtain all appropriate signatures, including that of the Financial Aid Office.
4. Submit it to the Department Chair and obtain signature.

5. Return the form with all signatures to the Graduate Program Specialist (FH 202A).
6. Keep a copy of the form for your records.
7. Return all borrowed books to the Gallaudet Library.
8. File a change of address form with the Post Office and the Registrar's Office.
9. Contact campus life to start check out procedures.
10. Return your room key and I.D. card to the RA within 48 hours of withdrawal.
11. Return your I.D. card to DPS if you live off campus.

Medical and Emergency Withdrawal Policy

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

To Request a Medical or Emergency Withdrawal

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

Academic Probation

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

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

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

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

Academic Dismissal

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

The Dean of the Graduate School is responsible for dismissal of graduate students. The Dean will act on recommendations from the department chair (and the CLAST Dean if appropriate) and will notify the student formally of the recommendation and explain the appeals process. These recommendations will be well documented and state clearly the justification for dismissal.

The Dean of the Graduate School will obtain all information necessary in each case and, if necessary, make inquiries to the department chair. Dismissal from a program constitutes dismissal from the university, unless the student is actively enrolled in two programs simultaneously.

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

Graduate Application for Graduate Diploma

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

Students who expect to complete requirements for a graduate degree must file an application for graduation with the Registrar's Office by the deadline stated in the University's academic calendar. The graduation application must have all appropriate signatures from the student's academic department. If the student has filed a graduation application and will not complete the requirements for a degree, an updated graduation application with all appropriate signatures must be submitted to the Registrar's Office.

Academic department advisors verify that the graduate student has completed all requirements for a degree. If all requirements are met, the academic department approves the student to graduate. Master's level students who have not completed all requirements by the end of the spring semester may march in the Commencement ceremony only if they are approved to march by the Council on Graduate Education (CGE) through the Petition to March policy. Doctoral students must complete all program requirements by the deadline of any given semester to graduate with that semester date.

Petition to March Policy

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

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

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

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

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

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

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

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

Graduate Education

Graduate Programs

Graduate programs and courses are offered by academic departments in the Graduate School and Professional Programs (GSPP) and the College of Liberal Arts, Sciences, and Technologies (CLAST). Students in Gallaudet's graduate programs receive advanced education and become leaders in their fields. A graduate degree from Gallaudet signifies the highest level of professional education available for individuals working in occupations serving deaf people.

| Dept | Program | Masters | Specialist | Doctorate | Certificate | Grad Courses Only |
|--|--|------------------------|-----------------------|-----------------------|-------------------|-------------------|
| Administration and Supervision | | | | | | |
| | Special Education Administration | | | Ph.D. | | |
| | Change Leadership in Education | | Ed.S. | | | |
| | Administration | M.S. | | | | |
| | Management | | | | X | |
| | Leadership | | | | X | |
| ASL and Deaf Studies | | | | | | |
| | Deaf Studies: Cultural Studies | M.A. | | | | |
| | Deaf Studies: Deaf History | M.A. | | | | |
| | Deaf Studies: Sign Language Teaching | M.A. | | | | |
| Biology | | | | | | X |
| Business | | | | | | X |
| Communication Studies | | | | | | X |
| Counseling | | | | | | |
| | Mental Health Counseling | M.A. | | | | |
| | School Counseling and Guidance | M.A. | | | | |
| | Summers Only Programs: School Counseling and Guidance and Certificate in Cultural Services and Human Diversity | M.A. | | | | |
| | Cultural Diversity and Human Services | | | | X | |
| Education | | | | | | |
| | Deaf Education | | Ed.S. | Ph.D. | | |
| | Deaf Education: Teacher Prep | M.A. | | | | |
| | ASL/English (K-12) | M.A.T. | | | | |
| | Deaf Education: Advanced | M.A. | | | | |

| Dept | Program | Masters | Specialist | Doctorate | Certificate | Grad Courses Only |
|---|--|--|------------------------|--|-------------------|-------------------|
| | Deaf Education: Special | M.A. | | | | |
| | Education: ASL/English | B.A. M.A.T. | | | | |
| Educational Foundations and Research | | | | | | |
| | International Development | M.A. | | | X | |
| English | | | | | | X |
| Foreign Languages | | | | | | X |
| Government and History | | | | | | |
| | Certificate in Deaf History | | | | X | |
| Grad Professional Studies | | | | | | X |
| Hearing Speech and Languages Sciences | | | | | | |
| | Audiology | | | Au.D. Ph.D. | | |
| | Speech-Language Pathology | M.S. | | | | |
| | Non-Clinical Hearing Speech and Languages Sciences | M.S. | | | | |
| Interpretation | | | | | | |
| | Interpretation | M.A. | | | | |
| Linguistics | | | | | | |
| | Linguistics | M.A. | | Ph.D. | | |
| Physical Education and Recreation | | | | | | |
| | Leisure Services Administration | M.S. | | | | |
| Psychology | | | | | | |
| | School Psychology | | Psy.S. | | | |
| | Clinical Psychology | | | Ph.D. | | |
| Social Work | | | | | | |
| | Social Work | M.S.W. | | | | |
| | Social Work (School Specialization) | | M.S.W. | | | |
| Theatre Arts | | | | | | X |

GRADUATE DEGREE REQUIREMENTS

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

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

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

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

Degree candidacy is the benchmark by which departmental decisions are made regarding a student's continuation in a degree program. Acceptance into a graduate program does not imply admission to degree candidacy. Each program specifies the conditions to be met for advancement to candidacy.

Typically these conditions must be met before the end of the first year of study. Students who have met these conditions must file an Application for Degree Candidacy with the dean of the Graduate School. Although advancement to candidacy is not a guarantee of a degree, it does indicate that the student is considered capable of meeting degree requirements.

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

Progress Toward a Graduate Degree

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

- **Candidacy examinations:** Each program must have some form of candidacy examination, occurring near the end of the second semester of full-time study (or equivalent). The extent and nature of this exam will be determined by the department, but it must involve some active participation by the student (i.e., not solely a faculty review of past performance).
- **Candidacy:** After completion of two semesters of coursework (or the equivalent) and the candidacy examination, the student may petition for candidacy. The petition is reviewed and approved by the student's advisor and department chair, and by the dean of the Graduate School. Advancement to candidacy implies that in the judgment of faculty and administration, the student has demonstrated the capability to complete the degree being sought. It further implies that the institution will make a good faith effort to see the student through to successful degree completion.
- **Comprehensive examination:** This is required for doctoral and specialist-level degree programs. Near the end of the entire degree program, the student is asked to demonstrate mastery of the subject matter. The nature and extent of the examination are up to the department, but it is expected to be substantial. The comprehensive examination should also include a professional self-assessment and a program review by the student. The dean of the Graduate School may participate in comprehensive examinations in any department at his or her option.
- **Proficiency in ASL:** Graduates of Gallaudet University graduate programs are expected to have proficiency in American Sign Language. The Graduate School recognizes that professionals in different fields will be expected to demonstrate different levels of skill, depending on their professional setting. Therefore, each graduate department sets its own requirements for its candidates for graduate degrees, based upon these requirements. Students are encouraged to check with individual departments for the most current proficiency levels required for the particular program of interest.

Graduate Thesis/Dissertation

- **Thesis option at the master's level:** Each master's-level program shall make explicit provision for a thesis option, unless the program includes a required master's thesis. Specific requirements for design and format are available from the Office of the Dean of the Graduate School.

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

GRADUATE REQUIREMENTS FOR DUAL DEGREES

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

Each of the two programs is considered to be a full and complete program; neither is to be considered as supplementary or minor in scope. Each degree received at the conclusion of the program will be considered to be the same degree as that received by a student pursuing only one degree. Admissions procedures for dual degrees are provided in the Admissions chapter of the Graduate catalog.

Creation of Advisory Committee

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

Reduction of Credit Totals Resulting from Overlapping Core Courses

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

One such situation results from identical core course requirements for each program or from core course requirements that are sufficiently close in content to justify

the taking of only one. Such overlapping core courses will reduce the total number of hours the student must take by the number of credits of the course. These credits need not be substituted with additional credits. Some elective courses may also overlap with approval of each advisor. In all cases, the student's program must be approved by the chair of each department. Denial of approval by either chair constitutes denial of the pursuit of two simultaneous degrees.

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

COLLEGES AND SCHOOLS

Academic departments and programs are housed in either the College of Liberal Arts, Sciences, and Technologies or the Graduate School and Professional Programs. The College of Professional Studies and Outreach provides support for summer school, professional studies, and outreach.

- Graduate School and Professional Programs (gspp.gallaudet.edu)
- College of Liberal Arts, Sciences, and Technologies (clast.gallaudet.edu)
- College of Professional Studies and Outreach (cpso.gallaudet.edu)

Graduate School and Professional Programs (GSPP)

gspp.gallaudet.edu

Dr. Carol Erting, Dean
Fowler Hall 210

The Graduate School and Professional Programs (GSPP) offers both undergraduate and graduate degrees and certificates leading to professional preparation and certification in a variety of fields. Undergraduate students admitted as majors to GSPP departments have made decisions about their career paths and are seeking professional education to qualify them for at least entry-level jobs in their chosen careers. Students enter Gallaudet's graduate programs to receive advanced education to become leaders in their fields. A graduate degree from Gallaudet signifies the highest level of professional education available for individuals working in occupations serving deaf people.

Academic departments and programs in the Graduate School and Professional Studies include:

- Administration and Supervision
- Business
- Counseling
- Education
- Educational Foundations and Research
- Hearing, Speech, and Language Sciences
- Interpretation
- Linguistics
- Physical Education and Recreation

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

In addition to nine academic departments, GSPP includes the Graduate Admissions Office, the Office of Graduate School Curriculum, Policy and Operations, the Office of Sponsored Programs, and three research centers: Gallaudet Research Institute, the Visual Language and Visual Learning (VL2) Science of Learning Center, and the Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement.

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

The Gallaudet Research Institute is world renowned for its studies of deaf and hard of hearing people in the United States and the Visual Language and Visual Learning (VL2) Center was funded in 2006 as a NSF Science of Learning Center. The Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement is a national project funded by the United States Department of Education, National Institute on Disability and Rehabilitation Research (NIDRR) in the Office of Special Education and Rehabilitation Services (OSERS). The objective of the project is to conduct research programs that promote technological solutions to problems confronting people who are hard of hearing. Funding for the RERC-HE began in 2003. GRI, VL2 and RERC offer opportunities for graduate students to become involved in research with interdisciplinary teams of scientists.

College of Liberal Arts, Sciences, and Technologies

clast.gallaudet.edu

Dr. Isaac Agboola, Dean
Hall Memorial Building S242

The College of Liberal Arts, Sciences, and Technologies (CLAST) offers majors in diverse disciplines of the humanities, the sciences, technologies, and social sciences. Students select a major from a wide variety of fields and often supplement their studies by taking courses offered at other universities through the Consortium of Universities of the Washington Metropolitan Area. Upon completion of general studies and major coursework, graduates of the College are prepared to enter the job market or to pursue professional and graduate studies at Gallaudet or other universities.

Through a variety of faculty research projects and grants, the College has strengthened the educational experiences of students. Some examples are financially supported student research projects, student co-op work experience and internships, equipment and instructional materials for science and computer labs, scholarships and opportunities for collaboration with faculty and students at other institutions. Academic departments, businesses, and federal institutions foster an intellectually challenging environment by sponsoring writing contests, theatre productions and theatre-for-young audience performances, study abroad and work-study programs, visual and fine art shows, scholarly lectures series, and a wealth of enriching experiences in and out of the classroom.

The College features a variety of special facilities. Among these are a recent renovated science lab, fully-equipped 762-seat proscenium theatre, a 96-seat lab theatre, photography darkrooms and studios, and a state-of-the-art digital media studio.

Academic departments and programs in the College of Liberal Arts, Sciences, and Technologies include:

- American Sign Language and Deaf Studies
- Art
- Biology
- Chemistry and Physics
- Communication Studies
- English
- Family and Child Studies
- Foreign Languages, Literatures, and Cultures
- Government and History
- Honors
- Mathematics and Computer Science
- Philosophy and Religion
- Psychology
- Sociology
- Theatre Arts

THE GRADUATE SCHOOL

The following departments offer programs, certificates, and courses for graduate students.

DEPARTMENT OF ADMINISTRATION AND SUPERVISION

adm.gallaudet.edu

Graduate School and Professional Studies
Fowler Hall, Room 203

Graduate Faculty

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

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

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

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

The Doctor of Philosophy and Education Specialist degree programs are part of Gallaudet's Professional Education Unit which is fully accredited by the National Council on Accreditation of Teacher Education (NCATE). Students who wish to qualify for an administrative or supervisory certificate from their state or from the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) must request a copy of their state department of education's or CEASD certification requirements and tailor their programs of study accordingly.

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

Graduate Programs and Certificates Offered:

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

Ph.D. in Special Education Administration

The doctoral program in special education administration is not open to new students. Students currently in the program should refer to the catalog for the year in which year were admitted.

Program of Study

1. Major Core (30 credit hours).

ADM 788* Organization and Administration of the American Education System (3)

ADM 796 Executive Communication Skills (3)

ADM 809 Theory of Management and Leadership (3)

ADM 810 Public Policy and Persons with Disabilities (3)

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

ADM 822 Executive Management Skills (3)

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

ADM 837 Interpersonal and Group Behavior in Organizations (3)

ADM 838 Organization Development and the Management of Change (3)

ADM 880 Human Resource Administration (3)

ADM 888 Higher Education Organization and Administration (3)

*ADM 888 may be substituted for ADM 788

2. A minimum 12 credit hour sequence of Research Tools is mandated for all doctoral students.

Students without prior graduate coursework in research are required to take EDF 720, Introduction to Basic Concepts and Methods of Educational Research, prior to beginning this sequence. Once the sequence is started, it must not be interrupted.

EDF 801 Principles of Statistics I (3)

EDF 802 Principles of Statistics II (3)

EDF 810 Advanced Research Design I (3)

EDF 811 Advanced Research Design II (3)

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

3. Electives in the Major Field (15 credit hours).

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

ADM 839 Organization Theory and Design (3)

ADM 840 Organizational Diagnosis (3)

ADM 841 Redesigning Organizations (3)

ADM 842 Advanced Seminar in Educational Administration (Spring) (1-3)

ADM 845 Curriculum Development (3)

ADM 855 Field Experiences in Special Education Administration and Supervision (3)

ADM 858 Supervising and Evaluating Teaching (3)

ADM 860 Ethics in Management (3)

ADM 862 Gender Issues in Management (3)

ADM 865 School and Community Relations (3)

ADM 888 Higher Education Organization and Administration (3)

ADM 899 Independent Study (1-3)

EDF 803 Multivariate Statistics (3)

EDF 812 Qualitative Research Methods (3)

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

The Ph.D. program requires a minimum of 57 credit hours of coursework, plus three credit hours of internship, plus six credit hours of dissertation. This 66 credit hour total is in addition to whatever has not been satisfied by the 21 credit hours of prerequisites. Seventy percent of all credit hours (excluding the hours for the dissertation and internship) must be taken at Gallaudet University. This percentage will satisfy the residency requirement.

4. Internship

ADM 890 (3 credit hours).

Students without substantial administrative experience must design and participate in an internship in special education administration. The internship is for a minimum of 360 clock hours. The internship requirement may be waived for students who have substantial documented administrative experience.

5. Dissertation Research

ADM 900 (minimum of 6 credit hours).

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

Students select their own Dissertation Advisory Committee (DAC). Each DAC is composed of exactly five members, who themselves possess earned doctorates.

Students complete their dissertation research as described in their proposal, working with their dissertation committee chairperson and research advisor to develop a defensible dissertation. Once the DAC chair and the research advisor approve the dissertation draft, it is then distributed to remaining members of the DAC for their review and comment. Permission of the chair of the DAC is necessary to schedule and announce the dissertation defense. The defense will only be scheduled when all members of the DAC have reviewed all chapters of the dissertation and all substantive and editorial changes have been incorporated into the document to the DAC chair's satisfaction. The student is responsible for coordinating with the department staff to schedule his or her defense.

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

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

a. **Pass the Qualifying Examination.** Students must successfully complete the seven-hour Qualifying Examination at the conclusion of 24 credit hours of coursework. Program Advisory Committee (PAC) permission is needed for further coursework beyond this milestone, pending results of the Qualifying Examination. Successful completion of the examination admits a student to Ph.D. candidacy status.

b. **Achieve Candidacy.** To continue in the doctoral program, students must be admitted to candidacy. The PAC may grant candidacy on either a provisional or full basis. Provisional candidacy must remediate. Full candidacy means the faculty believe the student is fully capable of completing the program successfully, including completing the dissertation.

c. **Possess a Disposition for Leadership.** A student's disposition for leadership is an important part of the ongoing assessment of student attitudes, knowledge, and skills. A student's disposition is reflected in his or her demeanor with peers in class, in his or her expressed attitudes about leading people, and in his or her dominant personality traits as identified in a leadership assessment instrument administered in the program. If, in the opinion of the faculty, a student is not disposed to leadership, he or she may be dismissed from the program at any time.

d. **Have Excellent Communication Skills.** Another important aspect of disposition for leadership is a student's communication skills, including verbal, nonverbal, written, and signed communication. Platform presentation skills are also important. Future leaders in special education, deaf education, and human services need superior communication skills and these will be evaluated throughout the program. It should be emphasized here that writing skills are of paramount importance to students wishing to successfully complete the doctoral program. Students with weak writing skills may be admitted to candidacy on a provisional basis, but they will need to develop a remediation plan and demonstrate proficiency in writing on their comprehensive examination to avoid dismissal following that examination. The PAC approves the evaluation of proficiency in sign language via the Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI). Proficiency levels are determined on a student-by-student basis according to his or her career goals. Oral/Written Competency is also evaluated. Evidence of competence in these areas is attested to by either (a) a paper presented at a professional conference or (b) a publishable article.

e. **Maintain High Academic Performance.** Another obviously important criterion for admission to candidacy is a student's performance in courses. This criterion is discussed in the "Minimum Standards of Scholarship" section of the Academic Standards and Policies chapter in this catalog.

f. Avoid Dismissal from the Program. Students must be aware that faculty have the authority to recommend the dismissal of a student from graduate programs if, in their professional judgment, that student does not possess the attitudes, knowledge, or skills, partially outlined above, that are needed to join a profession. The "Standards of Professional Behavior and Communication" in the Academic Standards and Policies section of this catalog describes other possible grounds for dismissal.

g. Pass the Comprehensive Examination. Near the end of a student's program of study, each student must successfully pass a three-part comprehensive examination. Part 1 is an open book examination of six weeks duration. Part 2 is a timed, closed-book examination. Part 3 is an oral examination in which the student presents a paper on an approved topic reflecting his/her professional expertise. The oral component also allows for an opportunity to address any deficiencies noted in the written portions of the comprehensive examination. Students must pass all three parts. Students who fail the open book portion of the comprehensive examination may not proceed to the closed book portion of the comprehensive examination. Further, failing the open book portion of the examination may lead to a recommendation to the Dean of the Graduate School and Professional Programs that the student be dismissed from the program.

7. Statute of Limitations Policy.

Once "Full Candidacy" status is granted at the completion of the Qualifying Examination, the student will have 60 months to mount a successful defense of the dissertation. An additional 12 months may be granted by petitioning the department chair. If, during that 12 months, the dissertation proposal is successfully defended, then an automatic additional 12 months is granted to complete and to defend the dissertation itself. Otherwise, this second 12 month extension is retracted.

7 (a). Restrictive Re-Entry Option.

When all extensions of a student's program of study have been exhausted, a student may be dismissed from the doctoral program. However, the student may re-apply to the program within 12 months of the separation date. The department re-interviews the applicant, giving special attention to the applicant's ability to muster the financial and motivational resources necessary to complete a mandatory 15+ credit hour, 36 month re-entry program, with the following conditions:

9 credit hours of course work within 12 months of re-entry to update the applicant's knowledge base in: (a) special education policy; (b) administration or ethics; and, (c) advanced statistics or research methodology.

1 credit hour under Continuous Enrollment while taking within 14 months of matriculation a closed-book Comprehensive Examination, pending successful completion of all course work within the prescribed time period.

3 credit hours of Dissertation Research per semester, while successfully composing and defending a dissertation proposal within 24 months of re-entry, pending successful completion of the Comprehensive Examination within the prescribed time period.

3 credit hours of Dissertation Research per semester, while successfully completing and mounting the final dissertation defense within 36 months of the matriculation.

Ed.S. in Change Leadership in Education

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

A brief description of the GLI follows the description of this program.

Admissions Procedures and Requirements

Applicants for the Ed.S. in Change Leadership in Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Due Date for Completed Application: | No set date |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

Applicants must attach an essay to their application that discusses why they are interested in the program to which they are applying and describes why they want to assume a leadership position serving people with disabilities.

Three letters of reference

Resume

GU-ASLPI Sign Language Evaluation

Prior Education Background

M.A. in Deaf Education or Special Education with GPA of B or better

Undergraduate major in Special Education or Deaf Education

Three Credits each in Deafness, Multicultural Foundations of Education and Basic Educational Research.

Prior Professional Experience

3 years paid, full-time licensed (certified) experience in Deaf or Special Education

Teaching or Administrative Certificate

Program of Study

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

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

ADM 837 Interpersonal and Group Behavior in Organizations (3)

ADM 838 Organization Development and the Management of Change (3)

ADM 839 Organization Theory and Design (3)

ADM 841 Redesigning Organizations (3)

2. Supporting Courses (12 credit hours).

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

ADM 711 Basics of Management (3)

ADM 796 Executive Communication Skills (3)

ADM 809 Theory of Management and Leadership (3)

ADM 810 Public Policy and Persons with Disabilities (3)

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

ADM 840 Organizational Diagnosis (3)

ADM 845 Curriculum Development (3)

ADM 858 Supervising and Evaluating Teaching (3)

ADM 860 Ethics in Management (3)

ADM 862 Gender Issues in Management (3)

ADM 865 School and Community Relations (3)

ADM 880 Human Resource Administration (3)

ADM 895 (Special Topic Course) Principles of Finance and Budget (3)

ADM 895 (Special Topic Course) Educational Leadership Issues (6) (Gallaudet Leadership Institute students only)

3. Internship/Field Experience (3 credit hours)

ADM 890 Internship (for students without administrative experience) (3); OR,

ADM 855 Field Experiences (for students with documented, substantial administrative experience) (3)

Total: 30 Credit Hours

4. Final Change Leadership Project.

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

Gallaudet Leadership Institute (GLI)

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

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

M.S. in Administration

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

Admissions Procedures

Applicants for the M.S. in Administration must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Due Date for Completed Application: | No set date |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

- GRE or MAT
- Three names, phone numbers and email addresses for reference
- Resume
- GU-ASLPI Sign Language Evaluation

Applicants must attach an essay to their application that discusses why they are interested in the program to which they are applying and describes why they want to assume a leadership position serving people with disabilities.

Prior Educational Background

Undergraduate major in Special, Education, Deaf Education or Human Services (only those with a degree in one of these areas may apply)

- 3 credits coursework in Deafness (may be added to program after admission)
- 2 courses in Sign Language (must be completed during student's first year in program)

Prior Professional Experience

- Minimum 3 years paid, full-time professional experience in Special Education, Deaf Education or Human Services
- Prior certification required for those interested in education administration

Program of Study

A. Prerequisite Areas

A course on deafness

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

B. Core Requirements (18 credit hours)

EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)

EDF 730 Multicultural Foundations of Education (3)

ADM 711 Basics of Management (3)

ADM 796 Executive Communication Skills (3)

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

ADM 837 Interpersonal and Group Behavior in Organizations (3)

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

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

D. Internship/Field Experience (3 credit hours)

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

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

E. Comprehensive Examination

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

Certificate of Management

Admissions Procedures

Applicants for the Certificate of Leadership must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Due Date for Completed Application: | No set date |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

- Applicants must also attach an essay to their application that discusses why they are interested in the program to which they are applying and describes why they want to assume a leadership position serving people with disabilities.
- To qualify for this special certificate, applicants must have a minimum of three years of paid, full-time employment in special education, deaf education, or human services.

Program of Study

There are two kinds of Certificates of Management: general and specialized.

The general Certificate of Management is a 12-credit learning experience composed of 4 courses selected by the student. All courses must be from the Department of Administration and Supervision.

The specialized Certificate of Management focuses on organization improvement. To qualify for this special certificate, applicants must have a minimum of three years of paid, full-time employment in special education, deaf education, or human services. The courses for this special certificate are

- ADM 838
- ADM 839
- ADM 841
- ADM 837 or ADM 840.

Certificate of Leadership

Admissions Procedures and Requirements

Applicants for the Certificate of Leadership must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Due Date for Completed Application: | No set date |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

- Applicants must also attach an essay to their application that discusses why they are interested in the program to which they are applying and describes why they want to assume a leadership position serving people with disabilities.
- Applicants must have at least 3 years of paid, full-time professional experience.

Program of Study

This is a 24-credit learning experience designed in collaboration with an advisor from the Department of Administration and Supervision. The program is for leaders working in deaf education, special education, or human services who are seeking graduate-level professional development.

There are no examination requirements for the certificate (although specific courses taken may have examination requirements).

Administration and Supervision Graduate Courses

ADM 711 Basics of Management (3)

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

Prerequisite: Permission of the instructor.

ADM 788 Organization and Administration of the American Education System (3)

Provides an introduction to the organizational structure of the American educational system at the federal, state, and local levels; governance patterns; policy; finance; administrative roles and relationships; and current trends and issues. Particular attention is given to the organization and administration of deaf and hard of hearing people within the context of the larger system.

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

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

ADM 795 Special Topics (1-3)

Grading System: letter grades only.

ADM 796 Executive Communication Skills (3)

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

derbrush of prose; and masquerading behind the obscurity of the passive voice. Analysis of style and tone of writing.

Prerequisite: Permission of the instructor.

Course Fee: \$150

ADM 799 Independent Study (1-3)

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

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

ADM 809 Theory of Management and Leadership (3)

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

Prerequisite: Permission of the instructor.

Course Fee: \$250

ADM 810 Public Policy and Persons with Disabilities (3)

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

Prerequisite: Permission of the instructor.

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

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

Prerequisite: Permission of the instructor.

ADM 822 Executive Management Skills (3)

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

Prerequisite: Permission of the instructor.

Course Fee: \$225

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

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

Prerequisite: Permission of the instructor.

ADM 837 Interpersonal and Group Behavior in Organizations (3)

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

Prerequisite: Permission of the instructor.

ADM 838 Organization Development and the Management of Change (3)

This course focuses on the processes of organization development and the management of change. In the course students learn how to diagnose organizational problems and how to plan ways to solve the problems. The process of change management is explored in depth. The course uses a combination of structured activities, small group discussions, and short lectures. Because of the nature of

the course, active student participation is essential. It is designed for current or future administrators in schools, universities, and public sector organizations.

Prerequisite: Permission of the instructor.

ADM 839 Organization Theory and Design (3)

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

Prerequisite: ADM 838 or Permission of the Instructor.

ADM 840 Organizational Diagnosis (3)

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

Prerequisite: ADM 838 and ADM 839 or Permission of the Instructor.

ADM 841 Redesigning Organizations (3)

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

its social 'architecture,' and its relationship with its external environment. Students design an organizational improvement intervention in a real or fictitious organization.

Prerequisite: ADM 838, ADM 839, and ADM 840 or Permission of the Instructor.

ADM 842 Advanced Seminar in Educational Administration (1-3)

This seminar focuses on issues and trends in educational administration and supervision. The particular issues and trends are determined at the beginning of each course in collaboration with the students.

Prerequisite: Permission of the instructor.

ADM 845 Curriculum Development (3)

This course is designed for the educational leader and deals in-depth with the place of schooling in the American experiment (which is American society), the nature of curriculum, theories of curriculum, and important trends at the early childhood, elementary, and secondary levels in general education; provides a curricular and instructional basis for educational courses which are a part of the future leader's program of studies; and includes trends and issues in classroom organization, program development, curriculum design, instructional options, and strategies of assessment. With this knowledge, the curriculum leader can be an agent of change.

ADM 855 Field Experiences (3)

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

ADM 858 Supervising and Evaluating Teaching (3)

This course provides students with an introduction to concepts and principles for supervising and evaluating teaching. Through experienced-based learning activities, small group discussions, and short lectures, students examine basic models of supervising teaching, two advanced models of supervision (clinical and diagnostic), basic supervisory skills for observing teaching, and basic skills for conducting supervisory conferences. The course also provides students with an introduction to concepts and principles of teacher evaluation and staff development. Through experienced-based learning activities, small group discussions, and short lectures, students learn about evaluating teaching, conducting performance evaluation conferences, and developing staff development plans based on the results of evaluation.

Prerequisite: Teaching Experience and Permission of Instructor.

ADM 860 Ethics in Management (3)

A classical seminar offered every other spring semester during even-numbered years by a team of three to four instructors. The nine-evening, once-a-week seminar covers the gamut of ethical concerns dealt with by line and staff administrators. Instead of traditional papers and examinations, the seminar requires class participation.

Course Fee: \$125

ADM 862 Gender Issues in Management (3)

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

ADM 865 School and Community Relations (3)

This course focuses on current issues of importance and emerging trends in the creative leadership and management of the school, community and homes in order to achieve successful support for programs. Concentration is on the broadest understanding of special program relations and diverse publics, including people who are disabled. Each topic in the seminar will begin with an overview of the theoretical underpinnings, current practices and strategies in order to develop effective public relations practices that can be coherently and consistently implemented.

Prerequisite: Permission of the instructor.

ADM 880 Human Resource Administration (3)

Designed to assist school administrators and educators in developing legal literacy skills through an orientation to the U.S. legal system: local, state, and federal government roles in education; church-state controversies in schools; law in compulsory education and curriculum; student rights; desegregation; mainstreaming; teacher rights; collective bargaining; tort law in education; and school finance law. Considerable reading and class participation are expected.

Prerequisite: Permission of the instructor.

ADM 888 Higher Education Organization and Administration (3)

The historical development of universities, colleges, and community colleges; philosophies and objectives of the various kinds of institutions; governance of public and private higher education; organizational structures; funding of high-

er education; administrative roles and functions; improving administrative effectiveness; and standards, accrediting bodies, and evaluation criteria and processes will be covered.

ADM 890 Internship (3)

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

ADM 895 Special Topics (1-3)

Grading System: letter grades only.

ADM 899 Independent Study (1-3)

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

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

ADM 900 Dissertation Research (3-6)

Available only to Ph.D. students in the Department of Administration and Supervision. Minimum of six credit hours required.

DEPARTMENT OF AMERICAN SIGN LANGUAGE AND DEAF STUDIES DEPARTMENT

asl.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies
Sorenson Language and Communication Center, Room 1200

Graduate Faculty

Alene Kelly, Ph.D. (Chair); Ben Bahan, Ph.D.; H-Dirksen L. Bauman, Ph.D., M.A. (Program Director); MJ Bienvenu, Ph.D.; Joseph Murray, Ph.D.

The Department of American Sign Language and Deaf Studies offers an M.A. degree that provides an interdisciplinary approach to the field of Deaf Studies. Students engage Deaf Studies through a critical exchange with related fields, including cultural studies, anthropology, history, literature, critical theory, linguistics, philosophy, critical pedagogy, and visual media production. Students complete the core curriculum in their first year of coursework, then select a specific area of concentration for their second year. These areas include Cultural Studies, Sign Language Teaching, and Deaf History. This degree will prepare students for employment and future study in signed languages instruction, humanities, social sciences, advocacy, and post-secondary education.

Graduate Programs and Certificates offered:

- M.A. in Deaf Studies: Cultural Studies
- M.A. in Deaf Studies: Deaf History
- M.A. in Deaf Studies: Sign Language Teaching

Cultural Studies Concentration

Students in this concentration gain a critical understanding of the position of the Deaf World within the context of human cultures by using a variety of theoretical approaches to the concepts of identity, ideology, resistance, and culture. Students will work a full academic year toward the completion of their Cultural Studies Research project which may take the form of a thesis or a creative, media related project. Research projects will be conducted under the guidance of faculty who instruct Cultural Studies Research Project I and II. Graduates of the Cultural Studies concentration will be

prepared to teach Deaf Studies at the post-secondary level, enter fields of advocacy, and pursue further research and education in anthropology, cultural studies, sociolinguistics, disability studies, and critical theory

Deaf History Concentration

This concentration provides courses in history research methods and content, emphasizing how the approaches of social and cultural history can be applied to the histories of deaf people and communities in the United States and Europe. The Deaf History Concentration requires a comprehensive examination as a means of assessing the student's familiarity with the field. Students may request a thesis project and defense in lieu of a comprehensive examination. These students will be guided in this project through the support of an advisor who will instruct the History Research Project I and History Research Project II courses. Graduates of the Deaf History concentration will be prepared to teach Deaf Studies at the post-secondary level, work in human service and archival related fields, and pursue further research and education in history, anthropology, historical linguistics, and disability studies. For a list of faculty in the Deaf History concentration, see Graduate Faculty list under Government and History department listing in this section of this catalog.

Sign Language Teaching Concentration

This concentration is designed to prepare students for a career in teaching sign languages. Students will be introduced to the key theoretical and methodological issues involved in sign language instruction, including curriculum development, assessment, and incorporating Deaf culture into the language curriculum. In addition, students will undertake an internship in which students will teach a sign language course on their own, under the supervision of a mentor. A portfolio is also required at the completion of the program which represents the culmination of students' academic performance. The Sign Language Teaching concentration may count toward a full year's worth of coursework in Gallaudet's Ph.D. in Linguistics program.

M.A. in Deaf Studies

Admissions Procedures and Requirements

Applicants for the M.A. in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

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

Program Specific Requirements:

- MAT scores
- Three letters of reference
- Videotape of signing skills submitted at the same time as the application. (See Language Proficiency below for instructions).
- On your application (on page A1), please ensure that you note which concentration you are considering: Cultural Studies, Sign Language Teaching, or Deaf History.

Recommended Prior Coursework:

- Introduction to Deaf Culture
- Introduction to ASL Structure

Language Proficiency Interview

- The purpose of the videotape is to evaluate applicants' ASL skills and to give applicants the opportunity to demonstrate critical thinking in a Deaf Studies context. Answer these essay questions in ASL. Please limit answers to five minutes each.
- As Deaf Studies is an emerging academic field, explain what future directions Deaf Studies should take.
- Imagine that you are designing a museum exhibition that represents the historical and contemporary dimensions of the Deaf-World. What would you consider to be the three most important displays within the exhibit? How would they be displayed and why do they carry such importance?

Applicant's sign skills will be evaluated based on the video submitted. Provisional admission will be granted with the understanding that students take the ASLPI (American Sign Language Proficiency Interview) within one semester of entering the program. Students who do not achieve an advanced rating must take additional ASL training.

Program of Study

Core Curriculum

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

Semester I (Fall)

DST 701 Deaf Cultural Studies (3)
DST 705 Sign and the Philosophy of Language (3)
LIN 707 Structure of Language: English and ASL (3)
ASL 709 ASL Media Production (3)

Semester II (Spring)

DST 710 Literary Traditions in the Deaf Community (3)
DST 712 Enforcing Normalcy: Deaf and Disability Studies (3)
DST 714 Critical Pedagogy (3)
HIS 731 History of the American Deaf Community (3)

Cultural Studies Concentration

Semester III (Fall)

DST 733 Identity and Theory in Deaf Studies (3)
DST 735 Deaf Visual Culture: Art, Theory and Resistance (3)
DST 780 Cultural Studies Research Project I (3)
Elective (3)
SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)
(Or ADM 810 in Semester IV)

Semester IV (Spring)

DST 750 Seminar in Deaf Cultural Studies (3)
DST 780 Cultural Studies Research Project II (3)
ADM 810 Public Policy and Persons with Disabilities (3)

Deaf History Concentration

Note: Actual offerings may change from semester to semester, but the work load and number of course offerings will stay the same.

Semester III (Summer)

HIS 703 Topics in European Deaf History (3)
 HIS 732 History of Mass Media and the Deaf Community (3)
 HIS 735 History of Disability in the U.S. (3)
 HIS 755 Deaf Women's History (3)

Semester IV (Fall or Spring or both)

HIS 793 History Research Project I
 HIS 794 History Research Project II
 HIS 799 Independent Study

Semester V (Summer)

Pick 2 from the following:

HIS 734 Deaf People in Hitler's Europe (3)
 HIS 787 Introduction to Historical Methods and Research (3)
 HIS 795 Special Topics in Deaf History (3)

With permission from the History advisor, you may choose one from the following in lieu of a History course:

DST 733 Identity and Theory in Deaf Studies (3)
 DST 735 Deaf Visual Culture: Art, Theory, and Resistance (3)
 DST 750 Seminar in Deaf Cultural Studies (3)

Sign Language Teaching Concentration**Semester III (Fall)**

ASL 741 Methods of Second Language Teaching (3)
 ASL 743 Curriculum Development for Second Language Instruction (3)
 LIN 812 Language Learning by Adults (3)
 Elective (3)

Semester IV (Spring)

ASL 760 Assessing Second Language Skills (3)
 ASL 762 Seminar in Sign Language Teaching (3)
 ASL 790 Sign Language Teaching Internship (3)

American Sign Language and Deaf Studies Graduate Courses*American Sign Language Courses***ASL 595 Special Topics (3)**

Special Topics

ASL 601 Communication in Gestures I (1)

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

ASL 602 Communication in Gestures II (1)

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

Prerequisite: ASL 601.

ASL 661 American Sign Language Curriculum (3)

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

ASL 695 Special Topics (1-3)

Grading System: letter grades only.

ASL 699 Independent Study (1-3)

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

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

ASL 701 American Sign Language I (3)

The student will have the opportunity to learn the basic language functions found in American Sign Language (ASL) such as asking simple questions, confirming, correcting, and responding to information, apologizing, giving reasons and opinions as well as suggesting activities. In addition, the student will learn personal, possessive, and dual pronouns, spatial referencing, negation, numbers, non-manual markers, noun-verb pairs, basic classifiers, and time signs. Comprehensive skills will be emphasized throughout the course, although expressive will be strongly encouraged.

ASL 702 American Sign Language II (3)

This is a continuation of ASL I. The student will have the opportunity to learn the basic language functions found in American Sign Language (ASL) such as asking simple questions, explaining need, interrupting conversations, expressing uncertainty, confirming and correcting information, identifying people, giving locations and commands, offering assistance, accepting/declining offers, asking for clarification, explaining relationship, asking/telling how long and how old, contradicting opinions, solving conflicts and telling time. In addition the student will learn ordinal numbers, topic/comment structure spatial referencing, descriptive classifiers, spatial and inflecting verbs, role shifting and temporal sequencing. Both expressive and comprehension skills will be emphasized throughout the course.

Prerequisite: ASL 701 with a grade of B or better or permission of the department.

ASL 703 American Sign Language III (3)

This is a continuation of ASL II. The student will have the opportunity to learn the language functions found in American Sign Language (ASL) such as giving reasons, making requests, giving specific locations, opening conversations, asking for permission, expressing concern, telling about life events and correcting and elaborating. In addition, the student will continue to learn ordinal numbers, topic/comment structure, spatial referencing, classifiers, spatial and inflecting verbs, conditional sentences and temporal sequencing. Both expressive and comprehensive skills will be emphasized throughout the course.

Prerequisite: ASL 702 with a grade of B or better or permission of the department.

ASL 704 American Sign Language IV (3)

This course will focus on an advanced use of classifiers, non-manual grammar, and modifiers. Use of space will also be emphasized in class. Both expressive and comprehensive skills will be emphasized throughout the course.

Prerequisite: ASL 703 with a grade of B or better or permission of the department.

ASL 705 American Sign Language V (3)

This is a continuation of ASL IV, with a focus on discourse. This course will enhance the students' abilities to recognize and use various types of discourse in ASL. This course includes introduction to types, features and goals in various types of discourse. The course also introduces the concept of discourse sequentiality (time order in a text). Also, students will recognize and understand transitions in a text.

Both expressive and comprehension skills will be emphasized throughout the course.

Prerequisite: ASL 704 with a grade of B or better or permission of the department.

ASL 706 American Sign Language VI (3)

This is a continuation of ASL V, with a continuing focus on discourse and the addition of dealing with complex concepts in ASL. This course will focus on advanced discourse. It will focus on how people communicate in different discourse types: e.g. negotiating and planning an event. Students will also look at registers in ASL and advanced classifier use. Some advanced ASL stories will be analyzed and discussed in class. Both expressive and comprehension skills will be emphasized throughout the course.

Prerequisite: ASL 705 with a grade of B or better or permission of the department.

ASL 709 ASL Media Production (3)

This course introduces students to the tools and skills necessary to produce a variety of moving visual media. First, this course will cover the basics of planning and capturing moving images; second, it will explore possibilities of assembling rhetorically motivated images, and third, it will explore a number of media, such as interactive CD/DVD, WWW page design, and short documentary essays.

ASL 724 Linguistic Features of American Sign Language (3)

This course is designed to introduce Masters students in Deaf Studies to the fundamental linguistic features of American Sign Language. Students will inquire into the phonological, morphological, semantic, stylistic and syntactic dimensions of American Sign Language through the study of a wide variety of ASL texts. In addition students will examine the historical and cultural significance of the validation of ASL as a human language system.

Prerequisite: Deaf Studies MA Program or approval of the Instructor.

ASL 731 Visual-Gestural Communication (2)

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

ASL 741 Methods of Second Language Teaching (3)

This course focuses on principled approaches to developing and implementing classroom methods and strategies for language teaching. It also investigates linguistic, psychological

and attitudinal factors that influence student-teacher interaction in the classroom. The course examines in detail the most important teaching methodologies that have evolved over the past thirty years. Following a thorough analysis of each methodology, in terms of its theoretical justification and supporting empirical research, students will endeavor to teach and learn some aspect of a second language through the implementation of each of the methodologies.

ASL 743 Curriculum Development for Second Language Instruction (3)

This course examines the philosophical and historical foundations of curriculum. It also outlines curriculum decisions confronting educators, starting with the consideration of significant human needs and ending with the implementation of curriculum innovation in the classroom. The conceptual bases for the principles and procedures are described to provide a clear, step-by-step guide for curriculum practitioners, whether they are designing curricula for individual Sign Language classes or for entire educational programs. Also, reading and analysis of other ASL curricula will be featured in this course.

Prerequisite: ASL 741.

ASL 760 Assessing Second Language Skills (3)

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

Prerequisite: ASL 741.

ASL 762 Seminar in Sign Language Teaching (3)

This concentration course will explore the current issues related to pedagogy of Sign Language instruction. The first part of the seminar will be devoted to incorporating culture in language classroom. The second part will be devoted to current research/studies on the language of instruction. Students will be assigned to look into issues and bring to class for class discussion. The third part will be left open for any current studies on the second language teaching as they arise.

Prerequisite: Matriculation into the M.A. in Deaf Studies.

ASL 790 Sign Language Teaching Internship (3)

During internship, each student will be assigned to teach a Sign Language class. Each student will be required to meet with her/his supervisor (faculty with the department) on a weekly basis to discuss upcoming classes for the week. The supervisor will observe the classes that the student teaches at least 3 times. At end of the semester, the student will hand in her/his full course work, which includes lesson plans, sample quizzes and tests and her/his self-analysis.

Prerequisite: ASL 741.

ASL 795 Special Topics (1-3)

Grading System: letter grades only.

ASL 799 Independent Study (1-3)

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

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

Deaf Studies Courses

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.

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

DST 701 Deaf Cultural Studies (3)

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

DST 705 Sign and the Philosophy of Language (3)

This course will examine the role that manual languages and deafness have played in the evolution of philosophical ideas concerning human identity, language and the senses. Rather than being seen as marginal areas of concern, deafness and manual languages have played an important role in the history of ideas and the philosophy of language. We will explore how both hearing and Deaf thinkers, artists, and writers have viewed manual languages and deafness throughout history, with special emphasis on 17th century England, 18th and 19th century France and 20th century linguistic and literary theory. This course will provide students with a historical and intellectual background to understand how deafness manual languages and deaf education have been constructed throughout history, and how 21st century issues of education, language and identity are informed by the evolution of philosophical perspectives.

DST 710 Literary Traditions in the Deaf Community (3)

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

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

This course will introduce students to the field of Disability Studies. In this course, we will explore the historical, medical, social, political, religious, philosophical, and cultural influences that construct the categories of "normalcy", "disability", and "deafness". We will inquire into the complex relation between Deaf and disability rights groups as well as examine how Deaf and disabled persons resist the coercion to be "normal" through art, film, literature and personal narrative.

DST 714 Critical Pedagogy (3)

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

DST 733 Theory and Identity in Deaf Studies (3)

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

DST 735 Deaf Visual Culture: Art, Theory, and Resistance (3)

This course investigates the role of vision and visual art in the Deaf Community. By drawing on theoretical approaches emerging in the field of Visual Culture, this course will explore, among other topics, Deaf visual practices, visual theory, architecture, public spaces, museums, memorials, film, video, and the emergence of the Deaf View Image Art. Students will gain a critical understanding of the role of vision and art in staking out a Deaf space within a phonocentric world.

DST 750 Seminar in Deaf Cultural Studies (3)

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

DST 780 Cultural Studies Research Project I (3)

Students who select the Cultural Studies Track will take Cultural Studies Research Project I during the Fall semester of the track and Cultural Studies Research Project II during the Spring semester for a total of six credit hours. Appropriate research methodologies will be taught, with particular emphasis on ethnographic research and qualitative analysis; in addition, students will be guided in their writing and videotaped projects. By the end of the spring semester, students will submit their Cultural Studies Research Project. While there will be a mandatory written component, projects may also incorporate visual media components. If granted permission, students may create, for example, works of sign language literature, documentary films or build an interactive web site. All Creative Projects will have a written theoretical component.

DST 781 Cultural Studies Research Project II (3)

Students who select the Cultural Studies Track will take Cultural Studies Research Project I during the Fall semester of the track and Cultural Studies Research Project II during the Spring semester for a total of six credit hours. Appropriate research methodologies will be taught, with particular emphasis on ethnographic research and qualitative analysis; in addition, students will be guided in their writing and videotaped projects. By the end of the spring semester, students will submit their Cultural Studies Research Project. While there will be a mandatory written component, projects may also incorporate visual media components. Students may also choose to select the "Creative Project Option". If granted permission, students may create, for example, works of sign language literature, documentary films or build an interactive web site. All Creative Projects will have a written theoretical component.

DST 795 Special Topics (1-3)

Grading System: letter grades only.

DST 799 Independent Study (1-3)

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

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

DEPARTMENT OF BIOLOGY

biology.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies

Dr. Ann Powell, Chair

Hall Memorial Building, Room 300

The Department of Biology at Gallaudet offers excellent programs for deaf and hard of hearing students in the biological sciences. Department faculty also manage the Genetics Program, which provides genetic evaluation and counseling services to members of the Deaf community and other deaf and hard of hearing people, and the Molecular Genetics Laboratory, a new research initiative with laboratory facilities completed in 2008.

No Graduate Programs or Certificates offered.

Graduate Biology Courses**BIO 711 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. Prerequisite: BIO 108 or permission of the instructor

BIO 795 Special Topics (1-3)

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

BIO 799 Independent Study (1-3)

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

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

DEPARTMENT OF BUSINESS

business.gallaudet.edu

Graduate School and Professional Studies

Dr. Khadijat Rashid, Chair
Ely Center, Room 201

No Graduate Programs or Certificates offered.

Business Graduate Courses

ECO 714 Economic Development (3)

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

Prerequisite: Acceptance into the Master's Program.

ECO 725 Micropolitics of Development (3)

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

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

DEPARTMENT OF COMMUNICATION STUDIES

commstudies.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies

Dr. Robert Harrison, Chair
Sorenson Language and Communication Center, Room 1112

Courses in the department 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.

No Graduate Programs or Certificates offered.

Communication Studies Graduate Courses

COM 795 Special Topics (1-3)

In many professional fields, communication and networking is probably the major factor in creating opportunities for job success and promotion. This course, designed for Deaf and Hard of Hearing professionals, will enable participants to analyze, identify, and recognize issues enabling them to become more aware of their communication and networking paradigm. This will enable them to better understand the challenges they face in the workplace and gives them an opportunity to develop goals and objectives in their work plan to address challenges and issues faced by them. Enrollees in this course will cover some aspects of communication theories and how these apply to where they work. Learning modules, examinations, reading assignments and group projects will be conducted online. Group projects will involve development of action plans for each individual through feedback among members of the group and can serve as a road map for their communication and managerial goals.

DEPARTMENT OF COUNSELING

counseling.gallaudet.edu

Graduate School and Professional Studies
Fowler Hall, Room 107

Graduate Faculty

Roger Beach, Ed.D. (Chair); Jeffrey Lewis, Ph.D.; Linda Risser Lytle, Ph.D., (Program Director, Summers Only); Kendra Smith, Ph.D. (Program Director, Mental Health Counseling); LaShaun Williams, Ph.D.; Cheryl Wu, Psy.D. (Program Director, School Counseling); Frank Zieziula, Ph.D.

Adjunct Faculty

Kyle Amber Clark, M.A.; Nancy Grant, M.S.W.; Patricia Heenan, M.A.; Ruth Schilling, M.A.; Rachel St. John, M.D.

Gallaudet University's Department of Counseling, founded in 1971, prepares highly qualified M.A.-level counselors eligible for licensure as professional counselors in most states. The training provided in this department uniquely prepares graduates to work with individuals who are deaf and hard of hearing, with or without additional disabilities, by developing a core set of competencies in all students with specializations in school and mental health counseling. Since 1971, the department has graduated and placed more than 700 outstanding counselors now working in a wide range of counseling settings throughout the United States. The programs of study are broadly designed to include formal classes and extensive supervised practicum and internship experiences leading to the master of arts degree. The curriculum includes courses from the departments of Counseling; ASL and Deaf Studies; Educational Foundations and Research; and Hearing, Speech, and Language Sciences. Elective courses are also available through the Consortium of Universities of the Washington Metropolitan Area. All counseling programs are open to deaf, hard of hearing, hearing, physically disabled, and physically able people who are eligible for admission to the Graduate School. Provisions are made to facilitate participation of deaf and hard of hearing students in all phases of the programs, via the use of sign language and notetakers.

In addition to the teaching faculty, a large number of outstanding professionals from the Washington, D.C., area lecture and participate in the training programs. Practicum sites are available on and off campus. They include mainstream, day, and residential schools for deaf students

as well as public and private agencies serving deaf people. Internship sites are located around the country and include residential schools and postsecondary programs, community-based counseling centers, and mental health agencies.

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

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

Graduate Programs and Certificates offered:

- M.A. in Mental Health Counseling
- M.A. in School Counseling and Guidance
- Summers Only: M.A. in School Counseling and Guidance and Certificate in Cultural Diversity and Human Services
- Certificate in Cultural Diversity and Human Services

M.A. in Mental Health Counseling

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

Students from this program may participate in practicum activities with the Gallaudet University Mental Health Center. Students who undertake or intend to undertake a practicum experience with the MHC may not also receive clinical services from the center. Such students need to seek

practitioners not associated with the MHC and would be responsible for the costs of such services. The MHC maintains a listing of outside service providers, many of whom have reduced fees for Gallaudet students. We recommend that students applying to this program carry health insurance with sufficient mental health benefits to cover the cost of such outside services.

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

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

Admissions Procedures and Requirements

Applicants for the M.A. in Mental Health Counseling must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Preferred Date for Completed Application: | No Deadline |
| First Date for Consideration of Application: | November 15 |

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

- evidence of a bachelor's degree from an accredited college or university
- preferably a 3.0 average in undergraduate work
- recommended undergraduate major: Psychology, Social Work
- three letters of recommendation
- a completed application
- official transcripts of all college work.

Program Specific Requirements

- Four (4) personal essays required by the Department of Counseling related to their interest in the field of school counseling and deafness.

Required Prior Coursework

- minimum of nine (9) credit hours in Psychology prior to entering the program, including undergraduate courses in:
- Child or Human Development
- Abnormal Psychology
- Three additional credits in Psychology

Program of Study

Core Program of Study

Students usually take 12-15 credit hours per semester.

Semester I - Fall

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

Semester II - Spring

COU 709 Counseling Deaf People (3)
 COU 714 Adult Psychopathology (3)
 COU 716 Psychopharmacology for Counselors (1)
 COU 740 Practicum in Counseling Deaf People (3-4)*
 COU 753 Group Psychotherapy (3)
 EDF 720 Introduction to Basic Concepts and Methods of Educational Human Services (3)

Summer Session

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

Semester III - Fall

COU 715 Family Therapy (3)
 COU 734 Lifestyles and Career Development (3)
 COU 740 Practicum in Counseling Deaf People (3-4)*
 COU 748 Principles of Assessment in Counseling (3)
 COU 768 Techniques and Skills in Psychotherapy (3)

Semester IV - Spring

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

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

M.A. in School Counseling and Guidance

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

A special summers-only track (60 credit hours) exists for current professionals who are seeking a career change or additional educational credentials. Preference is given to applicants having prior experience in educational programs serving deaf and hard of hearing people and to those with a degree in education to facilitate certification at the state level. Federal grant funding is provided to students for most tuition and room and board during three summer semesters.

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

Admissions Procedures and Requirements

Applicants for the M.A. in School Counseling and Guidance must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Preferred Date for Completed Application: | No Deadline |
| First Date for Consideration of Application: | November 15 |

Students applying to the School Counseling and Guidance Program must initially meet general requirements established by the graduate school:

- evidence of a bachelor's degree from an accredited college or university
- preferably a 3.0 average in undergraduate work
- required undergraduate major: Psychology, Social Work
- three letters of recommendation
- a completed application
- official transcripts of all college work.

Program Specific Requirements

- Three (3) personal essays required by the Department of Counseling related to their interest in the field of school counseling and deafness.

Required Prior Coursework

- minimum of nine (9) credit hours in Psychology prior to entering the program, including undergraduate courses in:
- Child Development
- Abnormal Psychology
- three additional credits in Psychology

Program of Study**Core Program of Study**

Students usually take 12-15 credit hours per semester.

Semester I - Fall

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

COU 717 Lifespan Development (3)

COU 721 Foundations in Helping Skills I (3)

COU 732 Theories and Approaches in Counseling and Psychotherapy (3)

EDF 730 Multicultural Foundations of Education (3)

Semester II - Spring

COU 709 Counseling Deaf People (3)
 COU 751 Group Counseling with Deaf Students in Schools (4)
 COU 758 Counseling Deaf Students with Additional Special Needs (3)
 COU 716 Psychopharmacology for Counselors (1)
 COU 740 Practicum in Counseling Deaf People (3-4)
 EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)

Summer Session

COU 702 Play Therapy (3)
 COU 703 Substance Prevention for Children and Youth (3)

Semester III - Fall

HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (2)
 COU 734 Lifestyles and Career Development (3)
 COU 737 Organization and Administration of School Guidance Programs (3)
 COU 740 Practicum in Counseling Deaf People (3-4)*
 COU 748 Principles of Assessment in Counseling (3)
 COU 715 Family Therapy (3)

Semester IV - Spring

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

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

Summers Only: M.A. in School Counseling and Guidance and Certificate in Cultural Diversity and Human Services

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

A special summers-only track (60 credit hours) exists for current professionals who are seeking a career change or additional educational credentials. Preference is given to applicants having prior experience in educational programs serving deaf and hard of hearing people and to those with a degree in education to facilitate certification at the state level. Federal grant funding is provided to students for most tuition and room and board during three summer semesters.

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

First Summer

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

First Fall

COU 772 Cultural Diversity Encounter (3)

First Spring

COU 717 Lifespan Development (3)

Second Summer

COU 709 Psychosocial Aspects of Deafness (3)
 COU 732 Theories and Approaches in Counseling and Psychotherapy (3)
 COU 751 Group Counseling with Deaf Students in Schools (4)

Second Fall

COU 740 Practicum in Counseling Deaf People (3-4)*

Second Spring

COU 703 Substance Prevention for Children and Youth (3)

Third Summer

COU 734 Lifestyles and Career Development (3)
 COU 737 Organization and Administration of School Guidance Programs (3)
 COU 748 Principles of Assessment in Counseling (3)

Qualifying Examination

Third Fall

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

Third Spring

COU 716 Psychopharmacology for Counselors (1)
 EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)

Fourth Summer

COU 715 Family Therapy (3)
 COU 773 Multicultural Interviewing and Assessment (3)
 COU 774 Multicultural Strategies and Interventions (3)

Total Number of Core Hours Required: 69

Certificate in Cultural Diversity and Human Services

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

Program of Study

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

- This certificate program offers opportunities for study on three inter-related areas. These are:
- to study cultural identity and its implications from theoretical, personal and experiential perspectives;

- to provide intensive student-focused learning about specific multicultural issues and groups utilizing a wide range of learning techniques; and
- to address complex multicultural approaches, skills, tools, resources, and alliance-building in handling multiculturally competent assessments and interventions.

The application of this knowledge is with clients aged birth through young adults and their families in which deafness/hearing loss and cultural diversity are present. Areas (1) and (2) focus on increased multicultural awareness and knowledge base; area (3) focuses on skill development.

The certificate program includes five 3-credit courses.

Summer I: Consecutive classes, M-F

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

Fall

COU 772 Cultural Diversity Encounter (online discussions and supervision) (3 credits)

Includes a de-briefing of this experience over the mid-winter weekend (Martin Luther King weekend).

Summer II : Consecutive classes, M-F

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

Counseling Graduate Courses

COU 695 Special Topics (1-3)

Grading System: letter grades only.

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

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

COU 702 Play Therapy (3)

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

Prerequisite: Counseling Major Only.

COU 703 Substance Prevention For Children and Youth (3)

This course will review current practice in the area of substance abuse prevention for children and youth, as well as focusing on current research in this area. Through readings, lectures, class discussions, class projects and presentations and role play simulations, candidates will become familiar with different methods and programs to use with children and youth of different ages.

COU 709 Counseling Deaf People (3)

This course change is being proposed to more accurately reflect current trends and multicultural practices. The old course title, Psychosocial Aspects of Deafness, focuses on a deficiency view of deaf people, where lack of hearing is seen as a loss to overcome. The old course emphasis is on adaptation, adjustment, and compensatory techniques in order to become well adjusted deaf individuals. This view

is one the department no longer espouses. Instead in the revised course, it is proposed that deaf people are studied in ways that their unique culture, diversity, and strengths are evident. Student counselors are challenged to understand both themselves and their clients as members of the Deaf community.

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

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

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

Overview of the issues and techniques involved in providing guidance and counseling services to children and young adults in elementary, secondary, and postsecondary educational settings. Includes an introduction to the profession of school counseling, theories, and organizations and publications related to the field. Emphasis will be placed on identifying the roles and functions of school counselors who serve deaf and hard of hearing children.

COU 714 Adult Psychopathology (3)

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM III-R (Diagnostic and Statistical Manual for Mental Disorders) (or DSM-IV, as applicable) will be discussed. Treatment implications of various diagnostic categories will be included.

Prerequisite: COU 732.

COU 715 Family Therapy (3)

This course is designed to examine the major contemporary theories and approaches in couples, marital and family therapy. From this framework, candidates will also consider the applicability of these theories in working with deaf children, adolescents, adults and families with deaf members. Examined will be major concepts of family dynamics and the family life cycle, with additional emphasis on families with deaf members. Candidates will be introduced to key concepts involving 1) the understanding of functional and dysfunctional relationships which often occur within couples and families and which also may occur between the

client/family and therapist or other professionals involved with deaf persons, 2) the formulation and implementation of clinical intervention techniques to modify dysfunctional individuals, couples or families and larger than family dynamics. Activities will include lecture, class discussion, case presentations, and role playing simulation sessions with post-session discussions. A major emphasis is placed on the development and becoming of the couples, marital and family therapist.

Prerequisite: COU 732.

COU 716 Psychopharmacology for Counselors (1)

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

Prerequisite: Graduate level standing.

COU 717 Lifespan Development (3)

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

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

COU 721 Foundations in Helping Skills I (3)

This is an introductory course focusing on basic human relations skills necessary to be an effective helper. Activities will include lecture and discussion of components of positive interpersonal skills related to helping as well as role playing and videotaping of helping relationships. A specific interpersonal relations model for the purpose of helping will be presented, demonstrated, and analyzed. The course will discuss multicultural issues. Emphasis will be placed on developing human relations skills needed to provide services to deaf and hard of hearing individuals.

COU 723 Counseling Deaf Students with Special Needs (3)

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

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

COU 728 The Cycle of Substance Abuse (3)

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

Prerequisite: Graduate level standing.

COU 730 Law and Ethics Seminar (3)

This course is designed to give students an academic orientation to the U.S. legal system and important topics intersecting legal and ethical issues in the field of counseling. The course includes legal aspects of client confidentiality, civil and criminal liability, privacy rights, as well as legal and ethical developments involving special education students and disabled Americans. Particular attention will be given to these topics as they apply to deaf and hard of hearing individuals.

COU 732 Theories and Approaches in Counseling and Psychotherapy (3)

This course provides graduate counselor trainees with a foundation in the counseling treatment approaches commonly used in school, community, mental health counseling settings. This course is fundamental in developing skills in assessment of client needs and application of effective preventive and therapeutic counseling interventions. This course emphasizes the appropriate application of counseling and psychotherapy theories to culturally diverse populations of children and adults.

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

COU 734 Lifestyles and Career Development (3)

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

Prerequisite: COU 710.

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

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

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

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

Prerequisite: COU 712.

COU 740 Practicum in Counseling Deaf People (3-4)

Under close supervision, students perform intake interviews, counsel with clients, prepare reports, and work directly with experienced counselors in the school and agency setting. Emphasis is placed on developing counseling skills in one-to-one situations and in small groups.

Prerequisite: COU 710, COU 712, COU 721 and COU 732.

COU 742 Practicum in Mental Health Counseling (4)

This course is the first in a sequence of practice and is one of the major experiential components of the Mental Health Counseling Program. By the end of this course, students will have developed entry-level counseling skills, which include the ability to provide counseling, prepare reports and treatment plans, and to work directly with and be supervised by experienced professionals in mental health settings. Counseling skills will be reviewed by faculty and site supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on students developing reflectively through the use of supervision. The offering of this course is contingent upon final ratification by the University Faculty.

Prerequisite: COU 710, COU 721 and COU 732.

COU 748 Principles of Assessment in Counseling (3)

Introduction to the purposes, concepts, and techniques of psychological, vocational, and educational assessment and how assessment information is used in counseling. Includes a review of fundamental statistical concepts, an overview of assessment procedures, ethics, and legal implications. Emphasis will be placed on describing assessment techniques including a variety of psychological tests used widely with deaf and hard of hearing people.

Prerequisite: Permission of the instructor.

COU 751 Group Counseling with Deaf Students in Schools (4)

This course includes the theory and application of group counseling as related to the problems of individuals who are deaf and hard of hearing. The experience of conducting an ongoing group in a school setting is required.

COU 752 Counseling Individuals with Multiple Disabilities (3)

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

Prerequisite: 9 credits of undergraduate psychology.

COU 753 Group Psychotherapy (3)

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course which provide students

with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Prerequisite: COU 710 and COU 732.

COU 758 Counseling Deaf Students with Additional Special Needs (3)

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

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

COU 768 Techniques and Skills in Psychotherapy (3)

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

COU 770 Diversity Foundations 1 (3)

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

COU 771 Diversity Foundations 2 (3)

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

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

COU 772 Cultural Diversity Encounter (3)

Over the course of a semester period (15 weeks) in their home communities, students will engage in an interactive cultural diversity experience (through combined observation and actual interactions) with a cultural group/community different from their own. The design and approval for this study will take place during Diversity Foundations 2 in the summer prior to the fall semester in which this practicum experience begins. The objectives of the practicum are to develop deeper awareness, knowledge and appreciation for another cultural group. Students will notice the skills that they have/need to develop in order to work effectively

with culturally different groups. They will continue to reflect on themselves as cultural beings and how their own identities and worldviews impact the way in which they perceive, understand and interact with people who are culturally different from themselves.

Prerequisite: COU 770 and COU 771.

COU 773 Multicultural Interviewing and Assessment (3)

This class provides an understanding of the importance, history and ethical/legal issues related to culturally/linguistically competent assessment. Its focus is on ethnic/racial diversity; however, deafness issues are woven into the discussion. The class will provide frameworks, approaches, considerations and strategies for engaging diverse clients, conducting culturally appropriate intakes and clinical interviews, and gathering assessment information through a variety of means. We will explore strategies for helping the client/family understand the purpose of our questions. We will look at establishing allies in the cultural communities who can help interpret culturally and linguistically. We will review the major assessment tools and tests used with standard, culturally diverse and special need populations, focusing on understanding the appropriateness and usefulness of the instruments relative to the backgrounds of the clients, the protocols utilized, potential biases and how validity might be affected. We will examine use of the results, including feedback to the client and family, recommendations and referrals.

Prerequisite: COU 770, COU 771 and COU 772.

COU 774 Multicultural Strategies and Interventions (3)

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

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

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

Advanced fieldwork experience in an approved setting. Supervised work in diagnosis, individual and group counseling, program planning, and case study. The major goal of this course is to provide practical application for the training that has preceded the internship.

Prerequisite: COU 740.

COU 792 Internship I in Mental Health Counseling (4)

This course is the second in a sequence of practica and is one of the major experiential components of the Mental Health Counseling Program. As such, the student's experience will reflect increasing complexity and will build on the skills learned in COU 742, Practicum. By the end of this course, students will have sharpened the knowledge and skills gained in COU 742 and increased their repertoire of counseling skills to include the ability to provide case management, provisional diagnoses, and a consistent theoretical rationale for treatment plans and counseling approaches. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision. The offering of this course is contingent upon final ratification by the University Faculty.

Prerequisite: COU 742.

COU 793 Internship II in Mental Health Counseling (4)

This course is the third in a sequence of practica and is one of the major experiential components of the Mental Health Counseling Program. As such, the student's experience will reflect increasing complexity and will build on the skills learned in COU 792, Internship I. By the end of this course, students will have advanced their entry-level counseling skills to the point where they include the ability to conduct clinical intake interviews, establish appropriate treatment goals, formulate a clinical rationale for work with clients using a sophisticated structure, apply immediacy skills in counseling sessions, and consistently integrate an accepted ethical decision making model into their work. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision. The offering of this course is contingent upon final ratification by the University Faculty.

Prerequisite: COU 792.

COU 794 Internship III in Mental Health Counseling (12)

This course is the final in a sequence of practica and is the major full-time experiential component of the Mental Health Counseling Program. As such, the student's experience will encompass all of the skills learned throughout fieldwork thus far. By the end of this course, students will have advanced their entry-level counseling skills to include the ability to conduct clinical intake interviews, individual therapy, group therapy, couples/family therapy, assessment,

case management services to clients, record keeping, and information and referral. The student will be proficient in using a variety of professional resources to enhance the provision of mental health services, such as instruments, technologies, print and non-print media, professional literature, and research information. Counseling skills will be reviewed by supervisors using student self-report, video-taped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision. The offering of this course is contingent upon final ratification by the University Faculty.

Prerequisite: COU 793.

COU 795 Special Topics (1-3)

Grading System: letter grades only.

COU 799 Independent Study (1-3)

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

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

DEPARTMENT OF EDUCATION

education.gallaudet.edu

Graduate School and Professional Studies
Fowler Hall, Room 304

Graduate Faculty

Cynthia Neese Bailes, Ph.D. (Chair); Thangi Appanah, Ph.D.; Carol J. Erting, Ph.D.; Maribel Garate, Ph.D.; Amy E. Hile, Ph.D.; Brenda Kruse-McConville, M.A.; Fred R. Mangrubang, Ph.D.; Julie Mitchiner, M.A.; Marilyn A. Sass-Lehrer, Ph.D.; Helen Thumann, Ph.D.; Lillian Tompkins, Ph.D.; Florence Vold, M.A.; Christina Yuknis, M.A.

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

The department today offers graduate and postgraduate programs to prepare professional personnel to work with all ages of deaf and hard of hearing children in various kinds of educational programs and settings. Programs are designed to meet students' individual needs and interests and are open to hearing, deaf, and hard of hearing individuals. Both coursework and practicum experiences are important preparation components. All programs involve exposure to professional organizations, agencies, and educational facilities related to the education of deaf and hard of hearing students, and provide for involvement in schools and classes. The department strongly recommends that students have both a car and a computer in order to benefit fully from course work and field experiences.

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

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

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

The Department of Education's model of professional preparation and development values American Sign Language and English as equally important for facilitating curriculum content and cultural literacy; the model supports the development of reflective professionals who review the teaching-learning process and engage in critical appraisal and problem-solving. The Department of Education prepares professionals to interact and communicate fluently with deaf and hard of hearing people and with children and youth with diverse family backgrounds and learning characteristics. The department's programs prepare graduates for advocacy and leadership roles, and to establish partnerships with deaf adults, parents, colleagues from multiple disciplines, and community and professional organizations.

Students desiring licensure by state education agencies should seek advisement about meeting the requirements for a particular state. These requirements vary, and it is the responsibility of the students to be familiar with them and to develop a plan for meeting them. Students who complete the Department of Education's state-approved programs of preparation are eligible for District of Columbia licensure with reciprocity in most states.

Financial assistance may be available to qualified applicants through both the Department of Education and the Office of Financial Aid at Gallaudet. Students are responsible for practicum-related costs. These costs vary, but it is recommended that students be prepared to spend an average of

\$1,000 for expenses related to practicum activities. Many opportunities for part-time employment on campus are available to graduate students.

All teacher preparation programs at Gallaudet University are approved by the District of Columbia Board of Examiners under the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The graduate programs are also approved by the Council on Education of the Deaf (CED) and the Council for Exceptional Children (CEC). Gallaudet University is accredited by the Middle States Association of Colleges and Secondary Schools.

There is a one-time fee of \$125 for access to TK20, the Professional Education Programs Unit's online assessment management system. This fee is required for all candidates in programs leading to professional licenses. This fee will be charged during the first semester of enrollment in an educational program.

Graduate Programs offered:

- Ph.D. Deaf Education
- Specialist (Ed.S.) in Deaf Education
- M.A. in Deaf Education: Teacher Preparation Program
 - Family Centered Early Education Specialization
 - Elementary Deaf Education Specialization
 - Secondary Deaf Education Specialization
 - Multiple Disabilities Specialization
- M.A.T. in American Sign Language/English Bilingual Deaf Education (K-12)
- M.A. in Deaf Education: Advanced Studies
- Special M.A. in Deaf Education
- Combined B.A. and M.A.T. in Education: American Sign Language/English Bilingual Deaf Education Program

Ph.D. Deaf Education

The Department of Education offers the doctor of philosophy degree in deaf education with an emphasis on language and literacy as the foundation for the education of deaf children and youth. The program is available for experienced educators who meet the University's Graduate School admission requirements and those of the department. The program is designed to prepare future teacher educators, with expertise in research, who will provide exemplary leadership in programs preparing teachers of deaf children and youth. Programs of study are cooperatively designed by the student, the student's advisor, and the Department Doctoral Studies Committee (DDSC) to include a concentration area of study under the mentorship of scholars in Deaf Education.

Admissions Procedures

Applicants for the Ph.D. in Deaf Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | April 15 |
| First Date for Consideration of Application: | As reviewed |

Program Specific Requirements

GRE

Three Letters of Reference

American Sign Language Fluency
English Fluency

Writing Sample

On-Campus Interview

Prior Educational Background

M.A. in Deaf Education or Related Field

EDF 720 or equivalent

Undergraduate major in Education or Related Field

Prior Professional Qualifications

Minimum of 3 years classroom teaching with PreK-12 deaf children and youth

CED Certification

Transfer Credit Hours

- A maximum of 12 post-master's semester credit hours taken before admission to Gallaudet's Ph.D. program may be transferred to Gallaudet's Ph.D. program on the condition that:
 - course grades are B or better
 - courses are relevant to the planned program; and
 - credits have been earned within five years prior to admission into the doctoral program.
- A maximum of 12 additional credits of coursework may be transferred into the Ph.D. program after admission on the condition that:
 - the coursework was preplanned and preapproved by the Department Doctoral Studies Committee, and
 - the sum of all transfer credits applied toward Ph.D. core coursework does not exceed 24 credits.

Program of Study

Residency Requirements

A minimum of two consecutive semesters, excluding summer sessions, must be spent at Gallaudet University in full-time study.

Core Courses*

All students admitted to the program must complete the core program of studies with grades of B or better:

EDU 707 The Structures and Applications of American Sign Language and English in the Classroom (4)

EDU 820 Proseminar: Doctoral Studies in Education (4)

EDU 830 Doctoral Seminar in University Teaching in Education (2)

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

EDU 880 Doctoral Studies in Deaf Education (3)

EDU 881 Doctoral Studies in General and Special Education (3)

EDU 885 Language, Culture, and Literacy: Issues in Deaf Education (3)

EDU 886 Theory and Research: Reading and Writing Instruction for Deaf Students (3)

EDU 889 Curriculum and Assessment of Deaf Children and Youth (3)

EDU 893 Practicum in University Instruction (2)

EDU 897 Research Internship (2; repeated four semesters)

EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3) (prerequisite)

EDF 801 Principles of Statistics I (3)
 EDF 810 Advanced Research Design I (3)
 EDF 812 Qualitative Research Methods (3)

A minimum of one of the following:
 EDF 802 Principles of Statistics II (3)
 EDF 811 Advanced Research Design II (3)
 EDF 895 (Special Topics course) Advanced Qualitative Research (3)

Concentration Area Coursework

Students take 15-18 semester hours of coursework in their concentration area of study. Concentration area coursework may be taken through universities in the Consortium of Universities of the Washington Metropolitan Area or other accredited universities.

Practica/Internships

Students complete a 2 credit practicum in university instruction and four 2-credit research internships designed to develop competencies in teaching and research.

Dissertation

Every student must complete a dissertation for the doctor of philosophy degree. The dissertation must incorporate a research design capable of addressing a theoretical problem in education of deaf children and youth. Over the course of the program, students must register for a total of nine credits (EDU 900). After nine hours are accrued, the student must register for a continuous enrollment until the dissertation is successfully defended to remain in the program.

Qualifying Examination

The qualifying examination consists of written and oral components and is scheduled after two semesters of full-time study or when the student has accrued between 18-30 hours.

Comprehensive Examination

The comprehensive examination consists of written and oral parts and is scheduled on completion of formal coursework, including practicum in university instruction, and the research internships. It must be passed prior to the dissertation proposal defense.

Advancement to Candidacy

To be eligible for candidacy, students must have completed all program requirements except the dissertation, including:

- (a) completion of all core and concentration area coursework with grades of B or better,
- (b) successful completion of both the qualifying and comprehensive exams,
- (c) completion of the practicum in university teaching and the research internship requirements,
- (d) meeting the department's residency requirement, and
- (e) attaining a grade point average of 3.25, excluding transfer credits.

Full-time students must reach candidacy within three years and complete all program requirements within seven years after matriculation.

Specialist (Ed.S.) in Deaf Education

The education specialist degree (Ed.S.) is offered only by special arrangement. The Ed.S. in deafness provides specializations in family-centered early education, multiple disabilities, and reading. The Ed.S. program is designed for teachers who have master's degrees in education of deaf and hard of hearing students and who wish to advance their careers.

Admissions Procedures

Applicants for the Ed.S. in Deaf Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | No set date |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

A master's degree from an accredited institution with a grade point average of 3.0 or better.

At least two years of successful teaching experience with deaf and hard of hearing students (as shown in supporting documentation from applicant's supervisor).

Provisional-level CED certification in the education of deaf and hard of hearing students or equivalent coursework and practicum.

Completion of a survey course on the nature and needs of people with disabilities and completion of any prerequisite courses for the student's major.

Verification of sign skills sufficient to converse with deaf individuals.

Program of Study

The 30-35 credit hour program is designed to be completed in three consecutive semesters (fall, spring, summer) or four summers, and includes professional issues courses (5 credit hours); major field or specialization courses (15 credit hours); expanded major, minor, or elective courses (9 credit hours); internship (1-6 credit hours); and proficiency in ASL. A major research project and paper are also required. Possible minor study areas include linguistics, supervision, counseling,

Residency Requirements

Eight credit hours of graduate-level coursework meeting requirements of the program may be transferred from another college or university if approved by the student's advisor and the department chair. The education specialist professional issues course and at least 9 credit hours toward the major must be taken at Gallaudet. Remaining courses must be taken at Gallaudet or at schools in the Consortium of Universities of the Washington Metropolitan Area.

M.A. in Deaf Education: Teacher Preparation Program

The M.A. teacher preparation program prepares entry-level educators seeking state licensure in the area of deaf and hard of hearing students and CED certification in the education of deaf and hard of hearing students. Students may follow a course of study in one of four areas of specialization: family-centered early education, elementary, secondary, and multiple disabilities.

Applicants who need prerequisites may have to take an additional year of studies. Since all undergraduate Education courses at Gallaudet are conducted in ASL, students who wish to fulfill prerequisites courses in education at Gallaudet are only able to do so if they possess adequate ASL skills. It is strongly recommended that applicants complete prerequisites before entering the M.A. teacher preparation program.

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

| Program | Credits | Typical Time Frame | Licensure and Certification |
|---------------------------------|---------|---------------------------------------|---|
| Family-Centered Early Education | 68-69 | Two calendar years, excluding summers | An initial licensure in Special Education; Deaf/Hard of Hearing (K-12); Council on Education for the Deaf (CED) certification in Infant/Primary Special Education |
| Elementary | 57-59 | Two calendar years, excluding summers | State licensure in deaf education; CED certification in Elementary |
| Secondary | 57-59 | Two calendar years, excluding summers | State licensure in deaf education; CED certification in Secondary |
| Multiple Disabilities | 63-65 | Two calendar years, excluding summers | State licensure in both deaf education and multiple disabilities; CED certification in Multiple Disabilities |

Admissions Procedures

Applicants for the M.A. in Deaf Education: Teacher Preparation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|--------------------|
| Last Date for Completed Application: | Rolling Admissions |
| First Date for Consideration of Application: | Rolling Admissions |

The Graduate School admission requirements and program requirements are essentially the same for all four Teacher Preparation specializations. Prerequisites and plans of studies vary by specialization in described in the individual programs for each.

Program Specific Requirements

Three Letters of Reference
Praxis I

Prerequisite Coursework

B.A. in Education

See each specialization for specific requirements

Prior Professional Experience

At least 200 hours of successful paid or volunteer work with infants, children, or adolescents, corresponding to the level for which the applicant is applying.

Prior certification preferred.

Family Centered Early Education Specialization Program of Study

The family-centered early education (FCEE) specialization in education of deaf and hard of hearing children prepares specialists to work with children from birth through 5 years of age who are deaf, hard of hearing, or have multiple disabilities, and their families. Graduates are prepared to fill a variety of roles including early childhood teacher, parent/family educator and consultant, family-child advocate, program developer and manager, and transdisciplinary team member. As such, graduates are qualified to work in public school, clinic, and special school settings with home or center-based early education programs. The course of study in the family-centered early education specialization leads to state licensure in Special Education/Deaf and Hard of Hearing (K-12) and Council on Education of the Deaf (CED) certification in infant/preprimary. An endorsement in Early Childhood Special Education may be recommended if the candidate has obtained an initial D.C. license in Early Childhood Education (P-3).

Program Requirements

- To complete the M.A. degree in the teacher preparation program, students must satisfy the following requirements.
- Completion of graduate degree requirements, as described in the appropriate section of the catalog.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education. Prerequisite coursework for each specialization should be completed prior to the beginning of Practicum II.
- Successful completion of student teaching or internship (grade of "B" or better). All required coursework must be successfully completed prior to the start of student teaching or internship.
- A *minimum* of one year of full-time enrollment in the program (usually the last year) is necessary to complete the master's degree program in teacher preparation due to practicum requirements and the integration of these with coursework. Although students may begin the program on a part-time basis, they cannot obtain the master's degree in the teacher preparation program through part-time study only.
- Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of 2+ prior to advancing to candidacy and beginning the second year of graduate study.

Typical Program

The M.A. teacher preparation program is designed to be completed in two academic years, excluding summers. Students are strongly encouraged to take sign language or other prerequisite coursework during the summer prior to beginning the program, however. In addition, some students may elect to take courses during the summer between the two years to lighten the course load during the academic year or to meet American Sign Language proficiency requirement.

Students must satisfactorily complete a prescribed course of study for the family-centered early education specialization teacher certification program. The required program of studies requires two full years plus two summers; a three-year plan of studies is recommended for students who lack coursework in Early Childhood Education. The program consists of course work in the following areas (credit hours indicated in parentheses are approximate):

education and deafness (3);
 infant development and assessment (4);
 working with families and other professionals (5-8);
 American Sign Language (9);
 linguistics and language acquisition (7);
 audiology and speech development (6);
 curriculum, instruction, and classroom management (10-16);
 research and foundations in education (6);
 field experiences and seminars (12)

Total 68-69 Credits

Copies of the complete sequence of study for the family-centered early education specialization are available from the Department of Education.

Prerequisite Coursework (or other evidence of knowledge in each area) for Family-Centered Early Education Specialization

Child Development OR Child Psychology
 Introduction to Exceptional Children
 General Psychology
 Educational Psychology or Learning Theory
 Foundations of Education
 Curriculum Development
 Early Childhood Instructional Methods (a minimum of 6 credits covering language arts, mathematics, science, and social studies on early childhood level)
 Methods of Teaching Reading OR Emerging Literacy
 Children's Literature
 World Literature
 Art
 Philosophy
 Mathematics (6 credits college-level)
 Science (6 credits college-level)
 Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
 Deaf Culture (a course, demonstrated experience, OR participation in Gallaudet's "Culture and Language Colloquium")
 Sign Language (2 semesters or demonstrated proficiency)

Practicum

An integral part of the family-centered early education specialization is the fieldwork with families and early education programs, undertaken during four semesters of the program. Supervision and coordination with the campus-based course work facilitates the development of skills for working with families in each practicum. The practica are developmental both in terms of the amount of time in the field, which ranges from 42-60 hours the first semester to 350 hours the fourth semester, and the increased responsibility and skill level required of the students.

Practicum sites are chosen to provide students with the opportunity to work with young children, from birth through 5 years and with different disabilities including deafness, and their families, to provide experience in a variety of programs (e.g., school, agency/clinic), and in different types of settings, e.g., home and/or center-based. Programs frequently used as practicum sites in the Washington, D.C., area include the Kendall Demonstration Elementary School (on the Gallaudet University campus), the Maryland School for the Deaf, early intervention centers and public schools in Prince George's County and Montgomery County, Maryland, and Fairfax County, Virginia. In addition, students are usually placed in programs out of the area for their final 10-week, full-time internship.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

Elementary Deaf Education Specialization***Program of Study***

Students may follow courses of study that build on backgrounds of various levels and focus on elementary or secondary (junior and senior high school) levels. Graduates are qualified to accept teaching positions in residential, day school, and day class programs and to teach in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in Special Education: Deaf and Hard of Hearing (K-12) and Council on Education of the Deaf (CED) certification in elementary or secondary education.

Program Requirements

- To complete the M.A. degree in the teacher preparation program, students must satisfy the following requirements.
- Completion of graduate degree requirements, as described in the appropriate section of the catalog.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education. Prerequisite coursework for each specialization should be completed prior to the beginning of Practicum II.
- Successful completion of student teaching or internship (grade of "B" or better). All required coursework must be successfully completed prior to the start of student teaching or internship.
- A minimum of one year of full-time enrollment in the program (usually the last year) is necessary to complete the master's degree program in teacher preparation due to practicum requirements and the integration of these with coursework. Although students may begin the program on a part-time basis, they cannot obtain the master's degree in the teacher preparation program through part-time study only.
- Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of 2+ prior to advancing to candidacy and beginning the second year of graduate study.

Typical Program

The M.A. teacher preparation program is designed to be completed in two academic years, excluding summers. Students are strongly encouraged to take sign language or other prerequisite coursework during the summer prior to beginning the program, however. In addition, some students may elect to take courses during the summer between the two years to lighten the course load during the academic year or to meet American Sign Language proficiency requirements.

Students must satisfactorily complete prescribed courses of study for the elementary or secondary specialization. The program typically consists of work in these areas (credit hours in parentheses are approximate):

education and deafness (3);
audiology and speech development (6);
sign communication (9);
language development (10);
curriculum and instruction (9);
research and foundations in education (6);
practicum (10)

Total 57-59 Credits

Copies of the complete sequence of required courses for each level are available from the department.

Prerequisite Coursework (or other evidence of knowledge in each area) for Elementary Deaf Education Specialization

Child or Adolescent Psychology (or Development), OR
Developmental Psychology
Introduction to Special Education
General Psychology
Educational Psychology OR Learning Theory
Foundations of Education
Curriculum Development
Instructional Methods (a minimum of 6 credits covering language arts, children's literature, mathematics, science, and social studies)
Instructional Development
Educational Technology, OR Media Production
Methods of Teaching Reading
World Literature
Art
Philosophy
Mathematics (6 credits college- level)
Science (6 credits college-level)
Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
Deaf Culture (a course, demonstrated experience, or participation in Gallaudet's "Culture and Language Colloquium")
Sign Language (2 semesters or demonstrated proficiency)

Practicum

Practical, classroom-based experiences are incorporated into each semester of the program. These experiences include directed observation in school programs and at various agencies and organizations for deaf and hard of hearing people; directed participation during which students serve as teacher aides for two or three half-days per week; and one 10-week period of full-time student teaching. Practicum sites are chosen to provide students with a variety of experi-

ences in settings of different types-day/residential, mainstreamed/self-contained/departmentalized-and in classes using a variety of communication modes and instructional approaches. Programs typically used in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George's and Montgomery counties, Maryland. Students are also placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf students in Arizona, California, Colorado, Massachusetts, New York, Texas, and Virginia. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

Secondary Deaf Education Specialization

Program of Study

Students may follow courses of study that build on backgrounds of various levels and focus on elementary or secondary (junior and senior high school) levels. Graduates are qualified to accept teaching positions in residential, day school, and day class programs and to teach in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in Special Education: Deaf and Hard of Hearing (K-12) and Council on Education of the Deaf (CED) certification in elementary or secondary education.

Program Requirements

- To complete the M.A. degree in the teacher preparation program, students must satisfy the following requirements.
- Completion of graduate degree requirements, as described in the appropriate section of the catalog.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education. Prerequisite coursework for each specialization should be completed prior to the beginning of Practicum II.
- Successful completion of student teaching or internship (grade of "B" or better). All required coursework must be successfully completed prior to the start of student teaching or internship.

- A minimum of one year of full-time enrollment in the program (usually the last year) is necessary to complete the master's degree program in teacher preparation due to practicum requirements and the integration of these with coursework. Although students may begin the program on a part-time basis, they cannot obtain the master's degree in the teacher preparation program through part-time study only.
- Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of 2+ prior to advancing to candidacy and beginning the second year of graduate study.

The M.A. teacher preparation program is designed to be completed in two academic years, excluding summers. Students are strongly encouraged to take sign language or other prerequisite coursework during the summer prior to beginning the program, however. In addition, some students may elect to take courses during the summer between the two years to lighten the course load during the academic year or to meet American Sign Language proficiency requirements.

Students must satisfactorily complete prescribed courses of study for the elementary or secondary specialization. The program typically consists of work in these areas (credit hours in parentheses are approximate):

education and deafness (3);
audiology and speech development (6);
sign communication (9);
language development (10);
curriculum and instruction (9);
research and foundations in education (6);
practicum (10)

Total 57-59 Credits

Copies of the complete sequence of required courses for each level are available from the department.

Prerequisite Coursework (or other evidence of knowledge in each area) for Secondary Deaf Education Specialization

Child or Adolescent Psychology (or Development), OR
Developmental Psychology
Introduction to Special Education
General Psychology
Educational Psychology OR Learning Theory
Foundations of Education
Curriculum Development
Instructional Methods for applicant's content area

Instructional Development, Educational Technology, OR
Media Production

Content Area Courses (thirty or more credits)

Methods of Teaching Reading

Children's Literature

World Literature

Art

Philosophy

Social Sciences (12 credits, including one course in world history or cultures and one course in American history)

Deaf Culture (a course, demonstrated experience, or participation in Gallaudet's "Culture and Language Colloquium")

Sign Language (2 semesters or demonstrated proficiency)

Practicum

Practical, classroom-based experiences are incorporated into each semester of the program. These experiences include directed observation in school programs and at various agencies and organizations for deaf and hard of hearing people; directed participation during which students serve as teacher aides for two or three half-days per week; and one 10-week period of full-time student teaching. Practicum sites are chosen to provide students with a variety of experiences in settings of different types-day/residential, mainstreamed/self-contained/departmentalized-and in classes using a variety of communication modes and instructional approaches. Programs typically used in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George's and Montgomery counties, Maryland. Students are also placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf students in Arizona, California, Colorado, Massachusetts, New York, Texas, and Virginia.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

Multiple Disabilities Specialization

Program of Study

The multiple disabilities specialization prepares teachers to work with deaf and hard of hearing students with disabilities such as mental retardation, learning disabilities, behavior problems, physical disabilities, or visual disability. The noncategorical preparation addresses needs of students with multiple disabilities across a range of developmental levels and ages. Graduates may obtain positions as teachers in self-contained classes, resource rooms, or as itinerant teachers for students with multiple disabilities, working in day or residential programs in mainstream or special school settings. The course of study in this specialization leads to state licensure in Special Education: Deaf and Hard of Hearing (K-12) and Council of Education of the Deaf (CED) certification in Multiple Disabilities.

Program Requirements

- To complete the M.A. degree in the teacher preparation program, students must satisfy the following requirements.
- Completion of graduate degree requirements, as described in the appropriate section of the catalog.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education. Prerequisite coursework for each specialization should be completed prior to the beginning of Practicum II.
- Successful completion of student teaching or internship (grade of "B" or better). All required coursework must be successfully completed prior to the start of student teaching or internship.
- A minimum of one year of full-time enrollment in the program (usually the last year) is necessary to complete the master's degree program in teacher preparation due to practicum requirements and the integration of these with coursework. Although students may begin the program on a part-time basis, they cannot obtain the master's degree in the teacher preparation program through part-time study only.
- Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of 2+ prior to advancing to candidacy and beginning the second year of graduate study.

Typical Program

The M.A. teacher preparation program is designed to be completed in two academic years, excluding summers. Students are strongly encouraged to take sign language or other prerequisite coursework during the summer prior to beginning the program, however. In addition, some students may elect to take courses during the summer between the two years to lighten the course load during the academic year or to meet American Sign Language proficiency requirements.

Students must satisfactorily complete a prescribed course of study for the multiple disabilities specialization. The program typically consists of coursework in the following areas (credit hours indicated in parentheses are approximate):

education and deafness (3);
 nature and needs of students with multiple disabilities (3);
 audiology and speech development (6);
 American Sign Language (9);
 language development (10);
 curriculum and instruction for students with multiple disabilities (15);
 working with families (3);
 research and foundations in education (6);
 practicum (10)

Total 63-65 Credits

Copies of the complete sequence of required courses for the multiple disabilities specialization are available from the department.

Prerequisite Coursework (or other evidence of knowledge in each area) for Multiple Disabilities Specialization

Child or Adolescent Psychology (or Development), OR
 Developmental Psychology
 Introduction to Special Education
 General Psychology
 Educational Psychology OR Learning Theory
 Foundations of Education
 Curriculum Development
 Instructional Methods (a minimum of 6 credits covering language arts, children's literature, mathematics, science, and social studies)
 Instructional Development
 Educational Technology, OR Media Production
 Methods of Teaching Reading
 World Literature

Art
 Philosophy
 Mathematics (6 credits college- level)
 Science (6 credits college-level)
 Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
 Deaf Culture (a course, demonstrated experience, or participation in Gallaudet's "Culture and Language Colloquium")
 Sign Language (2 semesters or demonstrated proficiency)

Practicum

An integral part of the multiple disabilities specialization is the practicum undertaken during four semesters of the program. Supervision and coordination with the campus-based coursework facilitate the development of instructional and management competencies in each practicum. The practica are developmental both in terms of the amount of time in the field, which ranges from 42-60 hours the first semester to 350 hours the fourth semester, and the increased responsibility and skill level required of the students. Many practicum facilities are used to provide students with a variety of experiences in settings of different types and with students with different developmental levels, combinations of disabilities, and ages. Programs frequently used in the Washington, D.C., area include the Kendall Demonstration Elementary School (on the Gallaudet University campus), the Maryland School for the Deaf, and day schools, classes, resource rooms, and itinerant placements in Fairfax County, Virginia, and Prince George's County, Maryland, public schools. In addition, students may be placed in programs out of the area for their final 10-week, full-time student teaching placement.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

M.A.T. in American Sign Language/English Bilingual Deaf Education (K-12)

While designed for graduates of the Gallaudet university undergraduate programs in Educations, applicants with an NCATE accredited Bachelor's Degree in Education in Early Childhood Education, Elementary and/or Secondary Education from other universities may also qualify. The MAT: ASL/English Bilingual Deaf Education Program emphasizes the equal importance of ASL and English in the classroom, in the school, in the community, and in society in general. The requirements for the MAT: ASL/English Bilingual Deaf Education Program can be completed in one calendar year (including summer) after completion of a Bachelor's Degree in Education. Candidates in the program will major in Deaf Education at the elementary (K to 8th grade) or secondary (junior and senior high school) level. Graduates are qualified to accept teaching positions in residential, day school programs, and in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in education of deaf and hard of hearing students and to Council on Education of the Deaf (CED) certification in elementary or secondary education.

Admissions Procedures

Applicants for the M.A.T. in American Sign Language/English Bilingual Deaf Education (K-12) must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | No set date |
| First Date for Consideration of Application: | February 15 |

Program Specific Requirements

Three Letters of Reference
 Portfolio of Related work experiences and education courses
 On-campus interview
 GU-ASLPI score 2+ or higher
 Praxis I

Prerequisite Coursework

B.A. or B.S. in Education from an NCATE accredited program in Education: ECE, Elementary or Secondary

Prior Professional Experience

200 or more hours of Education related experiences with deaf/hard of hearing children

Prior certification preferred

Police or other background check

Program of Study

Students must satisfactorily complete the prescribed course of study for the MAT program. The program typically consists of work in these areas (credit hours indicated in parentheses are approximate):

education and deafness (3);
language development (10);
curriculum and instruction (9);
research and foundations of education (6);
practicum (8)
optional work in audiology and speech development (6)

Practicum

Practical, classroom-based experiences are incorporated into the fall and spring semesters of the program. These experiences include directed participation during which the students work in classrooms for three half-days per week, and one 10-week period of full-time student teaching.

Practicum sites provide students with a variety of experiences in settings of different types-day/residential, mainstreamed/self-contained/departmentalized-and in classes using a variety of communication modes and instructional approaches. Programs typically used in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George's and Montgomery counties, Maryland. In addition, students may be placed in programs out of the area for their student teacher placement.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

M.A. in Deaf Education: Advanced Studies

The Advanced Studies in Deaf Education master of arts program is a 34-36 semester hour program designed specifically for teachers of deaf and hard of hearing students who have state licensure in deaf education or provisional CED certification (or the equivalent) and who are currently working in the field. Each student follows an individually tailored course of study based on educational background and teaching experience with deaf and hard of hearing students.

The program is designed to provide experienced teachers an opportunity to acquire additional knowledge and skills in deafness and a related area. Graduates may be prepared for an additional specialization and/or certification area.

Admissions Procedures

Applicants for the M.A. in Deaf Education: Advanced Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the .

| DEADLINE | DATE |
|--|--------------------|
| Last Date for Completed Application: | No set date |
| First Date for Consideration of Application: | Rolling Admissions |

Program Specific Requirements

Three Letters of Reference

Prerequisite Coursework

B.A. in Education or appropriate coursework

Prior Professional Experience

Prior certification preferred

Program of Study

The advanced studies course of study is individually designed by the student and advisor within the following framework (approximate credit hours indicated):

- advanced foundations in education (9);
- education and deafness (11-12);
- cognate area (11-12);
- independent study (3);
- and proficiency in ASL

The cognate areas from which a student may select an area of specialization or related study include multiple disabilities, family-centered early education, language, reading, supervision, and counseling. The independent study is usually done in the cognate area and involves the development of a project or research paper. A Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of 2+ is required prior to being advanced to candidacy.

The program may be completed by attendance through full- or part-time study during the academic year and summer. Eight hours of graduate-level coursework meeting the requirements of the program may be transferred from another college or university.

Special M.A. in Deaf Education

Special M.A. degree programs are provided, at the discretion of the department, for full-time or part-time students who do not wish to pursue the standard teacher preparation curriculum, (e.g., graduates of undergraduate programs majoring in education of deaf and/or hard of hearing students; teachers of deaf and hard of hearing students seeking professional-level CED certification; teachers who wish to pursue further study; international students). These programs are designed in consultation with the individual student and do not lead to teacher certification or licensure. For a master's degree, the student must satisfy general admission requirements of the Graduate School and the Department of Education, complete the individually planned program, and fulfill all Graduate School degree requirements as listed in this catalog. In addition, a Gallaudet University American Sign Language Proficiency Interview rating of Intermediate Plus is required prior to being advanced to candidacy.

Admissions Procedures

Applicants for the M.A. in Deaf Education: Special Programs must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | No set date |
| First Date for Consideration of Application: | February 15 |

Program Specific Requirements

Three Letters of Reference

Prerequisite Coursework

B.A. in Education or appropriate coursework

Prior Professional Experience

Prior certification preferred

Program of Study

These programs are designed in consultation with the individual student and do not lead to teacher certification or licensure.

Combined B.A. and M.A.T. in Education: American Sign Language/English Bilingual Deaf Education Program

Undergraduate majors in education are encouraged to consider an innovative program that combines the final year of the undergraduate education major with an additional one-year program to obtain a Master of Arts in Teaching degree in deaf education. This program combines a BA or BS in Education with a Masters of Arts in Teaching: American Sign Language/English Bilingual Deaf Education (also known as the BA/MAT program.)

Targeted toward graduates of its undergraduate program in education, the Department of Education offers the BA/MAT program as an option leading to a Master's of Arts in Teaching degree in deaf education. The BA/MAT program is designed to meet the needs in the field for an increased number of teachers who are deaf. It enables students to complete their Master's degree in one calendar year after completion of the bachelor's degree in education. Coursework in the program can begin as early as the junior year. Students in the program will major in deaf education at the elementary (1 - 6th) or secondary (junior and senior high school) level. Students in the program major in ASL/English Bilingual Education at the elementary or secondary (junior and senior high school) level. Graduates are qualified to accept teaching positions in residential, day school, and day class programs and to teach in self-contained, departmentalized and mainstreamed settings. The course of study leads to state license in education of deaf and hard of hearing children and to Council on Education of the Deaf (CED) certification in elementary or secondary education.

Admissions Procedures

Students will be admitted to the program before beginning their senior year (some course work can be taken as early as the junior year). Qualifications include demonstration of the following:

- Score of 2+ or higher on the American Sign Language Proficiency Interview (ASLPI).
- Passing Praxis 1 scores as determined by the District of Columbia State Education Agency.
- At least 200 hours of successful paid or volunteer work with deaf and/or hard of hearing infants, children or adolescents corresponding to the level for which the applicant is applying (as documented in resume, letters of support and graduate school application).
- Extensive experience with people who are deaf.

Gallaudet undergraduate students desiring admission to the BA/MAT ASL/English Bilingual: Deaf Education Program also must demonstrate:

- Good standing in Gallaudet's Undergraduate Teacher Education Program (GPA of 3.0 or better, B or better in all EDU courses, 3.0 average in all content area coursework for Secondary majors).

- Three letters of reference. Two of those recommendations must come from Gallaudet University faculty members who regularly teach undergraduate education courses.
- Eligibility for education major coursework (i.e., 400-level courses).
- Completion of at least 15 credits of undergraduate education coursework.
- Interview/disposition assessment

Upon completion of the bachelor's degree, students in the BA/MAT program must apply for graduate study and must meet all admission requirements specified for graduate degree students as described in the Admission sections of the graduate catalog. Visit the Graduate Admissions web site (aaweb.gallaudet.edu/gradadmissions.xml) for more information and a checklist of application requirements.

Program of Study

Students must satisfactorily complete the prescribed course of study for the BA/MAT program. The BA/MAT program consists of 39 credits (plus student teaching, 22 of which can be completed prior to the undergraduate education student completing their BA at Gallaudet. The remaining 17 credits (plus student teaching) are taken during the summer, fall and spring of the graduate year. The coursework is designed to meet the requirements for teacher licensure and certification and also reflects the philosophical orientation of the Department of Education.

The course of study includes work in these areas (credit hours indicated in parentheses are approximate):

- education and deaf culture (3)
- literacy and language development (12)
- curriculum instruction and assessment (12)
- research and foundations of education (6)
- families (3)
- practicum (9)

For a specific list of courses see the graduate catalog.

Practicum

Practical, classroom-based experiences are incorporated throughout the undergraduate and graduate portions of the program. These experiences include directed participation during which the students work in classrooms for three half-days per week, and a minimum of a 6 week student teaching placement working with Deaf and Hard of Hearing children (in addition to a minimum 6 week placement working with hearing children.).

Practicum sites are chosen to provide students with a variety of experiences in settings of different types-day/residential, mainstreamed/self-contained/departmentalized-and in classes using a variety of communication modes and instructional approaches. For practicum experiences (three half-days per week), students are typically placed in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George's and Montgomery Counties, Maryland. For the 6 week (minimum) period of full time student teaching, students can be placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf and hard of hearing students in several U.S. states.. There may also be opportunities for international student placement.

Institutional Report Card for Teacher Preparation in response to Title II of the Higher Education Act, 1998

Title II of the Higher Education Act, as amended in 1998, holds institutions accountable for preparing teachers who have appropriate teaching skills and are highly competent in the academic content areas in which the teachers plan to teach. Section 207 of Title II of the Higher Education Act mandates that the U.S. Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs.

The information below provides an overview of Gallaudet University's undergraduate teacher education program. The Educational Testing Services (ETS) documents present Praxis licensure test pass-rate information as reported by ETS for first-time completers of our state approved teacher education program. ETS also reports pass rate information for program completers three years after they complete the program in Follow-Up Cohort Pass Rates.

- Program Information for Academic Year 2007-2008:
- Total number of students enrolled: **41**
- Total number of students in programs of supervised student teaching: **12**
- Total number of supervising faculty for the teacher preparation program: **6**
- The student/faculty ratio: **2:1**
- The average number of hours per week required of student participation was **35 hours**. The total number of weeks of supervised student teaching required is **10 weeks**. The total number of hours is **350 hours**.
- The teacher preparation program is currently approved by the District of Columbia.
- The teacher preparation program is not currently designated as "low-performing" by the state as defined by Section 208(a) of the HEA of 1998.

[Pass-Rates Information for Academic Year 2007-2008](#) is provided in the Appendix of this catalog, starting on [page 221](#). Title II Follow-Up 2004-2005 Academic Year Cohort reports are also provided in the Appendix.

Education Graduate Courses

EDU 603 ASL/English Bilingual Ed. I : Language and Learning (3)

This course addresses the current research in bilingual and ESL education, culture, and the bilingual child, first and second language acquisition and learning, and language use. Participants reflect on the concepts of bilingualism presented as well as their own bilingual experiences. They apply their reflections and learning through on-line and group activities and assignments designed to promote the creation of optimum bilingual classrooms for diverse groups of deaf and hard-of-hearing children.

Prerequisite: Students must be admitted to the ED or Deaf Ed program and in good standing.

EDU 604 ASL/Bilingual Ed. II: Methodology and Application (3)

This course addresses the bilingual and ESL (English as Second Language) instructional methodology in the general literature and its applications to a diverse group of deaf and hard-of-hearing children. Students will apply various instructional strategies they learn during their practicum experiences reflect on these applications through on-line and group activities and assignments designed to promote the creation of optimum bilingual classrooms.

Prerequisite: Students must be admitted to the Masters of Arts in Teaching Program; EDU 603 and EDU 713.

EDU 605 ASL/English Bilingual Ed. III: Assessment: Language and Literacy (3)

This course will focus on the current research on and links between bilingual/ESL methodology and assessment in language and literacy instruction. Preservice teachers will apply various ASL and English assessment tools to explore ways of assessing diverse deaf and hard-of-hearing students' language and literacy acquisition and learning at home and at school. Based on the results of these assessments, the preservice teachers will reflect on and identify the bilingual methodology approaches to meet the ASL and English language and literacy needs of students. They will apply these strategies to lesson and unit planning, and within their practicum settings.

Prerequisite: EDU 604.

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 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 702 Speech Development and Auditory Habilitation for Deaf and Hard of Hearing Children and Youth (3)

Theories, research, methods, and perspectives pertaining to the development of auditory/oral skills in deaf and hard of hearing youth. Knowledge of the development, improvement, and/or maintenance of auditory/oral skills in an interdisciplinary educational environment. Course section reflects the diversity of specialization areas and students enrolled.

Prerequisite: A&S 707.

EDU 706 Development of the Young Child (2)

Development of the young child 0-5 and differences that may result from deafness. The interrelationship of physical, perceptual, cognitive, social, and emotional development and the impact of deafness on the family. Emphasis on lining theory to practice with young children in diverse cultural and family contexts from an early intervention specialist's perspective.

EDU 707 The Structures and Application of American Sign Language and English in the Classroom (4)

This course is designed to provide the students with the knowledge of the specific linguistic structures and introduce them to basic similarities and differences in the linguistic structures and uses of American Sign Language (ASL) and English. Examining categories from a universal perspective, the linguistic contrastive analysis is accomplished by focusing on: phonological and morphological processes, syntactic properties, discourse types, word classes, and linguistic variation in Deaf and Hearing communities in the United

States. Also, the students will examine the basic phonological, morphological, syntactic, and semantic features of ASL and English. Application of the instructional ASL/English linguistics and structures in the classroom and activities will be presented. Students will develop activity plans, and adapt and implement the methodologies and materials used in ASL/English learning to the needs of the individual Deaf/Hard of Hearing child.

Prerequisite: Students must be admitted to the ED or Deaf Ed program and in good standing.

EDU 708 Assessment of the Young Child: A Transdisciplinary Approach (2)

The examination of various approaches to assessment of the young child with particular emphasis on adaptations for children who are deaf or hard of hearing. An emphasis on development of transdisciplinary team-building skills, assessment, and parent involvement.

Prerequisite: EDU 706.

EDU 709 Literacy and Deaf Students: Theories, Issues and Applications (3)

Theories and issues of literacy learning and teaching and their applications for deaf learners. Includes assessment and instructional strategies for home and school applications.

Prerequisite: LIN 707

Co-requisite: Basic Reading Methods Course.

EDU 711 Field Experience and Seminar: Early Education (1)

This course provides introductory information and experience relating to early education programs for infants and preschoolers with special needs and their families. The field experience component includes directed visits and participation in early education programs; visits with families/caregivers; and supervised observation and interaction assignments. The seminar component focuses on educationally relevant inquiry-based topics related to professional practices and work in family-centered early education programs, observation strategies, reflective journaling, and student-professional portfolio building. .

EDU 713 Language Acquisition and Cognitive Development (3)

This course addresses several theories and theorists on language acquisition and cognitive development, with a focus on educational applications with deaf children. The instructor presents information, facilitates cooperative learning activities, and models educational strategies. Class participants

fully participate in cooperative learning activities, complete required readings and journal response activities, and complete projects/assignments, individually or in teams.

Prerequisite: LIN 707

Co-requisite: Basic Reading Methods Course.

EDU 714 Family-Professional Collaboration in Early Communication Planning (3)

Knowledge and skills for establishing parent-professional partnerships and interdisciplinary collaboration in the early identification of hearing loss and the management of communication development for infants and toddlers who are deaf or hard of hearing. Knowledge of communication and language approaches and interventions. Understanding the audiologic/oral and visual/motor development and assessment process; skills for facilitating parent/caregiver decision making, collaborative planning and implementation of goals; and facilitating family and parent-child communication.

Prerequisite: HSL 707.

Co-requisite: EDU 713 and Cognitive Development. Or Permission of Instructor.

EDU 719 Deaf People, Education and Community (3)

Orientation to cultural, historical, and philosophical, psychological, and social aspects of diverse deaf and hard of hearing individuals and the deaf community. Introduction to issues and research in the education of deaf and hard of hearing children, and youth, including historic, and current objectives, techniques, and results.

EDU 721 Applied Behavior Analysis for Teachers (2-3)

Classroom application of reinforcement, contingency management, and related techniques of observing, describing, and modifying social, linguistic, academic, and personal behaviors. Application especially to students with multiple disabilities.

EDU 724 Classroom Applications of Sign Communication (2)

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

EDU 727 Educational Implications of Cognitive, Vision, and Physical Disabilities in Deaf Students (3)

An overview of accompanying disabilities frequently found in infants, children, and youth who are deaf or hard of hearing, how such disabilities interact with deafness to create unique educational needs, and implications for teachers of students with such needs. In addition to an overview of normal vision functioning and the application of learning theory to students with cognitive disorders, the course addresses a variety of disabilities including common vision impairments, mental retardation, learning disabilities, cerebral palsy, and other physical disabilities.

EDU 733 Teaching Thinking Skills, Level I (2)

The theoretical and methodological background for teaching the first level of the thinking skills curriculum, lifelong learning for deaf and hard of hearing students. Research results with deaf learners will be discussed.

EDU 734 Teaching Thinking Skills, Level II (2)

The theoretical and methodological background for teaching the second level of thinking skills curriculum, "Instrumental Enrichment," a program that focuses on teaching cognitive skills such as categorization, sequencing temporal relationships, verbal instructions, and hierarchical relationships. Applications of these skills to all subject areas and to lifelong learning for deaf and hard of hearing students.

Prerequisite: EDU 733.

EDU 735 Teaching Thinking Skills, Level III (2)

Theoretical and methodological background for teaching the thinking skills curriculum, "Instrumental Enrichment," a program that focuses on teaching such cognitive skills as orientation in geographic space, symbolic logic, syllogisms, and general cognitive synthesis. Analysis of the changes in teacher behavior required for teaching cognitive skills.

Prerequisite: EDU 733, 734.

EDU 737 Development of Self-Help and Motor Skills in Students with Severe Disabilities (2)

Educational assessment, planning, and programming in the curricular areas of gross and fine motor development, self-help, and orientation and mobility.

EDU 744 Life Skills Training for Secondary Age Students with Multiple Disabilities (3)

General case programming, individualized program planning, instructional methods, transition issues, and classroom operations for secondary age students with multiple disabilities. Issues relating to vocational, leisure, and independent living domains which are age-appropriate, community-referenced, and future-oriented.

Prerequisite: EDU 727.

EDU 745 Teaching Academics to Students with Multiple Disabilities (2)

An overview of the flexible modifications that can be introduced to the traditional curriculum in order to meet the needs of moderately involved deaf and hard of hearing children and youth with multiple disabilities. Special emphasis on the functional adaptations that enhance achievement.

Prerequisite: EDU 727.

EDU 746 Developing Relationships with Families and Children (2)

This course provides graduate-level students in education with basic knowledge and skills needed for establishing effective and nurturing relationships with parents, families, children, and students. During this course, students will read about and discuss a model for helping relationships, as well as engage in group processes and practice the component skills that define a helping relationship.

EDU 747 Families with Deaf Children (3)

The family as the child's most significant resource and support system, the impact on the family of the diagnosis of hearing loss, procedures and strategies for developing relationships with families with deaf children, and designing family programs and approaches based on theory, research, and current practice in family development and function.

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

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

EDU 756 Communication and Collaboration w/ Families and Other Professionals in Early Education w/Deaf Children (2)

Communication, collaboration, and microcounseling principles and skills for early education specialists. Focus is on team and family interactions, group processes, and problem-solving techniques. Interdisciplinary approach is taken to working with families through a collaborative teaching model including faculty in related academic departments, parent consultants, and professionals in the field working with young children who are deaf and hard of hearing and their families, including early education specialists and clinicians specializing in family interventions.

EDU 757 Curriculum and Instruction for Young Children: An Interdisciplinary Approach (3)

The planning of learning experiences, information, and techniques needed to develop curriculum and instruction for parent-infant/early childhood programs. Practical applications based on the integration of theories and research and the fields of infant/child and family development, early childhood special education, education of deaf children, and curriculum. An emphasis on interdisciplinary planning, instruction, and program implementation.

Prerequisite: EDU 706, EDU 708, and EDU 713.

Co-requisite: EDU 772.

EDU 759 Assessment, Curriculum, and Instruction for Deaf Learners: Elementary (3)

Course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf learners in elementary educational programs. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings provide focus for the deaf. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective instructional practices are demonstrated through classroom and field-based experiences.

Prerequisite: EDU 713.

Co-requisite: EDU 709 and EDU 789.

EDU 760 Computers and Related Technologies for Early Childhood Special Education (2)

This lecture/laboratory course provides a review of instructional and assistive technology for very young children (0-5 years). Developmentally appropriate assistive technology and high tech computer-based technology are explored. A range of developmentally appropriate software is reviewed.

Students apply a variety of developmental and educational technology solutions to case study examples of young children who are deaf or hard of hearing and/or have developmental disabilities.

EDU 761 Individualizing Instruction for Students with Special Needs (3)

This course will prepare students to work with deaf and hard of hearing children and youth with a broad range of disabilities and educational needs. The course is designed to foster acceptance of diversity among individuals as well as to develop skills in writing appropriate Individualized Education Programs (IEPs). Cognitive and behavioral theories, legal issues, functional academics, and life skills will be addressed.

EDU 762 Assessment, Curriculum, and Instruction for Deaf Learners: Secondary (3)

Course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf learners in secondary educational programs. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings provide focus for the deaf. Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective instructional practices are demonstrated through classroom and field-based experiences.

Prerequisite: EDU 713.

Co-requisite: EDU 709 and EDU 789.

EDU 769 Field Experience and Seminar: Multiple Disabilities (1)

Directed observation and participation in educational programs for students with multiple disabilities; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics.

EDU 771 Practicum I and Seminar: Early Education (1)

Supervised practicum in an assigned program for youngsters from birth through 5 years of age and their families for a period of 10 weeks. Practicum experiences with an assigned family that has a child who is deaf or hard of hearing. Seminars focus on practicum experiences and applications of information in areas such as child observation, communication and language acquisition and use, family involvement, and cultural perspectives.

Prerequisite: EDU 706, EDU 711.

Co-requisite: EDU 708, EDU 713.

EDU 772 Practicum II and Seminar: Early Education (2)

Supervised practicum in an assigned program for young children from birth through age 5 who are deaf or hard of hearing and their families for a period of 10 weeks. Practicum experiences with an assigned family that has a child who is deaf or hard of hearing. Seminars offer opportunities to focus on practicum experiences and share applications of knowledge in areas such as child development, assessment, behavior management, instructional approaches, interdisciplinary teaming, family involvement, and cultural diversity.

Prerequisite: EDU 711, EDU 771.

Co-requisite: EDU 757, EDU 727.

EDU 781 Practicum I and Seminar: Multiple Disabilities (1)

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 60 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

Prerequisite: EDU 769.

Co-requisite: EDU 713 and EDU 737.

EDU 782 Practicum II and Seminar: Multiple Disabilities (2)

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 90 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of students' classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

Prerequisite: EDU 769 and EDU 781.

Co-requisite: EDU 744 and EDU 745.

EDU 785 Field Experience and Seminar: Deaf Education (1)

Directed observation and participation in educational programs for deaf children; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics.

EDU 786 Seminar for Student Teachers: Early Education (1)

A seminar involving students and faculty practicum supervisors for discussions related to student teaching and professional activities. Provides for an exchange of ideas on family-centered early education practices. Emphasis on interdisciplinary and interagency collaboration.

EDU 787 Practicum I and Seminar: Deaf Education (1)

Supervised practicum in an assigned program for deaf children, at the early childhood, elementary, and secondary levels, for a period of 10 weeks (minimum of 60 clock hours). Experiences include observation and instruction. A series of seminars involve discussions of student's classroom experiences, with special emphasis on areas such as communication methodologies, language acquisition and use, and multi-cultural considerations.

Prerequisite: EDU 785.

Co-requisite: EDU 713 and matriculated student status.

EDU 789 Practicum II and Seminar: Deaf Education (3)

Supervised practicum in an assigned program for deaf children, at the student's level or area of specialization, for a period of 10 weeks (minimum of 90 clock hours). Experiences include observation and instruction. A series of seminars involves discussion of student's classroom experiences, with special emphasis on areas such as interdisciplinary teaming, Individualized Education Plan development, instructional strategies, and multicultural considerations.

Prerequisite: EDU 785, EDU 787.

Co-requisite: EDU 759 or EDU 762.

EDU 792 Student Teaching Seminar (1)

This course is a one-credit course. It provides opportunities for graduating graduates in deaf education to participate in discussions and activities that pertain to their anticipated professional responsibilities as teachers. The course covers topics and activities, which include discussion and sharing of student teaching experiences, health risk factors for teachers, building collaborative relationships with families and related service personnel, surviving the death of a student with disabilities, creating the classroom environment, survival strategies for the beginning teacher, and preparing an interviewing for jobs in deaf education.

EDU 793 Field Experience in Education: Deafness (1-6)

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

Prerequisite: Matriculated students only.

EDU 795 Special Topics (1-3)

Grading System: letter grades only.

EDU 797E Student Teaching with Deaf Students: Elementary (8)

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

Prerequisite: An Approved Student Teaching Application and permission of the department.

EDU 797F Internship in Family-Center Early Education (8)

Supervised internship in a family-centered early education program for a minimum of 40 clock hours per credit hour.

Prerequisite: EDU 786.

EDU 797M Student Teaching with Deaf Students: Multiply Disabilities (8)

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

Prerequisite: EDU 792.

EDU 797S Student Teaching with Deaf Students: Secondary (8)

Supervised student teaching in the area of specialization for a minimum of 40 clock hours per credit hour.

Prerequisite: EDU 792.

EDU 799 Independent Study (1-3)

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

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

EDU 820 Proseminar: Doctoral Studies in Education (4)

The proseminar is designed to introduce first year doctoral students to scholarly thinking and writing by providing a foundation for inquiry about educational issues through critical reading, analytical writing, and thoughtful, collegial discussion.

Prerequisite: Admission to a Gallaudet University doctoral program.

EDU 830 Doctoral Seminar in University Teaching in Education (2)

This seminar is first in a series and provides a forum for doctoral students to explore and discuss beliefs and practices related to teaching undergraduate and graduate university education courses; topics include course design, course preparation and presentation, use of appropriate technology and media, organizing effective participatory learning, developing and using effecting teaching strategies and

standards-based assessment techniques, and mentoring for reflective teaching/learning. In addition to seminars, the doctoral student will complete a minimum of 20 (twenty) hours of field experience comprised of classroom observation and conferencing with Department of Education faculty members.

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

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

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

Prerequisite: EDU 830 or permission of instructor.

EDU 840 Professional Issues Seminar (2)

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

EDU 844 Guided Professional Studies (3)

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

Prerequisite: An Ed.S. course.

EDU 845 Curriculum Development (3)

This course is designed for the educational leader and deals in-depth with the place of schooling in the American experiment (which is American society), the nature of curriculum, theories of curriculum, and important trends at the early childhood, elementary, and secondary levels in general education; provides a curricular and instructional basis for educational courses which are a part of the future leader's program of studies; and includes trends and issues in

classroom organization, program development, curriculum design, instructional options, and strategies of assessment. With this knowledge the curriculum leader can be an agent of change.

EDU 880 Doctoral Studies in Deaf Education (3)

This core course provides incoming doctoral students with a broad overview of the history of deaf education and current trends and issues in the field as well as an introduction to the essential skills of doctoral study and scholarship. This course serves as the foundation for ensuing doctoral core courses in the areas of: curriculum, language, culture, literacy, assessment and instruction with deaf and hard of hearing children and youth. This course provides significant preparation for the content and skills addressed by the Qualifying Examination. Students will be exposed to the literature related to demographics, contextual issues in Deaf Education, including legal, public policy, and placement issues, and interdisciplinary trends and issues related to home, school, professional organizations, advocacy groups, the Deaf Community, funding sources, research units, and legislative bodies.

Prerequisite: Program Director Permission.

EDU 881 Doctoral Studies in General and Special Education (3)

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

Prerequisite: Program Director Permission.

EDU 885 Language, Culture and Literacy: Issues in Deaf Education (3)

This course examines the complex relationships among language, culture, and literacy and the implications for education in a diverse society. The course specifically addresses language and literacy issues in the education of a diverse population of deaf students.

Prerequisite: Program Director Permission.

EDU 886 Theory and Research: Reading and Writing Instruction for Deaf Students (3)

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

Prerequisite: Program Director Permission.

EDU 889 Curriculum and Assessment of Deaf Children and Youth (3)

This course addresses curricular trends and issues related to educating deaf children and youth in the full spectrum of educational programs. Students will become familiar with the journal literature in this area as well as the literature pertaining to academic achievement of deaf students.

Prerequisite: Program Director Permission.

EDU 890 Internship (1-6)

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

EDU 893 Practicum in University Instruction (2)

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

EDU 895 Special Topics (1-3)

Grading System: letter grades only.

EDU 897 Research Internship (2)

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

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

EDU 899 Independent Study (1-3)

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

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

EDU 900 Dissertation Research (1-9)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND RESEARCH

edf.gallaudet.edu

Graduate School and Professional Studies
Fowler Hall, Room 410

Graduate Faculty

Barbara Gerner de Garcia, Ed.D., (Chair); Thomas E. Allen, Ph.D. (VL2 Program Director); Mary Diane Clark, Ph.D.; Thomas Kluwin, Ph.D.; Donna Mertens, Ph.D.; Amy Wilsson, Ph.D.

Offering foundations courses is the major role of the Department of Educational Foundations and Research (DEFR). In providing foundations courses in educational psychology, multicultural education, social science statistics, research methods, school law, and other areas, DEFR provides required and elective courses in areas that provide underpinning for various professional preparation programs.

Each of the courses offered by the department has a multidisciplinary orientation and each speaks broadly to the needs of students who are training for professional roles in education and human services settings. Whether students are seeking to become teachers, counselors, or administrators, they will have to work collaboratively with professionals from other fields. In order to be effective, DEFR recognizes that its faculty must model what they teach by being leaders in their own fields. This leadership is evident in a number of ways: by the research and publication records of the faculty, by the number and scope of funded projects they have led, by their influence in professional organizations and on campus, and by their work with education and human services agencies. In all that they do, the faculty seek ways to apply scholarship so that it can make a difference in the lives of the members of the community Gallaudet seeks to serve.

DEFR is a pioneer department in the integration of technology in its own teaching practices. The faculty employ state-of-the-art instructional techniques involving multiple formats and delivery systems. The goal in doing so is to provide an intellectually stimulating interactive environment that challenges students to become active agents in their own professional development. Whether the formats involve the use of advanced communication systems in the DEFR laboratory classrooms or the creative use of on-line course delivery systems, the object is to promote student learning in an exciting way that points to the future.

Graduate Programs and Certificates offered:

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

M.A. in International Development

The International Development Masters of Arts Degree prepares present and future professionals to work with federal agencies, international organizations and non-governmental organizations in their overseas assistance programs. Students study topics such as: a) the theories and strategies of international development over the past sixty five years, b) the micropolitical issues of development, focusing on the actors, processes, and varied agendas that underlie development theories and ideologies, c) international relations which affect economic and social development, d) the political, social and developmental issues surrounding the marginalization of minority groups that result in their continual oppression throughout the developing world, e) program development, implementation, and evaluation within an empowering transformative paradigm, f) project design techniques utilizing participatory models with feasibility, sustainability, and human resources in mind, g) practical methods to gather research data in developing countries, and, h) ways in which gender, poverty and disability have an impact on the development process. Two unique aspects of this degree are that: a) the first year of coursework is completed online and that, b) graduates will learn how to write and implement inclusive policies and practices inclusive of people with disabilities into their own development agency and in overseas foreign assistance projects and programs.

Admissions Procedures

Applicants for the M.A. in International Development must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | No set date |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

A basic understanding of economics and introductory statistics are necessary to complete coursework in Economic Development and Micropolitics. Therefore, students must have passed an introductory course in economics and an introductory course of statistics.

The ability to communicate across cultures in more than one language is both a distinguishing and expected skill of the international development professional. Therefore, novice ability in reading and writing another language or willingness to obtain novice ability in the first year.

A videotaped response in American Sign Language to one of two questions asked by the department for review to demonstrate the ability to participate in discussion in a classroom setting.

Three current letters of recommendation

Interview with the Department

Program of Study

Year One - Fall

EDF 770 - Introduction to International Development (3)
GOV 791 - International Relations and Development (3)
EDF 720 - Introduction to Basic Concepts and Methods of Educational Research (3)

Year One - Spring

ECO 714 - Economic Development
EDF 772 - International Development with People with Disabilities in Developing Countries (3)
EDF 834 - Program Development and Evaluation in Special Education and Human Services (3)

Year Two - Fall

EDF 835 - Project Design and Implementation (3)
ECO 725 - Micropolitics of Development (3)
EDF 780 - Supervised Practicum for Master of Arts Degree in International Development (3)

Year Two - Spring

EDF 773 - Gender, Disability and Development (3)
EDF 781 - Supervised Internship for Master of Arts Degree in International Development (6)

Field work

EDF 780 - Supervised Practicum for Master of Arts Degree in International Development

EDF 781 - Supervised Internship for Master of Arts Degree in International Development.

Students' progress will be monitored throughout the program by their advisor. Milestone steps will be the completion of the first year of study, mid-degree portfolio, and their capstone project.

Portfolio

The proposed program will require a portfolio which will be posted on the GDOC Blackboard Content System at the completion of course work prior to the initiation of the internship or practicum. The portfolio will be graded as pass/fail and will include:

- a. Essay on their philosophy of development
- b. Selected major papers written for their required courses
- c. Selected presentations prepared for their required courses
- d. Summary of three on-campus or off-campus lectures related to international development and approved by the Program Director
- e. Review of one journal article in the field of International Development
- f. A country study completed in EDF 770
- g. One interview with a professional in the field of International Development completed in EDF 772

Certificate in International Development

The graduate certificate program in international development is not open to new students. Students currently in the program should refer to the catalog for the year in which year were admitted.

Program of Study**Required Courses for Certificate**

EDF 770 Introduction to International Development (3)

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

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

EDU 727 Educational Implications of Cognitive, Vision, and Physical Disabilities in Deaf Students (3)

GOV 791 International Relations (3)

Educational Foundations and Research Graduate Courses**EDF 695 Special Topics (1-3)**

Grading System: letter grades only.

EDF 699 Independent Study (1-3)

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

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

EDF 714 Critical Pedagogy (3)

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

EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)

This course is intended for professionals in the fields of education and human services including classroom teachers, counselors, and school psychologists. Research, as a strategy of inquiry, will be the guiding theme throughout instruction. The critical, major steps in the research process, along with related methodological issues, will be examined. These include consideration of a variety of research methodologies and related problems of measurement, statement and clarification of research problems, research studies, and basic statistical methods for describing data. Emphasis will be placed upon the application of major concepts of specific research studies through the process of reading, describing, and interpreting actual reports.

EDF 730 Multicultural Foundations of Education (3)

This course focuses on the importance of multicultural education and culturally pluralistic educational practices for all students, and considers the impact of personal, social, political, educational and cultural factors on school success or failure. Topics include: educational equity, anti-racist education, bilingual education, school reform and diversity in U.S. society and the Deaf community in particular. This course considers the Deaf to represent a separate cultural and linguistic group, and furthermore that the situations of

multicultural deaf children and adults, based in two distinct communities, differ from the majority Deaf experience. Emphasis will be on the communities of multicultural deaf children and adults and their families that we as professionals and practitioners are most likely to come into contact with, including African Americans, Hispanic/Latinos, Asian/Pacific Islanders and Native Americans. Additionally, issues of class, gender, sexual orientation, ethnic origin, religious diversity, and disability will be considered.

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

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

EDF 740 Introduction to Statistical Analysis (3)

This course covers the univariate and bivariate statistical techniques frequently used by human service professionals. Students will be given the opportunity to gain statistical skills regarding analysis and interpretation of data. Practical applications of these techniques will be emphasized. This course presumes no statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying

statistical applications. Students will develop skills in descriptive statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis (such as SPSS) will complement course work.

Prerequisite: EDF 720.

EDF 760 School Law (3)

This course provides participants with the historical context of law in schools, as well as information regarding current educational/special education legal issues, that will contribute to legal literacy essential for leadership in general education and special education settings. Topics to be addressed include: Overview of U.S. legal system; historical context of law in schools; state/federal roles in education; local governance in education; schools and the church-state relationship; compulsory education and curriculum; student rights; desegregation; mainstreaming; teacher rights; collective bargaining; tort law in education; and school finance law.

EDF 770 Introduction to International Development (3)

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

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

This course introduces professionals to the political, social and developmental issues surrounding disability that result in the continual oppression and marginalization of disabled people throughout the developing world. Drawing upon disability studies, models of development, current overseas development assistance programs, case studies, and reflections from leaders in the field, the course examines issues and conditions that impact people with disabilities in developing countries. Strategies are discussed which include and empower people with disabilities at both the international and grassroots level.

EDF 773 Gender, Disability and Development (3)

This course addresses the social structural and cultural aspects of gender roles and of disability in traditional societies. It discusses family and work roles and how disability affects these. It also examines religious and cultural expectations of gender and of disability, social structural issues specific to males and females, disability policies and issues in developing countries, the women's and disability movements, and the relationships between industrialization, economic development and globalization, on the one hand, and gender roles, disability, and disability policy, on the other.

Prerequisite: Acceptance into DEFR's MA program in International Development or permission of the instructor.

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

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

EDF 781 Supervised Internship for Master of Arts Degree in International Development (6)

An important part of the M.A. Program in International Development is a field experience working in a development assistance organization, federal agency, or nonprofit organization. The field internship integrates the student's interdisciplinary coursework and learned theory into an on-site practice either in the United States or overseas. Supervision, collaboration, and guidance from the fieldwork supervisor facilitates the students skills in working in a formal work setting, providing appropriate assistance, practicing skills learned through coursework, and developing their own abilities.

EDF 795 Special Topics in Educational Foundations and Research (1-3)

Grading System: letter grades only.

EDF 799 Independent Study (1-3)

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

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

EDF 801 Principles of Statistics I (3)

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

Prerequisite: College-level algebra.

EDF 802 Principles of Statistics II (3)

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

Prerequisite: EDF 720 or equivalent and EDF 801 or equivalent.

EDF 803 Multivariate Statistics (3)

EDF803 is the third course in a statistics sequence. The purpose of the course is to develop statistical concepts and techniques needed to conduct research. This course presents a theoretical basis as well as a rationale for and practice with selected multivariate and longitudinal statistical techniques. Techniques that are offered in this course include linear and logistic regression, factor analysis - both exploratory and confirmatory factor analysis, structured equation modeling, latent class analysis, cluster analysis, and longitudinal data analysis. Discussions will focus on both manifest and latent variables analyses. Computer-assisted analysis (such as SPSS) will complement coursework.

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

EDF 810 Advanced Research Design I (3)

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

Prerequisite: EDF 720 or equivalent and EDF 801 or equivalent.

EDF 811 Advanced Research Design II (3)

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

Prerequisite: EDF 810.

EDF 812 Qualitative Research Methods (3)

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

Prerequisite: Advanced research methods classes or Permission of Instructor.

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

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

Prerequisite: Permission of the instructor.

EDF 835 Project Design and Implementation (3)

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

EDF 895 Special Topics in Educational Foundations and Research (1-3)

Grading System: letter grades only.

EDF 899 Independent Study (1-3)

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

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

DEPARTMENT OF ENGLISH

english.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies

Dr. Jane Nickerson, Chair

Hall Memorial Building, Room E-200E

No Graduate Programs or Certificates offered.

English Graduate Courses

ENG 670 Comparative Poetics: ASL and English (3)

This course studies comparative poetics using poems in ASL and English. ASL poems on videotape will be analyzed for their poetic devices and elements, and ASL poetry and English poetry will be compared. Guest lecturers will demonstrate related forms of expression, such as sign lore, signing for the stage, and nonverbal communication.

ENG 721 The Literary Experience I (3)

Studies in the nature of the literary art through its best examples.

ENG 722 The Literary Experience II (3)

Studies in the nature of the literary art through its best examples.

ENG 761 The Literary Experience III (3)

Studies in the nature of the literary art through its best examples.

ENG 771 Rhetoric (3)

The art of using language with effect; emphasis on the principles with some attention to their use in teaching composition. Use of models of great writings for extensive studies of such forms as the essay.

ENG 788 Seminar in English (4)

Opportunity to select a topic for individual study and research and, in weekly meetings, to discuss common problems and share results. Tutorial sessions in addition to the weekly meetings.

ENG 799 Independent Study (1-3)

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

DEPARTMENT OF FOREIGN LANGUAGES, LITERATURES, AND CULTURES

foreignlanguages.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies

Dr. Margaret Mullens, Chair

Hall Memorial Building, Room S233

No Graduate Programs or Certificates offered.

Foreign Language Graduate Courses

FLC 599 Independent Study (1-6)

Independent Study

DEPARTMENT OF GOVERNMENT AND HISTORY

history.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies
Hall Memorial Building, Room S235

Graduate Faculty

Barry Bergen, Ph.D. (Chair); Brian H. Greenwald, Ph.D.
(Director of Graduate Certificate Program in Deaf History);
Donna F. Ryan, Ph.D.

The Department of Government and History houses two disciplines and two undergraduate majors: government and history. On the graduate level, it began offering a Graduate Certificate Program in Deaf History in the summer of 2000.

Graduate Certificate offered:

- Certificate in Deaf History

Certificate in Deaf History

The Graduate Certificate Program in Deaf History offers training in the growing field of deaf history. It provides graduate level courses in a broad range of related topics, including Deaf American, European, Media, and Disability history. Our courses promote history research methods and content, emphasizing how techniques of social and cultural history can be applied to the history of deaf people and communities around the world. Professionals who learn about the history of deaf people will bring new insights and scholarship to their teaching, sign language interpreting, researching, writing, counseling, and social work.

Admissions Procedures

Applicants for the Graduate Certificate in Deaf History must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | April 18 |
| First Date for Consideration of Application: | No set date |

Prerequisite Coursework

Sign Language (or experience using Sign Language)

Program of Study

The fifteen credits required to complete the program will allow students to develop skills and awareness regarding the present state of knowledge and research in Deaf history.

Required Courses for Certificate

HIS 731 History of the American Deaf Community (3)

Electives

One U.S. history course from the following electives (3)
One European history course from the following electives (3)
Two additional electives (6)

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

HIS 733 Topics in European Deaf History (3)

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

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

HIS 755 Deaf Women's History (3)

HIS 787 Introduction to Historical Methods and Research (3)

HIS 793 History Research Project I (3)

HIS 794 History Research Project II (3)

HIS 795 Special Topics in History (3)

HIS 799 Independent Study (3)

Government and History Graduate Courses

Government Courses

GOV 791 International Relations and Development (3)

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

History Courses

HIS 731 History of the American Deaf Community (3)

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

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

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

HIS 733 Topics in European Deaf History (3)

This course will cover a variety of important topics in the history of the Deaf in Europe from the Eighteenth Century to the present, covering significant events, movements, issues, and perspectives on deafness in Great Britain, France, Germany, Russia, and Italy. Topics may vary each time the course is taught, based on emerging scholarship and its

availability in English translation. Specific topics may include the medieval origins of modern cultural assumptions; changing attitudes and ideas about Sign Language in the Enlightenment; Abbe de l'Epee and other early educators of the Deaf; The Congress of Milan; The Braidwoods; Eugenics and Deafness; the evolution of education for the Deaf in Europe; Deaf People in Hitler's Europe; Modern Deaf Liberation Movements; etc.

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

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

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

This course will address the meaning of disability in America in the nineteenth and twentieth centuries. This is a cultural study of disability, and will confront the social construction of disability, its representation and changing meaning in society. By challenging common social assumptions, and expanding social historical studies of marginalized groups, this course also refocuses the study of such major themes in history as nativism, the role of media, community histories, eugenics, gender roles, the idea of progress, and the perception of normalcy.

HIS 755 Deaf Women's History (3)

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

Prerequisite: HIS 731 or by permission of the instructor.

HIS 787 Introduction To Historical Methods and Research (3)

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

Prerequisite: HIS 731 or by permission of the instructor.

HIS 793 History Research Project I (3)

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate a strong understanding of historical methods, and the ability to apply critical thinking and advanced research skills. The research, analysis, and writing require an amount of time equivalent to three-credit hours per semester, for a maximum of six credit hours.

Prerequisite: HIS 731 or by permission of the instructor.

HIS 794 History Research Project II (3)

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate a strong understanding of historical methods, and the ability to apply critical thinking and advanced research skills. The research, analysis, and writing require an amount of time equivalent to three-credit hours per semester, for a maximum of six credit hours.

Prerequisite: HIS 731 or by permission of the instructor.

HIS 795 Special Topics in History (1-3)

Grading System: letter grades only.

HIS 799 Independent Study (1-3)

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

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

GRADUATE PROFESSIONAL STUDIES COURSES

gspp.gallaudet.edu

Graduate School and Professional Studies

Katherine Spiegel, Graduate Program Specialist
Fowler Hall 202-A

Graduate Professional Studies Courses

GPS 798 Continuous Enrollment (0)

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

Course Fee: \$100

GPS 898 Continuous Enrollment (0)

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

Course Fee: \$100

DEPARTMENT OF HEARING, SPEECH, AND LANGUAGE SCIENCES

hsls.gallaudet.edu

Graduate School and Professional Studies

Sorenson Language and Communication Center, Room 2200

Graduate Faculty

Steven Ackley, Ph.D., (Chair); Matthew Bakke, Ph.D.; Scott Bally, Ph.D.; Cynthia L. Compton-Conley, Ph.D.; Carol LaSasso, Ph.D.; MaryJune Moseley, Ph.D.

The Department of Hearing, Speech and Language Sciences has offered graduate courses since 1957. The department's M.S. degree program in speech-language pathology was established in 1987. A clinical doctorate in Audiology (Au.D.) was initiated in 1998 to replace a long-standing M.S. program in audiology. Both programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The programs prepare highly trained audiologists and speech-language pathologists for a variety of educational, clinical, and rehabilitative settings.

Each graduate program offers unique opportunities for instruction and independent study within a framework designed to meet the goals and needs of the individual student. Close interaction among students, clinical educators, and faculty is provided in a setting that offers a wide array of academic and clinical experiences. The clinical practicum varies from student to student. On-campus sites include the University's Hearing and Speech Center, the Child Development Center, Kendall Demonstration Elementary School, and the Model Secondary School for the Deaf. Housed in the Hearing and Speech Center are the audiology, speech-language pathology, and aural rehabilitation clinics. The center's professional staff provides the highest quality supervision for students in audiology and speech-language pathology, while also providing services to the Gallaudet and metropolitan D.C. communities.

In addition to the variety of on-campus sites, off-campus affiliations offer the student an opportunity to gain experience through exceptional clinical internships. Among those facilities available are DeWitt Army Medical Center, Kennedy-Krieger Institute, Professional Hearing Services,

Montgomery County Society for Crippled Children and Adults, Easter Seal Treatment Center, Maryland School for the Deaf, Arlington-Fairfax Hearing and Speech Center, Fairfax County Health Department, Georgetown University Hospital, Veterans Administration Hospital, hospitals in Mount Vernon, Fairfax County, and Prince George's County, the Listening Center at Johns Hopkins University, and several additional hospital, private practice and public school sites.

Graduate Programs and Certificates offered:

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

Au.D. in Audiology

The Au.D. program is designed to produce audiologists who are able to function independently in all diagnostic and rehabilitative settings, serving individuals of all ages, including those who are deaf or hard of hearing. The program offers an intensive, broadly based academic curriculum together with integrated sequential clinical experience. The curriculum was developed in accordance with the recommendations and guidelines of the American Speech-Language-Hearing Association (ASHA), the American Academy of Audiology (AAA), and the Academy of Rehabilitative Audiology (ARA).

In addition to providing traditionally strong academic and clinical experience, the Gallaudet University Au.D. program has the unique charge of training audiologists who are proficient in American Sign Language (ASL), who possess extensive understanding of deafness, and who have particular expertise in serving members of the deaf community.

Students accepted into the Au.D. program have the option of selecting a pediatric-educational audiology emphasis (PEAE). The curriculum for students who select this emphasis includes: substituting two required courses for the two program electives, adapting assignments in 12 required courses to pediatric populations, and adapting required practica, internship, and residency experiences to serve pediatric populations. The PEAE option comprehensively addresses the competencies of the Educational Audiology

Association as well as the knowledge and skills acquisition (KASA) competencies required for ASHA's Certification of Clinical Competence in Audiology.

The Au.D. staff includes 10 full-time faculty and clinical supervisors, with additional contributions from members of the Speech-Language Pathology faculty, faculty of other University departments, and outstanding adjunct faculty from throughout the Washington, D.C. area.

Admissions Procedures

Applicants for the Au.D. in Audiology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Preferred Date for Completed Application: | No set date |
| First Date for Consideration of Application: | February 15 |

Program Specific Requirements

GRE or MAT

Three Letters of reference

Recommended Undergraduate Major

Speech-Language Pathology

Audiology or related discipline

Communication Sciences/Disorders

Prerequisite Coursework

Please contact department for a list of prerequisite courses

Program of Study

Year I - Fall

HSL 814 Acoustics and Instrumentation (3)

HSL 817 Anatomy and Physiology of the Auditory and Vestibular System (3)

HSL 822 Speech and English Language Characteristics of Deaf and Hard of Hearing Individuals (2)

HSL 834 Diagnostic Audiology I (3)

HSL 840 Introduction to Practicum (1)*

ASL Sign Language (2-3)

Year I - Spring

ASL Sign Language (3)

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

HSL 815 Psychoacoustics (3)

HSL 835 Diagnostic Audiology II (3)

HSL 840 Introduction to Practicum (1)

HSL 846 Clinical Applications of Sign Communication I (1)

HSL 850 Amplification I (3)

Year I - Summer Session

HSL 824 Aural Rehabilitation I (3)

Elective (2-3)

Total Credits for Year I: 39-41

Year II - Fall

HSL 821 Informational Counseling and Interviewing Skills for Audiologists and Speech Language Pathologists (3)

HSL 841 Clinical Practicum (Diagnostics Audiology) (2)

HSL 842 Clinical Practicum (Aural Rehabilitation) (1)

HSL 847 Clinical Applications of Sign Communication II (1)

HSL 852 Amplification Systems and Hearing Aids II (3)

HSL 861 Pediatric and Educational Audiology (3)

Year II - Spring

HSL 826 Aural Rehabilitation: Pediatric (3)

HSL 841 Clinical Practicum (Diagnostics Audiology) (2)

HSL 842 Clinical Practicum (Aural Rehabilitation) (1)

HSL 848 Clinical Applications to Sign Communication III (1)

HSL 855 Communication Technology (3)

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

HSL 883 Research Project in Audiology (1) (optional)

Year II - Summer Session

HSL 880 Internship in Audiology (2-6)*

HSL 883 Research Project in Audiology (1)

HSL 895 (Special Topics course) Cultural Diversity (1)

**Students are required to enroll for 4 credits of HSL 880.*

Candidacy Exam

Total Credits for Year II: 34

Year III - Fall

HSL 849 Clinical Applications of Sign Communication IV (1)

HSL 858 Cochlear Implants (2)

HSL 863 Community and Industrial Audiology (3)

HSL 880 Internship in Audiology (2-6)*

Elective (2-3)

HSL 883 Research Project in Audiology (1)

**Students are required to enroll for 4 credits of HSL 880.*

Year III - Spring

HSL 860 Aging and Hearing Loss (3)

HSL 866 Electrophysiological Measures in Audiology (3)

HSL 870 Seminar in Medical Audiology (2)

HSL 880 Internship in Audiology (2-6)*

HSL 883 Research Project in Audiology (1)

**Students are required to enroll for 4 credits of HSL 880.*

Year III - Summer Session

HSL 873 Private Practice Development/Clinic Management (3)

HSL 875 Professional Issues (1)

Elective (if not taken in fall) (2-3)

Total Credits for Year III: 31-33

Year IV - Fall and Spring

HSL 890 Residency (6 credits per semester) (12)

Total Credits: 114-116

Additional Requirements for the Au.D. Program

- Students must take a minimum of two electives following the first semester of the program. Following the third semester of the program, students must register for HSL 883 (Research Project in Audiology) for each semester until the research project is formally completed. Also, students must:
- complete all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Audiology
- successfully complete candidacy exams
- adhere to the provisions of the ASHA and AAA code of ethics
- successfully complete ASL III and demonstrate ability to effectively communicate with clients

Ph.D. in Audiology

The Ph.D. program in audiology is a post-Au.D. degree program that is primarily designed to prepare candidates for faculty and research positions in universities and other research facilities. The program is unique in that Gallaudet students will be afforded a six-year Au.D.-Ph.D. option, which is similar to the M.D.-Ph.D. degree in medicine. Candidates who are graduates of the four-year clinical doctoral (Au.D.) program and who possess sign language skills are given priority. Individuals from traditionally underrepresented groups (deaf or hard of hearing, and individuals from underrepresented racial-ethnic groups) are especially encouraged to apply. The Ph.D. program is unique in that it has a sign language requirement for both its students and faculty, thereby ensuring that all classes will be fully sign-accessible to deaf and hard of hearing students. Students in the Audiology Ph.D. program will have excellent research opportunities within the department as well as through extensive established clinical and research associations regionally.

Students entering the Ph.D. program from Gallaudet's Au.D. program are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed ASL IV with a grade of B or better. Au.D. students entering the Ph.D. program from non-Gallaudet programs, who have limited sign language skills, are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed ASL III with a grade of B or better. In addition, all Ph.D. students are required to complete the professional sign sequence by the Department

Admissions Procedures

Applicants for the Ph.D. in Audiology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

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|--|-------------|
| Preferred Date for Completed Application: | No set date |
| First Date for Consideration of Application: | February 15 |

Students must have completed an Au.D. or equivalent to be considered for regular Ph.D. admission. Other applicants may be considered for conditional Ph.D. admission.

Program Specific Requirements

Au.D. Degree
ASH CCC-A Certification
GRE or MAT
Three Letters of reference

Recommended Undergraduate Major

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

Prerequisite Coursework

Biology
Psychology
Linguistics
Sign Language (recommended)

Program of Study

ASL Requirements

Students entering the Ph.D. program from Gallaudet's Au.D. program are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed ASL IV with a grade of B or better. Au.D. students entering the Ph.D. program from non-Gallaudet programs, who have limited sign language skills, are expected to be continuously enrolled in ASL classes at Gallaudet until they have successfully completed ASL III with a grade of B or better. In addition, all Ph.D. students are required to complete the professional sign sequence by the Department.

Prerequisites

EDF 801 Principles of Statistics I (3)
EDF 802 Principles of Statistics II (3)

Year I - Fall

EDF 810 Advanced Research Design I (3)
HSL 888 Advanced Topics in Audiology I (2)
HSL 891 Ph.D. Professional Issues Seminar I (1)
HSL 893 Seminar in University Instruction and Supervision (3)

Qualifying Examination at end of semester

Total Credits for fall semester: 9

Year I - Spring

EDF 811 Advanced Research Design II (3) or
EDF 812 Qualitative Research Methods (3)

HSL 889 Advanced Topics in Audiology II (2)
HSL 892 Ph.D. Professional Issues Seminar II (1)
HSL 894 Seminar in Higher Education Publishing, Grant Writing and Presentation Skills (3)
HSL 896 Practicum in University Instruction (2-3)

Total Credits for spring semester: 11-12

Year I - Summer

HSL 897 Ph.D. Internship (1-6)*

*Students are required to enroll for 4-6 credits of HSL 897.

Year II - Fall

HSL 900 Dissertation Research (proposal expected) (1-10)*

Comprehensive Exam before proposal defense

Year II - Spring

HSL 900 Dissertation Research (oral defense expected) (1-10)*

*Students are required to enroll for a total of 10 credits.

Additional Requirements for the Ph.D. Program

There is a 2-year Ph.D. program residency requirement. The comprehensive examination must be successfully completed. All dissertation requirements must be completed and the dissertation must be successfully defended.

M.S. in Speech-Language-Pathology

This two-year (including one summer) program involves coursework and practicum experience designed to provide a broad background in speech and language disorders with a special emphasis on the communication needs of deaf and hard of hearing individuals.

The program involves coursework in normal aspects of speech, language, and hearing; aural rehabilitation; voice; organic and swallowing disorders; phonological disorders; fluency; language disorders; neurogenic disorders affecting speech and language; and other areas important to the development of a well-trained speech-language pathologist. An equally important part of the program is the supervised clinical practicum experience, obtained through a combination of practica on campus and at various sites throughout the Washington, D.C. area.

Students accepted into the SLP program may also apply for a pediatric-aural rehabilitation emphasis option. The curriculum for students who apply for this emphasis includes: the addition of two required courses, (e.g., HSL 826: Aural Rehabilitation: Pediatric; HSL 958: Cochlear Implants), adapting assignments in 13 required courses to pediatric populations or aural rehabilitation, and adapting required practicum and internship experiences to serve pediatric populations. The pediatric aural rehabilitation emphasis option comprehensively addresses the Recommended Competencies Required for the Practice of Aural Rehabilitation for SLPs (2001) of the American Speech, Language and Hearing Association.

Opportunities are provided for conducting a master's thesis and for elective coursework in other departments or through the Consortium of Universities of the Washington Metropolitan Area.

Admissions Procedures

Applicants for the M.S. in Speech-Language-Pathology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Preferred Date for Completed Application: | No set date |
| First Date for Consideration of Application: | February 15 |

Program Specific Requirements

GRE or MAT

Three Letters of reference

Recommended Undergraduate Major

Speech-Language Pathology

Audiology or related discipline

Communication Sciences/Disorders

Prerequisite Coursework

Please contact department for a list of prerequisite courses

Program of Study

Semester I - Fall

HSL 713 Advanced Topics in Normal Language Development (2)

HSL 714 Advanced Topics in Speech Science (3)

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

HSL 765 Seminar in Diagnostics in Speech-Language Pathology (1-2)**

HSL 774 Clinical Practicum: Speech-Language Pathology (1)

HSL 746 Clinical Applications of Sign Communication (1)

ASL American Sign Language II (or equivalent) (3)

*Students are required to enroll for 3 credits of HSL 763.

**Students are required to enroll for 2 credits of HSL 765.

Semester II - Spring

HSL 755 Neurogenic Speech and Language Disorders (3)

HSL 764 Language Disorders (3)

HSL 765 Seminar in Diagnostics in Speech-Language Pathology (1-2)**

HSL 771 Clinical Practicum: Aural Rehabilitation (1)

HSL 784 Research Methodology in Audiology and Speech-Language Pathology (3)

ASL American Sign Language III (or equivalent) (3)

**Students are required to enroll for 2 credits of HSL 765.

Summer

HSL 720 Seminar in Assessment and Habilitation with Deaf and Hard of Hearing Children (3)

HSL 716 Audiology: Educational and Habilitative Implications (3)

HSL 774 Clinical Practicum: Speech-Language Pathology (1) [optional]

Semester III - Fall

HSL 719 Aural Rehabilitation II (3)

HSL 760 Organic and Swallowing Disorders (3)

HSL 771 Clinical Practicum: Aural Rehabilitation (1-4) (May alternatively be taken during Semester IV)

HSL 791 Internship in Speech-Language Pathology (4)

HSL 821 Informational Counseling and Interviewing Skills for Audiologists and Speech Language Pathologists (3)

Semester IV - Spring

HSL 750 Voice Disorders (3)

HSL 751 Stuttering (2)

HSL 754 Seminar in Phonology/Articulation (3)

HSL 791 Internship in Speech-Language Pathology (4)

Additional Requirements

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

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

Pediatric-Aural Rehabilitation Emphasis

Students accepted into the SLP program may also apply for a pediatric-aural rehabilitation emphasis option. The curriculum for students who apply for this emphasis includes: the addition of two required courses, (e.g., HSL 826: Aural Rehabilitation: Pediatric; HSL 958: Cochlear Implants), adapting assignments in 13 required courses to pediatric populations or aural rehabilitation, and adapting required practicum and internship experiences to serve pediatric populations. The pediatric aural rehabilitation emphasis option comprehensively addresses the Recommended Competencies Required for the Practice of Aural Rehabilitation for SLPs (2001) of the American Speech, Language and Hearing Association.

Non-Clinical M.S. in Hearing, Speech and Language Sciences

- The non-clinical M.S. in Hearing, Speech, and Language Sciences provides, at the discretion of the department, a degree in Hearing, Speech, and Language Sciences for full-time students who will not pursue the standard curriculum in audiology or speech-language pathology that would lead to obtaining the credentials required for clinical practice (e.g. ASHA certification, state licensure, etc.). This degree is available to two groups of students:
- newly admitted students who wish to obtain a non-clinical master's degree in hearing, speech, and language sciences, and

- students who start in the Clinical Audiology (Au.D.) or Speech-Language Pathology program, who have satisfactorily completed at least forty-nine credit hours of non-clinical coursework and have satisfied all other non-clinical requirements of the program.

Students should contact the department for details about this program.

Hearing Speech and Language Sciences Graduate Courses**HSL 690 Introduction to Cued Speech (2)**

This course covers the history and development of Cued Speech (CS) with a focus on learning the CS system. Topics include: CS interpreting; application of CS to various populations; compatibility of CS with methodologies designed for deaf and hard of hearing people; benefits of CS to speechreading, pre-reading skills, auditory training techniques, and oral language development.

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

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

Prerequisite: Permission of the instructor.

HSL 709 Speech Science (2)

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

HSL 710 Aural Rehabilitation--Educational and Psychosocial Implications (3)

Principles and methods of aural rehabilitation with children; hearing aids, classroom amplifiers, and acoustics will be discussed.

Prerequisite: HSL 707, HSL 709.

HSL 712 Cued Speech Seminar (1)

Seminar on instruction of the entire Cued Speech system. History, theory, and practical application of Cued Speech.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 713 Advanced Topics in Normal Language Development (2)

Advanced study of the development of language in the normal child. Emphasis will be given to the cognitive and social bases of language development in the preschool child.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 714 Advanced Topics in Speech Science (3)

This course provides basic information about how speech is produced, the nature of the speech signal, linguistic and phonetic frameworks for viewing speech, the anatomy and physiology of the speech production and auditory system, and processes of speech perception.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

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

This course is intended for parent-infant majors and is co-taught with the Department of Education with a focus on theory and practice of auditory habilitation with children.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 716 Audiology: Educational and Habilitative Implications (3)

Study of the fundamentals of hearing, diagnostic audiologic procedures, special diagnostic procedures for infants, children, and difficult-to-test clients, and interpretation of audiologic test data for communication, psychosocial, and educational purposes.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 719 Aural Rehabilitation II (3)

The study of the speechreading, auditory and nonauditory assistive technology, and educational management of deaf and hard of hearing children; advanced discussion of techniques of aural rehabilitation. A laboratory is required.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 720 Seminar in Assessment and Habilitation with Deaf and Hard of Hearing Children (3)

Study of the characteristics, process, and procedures of assessment of and intervention for speech, language, and communication problems of deaf and hard of hearing children. The class will present an interdisciplinary integrative approach to habilitation of the deaf or hard of hearing child and will be accompanied by a practicum.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 721 Seminar in Assessment and Rehabilitation with Deaf and Hard of Hearing Adults (3)

Study of the characteristics, processes, and procedures of assessment of and intervention for speech, language, and communication problems for deaf and hard of hearing adults. The class will present an interdisciplinary integrative approach to habilitation of the deaf or hard of hearing adult and will be accompanied by a practicum.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 725 Applied Phonetics (2)

Theories of the history of language; development of the English language; the International Teaching Alphabet; analysis and transcription of American English.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 746 Clinical Applications of Sign Communication (1)

This course focuses on the clinical application of the principles of sign communication in the field of Speech-Language Pathology/Aural Rehabilitation.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 750 Voice Disorders (3)

Study of normal phonatory processes, disruption in phonation caused by organic and nonorganic factors, procedures for assessing phonatory disorders, remediation of phonatory disruptions in various ethnic populations.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 751 Stuttering (2)

Study of the etiology, theory, nature, development, and treatment of fluency disorders.
Prerequisite: Open to HSLS majors only or permission of the instructor or department chair.

HSL 754 Seminar in Phonology/Articulation (3)

Study of the research and principles associated with symptomatology, etiology, diagnosis, and treatment of phonological/articulation disorders in children and adults. Emphasis is on a broad understanding of the effect of phonology/articulation disorders, including multicultural issues.

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

HSL 755 Neurogenic Speech and Language Disorders (3)

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

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

HSL 760 Organic and Swallowing Disorders (3)

This course is designed to provide information regarding etiology, assessment, and treatment of organic and swallowing disorders. Primary emphasis will be given to the pediatric population. Communication disorders secondary to congenital (orofacial anomalies, cerebral palsy), developmental (developmental apraxia), and acquired conditions (tracheostomy, head trauma) will be addressed. Information will be provided on the anatomy and physiology of swallowing, diagnosis of dysphagia across the lifespan, and evaluational treatment methods utilized in school, clinic, and hospital settings. Ethical and cultural considerations in service delivery will be explored.

Prerequisite: Intended for majors with a background in speech-language pathology.

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

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

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

HSL 764 Language Disorders (3)

Description, evaluation, and remediation of language disorders in children and adults.

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

HSL 765 Seminar: Diagnostics in Speech-Language Pathology (1-2)

Principles and processes associated with the diagnosis of various speech and language disorders will be studied. Participation in evaluation is required. May be taken more than once. Content will vary from semester to semester.

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

Course Fee: \$125

HSL 771 Clinical Practicum: Aural Rehabilitation (1-4)

Supervised student-administered rehabilitation. May be taken more than once.

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

HSL 774 Clinical Practicum: Speech-Language Pathology (1)

Supervised student-administered speech-language therapy. May be taken more than once.

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

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

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

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

HSL 785 Pharmacology (3)

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

body. The course also covers material specifically related to ototoxic medications.

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

HSL 791 Internship in Speech-Language Pathology (4)

The internship provides students with supervised clinical practicum in treating individuals with a variety of communicative disorders. Students will be involved in the diagnosis of communication disorders, planning and implementation of therapy, and assessment of the outcome of therapy with a broad range of both functional and organically based communicative disorders resulting from hearing loss and/or other causes. May be taken more than once.

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

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

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

Prerequisite: Permission of the Instructor.

Prerequisites or Co-requisites: HSL 784.

HSL 795 Special Topics (1-3)

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

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

HSL 797 Thesis (3)

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

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

HSL 799 Independent Study (1-3)

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

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

HSL 814 Acoustics and Instrumentation (3)

Study of (1) basic electricity including: voltage, current, frequency, ohm's Law, impedance, decibel, simple series and parallel circuits, voltmeters and oscilloscope; (2) basic introduction to acoustics and measurement of sound properties; (3) basic wave analysis including: distortion, spectral analysis; (4) transducers including microphones, speakers, earphones, bone vibrators and accelerometers; (5) measuring systems including sound level meters and their weighing curves; (6) calibration systems for earphones, bone vibrators, speakers; (7) spectral analysis; (8) speech processing systems including compression and peak clipping; (9) modulation (am and FM); (10) analog and digital systems including analog to digital conversion and digital to analog conversion; and (11) system integration issues [how to connect two systems together].

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

HSL 815 Psychoacoustics (3)

Study of the principles, procedures, and research involved in the field of psychoacoustics and of the relationships between the physical dimensions of auditory stimuli and the perceptual experience; as well as the relationships between psychoacoustic testing and both auditory physiology and the audiologic evaluation process.

Prerequisite: HSL 817.

HSL 817 Anatomy and Physiology of the Auditory and Vestibular System (3)

Anatomy and physiology of the auditory, vestibular, and central auditory nervous systems, including phylogeny, and genetics of hearing and balance; mechanical and biophysical factors in afferent and efferent signal transduction.

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

HSL 818 Acoustic Phonetics (3)

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

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

HSL 821 Informational Counseling and Interviewing Skills for Audiologists and Speech Language Pathologists (3)

The course is designed to help audiologists and speech-language pathologists work more effectively with their clients in addressing the biopsychosocial effects of hearing loss. Students will learn about the impact of hearing loss on infants, children, adults, older adults as well as their significant others using an ecological systems perspective. Students will develop a repertoire of interviewing and specific counseling skills to help clients address their hearing loss-related needs. They will explore cultural and ethical issues related to providing intervention services as professional audiologists or speech-language pathologists.

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

HSL 822 Speech and English Language Characteristics of Deaf and Hard of Hearing Individuals (2)

The development of speech and English language in deaf and hard of hearing children and adults, with special attention to how this development may be impacted and/or altered by deafness. Emphasis will be given to examining deaf and hard of hearing children and adults using verbal and written forms of English.

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

HSL 824 Aural Rehabilitation I (3)

Principles and methods of teaching individuals with hearing loss to integrate auditory and visual cues for the comprehension of spoken language and the improvement of speech perception-communicative efficiency. Observation and practicum are required.

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

HSL 826 Aural Rehabilitation: Pediatric (3)

The course deals with all aspects of audiological habilitation and rehabilitation in culturally diverse settings with children who are deaf or hard of hearing, focusing on both home and school. The course has a strong interdisciplinary focus, considering ethnic and cultural issues in rehabilitation.

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

HSL 834 Diagnostic Audiology I (3)

Principles of audiologic evaluation, including consideration of pure-tone and speech audiometry, clinical masking,

acoustic immittance battery, and calibration and standards.

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

Course Fee: \$125

HSL 835 Diagnostic Audiology II (3)

Advanced audiologic assessment, including peripheral and central auditory nervous system site-of-lesion testing, electrophysiologic techniques, and procedures for evaluating pseudohypacusis.

Prerequisite: HSL 834.

HSL 840 Introduction to Practicum (1)

Guided observations of a variety of audiologic activities and preliminary structured participation as aide in diagnostic evaluations under the guidance of clinical supervisors is provided for first year graduate majors. The experience allows the students to observe the preparations for, administration and to participate, with limited hands-on experience, in a variety of clinical experiences at Gallaudet University.

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

HSL 841 Clinical Practicum (Diagnostics Audiology) (2)

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

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

HSL 842 Clinical Practicum (Aural Rehabilitation) (1)

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

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

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

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

Prerequisite: Proficient in American Sign Language.

HSL 847 Clinical Applications of Sign Communication II (1)

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

Prerequisite: American Sign Language proficiency and HSL 846.

HSL 848 Clinical Applications to Sign Communication III (1)

This course continues to focus on the clinical application of the principles of sign communication in the field of diagnostic audiology/aural rehabilitation. Emphasis will be placed on parent counseling and advanced instructional techniques for communication therapy.

Prerequisite: American Sign Language proficiency and HSL 847.

HSL 849 Clinical Applications of Sign Communication IV (1)

This course continues to focus on the clinical application of the principles of sign communication in the field of diagnostic audiology/aural rehabilitation. Emphasis will be placed on conversational sign language skills (receptive and expressive), case management, and case presentations.

Prerequisite: American Sign Language proficiency and HSL 848.

HSL 850 Amplification I (3)

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

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

HSL 852 Amplification Systems and Hearing Aids II (3)

Advanced study of amplification systems including special clinical procedures, new technology, digital processing, programmable hearing instruments, and counseling techniques.

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

HSL 855 Communication Technology (3)

The study of auditory, visual, and vibrotactile receptive communication technologies designed to meet the needs of deaf and hard of hearing individuals as well as other populations, at home, in the workplace, in educational settings, and for recreational purposes. Communication technologies

include systems to facilitate (1) face-to-face communication, (2) the reception of media, (3) telephone reception, and (4) the awareness of environmental sounds. Emphasis will be placed on needs assessment, selection, and verification process. Students also will examine the rights and responsibilities of their clients when using legal support (ADA and PL 6504) for the acquisition of receptive communication technologies. This course includes a hands-on experience in the Gallaudet Assistive Devices Demonstration Center.

Prerequisite: HSL 852.

HSL 858 Cochlear Implants (2)

This course includes description of the various cochlear implants that have received FDA approval, discussion of candidacy issues, follow-up procedures including programming and habilitation, positive and negative outcomes with emphasis on research results. Controversies surrounding implantation of children will be included.

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

HSL 860 Aging and Hearing Loss (3)

This interdisciplinary course examines the biological, psychological and social aspects which are normal correlates of the aging process, and those changes which are disorders. Within this context, emphasis is placed upon the identification and diagnosis of speech, language, and hearing problems associated with the aging process and their rehabilitation.

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

HSL 861 Pediatric and Educational Audiology (3)

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

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

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

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

Prerequisite: HSL 817 and HSL 834.

HSL 863 Community and Industrial Audiology (3)

Public school, community, industrial, and military hearing programs, including screening tests, noise control, and medical-legal problems associated with acoustic trauma and noise-induced hearing loss.

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

HSL 866 Electrophysiological Measures in Audiology (3)

Review of the anatomy and physiology of the auditory and vestibular systems and relationship to other balance mechanisms. Discussion of disorders of the auditory and vestibular systems. Differential diagnostic procedures for the balance mechanism, including the electronystagmography (ENG) battery, dynamic platform posturography, rotation testing, and computerized assessment procedures; along with rehabilitation of individuals with balance disorders. Electrophysiological measures of audition, including Auditory Evoked Potentials such as auditory brainstem response (ABR) and middle and late potentials, otoacoustic emissions (OAE), electrocochleography (ECoG), electroneuronography (ENOG), and introperative monitoring.

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

HSL 870 Seminar in Medical Audiology (2)

Otoaudiologic and neurologic considerations in the differential diagnosis of auditory and vestibular disorders.

Prerequisite: HSL 835.

HSL 873 Private Practice Development/Clinic Management (3)

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

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

HSL 875 Professional Issues (1)

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

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

HSL 880 Internship in Audiology (2-6)

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

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

HSL 883 Research Project in Audiology (1)

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

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

HSL 888 Advanced Topics in Audiology I (2)

The Seminar in Advanced Topics in Audiology I is offered to PhD students in Audiology during the first semester of PhD study and introduce in-depth topics of study in the field of Audiology. A Seminar in Advanced Topics in Audiology II will be offered to PhD students in Audiology during the second semester of PhD study and will introduce additional topics of study, but will follow the same basic format as this seminar. This seminar is designed to bring the most current information available to the Gallaudet Audiology PhD program. Topics will include cochlear implant updates, new techniques in aural rehabilitation, hearing amplification technological innovations, balance testing and treatment advances, electrophysiology test updates, to name some. In addition, current research will be the focus of the course with recent publications in professional journals serving as the catalyst for discussion and additional research on campus. Guest speakers representing the various topic areas will be invited to campus.

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

HSL 889 Advanced Topics in Audiology II (2)

This seminar is a second semester PhD offering which follows the same format as the Advanced Topics in Audiology I seminar, but covers separate and unique topics from the first seminar. This seminar is designed to bring the most current information available to the Gallaudet Audiology PhD program. Topics will include intraoperative monitoring procedures, auditory neuropathy, industrial hearing conservation, central auditory processing disorder, and educational Audiology and ASL fluency. In addition, current research will be the focus of the course with recent publications in professional journals serving as the catalyst for discussion and additional research on campus. Guest speakers representing the various topic areas will be invited to campus.

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

HSL 890 Residency (6)

This course provides students with full time experience, in hospital, private practice, clinical, educational, university, or other approved setting. The externship is to be completed under the supervision of an audiologists holding current certification in audiology and approved by the department of Audiology and Speech-Language Pathology.

Prerequisite: Completion of all coursework, advancement to candidacy, and permission of instructor.

HSL 891 Ph.D. Professional Issues Seminar I (1)

The Ph.D. Professional Issues Seminar I addresses topics of interest to doctoral students who plan to seek faculty positions in academic settings. Topics addressed include curriculum vitae, electronic portfolios, professional organizations serving college and university professors, tenure and promotion decisions, professional ethics, professional liability, mission statements and strategic objectives in academic settings, the roles of administrators and faculty in curriculum development, faculty evaluation, and shared governance.

Prerequisite: Admission to the Audiology PhD program.

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

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

mentoring in academic settings; roles and functions of Offices of Sponsored Programs and Development Offices in Higher Education

Prerequisite: Admission to the Audiology PhD program.

HSL 893 Seminar in University Instruction and Supervision (3)

This seminar is intended to be a prerequisite for Ph.D. students in the Audiology Program who will be enrolled in a Practicum in University Instruction the following Spring semester. Students in this seminar become familiar with trends and issues in higher education instruction and supervision of interns in higher education Audiology programs.

Prerequisite: Admission to the Audiology PhD program.

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

This seminar addresses professional writing, grant-writing, and presentation abilities needed by higher education faculty in personnel preparation programs in audiology. Students analyze and evaluate manuscripts and articles that are either literature reviews or theoretically and/or empirically based position papers on timely issues in Educational Audiology. They construct short articles that adhere to the American Psychological Association style format. In addition, students prepare media-enhanced presentations for a variety of professional audiences, including parent groups, teachers, school administrators, conferences attended by educational audiologists, organizations serving deaf and hard of hearing individuals, and researchers and scholars in Audiology, deaf education, and related fields

Prerequisite: Admission to the Audiology PhD program.

HSL 895 Special Topics (1-3)

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

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

HSL 896 Practicum in University Instruction (2-3)

The student assumes a major role in teaching a graduate course in the Department of Audiology and Speech-Language Pathology. The primary purpose of this practicum is to develop the doctoral student's ability to plan, teach, and evaluate the effectiveness of a graduate level course in a content area in which the student has expertise. Students earn 2-3 credits for the practicum, depending on the level of

involvement in designing and/or teaching the course.

Prerequisite: HSL 893; an SCPI rating of Intermediate Plus; completion of the qualifying examination, permission of the advisor and the instructor of the course to be taught by the practicum student.

HSL 897 Ph.D. Internship (1-6)

Advanced fieldwork experience in an approved setting. Supervised work in program coordination, clinical supervision, or audiological research. The major goal of the internship is to provide role-related, practical application of the training that has preceded the internship.

Prerequisite: Matriculation as a Ph.D. student in Audiology, an Intermediate Plus rating on the SCPI, passing scores on the qualifying examination, and permission of the advisor.

HSL 899 Independent Study (1-3)

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

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

HSL 900 Dissertation (1-10)

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

Prerequisite: Permission of Advisor.

DEPARTMENT OF INTERPRETATION

interpretation.gallaudet.edu

Graduate School and Professional Studies
Kellogg Conference Hotel, Room 3101

Graduate Faculty

Steven D. Collins, Ph.D. (Chair); Valerie L. Dively, Ph.D.; Melanie Metzger, Ph.D.; Risa Shaw, Ph.D. (M.A. Program Coordinator); Cynthia Roy, Ph.D.; Mary Thumann, M.A., CSC

The Department of Interpretation offers undergraduate and graduate programs in interpretation to educate Deaf, hard of hearing, and hearing students in the field of interpretation and prepare them for interpreting work in a variety of settings. Settings include medical, educational, business, mental health, and legal interactions where there may be direct, relay and/or Deaf/Blind interpretation. The department prepares graduates to interact and interpret effectively with Deaf, hard of hearing, deaf-blind, and hearing people, with an appreciation of diversity in a variety of communities in which they will work.

The department faculty are highly qualified and experienced with national and international reputations in the fields of interpretation and interpreter education. Publications and presentations based on faculty research and development work contribute to the advancement of knowledge in interpretation and interpreter education and of quality interpreting services in deaf and hearing communities. These endeavors also contribute to the advancement of knowledge in the fields of signed language and spoken language interpretation, translation, linguistics and sociolinguistics.

All majors in Interpretation are required to pay lab fees of \$100 per semester.

Graduate Programs offered:

- M.A. in Interpretation

M.A. in Interpretation

The M.A. in Interpretation program is designed to prepare and educate Deaf, hard of hearing and hearing persons in working as interpreters in Deaf and hearing communities. The program provides a multidisciplinary and interdisciplinary approach to interpretation instruction. This program is recognized by the Conference of Interpreter Trainers for meeting interpreter graduate education standards. The M.A. in Interpretation program consists of a comprehensive, sequenced, and integrated series of courses and experiences in five core areas: education, business and government, medical, mental health, and legal settings. These courses and experiences are intended to provide students with the necessary mastery of knowledge, techniques, and skills required for entry to professional work in the field of interpretation or advanced graduate study.

Close interaction among students, mentors, and faculty is provided in a setting that offers a wide array of academic and interpreting experiences. This includes an interpreting practicum and rotation, along with an internship, which is developed on an individual basis for each student. The M.A. interpreter preparation program follows is in a two-year format, consisting of four semesters followed by a summer internship. The program requires the completion of 54 credit hours of course work. An accelerated program is also available for students with a Gallaudet B.A. in Interpretation degree, requiring the completion of 36 credit hours of course work. The program also is available in a three-year format for students who need an additional year of advanced language classes. Part-time study is also available.

Admissions Procedures

Applicants for the M.A. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | March 1 |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

GRE or MAT

Three Letters of Reference - one letter should cite sign language skills

Videotape of Signing

On-Campus Interview

Sign Language Evaluation

English Evaluation

Recommended Undergraduate Major

ALS Studies

Deaf Studies

Interpretation

Linguistics

Social Science

English

Program of Study

Core Courses for M.A. in Interpretation

All students admitted to the two-year program must complete the following core courses with grades of B or better:

INT 701 History of Interpreting (3)

INT 707 Structure of Language for Interpreters: American Sign Language and English (3)

INT 714 Formal American Sign Language (3)

INT 720 Discourse Analysis for Interpreters (3) INT 726 Fundamentals of Interpreting (3)

INT 734 Interpreting Legal Discourse (3)

INT 735 Interpreting Mental Health Discourse (3)

INT 736 Professional Practice I (3)

INT 744 Interpreting the Discourse of Education (3)

INT 746 Interpreting Business and Government Discourse

INT 749 Professional Practice II (3)

INT 750 Research Methods in Interpretation (3)

INT 754 Interpreting Medical Discourse (3)

INT 777 Guided Research Project I (3)

INT 778 Guided Research Project II (3)

INT 781 Field Rotation (3)

INT 785 Internship (3)

LIN 741 Sociolinguistics of the U.S. Deaf Community (3)

Practicum and Internship

Practical classroom-based experiences are incorporated into each semester of the program. These experiences include directed observation in interpreting events on the university campus and in Washington, D.C., Maryland, and Virginia.

Internship experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the M.A. in Interpretation program. Students and the internship coordinator will agree upon a suitable site, supervision, and plan of activity. Internship sites can be in any state in the U.S. and/or in other countries.

Examinations

Qualifying Examination

At the end of the first year (in the two-year format), all students must successfully complete a qualifying examination including a conceptual component and a skills component. Students unable to achieve a passing score will be asked either to do remedial work and retake the examination or to withdraw from the program. Failure on this examination may be grounds for probation.

Comprehensive Examination

During the final semester of full-time coursework, all students must successfully complete a comprehensive examination that will include a conceptual component and a skills evaluation. This examination is offered to students in the final semester of the program each spring semester. Students must take this exam in the semester immediately preceding internship. Enrollment in internship is contingent on passing this exam.

Lab Fee

Students enrolled in the M.A. in Interpretation program must pay a lab fee for using the program's classroom and laboratory equipment and facilities.

Typical Program of Study

Semester I

INT 701 History of Interpreting (3)
 INT 707 Structure of Language for Interpreters: American Sign Language and English (3)
 INT 714 Formal American Sign Language (3)
 INT 720 Discourse Analysis for Interpreters (3)
 INT 726 Fundamentals of Interpreting (3))

Semester II

INT 734 Interpreting Legal Discourse (3)
 INT 735 Interpreting Mental Health Discourse (3)
 INT 736 Professional Practice I (3)
 INT 750 Research Methods in Interpretation (3)

Semester III

INT 744 Interpreting the Discourse of Education (3)
 INT 746 Interpreting Business and Government Discourse (3)
 INT 748 English to ASL Simultaneous Interpretation Monologues: II (2)
 INT 749 Professional Practice II (3)
 INT 777 Guided Research Project I (3)

Semester IV

INT 754 Interpreting Medical Discourse (3)
 INT 778 Guided Research Project II (3)
 INT 781 Field Rotation (3)
 LIN 741 Sociolinguistics of the U.S. Deaf Community (3)

Semester V

INT 785 Internship (3)

Note: Students who enter the Ph.D. program in linguistics with a Gallaudet M.A. in Deaf Studies focusing on language teaching will be able to complete Ph.D. coursework in four semesters rather than six, since as many as 25 of their M.A. credits may be credited toward the Ph.D.

Interpretation Graduate Courses

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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: Hearing interpreters must hold national certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading packet is required.

INT 681 Introduction to Interpreting in Legal Settings, Part II (1)

This is a continuation of the course, Introduction to Interpreting in Legal Settings, Part I. This course covers: preparation for legal assignments; text analysis of a commonly encountered legal text; qualifying and testifying as an expert; and continued professional development resources. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

Prerequisite: 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.

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

INT 700 How to Teach Processing Skills for Interpretation (1)

This course introduces the theoretical and practical basis for the development of cognitive processing skills in practice and training. Teaching methods are demonstrated for teaching processing skills. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

INT 701 History of Interpreting (3)

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 702 How to Teach Translation (1)

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating a translation are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course.

INT 703 Theory and Practice for Interpreter Educators (1)

This course is designed for professionals in the field of interpreter education who wish to upgrade their skills and knowledge in relation to teaching interpretation. The course includes a theoretical base for teaching, appropriate sequencing of skills in interpreter education programs, and an examination of student outcomes and how to evaluate them. Each participant will receive a set of instructional materials including videotapes and an audiotape, all with scripts and suggestions for using them in teaching and testing. This course is not included in the major.

INT 704 How to Teach Consecutive Interpreting (1)

This course introduces the theoretical and practical basis for consecutive interpreting in practice and training. Teaching methods are demonstrated for teaching consecutive interpretation of monologues and dialogues. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

INT 706 How to Teach Simultaneous Interpretation of Monologues (1)

This course introduces the theoretical and practical basis for simultaneous interpreting in practice and training. Teaching methods are demonstrated for teaching simultaneous interpretation of monologues. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

INT 707 Structure of Language for Interpreters: American Sign Language and English (3)

This course is a comprehensive introduction to the linguistic structures of English and American Sign Language (ASL) for interpreters. Topics include phonetics, phonology, morphology, syntax, language acquisition and sociolinguistics of both languages in the U.S. Deaf and hearing communities. Students develop ASL and English text analyses at multiple linguistic levels, implementing the methodologies to enhance their ASL/English interpreting skills.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 714 Formal American Sign Language (3)

An intensive advanced language course designed to increase student's fluency in formal ASL. The course will involve one hour of lecture for the purpose of explaining and demonstrating the tasks to be performed during the practice sessions and for discussion of the conceptual and theoretical aspects of the tasks.

Prerequisite: Acceptance into the MA in Interpretation program or permission of the instructor.

INT 720 Discourse Analysis for Interpreters (3)

This course is a broad introduction to the study of language and communication by focusing on discourse analysis. During the course students will analyze language use in a spoken English and American Sign Language (ASL) so that features of language use rise to the level of explicit awareness. Students collect, transcribe, and analyze various speech activities while reading and discussing theoretical notions underlying language use. Elements to be analyzed and discussed include but are not limited to: structure, cohesion, coherence, involvement and prosody.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 726 Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain how meaning is co-constructed and where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation, text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining

its meaning. Students will address theoretical constructs of translation and interpretation, as well as application of strategies and techniques required for effective interpretation. This class focuses on interactive settings with both face-to-face and monologic discourse for Deaf, Deaf/Blind, and non-deaf interpreters.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 734 Interpreting Legal Discourse (3)

This course focuses on translating and interpreting in legal settings. Students will study the American legal system, its history, and its basis for operation, including conventions, expectations, and protocol of the participants involved. Students will critically analyze the social structure of legal events, and discourse analysis of the talk, interaction and strategies that appear in the various stages of the legal process. Students will look at the consequences of modes of interpretation (for example consecutive interpretation and simultaneous interpretation) and qualifications of interpreters while considering the unique and serious responsibilities inherent in interpreting in a legal setting. Students will apply text analysis skills to the translation, sight translation, consecutive interpretation and simultaneous interpretation of discourse in legal interactions.

Prerequisite: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 735 Interpreting Mental Health Discourse (3)

The course focuses on interpreting interaction in mental health settings. Students will be exposed to an overview of the mental health professions and the various roles of practitioners (counselors, psychiatrists, psychologists, etc), including the interpreter's role as a member of the professional team. Students will explore the theoretical approaches used by mental health practitioners and the conventions, expectations and culture in which these services are provided. The course includes a critical analysis of therapeutic discourse based on a variety of commonly available services such as the interactive aspects of peer support groups, drug and alcohol screenings, individual, couple, and group counseling, intake interviews, case conferences and hospital staffing, psychological testing and psychiatric evaluations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in therapeutic encounters.

Prerequisite: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 736 Professional Practice I (3)

This course provides a focused analysis of the ethics and role of the interpreter in various settings, along with opportunities for directed observation of various encounters. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

Prerequisite: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 744 Interpreting the Discourse of Education (3)

The course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, and the ways in which language attitudes and language policy affect participants in the educational setting. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in educational interactions. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in business and government encounters.

Prerequisite: INT 734, INT 735, INT 736 or permission of the instructor.

INT 746 Interpreting Business and Government Discourse (3)

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspectives, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-related socio-political and technical considerations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in business and government encounters.

Prerequisite: INT 734, 735, 736, or permission of the instructor.

INT 749 Professional Practice II (3)

This course is a sequel to INT 736, Professional Practice I, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

Prerequisite: INT 736.

INT 750 Research Methods in Interpretation (3)

The course surveys both quantitative and qualitative research methods that have been successfully applied to the analysis of interpretation. Building from previous coursework, the course emphasizes the development of research design and implementation skills through a variety of activities including the critical analysis of research articles and the preparation of a guided research project examining some aspects of interpretation, conduct a literature review, gather data, perform analyses of the data, prepare a formal written report, and present findings in ASL. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines, and to prepare their final paper as they would a submission to a refereed journal.

Prerequisite: INT 701, 707, 714, 720, or permission of the instructor.

INT 754 Interpreting Medical Discourse (3)

The course focuses on interpreting interaction in medical settings. Students will explore the US healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in medical encounters.

Prerequisite: INT 744, 746, 749, or permission of the instructor.

INT 777 Guided Research Project I (3)

This course is the first course of the two courses, which will provide students with experience in gathering and analyzing interpretation data. In this course, students will select their methodology, conduct a literature review, gather data, and perform analyses of the data. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines in preparation of their work for submitting it to a peer-reviewed journal for publication.

Prerequisite: INT 750.

INT 778 Guided Research Project II (3)

This course is sequential to INT 777 Guided Research Project I. In this course, students will continue their work from INT 777 Guided Research Project I by completing their analyses of the data, preparing a final written report, and presenting their findings in ASL. Students will be required to include an abstract, follow style guidelines, and prepare their final paper for publication to submit to a peer-reviewed journal.

Prerequisite: INT 777.

INT 781 Field Rotation (3)

Field experience in an approved setting provides students with supervised experience at an introductory level. Students will be placed with deaf professionals and/or professional interpreting practitioners in at least two of the five setting areas studied and engage in both observations and supervised interpretation. This is an intensive field-based rotation experience for students to expand their interpreting skills with a consumer-based perspective. Minimum of 15 hours of practicum interpreting per credit hour.

Prerequisite: INT 744, INT 746, INT 749.

INT 785 Internship (3)

The internship provides a valuable capstone experience in an occupational setting related to the student's specific professional goals. The experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. Students and instructors will agree upon a suitable site, supervision, and plan of activity before the semester begins. Students must prepare a written account of their practicum activities in a term paper that synthesizes the experience, keep a professional journal, and submit videotapes of interpreting done at the internship site. The internship is ordinarily undertaken during the summer semester

following completion of all course work and satisfactory completion of the written and performance portions of the comprehensive exam.

Prerequisite: Permission of the department.

INT 795 Special Topics (1-3)

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

INT 799 Independent Study (1-3)

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

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

DEPARTMENT OF LINGUISTICS

linguistics.gallaudet.edu

Graduate School and Professional Studies

Sorenson Language and Communication Center, Room 3200

Graduate Faculty

Deborah Chen Pichler, Ph.D. (Chair); Paul G. Dudis, Ph.D.; Robert E. Johnson, Ph.D.; Ceil Lucas, Ph.D.; Susan M. Mather, Ph.D.; Gaurav Mathur, Ph.D.; Kristin J. Mulrooney, Ph.D.; Miako Villanueva, M.A.

The department is unique in that all students and faculty in the department share an abiding interest in the study of American Sign Language (ASL) and its use. The ongoing, innovative research carried out by the linguistics faculty is contributing substantially to what is known about the structure and use of sign languages. ASL and other sign languages are not only the subject of faculty and student research, but ASL is also the language of communication in the classroom. Deaf graduate students do not have to deal with the issue of finding competent interpreters for classroom lectures, meetings with faculty members, and meetings with other students. Normal day-to-day interaction with fellow graduate students happens easily in an environment where all students are skilled ASL signers.

All majors in Linguistics are required to pay lab fees of \$50 per semester.

500-Level Elective Courses

Except for LIN 521 and LIN 541, Linguistics graduate students (both M.A. and Ph.D.) may take 500-level linguistics courses as electives. These 500-level courses are also offered to students in the undergraduate Linguistics minor and graduate students in other programs.

Graduate Special Students

Non-degree graduate special students may take courses in the linguistics program provided that they meet the course pre-requisites, have the necessary sign language skill, and have the permission of the instructor. Completion of courses as a special student does not guarantee later admission to a degree program.

Note: Students who enter the Ph.D. program in linguistics with a Gallaudet M.A. in Deaf Studies focusing on language teaching will be able to complete Ph.D. coursework in four semesters rather than six, since as many as 25 of their M.A. credits may be credited toward the Ph.D.

Graduate Programs offered:

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

M.A. in Linguistics

Students may seek an M.A. in Linguistics either as their terminal degree or as a step toward the Ph.D. It should be kept in mind that to proceed from the M.A. to the Ph.D. program in linguistics at Gallaudet, students must submit a Ph.D. application portfolio which must be unanimously approved by the faculty.

The M.A. program is appropriate for students seeking linguistic knowledge as a foundation for work in such allied professional fields as language teaching, interpreter education, language planning, bilingual education, and language assessment. Graduates of this program are sought for positions in interpreter training programs, faculty teaching posts at the college level, or, given the appropriate educational background, as teachers of Deaf children.

Students pursuing the M.A. in Linguistics at Gallaudet get a solid grounding in linguistic theory, methods, and research with a special emphasis on sign language linguistics. The program includes core courses in linguistic theory (both generative and cognitive), core courses in the structure of American Sign Language, courses in sociolinguistics, language and culture, research methods, and field methods. In addition, students select two elective courses according to their interests. The M.A. program requires 38 credit hours of coursework. A full-time graduate student should complete the program in four semesters. The program is designed to be completed during the fall and spring semesters, with no weekend or summer course offerings.

Admissions Procedures

Applicants for the M.A. in Linguistics must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | February 15 |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

GRE

Three Letters of Reference - one should cite sign language skills

Videotape of ASL signing

Recommended Undergraduate Major

Language

Math

Science

Recommended Prior Coursework

Introduction to Linguistics

Logic

Foreign Language

Program of Study

Core Courses in Linguistics (M.A.)

LIN 701 Introduction to Phonological Theory (3)

LIN 702 Introduction to Syntactic Theory (3)

LIN 703 Proseminar I (1)

LIN 704 Proseminar II (1)

LIN 521 Introduction to Cognitive Linguistics (3)

Core Courses in Sign Language Linguistics (M.A.)

LIN 731 American Sign Language Phonology (3)

LIN 732 American Sign Language Morphology (3)

LIN 733 American Sign Language Syntax (3)

LIN 741 Sociolinguistics of U.S. Deaf Community (3)

LIN 745 Languages and Cultures in Deaf Communities (3)

LIN 771 Field Methods I (3)

LIN 772 Field Methods II (3)

Elective Courses in Linguistics (6)

Program Requirements

Elective Courses in Linguistics

Students must complete at least 6 credit hours of elective graduate courses in linguistics. Elective courses are chosen by the student in consultation with the student's advisor. Elective courses may be taken through the consortium and should focus on aspects of linguistic theory or research related to the student's professional goals.

Siena School for Liberal Arts: Gallaudet University has an agreement in place whereby students can take summer courses offered by the Siena School for Liberal Arts in Siena, Italy, for elective credit. Please see fulbright.gallaudet.edu for details - look for the Siena School information at the bottom of the homepage.

Sign Language Fluency

All applicants to the program must have sufficient skill and experience in American Sign Language (ASL) to participate fully in classroom discussions conducted in ASL. Applicants are requested to provide a brief video in ASL as part of their application materials.

Qualifying Examinations

All students must take qualifying examinations during the first year of coursework. Students who do not achieve a passing score will be asked either to take remedial work and retake the examination or withdraw from the program.

Typical Program of Study (M.A.)

Semester I - Fall

LIN 701 Introduction to Phonological Theory (3)

LIN 702 Introduction to Syntactic Theory (3)

LIN 703 Proseminar I (1)

LIN 521 Introduction to Cognitive Linguistics (3)

Semester II - Spring

LIN 704 Proseminar II (1)

LIN 731 American Sign Language Phonology (3)

LIN 745 Languages and Cultures in Deaf Communities (3)*
or

LIN 732 American Sign Language Morphology

Semester III - Fall

LIN 771 Field Methods I (3)

Elective (3)

Elective (3)

Semester IV - Spring

LIN 733 American Sign Language Syntax (3)

LIN 741 Sociolinguistics in Deaf Communities (3)

LIN 772 Field Methods II (3)

Ph.D. in Linguistics

Gallaudet's Ph.D. program in linguistics, with a focus on sign language, opened its doors in the fall semester of 2002. Students may specialize in a range of theoretical and applied areas related to sign language, including phonology, syntax, morphology, cognitive linguistics, sociolinguistics, first language acquisition, and second language acquisition. Successful students will receive an M.A. degree after two years of coursework, advance to candidacy to the Ph.D. after another three semesters of courses, and receive the Ph.D. after completion of a dissertation. Transition from the M.A. program to the Ph.D. program is not automatic. Students are required to submit a portfolio in the fourth semester of the M.A. The decision to admit a student to the Ph.D. program is made by the entire linguistics faculty. Required courses may be waived on a case-by-case basis for students with previous work in linguistics. All courses taught by linguistics faculty are conducted in ASL.

The doctoral curriculum consists of a total of 71 credits of coursework plus dissertation research. This means that those who have taken the 38 credits required by the M.A. curriculum must complete another 33 credits of advanced linguistics courses. All students must complete the following advanced courses: Guided Research Project (LIN 880), Advanced Topics in Phonology (LIN 801), Advanced Topics in Syntax (LIN 802) or Cognitive Grammar (LIN 827), and Dissertation Proposal Development (LIN 890). An additional 18 credits of elective courses must also be completed.

Since the first two years of required coursework are the same for both the M.A. and Ph.D. degrees, students are encouraged to enter the program at the beginning M.A. level. Students who already have an M.A. in linguistics can apply directly for admission into the Ph.D. program, but will be required to take first and second year courses that were not included in the previous degree work. For those who have received an M.A. in language teaching from Gallaudet's American Sign Language and Deaf Studies Department,

the entire second year of language teaching coursework will be applied toward the doctoral program, reducing required coursework from five to three semesters. Students who earned the M.A. from Gallaudet's linguistics program more than ten years before the date of application may be required to retake the comprehensive examination and earn a score of "high pass" prior to admission.

Admissions Procedures

Applicants for the Ph.D. in Linguistics must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
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| Last Date for Completed Application: | February 15 |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

GRE

Three Letters of Reference - one should cite sign language skills

Videotape of ASL signing

Ph.D. Application Portfolio

Recommended Undergraduate Major

Language

Math

Science

Recommended Prior Coursework

Introduction to Linguistics

Logic

Foreign Language

Note: Students who enter the Ph.D. program in linguistics with a Gallaudet M.A. in Deaf Studies focusing on language teaching will be able to complete Ph.D. coursework in four semesters rather than six, since as many as 25 of their M.A. credits may be credited toward the Ph.D.

Program of Study

The doctoral curriculum consists of a total of 71 credits of coursework plus dissertation research. This means that those who have taken the 38 credits required by the M.A. curriculum must complete another 33 credits of advanced linguistics courses. All students must complete the following advanced courses: Guided Research Project (LIN 880), Advanced Topics in Phonology (LIN 801), Advanced Topics in Syntax (LIN 802) or Cognitive Grammar (LIN 827), and Dissertation Proposal Development (LIN 890). An additional 18 credits of elective courses must also be completed.

Elective Courses in Linguistics

Students must complete at least 24 credits of elective graduate courses in linguistics. Elective courses are chosen by the student in consultation with the student's advisor. Some courses may be taken through the Consortium of Colleges and Universities. Electives should focus on aspects of linguistic theory, application, or research related to the student's professional or academic goals.

Qualifying Examination

All students must take the qualifying examination in the spring semester of the first year of coursework. Students must achieve a passing score in order to continue in the program. Part time students may take the qualifying examination upon completion of the full sequence of courses ordinarily completed during the first year of full time study.

Comprehensive Examination

All students must pass a comprehensive examination designed to evaluate their grasp of the major principles and important content of the program of study. This examination is administered in the spring semester of the third year of coursework, i.e., the first year of the Ph.D. program.

Qualifying Papers

During the second year of study, students seeking a Ph.D. will prepare the first of two qualifying papers. The second qualifying paper will be completed during the third year of study. These papers will be the products of substantial data-based research projects on topics of relevance to sign languages. The student will prepare a thorough review of the literature, collect and analyze data, and report on the analysis. Successful completion of these papers qualifies students to begin work on their dissertation proposal.

Concept Paper

During the third year of study, students seeking a Ph.D. will prepare a concept paper on their proposed dissertation topic. This paper will include a statement of the research question, a review of the literature and a research plan. Upon admission to the Ph.D. program, the student will have identified a faculty member with expertise in their research area to serve as chair of their dissertation committee and will have obtained the faculty member's agreement. The dissertation chair must approve the concept paper before the student may begin work on the dissertation proposal.

Dissertation

Each student seeking a Ph.D. will be required to complete a research-based dissertation in an area acceptable to his or her doctoral committee. Upon completion of the dissertation, the student will defend it before the doctoral committee.

Core Courses in Linguistics (Ph.D.)

LIN 701 Introduction to Phonological Theory (3)
 LIN 702 Introduction to Syntactic Theory (3)
 LIN 703 Proseminar I (1)
 LIN 704 Proseminar II (1)
 LIN 721 Introduction to Cognitive Linguistics (3)
 LIN 801 Advanced Topics in Phonology (3)
 LIN 802 Advanced Topics in Syntax (3)
 LIN 803 Concept Paper (1)
 LIN 827 Cognitive Grammar (3)

Core Courses in Sign Language Linguistics (Ph.D.)

LIN 731 American Sign Language Phonology (3)
 LIN 732 American Sign Language Morphology (3)
 LIN 733 American Sign Language Syntax (3)
 LIN 741 Sociolinguistics of U.S. Deaf Community (3)

LIN 745 Languages and Cultures in Deaf Communities (3)*,
 or

LIN 795 Special Topics (3)*

**LIN 745 will be offered in odd years and LIN 795 in even years.*

LIN 771 Field Methods I (3)

LIN 772 Field Methods II (3)

Elective Courses in Linguistics (6)

Core Courses in Statistics (Ph.D.)**

EDF 801 Principles of Statistics I (3)

EDF 802 Principles of Statistics II (3)

***Note: These courses are required for students whose Ph.D. specialization requires statistical work. If taken, they replace two elective courses.*

Typical Program of Study (Ph.D.)**Year I - Fall**

LIN 701 Introduction to Phonological Theory (3)

LIN 702 Introduction to Syntactic Theory (3)

LIN 703 Proseminar I (1)

LIN 521 Introduction to Cognitive Linguistics (3)

Year I - Spring

LIN 704 Proseminar II (1)

LIN 731 American Sign Language Phonology (3)

LIN 732 American Sign Language Morphology (3)

LIN 745 Languages and Cultures in Deaf Communities (3)*

Year II - Fall

LIN 771 Field Methods I (3)

Elective (3)

Elective (3)

Year II - Spring

LIN 733 American Sign Language Syntax (3)

LIN 741 Sociolinguistics of the U.S. Deaf Community (3)

LIN 772 Field Methods II (3)

Year III - Fall

LIN 802 Advanced Topics in Syntax (3) or

LIN 827 Cognitive Grammar (3)

LIN 880 Guided Research Project (3)

(Qualifying Paper #2)

Elective #1 (3)

Complete Qualifying Paper #1 (Field Methods)

Year III - Spring

LIN 801 Advanced Topics in Phonology (3)

LIN 880 Guided Research Project (3)

Elective # 2 (3)

Oral Comprehensive Examination

Year IV - Fall

Elective #3 (3)

Elective #4 (3)

Elective #5 (3)

Complete Qualifying Paper # 2 (LIN 880)

LIN 803 Concept Paper (1)

Year IV

LIN 890 Dissertation Proposal Development (3)

Elective # 6 (3)

Year V - Fall (and onward)

LIN 900 Dissertation Research

Linguistics Graduate Courses**LIN 510 Introduction to First and Second Language Acquisition (3)**

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition). The first part of the course covers the important milestones of normal L1 development in phonology, morphology, syntax and pragmatics for both spoken and signed languages.

The course then explores how delays in exposure affect the acquisition process, leading to the main topics of the second part of the course: critical period effects and L2 acquisition. Readings and discussion throughout the course will reflect the perspective that acquisition studies on a broad variety of languages, both signed and spoken, are crucial for developing accurate theories of language structure and use. Application of concepts from lectures and discussion is encouraged through student collection and analysis of L1 and L2 data.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 521 Intro to Cognitive Linguistics (3)

This course is an introduction to the cognitivist approach to linguistics, in which language and thought are taken to be grounded in basic human experiences and to grow out of the nature of the physical brain and body. Unlike some linguistic approaches, cognitive linguistics treats form and meaning as interrelated on all levels of linguistic structure. Topics include conceptual blending, metaphor, frame semantics, prototypes and human categorization, mental spaces, and cognitive/construction grammar.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

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.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of 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.

Prerequisite: 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.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 585 Linguistics of Non-manual Signals in ASL (3)

This course introduces students to the theories and methods of analyzing non-manual signals (NMS) in American Sign Language. These signals refer to aspects of American Sign Language that are not expressed on the hands' e.g., facial movements and body posture. This course introduces students to the theories and methods of analyzing nonmanual signals (NMS) in American Sign Language. Students will identify linguistic components of NMS and discuss how they contribute to ASL morphology, phonology, syntax, discourse analysis, semantics, and language acquisition.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

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 non-manual signals within ASL grammar and ASL discourse. This leads to the role of nonmanual signs in helping to determine the structure of ASL sentences. Next, the course examines the order of constituents within ASL sentences, including topics and topicalization, subject pronoun copy, deletion of subjects and objects, and the placement of tense markers. The next section of the course focuses on the use of space in ASL discourse, verb classes based on how space is used, verb agreement, and conceptual mapping. The course concludes by examining subordination and specific types of ASL syntactic structures including relative clauses, conditional clauses, and related constructions.

LIN 665 Sociolinguistics of the Deaf Community (1)

This course provides an overview of the major areas of sociolinguistics and of current sociolinguistic thinking, with a focus on the Deaf community. It begins with an introduction to the field, followed by a look at bilingualism and language contact phenomena, including lexical borrowing, code-switching, code-mixing, diglossia, pidgins, and creoles. Following this look at intralanguage phenomena, the focus turns to the internal and external constraints upon them. Discourse analysis is then examined, with a focus on language and social interaction and the structure of conversations. Language attitudes are then discussed, followed by a look at language policy and planning.

LIN 670 Introduction to First Language Acquisition by Children (1)

This course introduces students to the processes by which children acquire their first language, focusing on the major milestones of phonological and syntactic development. Children everywhere accomplish the task of learning their native language by the age of 5. They succeed despite the cognitive limitations of their age and follow the same general

patterns of development regardless of what language they are learning. The efficiency with which children acquire language suggests some degree of innate linguistic knowledge, or a "language instinct." This course will overview some of the major research discoveries of how children combine this language instinct with information provided by the environment to acquire their native language. Course topics will include babbling and early phonetic development by infants, acquisition of word order, questions, and word meanings. A final segment of the course will explore the acquisition of sign languages and the ways in which deaf children's signing development parallels that of spoken language in hearing children.

LIN 671 Introduction to Acquisition of Sign Language (1)

Modern linguistic theory, traditionally based on research conducted on spoken languages, has benefited greatly from recent linguistic investigation of sign languages. Findings of similarities between spoken and sign languages reaffirm their equivalent status as fully natural languages, while differences point to areas where existing theory must be expanded. This course introduces students to the acquisition of ASL as a first language by deaf children and the unique contributions this research makes to general theories of language development. As background preparation, we will begin with a broad overview of important milestones in the acquisition of spoken language by hearing children. This will be followed by a short discussion on the effects of modality (oral/aural vs. gestural/visual) on the acquisition process. The remaining two-thirds of the class will be devoted to language development in the gestural/visual modality. Readings and lectures will center on the acquisition of phonology and selected syntactic phenomena, including nonmanuals and questions. The course will end with a discussion of delayed exposure to sign language and its effects on acquisition, a topic of great importance to the field of Deaf education.

Prerequisite: LIN 670.

LIN 695 Special Topics (1-3)

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

LIN 699 Independent Study (1-3)

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

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

LIN 701 Intro to Phonology Theory (3)

An introduction to the principles of linguistic study, with a concentrated focus on English phonology and phonological theory. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory.

LIN 702 Introduction to Syntactic Theory (3)

A comprehensive introduction to the principles and study of English syntax. Topics include: principles of syntactic argumentation; detailed examination of the major syntactic structures of English; and the place of syntax in terms of the larger context of English grammar.

Prerequisite: LIN 701.

LIN 703 Proseminar I (1)

Proseminar I is the first course of a two-course series for entering linguistics graduate students. This course will introduce students to the profession of linguistics, its history and subfields, as well as the research specializations of department faculty. Students will also receive general training in the use of equipment in our computer and video labs needed for carrying out sign linguistics projects. Information on finding print and electronic resources to assist students in their studies and research will be provided.

Co-requisite: Required for all first-year M.A. students.

LIN 704 Proseminar II (1)

Proseminar II is the second of a two-course series for entering linguistics graduate students. This course will focus mainly on skills important for succeeding in our program, and in the academic field of linguistics in general. Program-specific topics include training in digital video and information on Comprehensive and Qualifying exams, research papers and the PhD application portfolio. Professional training topics include discussion of how to prepare abstracts and conference presentations, apply for funding and IRB approval, and what to expect at an interview for a linguistic faculty position. Lecture are given by department faculty and staff on a rotating basis.

Prerequisite: LIN 703.

Co-requisite: Required for all first-year M.A. Students.

LIN 705 Introduction to Language and Communication (3)

A comprehensive introduction to the science of language and communication. Topics include an introduction to levels of language and language study, language variation, discourse analysis, language in context, communication process models, cross-cultural communication; language issues in

social stratification, and a brief introduction to the academic study of translation and interpretation. In conjunction with the lectures, students will spend at least seven hours observing situations where interpreting occurs.

Prerequisite: Permission of the instructor.

LIN 707 The Structure of Language: English and American Sign Language (4)

A comprehensive introduction to the linguistic structures of English and American Sign Language. Topics include phonetics and phonemics; phonological processes; the identification, structure, and distribution of morphemes; principles of syntactic argumentation; detailed examination of the major syntactic structures of English and ASL; and the place of phonology, morphology, and syntax in terms of the larger context of grammar.

LIN 731 American Sign Language Phonology (3)

A study of the phonological structure of signs in American Sign Language. Part I presents a comparison of notation systems for signs and provides extensive training in sign notation. Part II deals with phonological contrast. Part III is concerned with the phonotactic properties of lexical signs. Part IV deals with phonological processes and historical change.

Prerequisite: LIN 701.

LIN 732 American Sign Language Morphology (3)

An in-depth examination of the internal morphological structure of words. Examples are taken from a variety of languages of the world, but the primary focus is on ASL. Topics include compounding, affixation and cliticization, reduplication, indexing, numeral incorporation, aspect marking, and verbs of motion and location.

Prerequisite: LIN 731.

LIN 733 American Sign Language Syntax (3)

Elements of syntactic analysis with a major focus on ASL, including hierarchical structure, parts of speech, word order, topic constituents, the role of nonmanual signals, verb classes, complementation, relative clauses, and conditional clauses.

Prerequisite: LIN 732.

LIN 741 Sociolinguistics of the U.S. Deaf Community (3)

An examination of the theories and principles of sociolinguistics with specific reference to sign language variation in the context of the U.S. Deaf community. Topics include concepts of sociolinguistics, sociolinguistic methodology, describing language variation, social determinants of language

variation, interactional determinants of language variation, language attitudes, and language policy and planning.

LIN 745 Languages and Cultures in Deaf Communities (3)

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to participant observation and the ethnographic interview as research tools for understanding the interplay between language and culture in the Deaf community in which they participate.

LIN 750 Research Methods in Linguistics (3)

Guided fieldwork experience in ASL linguistics with emphasis on data gathering and analysis. Students select research topics within a specific domain of ASL established by the instructor, conduct a literature review, gather data, perform analyses of the data, and prepare a formal written report.

Prerequisite: LIN 732.

LIN 763 American Sign Language Structure for Professionals in Deaf Education (3)

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course will cover four major topics: 1) Phonology, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and the influence of signs on one another in connected discourse; 2) Morphology, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, reduplication, temporal and distributional aspect, numeral incorporation, and a discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; 3) Syntax, an examination of the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and 4) Sociolinguistic Applications, a discussion of language variation and language contact in the Deaf community and of language issues in deaf education in the United States.

LIN 771 Field Methods I (3)

This two-semester sequence will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

Prerequisite: All first-year MA courses are prerequisite to this class.

Co-requisite: LIN 733.

LIN 772 Field Methods II (3)

This two-semester sequence will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

Prerequisite: All first-year MA courses are prerequisite to this class.

LIN 795 Special Topics (1-3)

Grading System: letter grades only.

LIN 799 Independent Study (1-3)

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

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

LIN 801 Advanced Topics in Phonological Theory (3)

An advanced seminar focusing on phonological theory. Topics will vary depending upon current developments in phonological theory.

LIN 802 Advanced Topics in Syntactic Theory (3)

An advanced seminar focusing on generative syntactic theory. Topics will vary depending upon current developments in syntactic theory.

LIN 803 Dissertation Concept Paper (1)

In this course, the student will identify a dissertation topic and write a 10-page concept paper. The paper will identify the topic, discuss the general area of the topic, define the scope of work of the dissertation and outline a preliminary research plan. This course serves as preparation for LIN 890, Dissertation Proposal Development.

Prerequisite: Phd comprehensive exam and first year of PhD coursework.

LIN 811 Language Acquisition by Children (3)

This course critically reviews first language acquisition data for both spoken and signed languages. The course includes a critical evaluation of theoretical models attempting to account for how it is that children are able to acquire the languages they are exposed to. This course will provide a theoretical foundation for those teaching children and students of cognitive development.

Prerequisite: Required Master's level courses.

LIN 812 Language Learning by Adults (3)

This course critically reviews the acquisition of language by adults and the apparent disparity in language learning ability between children and adults. The course includes a critical evaluation of theoretical models of second language learning and will provide a theoretical foundation for those teaching language to adults and students for cognitive development.

Prerequisite: Core courses required for the Master's in Linguistics.

LIN 822 Brain and Language (3)

This seminar will review the literature on the neurological bases for language. Particular attention will be given to the relationship between spatial ability and linguistic ability. Models developed based on spoken-language data will be critiqued in light of data from sign languages, as production and processing of signing requires interaction of linguistic and spatial skills on several levels. Sign language data will be used to evaluate the traditional model of brain hemispheric specialization, where linguistic skills are lateralized on the left and spatial skills on the right.

LIN 824 Introduction to Mental Space Theory (3)

A seminar focusing on mental space theory. Topics include introductory concepts in cognitive grammar, conceptual space, space builders, cross-space mappings, metaphor, analogy, metonymy, blended mental spaces, grammar, and meaning construction.

LIN 827 Cognitive Grammar (3)

A seminar focusing on cognitive grammar. Major topics include introductory conceptual constructs important for language, symbolic linguistic units, grammatical categories, language as symbolization, grammatical constructions, and the application cognitive grammar to specific grammatical phenomena.

Prerequisite: LIN 702 and LIN 733.

LIN 841 Discourse Analysis (3)

The focus of this course is a comparison among six dominant approaches to the analysis of discourse: pragmatics, speech act theory, conversational analysis, interactional sociolinguistics, ethnography of communication, and variation analysis, with close examination of different kinds of sign language discourse.

Prerequisite: Required Master's level courses.

LIN 842 Discourse Analysis: Conversation (3)

The purpose of this course is to introduce students to theories and methods of discourse analysis. This is a companion course, not a sequel, to Discourse Analysis: Narrative. Whereas Discourse Analysis: Narrative is concerned with discourse produced primarily by one speaker. Discourse Analysis: Conversation is concerned with dialogic or multi-party discourse.

Prerequisite: LIN 701, 702, 703, 704, 721, 731, 732, 745, and permission of the instructor.

LIN 843 Discourse Analysis: Narrative (3)

The purpose of this course is to introduce students to theories and methods of discourse analysis. Narrative is chosen for study because it is primarily monologic (at least in U.S. culture) as distinct from dialogic or multi-party discourse which is covered in Discourse Analysis: Conversation. This course will focus on the analysis of ASL narratives.

Prerequisite: LIN 701, 702, 703, 704, 721, 731, 732, 745, and permission of the instructor.

LIN 850 Historical Linguistics (3)

This course focuses on language change. Topics include language families, methods of comparative reconstruction, phonological change, semantic change, and grammaticalization. We will evaluate the features of sign language in light of their relatively young age, and compare them to other "new" languages such as creoles. Attention will be paid to methods of historical reconstruction for languages that have not been written down in the past.

LIN 855 Language Typology (3)

In this course we survey the range of variation among world languages, both spoken and signed. Topics include tense/aspect systems, modals, representations of spatial concepts, and word order, as well as a consideration of potential universals specific to sign languages.

LIN 860 Language Variation (3)

An examination of analytical methods used in the study of variation and change in language structure and use, with a focus on sign language variation. Practice in the exploratory analysis and interpretation of sociolinguistics and discourse data, and introduction to quantitative tools, including the Varbrul program.

Prerequisite: Core courses required for the Master's in Linguistics.

LIN 880 Guided Research Project (3)

An intensive research project conducted under the guidance of a faculty member. The course is a continuing course, begun in the fall semester of the student's third year in the program (first year of the Ph.D.) and continuing into the spring semester. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course in each of the two semesters. Students are expected to develop an appropriate research plan, to complete the human subjects review process, to analyze data, and to write a final paper of publishable quality.

Prerequisite: Acceptance to Ph.D. program.

LIN 890 Dissertation Proposal Development (3)

This graduate level seminar will be guided by a faculty member in order to assist students as they work through the process of developing their dissertation proposal. It will also provide students with the opportunity to learn from one another by describing their progress as they develop their proposals.

Prerequisite: All required PhD courses.

LIN 895 Special Topics (1-3)

Grading System: letter grades only.

LIN 899 Independent Study (1-3)

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

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

LIN 900 Dissertation Research (1-9)

Students may register for this course to conduct any aspect of their dissertation research.

Prerequisite: Doctoral students in linguistics who have advanced to candidacy for the Ph.D. degree.

DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION

perec.gallaudet.edu

Graduate School and Professional Studies
Field House, Room 102

Graduate Faculty

E. Ronald Dreher, Ph.D. (Chair); Gina Oliva, Ph.D.; Carol Cutler Riddick, Ph.D.; Anne Simonsen, Ph.D.

In addition to its extensive undergraduate course offerings, the Department of Physical Education and Recreation offers a Master of Science degree in Leisure Services Administration.

Graduate Programs offered:

- M.S. Leisure Services Administration

M.S. Leisure Services Administration

The M.S. in Leisure Services Administration is designed for persons who aspire to administrative, supervisory, and leadership positions in the leisure services profession. The curriculum focuses on how to administer and supervise leisure services for clientele who are deaf, hard of hearing, and/or hearing in either inclusive or separate settings.

This is an interdisciplinary program with coursework required in the Departments of Physical Education and Recreation, Administration and Supervision, and Social Work. A student who graduates from the program will have earned an M.S. degree in Leisure Services Administration. Additionally, students admitted to this program are eligible to pursue a graduate Certificate in Management (see Administration and Supervision's course offerings).

Faculty members affiliated with this program have varied practical experience backgrounds. The faculty is also nationally and internationally recognized for involvement in professional organizations as well as for their research and publications.

Admissions Procedures

Applicants for the M.S. in Leisure Services Administration must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------------|
| Preferred Date for Completed Application: | Rolling Admission |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

GRE or MAT

Three letters of reference from educators, employers or other professionals

Resume

Sign Language Evaluation - Intermediate Level Required

Videotape of Signing Skills

English Evaluation

Prerequisite Coursework

Special Populations in Therapeutic Recreation or Leisure in Later Life

Leisure Education and Facilitation Techniques

Required Prior Professional Experience

Experience in Leisure Services field and interaction with deaf or hard-of-hearing people.

Program of Study

The M.S. in Leisure Services Administration requires the completion of a minimum of 30 credit hours that can be pursued on either a part-time or full-time basis.

Candidates for the M.S. in Leisure Services Administration must complete the following requirements, earning a grade average of 3.0 or higher:

1. Major Recreation Core (9 credit hours):

REC 705 Leisure Research Methods (3)

REC 710 Programming Leisure Services for Deaf and Other Populations (3)

REC 720 Administrative Issues in Recreation Programs for Deaf and Other Populations (3)

2. Related Courses (9 credit hours):

ADM 711 Basics of Management (3)

ADM 796 Executive Communication Skills (3)

ADM 837 Interpersonal and Group Behavior in Organizations (3)

3. Core Course (3 credit hours):

SWK 756 Data Analysis (3)

4. Graduate Internship in Leisure Studies Administration:

REC 780 (3 credit hours)

Students must design and participate in an internship experience that provides them with the opportunity to demonstrate and synthesize the knowledge and skills acquired in the courses taken to fulfill degree requirements for an M.S. in Leisure Services Administration. Students cannot undertake an internship until: (a) all credit hours (except professional paper or thesis credits) for the degree have been successfully completed; and, (b) the graduate faculty in the Department of Physical Education and Recreation have evaluated and determined the student's "readiness" to enroll in the internship. A student is expected to complete a minimum of 200 contact hours in an approved agency during the semester enrolled for the internship credits.

5. Guided Professional Paper (REC 790, 6 credits minimum) OR Thesis (REC 791, 6 credits minimum) OR 6 credits of graduate level electives related to student's career goals and approved by the Graduate Coordinator

Students pursuing a professional paper will have two foci from which to choose. First, over several semesters, the M.S. candidate can elect to read and synthesize information on a topic of interest to him/her using either one of three themes—an integrative literature review, a theoretical literature review, or a methodological literature review. Or the M.S. candidate can elect to design, implement and evaluate a service project related to leisure services administration (such as designing, conducting, and evaluating a workshop on "Personnel Performance Appraisal in a Recreation Organization" or developing a grant proposal). The service project

approach must have the written endorsement of at least a public or private recreation organization. Regardless of the approach chosen, the professional paper must demonstrate a high level of critical thought and serve as evidence of the ability to draw together an area of knowledge.

Students choosing the thesis approach undertake an original and empirical study. The purpose of the thesis is to promote knowledge regarding leisure (e.g., leisure attributes and/or impact of leisure activity on the health of individuals who are deaf or hard of hearing) or the administration of leisure service delivery for deaf and other populations. The student selects his/her own professional paper or thesis committee. Each committee is composed of three members, each of whom possesses an earned doctorate. The student selects one member as the chair. A minimum of two members of the committee must be graduate level faculty from the Department of Physical Education and Recreation, and at least one member must be from outside the department and/or University. This third member must have earned a doctoral degree or equivalent or be a member of the graduate faculty.

The permission of the chair of the committee is necessary to schedule and announce a professional paper or thesis defense. This defense will only be scheduled when the committee chair has reviewed all chapters of the professional paper or thesis, and all changes of a substantive and/or an editorial nature have been incorporated into the document to the satisfaction of the committee chair. The committee must receive the completed document a full 14 calendar days prior to the defense date. If participation in the public commencement event during May is expected by the student, the defense must occur no later than one calendar month prior to Study Day. Unless otherwise agreed to by all members of the committee, members of the committee are under no obligation to participate in more than one defense per week. Consequently, early scheduling of a defense is strongly encouraged. Permission to proceed with a scheduled defense ultimately rests with the committee chair and the dean of the Graduate School.

6. Other Requirements for the M.S. Program:

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

- a. Before embarking on an internship, a candidate must attain a rating of "2" on the ASLPI.
- b. In the event a student makes a C or lower in ADM 796 (Executive Communication Skills), he/she will be required to develop a written remedial plan for improving his/her written communication skills. This plan must be presented no later than the end of the first week of classes the following semester to the instructor of ADM 796 for his/her approval. Students may not be permitted to enroll for any other degree-related courses until they have demonstrated acceptable improvement in their written English skills (as assessed by the graduate faculty in the Department of Physical Education and Recreation and the instructor of ADM 796). When this occurs, the student will be reinstated into the M.S. Program and may resume her/his degree-related coursework.
- c. Abiding by rules stated in Gallaudet University's Graduate School Catalog, all requirements for the Master's degree must be met within five years from the date of matriculation in the program of study.

7. Students May Also Be Eligible to Earn a Certificate in Management:

To earn this certificate, a M.S. in Leisure Services Administration candidate must submit a separate application for the Certificate program and take an additional course (a fourth course) in the Department of Administration and Supervision.

Recreation Graduate Courses

REC 705 Leisure Research Methods (3)

Introduction to the process of leisure research, beginning with ethical and political considerations, paradigm adoption, topic choice, and methodology (research designs, sampling, instrumentation, data collection approaches) used in leisure research. The class also emphasizes the reading and understanding of leisure research articles. During this course, students will select and begin to develop a topic for a thesis or professional paper.

REC 710 Programming Leisure Services for Deaf and Other Populations (3)

This course is designed to introduce the student to a comprehensive program planning and benefits driven process. The emphasis is on recreation program planning for persons who are deaf/hard of hearing/late deafened. In an attempt to assist students in understanding the increasing diversity of the population of the United States and the world, this course will address program planning concerns and issues related to diversity (in terms of language choice, mainstream orientation, gender, age, race, ethnic group, sexual orientation, and ability).

REC 720 Administrative Issues in Recreation Programs for Deaf and Other Population (3)

This course is designed to introduce the student to the major administrative, supervision and management issues confronting leisure service organizations. Administrative principles and practices will be discussed as they relate to the recreation and park profession serving the deaf community. In an attempt to assist students in understanding the increasing diversity of the population of the United States and the world, this course will address administrative concerns and issues related to diversity (in terms of gender, age, race, ethnic group, sexual orientation, and ability).

REC 780 Graduate Internship in Leisure Services Administration (3)

The graduate internship is the culminating experience in the Master of Science degree in Leisure Services Administration. The experience should enable the student to bring together all aspects of the graduate program so that he/she can apply theories, knowledge, and skills learned in the classroom. *Prerequisite:* Completion of all credit hours, except thesis or guided professional paper credits, for the degree; and permission of the department.

REC 790 Guided Professional Paper (1-3)

This course will be taken by students desiring either: intensive in-depth study and synthesis of a topic related to some aspect of leisure service delivery; or involvement in an approved service project for a leisure service organization. Development of the professional paper will be conducted under the direction of a graduate faculty member and will entail writing and making oral presentations of findings. May be taken more than once.

Prerequisite: REC 705 and permission of the instructor.

REC 791 Thesis (1-3)

This course will be taken by students involved with research associated with a thesis option in the leisure services administration program. Research will be conducted under the direction of a graduate faculty member and will entail developing, designing and implementing the research project; as well as writing and making oral presentations of findings. May be taken more than once.

Prerequisite: REC 705 and permission of the instructor.

REC 795 Special Topics (1-3)

Grading System: letter grades only.

REC 799 Independent Study (1-3)

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

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

DEPARTMENT OF PSYCHOLOGY

psychology.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies
Hall Memorial Building, Room W312

Graduate Faculty

Irene W. Leigh, Ph.D. (Chair); Lynne Blennerhassett, Ed.D. (Director of School Psychology Program); Patrick J. Brice, Ph.D. (Director of Clinical Psychology Program); Carolyn A. Corbett, Ph.D.; Elizabeth Gibbons, Ph.D.; Bryan D. Miller, Ph.D.; Donna A. Morere, Ph.D.; Lawrence H. Pick, Ph.D.; Tanya Thomas-Presswood, Ph.D.

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

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

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

Graduate Programs offered:

- Ph.D. in Clinical Psychology
- Specialist (Psy.S.) in School Psychology

Ph.D. in Clinical Psychology

The Department of Psychology offers a doctorate (Ph.D.) in clinical psychology, with specialization in working with deaf and hard of hearing populations. The program has a life-span development philosophy and offers courses and opportunities for supervised practice with deaf people, with both early- and late-onset hearing loss. Students also develop general clinical skills through work with hearing populations.

The clinical program trains psychologists in both clinical and research skills. It prepares them to contribute to the field both by providing clinical services to deaf and hard of hearing individuals and by expanding the knowledge base in areas of psychology important for working effectively with these populations. The doctoral program typically requires a minimum of five years for completion, one year of which is a full-time clinical internship. Students may apply to be awarded an M.A. in Psychology after completion of their predissertation research project and the comprehensive examination. This is usually awarded after the third year of study and is not a terminal degree.

The Clinical Psychology Program is accredited by the American Psychological Association. Information, comments, or questions about our accreditation can be directed to the Committee on Accreditation at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Their phone number is (202) 336-5500 and their web address is www.apa.org.

Admissions Procedures

Applicants for the Ph.D. in Clinical Psychology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|------------|
| Last Date for Completed Application: | February 1 |
| First Date for Consideration of Application: | February 1 |

Program Specific Requirements

GRE General Test
 Three Letters of Reference
 Narrative Statements - Essay
 Resume

On-campus Interview recommended (by invitation in February-March)

Prior Degrees Required

Psychology M.A. preferred
 Undergraduate Psychology Major or Minor, or Related Field

Prerequisite Coursework

Statistics
 Child Development
 Abnormal Psychology
 Experimental Psychology
 18 hours of Undergraduate Psychology courses preferred

Prior Professional Experience

Preferred

Program of Study

Students complete approximately 100 hours of academic credit, including the following areas: biological bases of behavior, social bases of behavior, cognitive and affective bases of behavior, human development, research and analytic methods, ethics, psychological assessment, and psychological interventions. The program includes supervised practicum experiences and a research-based dissertation.

Sign Language Requirements

Students must attain prescribed levels of sign language competency to enter their first practicum and to be permitted to apply for internship. Students are required to score 2+ or above on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before beginning their practicum, and a 3 or above before beginning their internship.

Practicum Opportunities

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

Typical Program of Study**First Year Semester I - Fall**

PSY 711 Principles of Statistics (3)
 PSY 712 Research Methods in Psychology (3)
 PSY 733 Child Development (3)
 PSY 749 Intellectual Assessment: Measurement Principles and Applications (4)
 PSY 781 Clinical Psychology Ethics and Practice I (2)
 ASL class as needed (3 each semester)

Semester II - Spring

PSY 703 Research Seminar (1)
 PSY 713 Psychological Statistics II (3)
 PSY 782 Clinical Psychology Ethics and Practice II (2)
 PSY 834 Adult Psychopathology (3)
 PSY 865 Personality Assessment: Projective Techniques (3)

Summer

PSY 866 Personality Assessment: Objective Techniques (2)
 PSY 704 Research Seminar (1)

Second Year Fall Semester

PSY 783 Foundations of Psychotherapy I (2)
 PSY 785 Clinical Psychology Practicum (3)
 PSY 800 Individual Research (1-12)
 PSY 833 Adult Development and Personality (3)
 PSY 836 Methods of Adult Psychotherapy (3)
 PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)

Spring Semester

PSY 723 Psychology and Deafness (3)
 PSY 784 Foundations of Psychotherapy Lab II (1)
 PSY 786 Clinical Psychology Practicum (3)
 PSY 800 Individual Research (1-12)

One of the following three PSY courses:

PSY 751 Psychology of Perception (3)
 PSY 752 Cognitive Psychology (3)
 PSY 815 Psycholinguistics (3)

One elective 800-level PSY course on psychological intervention (3)

Summer

Complete Predissertation Project

PSY 800 Individual Research (1-12)
 PSY 900 Dissertation Research (1-12)
 PSY 985 Advanced Clinical Psychology Externship (1-6)

Third Year Fall Semester

One elective 800-level PSY course on psychological intervention (3)

One of the following two PSY courses:

PSY 809 Social Psychology and Human Diversity (3)
 PSY 820 History and Systems (2)

PSY 885 Clinical Psychology Externship (3)
 PSY 900 Dissertation Research (1-12)

Spring Semester

One of the following two PSY courses:

PSY 843 Neuropsychological Foundations and Assessment (3)
 PSY 854 Psychopharmacology (3)

One of the following three PSY courses:

PSY 751 Psychology of Perception (3)
 PSY 752 Cognitive Psychology (3)
 PSY 815 Psycholinguistics (3)

One elective 800-level PSY course on psychological intervention (3)

PSY 886 Clinical Psychology Externship (3)
 PSY 900 Dissertation Research (1-12)

Complete first draft of dissertation proposal

Summer

Comprehensive Examinations

PSY 800 Individual Research (1-12)
 PSY 900 Dissertation Research (1-12)
 PSY 985 Advanced Clinical Psychology Externship (1-6)

Fourth Year Fall Semester

One elective 800-level PSY course on psychological intervention (3)

One of the following two PSY courses:

PSY 809 Social Psychology and Human Diversity (3)
 PSY 820 History and Systems (2)

PSY 900 Dissertation Research (1-12)
 PSY 985 Advanced Clinical Psychology Externship (1-6)

Complete dissertation research proposal

Complete qualifying examination

Apply for internship

Spring Semester

One of the following two PSY courses:

PSY 843 Neuropsychological Foundations and Assessment (3)
 PSY 854 Psychopharmacology (3)

One elective 800-level PSY course on psychological intervention (3)

PSY 900 Dissertation Research (1-12)
 PSY 986 Advanced Clinical Psychology Externship (1-6)

Summer

PSY 900 Dissertation Research (1-12)

Fifth Year Fall-Spring-Summer

Complete and defend dissertation

Complete clinical internship

Degree awarded in August

Specialist (Psy.S.) in School Psychology

The Department of Psychology offers a specialist degree program in school psychology (Psy.S.) with a subspecialization in deafness. The program provides a comprehensive plan of studies that integrates respect for diversity, basic psychology, practitioner skills, and educational planning. The faculty is committed to developing competent school psychologists who serve diverse students, including specialization in the area of deafness. The program has a solid core of academic and applied courses supplemented by extensive practica and a one-year internship.

The school psychology program is fully approved by the National Association of School Psychologists (NASP) and recognized by the National Council for Accreditation of Teacher Education (NCATE) ; therefore, graduates of the Gallaudet program may receive certification as school psychologists in the many states that recognize NASP/NCATE accredited training programs. The program identifies six NCATE Transition Points that serve as benchmarks for monitoring progress through the program: Entrance Into the Program, Awarding the M.A. in Developmental Psychology, Advancement to Practicum II, Advancement to Internship, Awarding the Specialist Degree in School Psychology, and Alumni Status. In keeping with national accreditation practices, school psychology students participate in the university TK20 Assessment System which requires a one-time fee. The completion of the specified school psychology program satisfies the training requirements for school psychology certification in the District of Columbia Public Schools.

Admissions Procedures

Applicants for the Psy.S. in School Psychology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | February 1 |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

GRE

Three Letters of Reference

Required Undergraduate Major

Psychology Major or Minor, or Related Field

Prerequisite Coursework

Statistics

Child Development

Abnormal Psychology

Program of Study

Core Curriculum

The core curriculum consists of credit hour requirements in the following eight core competency areas:

1. Knowledge of human development (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, and perceptual-motor areas), academic mastery, educational curriculum, and learning environments.
2. Knowledge of varied models and methods of service delivery, including standardized and non-standardized assessment, consultation, intervention, outcome evaluation, and family systems models, incorporating data-based decision-making information technology and empirically based professional service.
3. Knowledge of school psychology history and professional issues, administrative and supervisory procedures related to school psychology and school systems, family systems, and legal and ethical standards guiding service delivery at individual, group, family, school, and system levels.
4. Standardized and non-standardized assessment, evaluation, and interpretation of human development and learning domains (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, perceptual-motor, and academic mastery) within a collaborative, data-based decision-making frame, respecting diversity of student strengths, needs, learning styles, and cultures.
5. Use of behavioral and observational strategies in individual diagnosis linked to developing effective instruction and enhancement of individual growth and development.
6. Use of systematic therapeutic approaches (e.g., behavior management, FBA, RTI, consultation, counseling, conferencing) to address identified needs at the individual, group, family, and system levels.

7. Function as the resource specialist in the school attuned to, and skilled in, achieving mental health goals, prevention services, home-school collaboration, crisis intervention, and crisis intervention teamwork.

8. Design, implement, and evaluate in-service, staff development, parent education, and system level programs.

Additional Objectives

The additional program objective of training students with an expertise in deafness is framed within the following five special competency areas.

1. Communication and meeting the communication needs of all individuals whom one serves, which includes the development of American Sign Language (ASL) skill, as well as the ability to assess one's communication skills and adapt communication modalities to meet the specific needs of each child (ASL, manually coded English, oral/aural approaches, etc.).
2. Knowledge of deafness issues, including research, technological innovations, deaf culture, diversity within the Deaf community, and resources for families and the professional.
3. Psychoeducational considerations for children who are Deaf or hard of hearing, including modifications needed in use of standardized and non-standardized test instruments, interpretation of results, socialization issues, family issues, and the impact of additional disabilities.
4. Specialized psychological assessment and observational strategies for students who are Deaf or hard of hearing across diverse cultural, economic, linguistic, and personal developmental domains.
5. Knowledge of educational intervention techniques and curriculum adaptations for students who are Deaf or hard of hearing.

Practicum and Internships

Supervised practicum and internship experiences are available at school and educational programs for deaf, hard of hearing, and hearing children in the metropolitan Washington area and across the United States. A background check is frequently a requirement of practicum and internship sites and will be the financial responsibility of the student before placement is made.

Typical Program of Study and Core Courses

The graduate program in school psychology requires the completion of 72 graduate hours including practicum and internship experiences. The program generally takes three years: two years of course study (including practicum experiences) and a one-year internship.

The first year of the program includes a 30-credit sequence of courses in psychology and related areas, additional sign communication courses, and successful completion of comprehensive examinations in three areas (language, cognition, and behavior disorders). Successful completion of these requirements results in a master of arts degree in developmental psychology. The master's degree is usually awarded at the end of the first year of study.

The second year includes an additional 30-credit sequence of courses emphasizing school psychological services, successful completion of a comprehensive examination case study and an extensive practicum experience.

The third program year is a full-time school psychology internship placement (12 credits), which may be served in a school or school/clinical setting anywhere in the United States. Upon successful completion of the internship year the specialist degree in school psychology is awarded.

Courses that must be taken at Gallaudet in the school psychology program:

- PSY 701 Legal, Ethical, and Professional Issues in School Psychology (3)
- PSY 743 Assessment I: History and Theory of Assessment (3)
- PSY 746 Assessment II: Intellectual Assessment (3)
- PSY 765 Assessment III: Social, Emotional and Behavioral Assessment (3)
- PSY 770 Practicum in School Psychology I (3)
- PSY 771 Practicum in School Psychology II (3)
- PSY 772 Psychological Consultation: Externship (1)
- PSY 790 Internship: Individual Case Study (3)
- PSY 791 Internship: Teacher Consultation and Counseling (3)
- PSY 792 Internship: System Consultation and In-Service (3)
- PSY 793 Internship: Advanced Case Conference (3)

Required Courses

PSY 732 Child Psychopathology and Behavior Disorders (3)
 PSY 748 Psychoeducational Assessment and Programming for Exceptional Children (3)
 PSY 754 Biological Psychology: Brain and Behavior (3)
 PSY 766 School Psychology and Prevention Services (3)
 PSY 767 Psychological Consultation: Theory and Practice (3)

Additional Requirements

Students must pass a comprehensive examination in each of these areas:

Language development
 Cognitive development
 Behavior disorders
 Comprehensive case study

Students must take at least one course in each of these areas:

Educational methods or curriculum
 Multicultural education
 Audiology
 Statistics
 Psychology and deafness

Students must demonstrate sign language proficiency by passing six credit hours of coursework in the area of sign communication (or waiver).

Psychology Graduate Courses**PSY 701 Legal, Ethical and Professional Issues in School Psychology (3)**

Provides familiarization with legal and ethical issues and the role and function of the psychologist in the school setting. Class and field experiences are designed to acquaint the student with the various roles, responsibilities and operations of multi-disciplinary teams from a multi-cultural perspective. Available school and community resources for deaf and hard of hearing people are explored.

Prerequisite: Permission of the instructor.

PSY 703 Research Seminar (1)

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

Prerequisite: Enrollment in the clinical psychology program or consent of instructor.

Co-requisite: PSY 711 or equivalent.

PSY 704 Research Seminar (1)

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

Prerequisite: Enrollment in the clinical psychology program or consent of instructor.

Co-requisite: PSY 712 or equivalent.

PSY 711 Principles of Statistics (3)

Discussion of the theory and applications of inferential statistics, including sampling, estimation, confidence intervals, inferences, effect sizes and hypothesis testing as well as descriptive statistics, validity and reliability. Specific statistical techniques such as t tests, Chi Square, one way and factorial analyses of variance, correlations, simple and multiple regression as well as an introduction to trend analysis will be presented. Lab experiences in using SPSS or similar computer programs for analyzing data will be provided. Evaluations of statistical methods used in published research will be discussed.

PSY 712 Research Methods in Psychology (3)

Covers principles of research design in psychology from two-group comparisons to complex multiple treatment designs. Also includes guidelines and criteria for writing research reports and articles, questionnaire and survey research, case studies and other single-subject designs, correlational studies, naturalistic observation, and ethical considerations in research.

Prerequisite: PSY 711.

PSY 713 Psychological Statistics II (3)

Covers inferential statistics including simple and complex analysis of variance, multiple comparisons between means, and analysis of covariance. Chi-square and other nonparametric statistics and partial and multiple regression are included. Experience with computer programs (SPSS) for these statistical analyses will be provided.

Prerequisite: PSY 711.

PSY 723 Psychology and Deafness (3)

This course provides in-depth exploration of the complex interrelationships between the functioning of deaf and hard-of-hearing individuals and psychological, biological, and socio-cultural aspects within a human systems framework that incorporates multicultural perspectives. Psychological principles and theories related to the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and

hard-of-hearing individuals are considered. Also considered are factors including the influence of etiology/genetics, varying levels of hearing loss and age of onset, familial variables, linguistic and communication approaches, technology, educational settings, psychopathology, and cultural aspects.

PSY 724 Psychology and Disability (3)

This course provides a comprehensive foundation of theory, research, and practice relating to general and special psychological aspects of physical, mental, and emotional disabilities in American society. Includes medical, psychological, psychiatric, and employment-related as well as entitlement program-related definitions of disability and their ramifications; the impact of disabilities upon psychological growth and coping in individuals and families, societal attitudes toward disabilities, and prevention and treatment strategies and issues.

Prerequisite: Current enrollment in the clinical psychology program or permission of instructor.

PSY 732 Child Psychopathology and Behavior Disorders (3)

A study of child behavior disorders and other psychopathologies of childhood, including types of disorders, etiology, and intervention and prevention strategies. Psychological, developmental, biological, cultural, and educational factors are included.

Prerequisite: Permission of the instructor.

PSY 733 Child Development (3)

Knowledge bases in child and adolescent development, including biological, cognitive, social, affective, and moral development. Methodological and theoretical issues and controversies in the study of human development are discussed.

Prerequisite: Matriculation in the Clinical Psychology Program.

PSY 736 Psychological Development I: Learning and Cognitive Development (3)

A survey of current psychological research on cognitive processes and development, including perceptual learning, concept learning, problem solving, and memory.

Prerequisite: Permission of the instructor.

PSY 739 Psychological Development II: Language Development and Assessment (3)

A survey of research and theory on language structure, processing, and development including evaluation of instruments for assessing language development.

Prerequisite: General Psychology or Permission of Instructor.

PSY 743 Assessment I: History and Theory of Assessment (3)

An introduction to multiple methods of assessing behavior, abilities, and achievement. Includes the history of assessment practices and theory and a discussion of the statistical properties of assessment instruments including reliability, validity, standard error of measurement and normal distributions. Criteria for evaluating and selecting tests, methods and theoretical approaches to assessment are also presented.

Prerequisite: Permission of the instructor.

PSY 746 Assessment II: Intellectual Assessment (3)

An intensive course designed to provide the graduate student with an integrated foundation consisting of knowledge of theory, methods, and techniques, along with applied clinical skills, in the effective appraisal of individual intelligence. Course instruction focuses primarily upon skill development in test selection, administration, and scoring; analysis and interpretation of test results; preparation of reports on findings; and application of knowledge of assessment practices, including confidentiality considerations, within a framework provided by professional, ethical, and legal standards.

Prerequisite: School Psychology Majors: PSY 743, PSY 770.

PSY 748 Psychoeducational Assessment and Programming for Exceptional Children (3)

An overview of formal and informal assessment procedures used in identifying exceptional children, including cognitive, social-emotional, and perceptual-motor functioning as well as achievement measures. Assessment procedures used in developing and evaluating intervention strategies and Individualized Education Plans will be discussed, using an interdisciplinary model and a multicultural and/or bilingual perspective. The collection and use of data for the purpose of evaluating program effectiveness will also be included.

Prerequisites or Co-requisites: PSY 743 and PSY 746 or Permission of Instructor.

PSY 749 Intellectual Assessment: Measurement Principles and Applications (4)

An intensive course in theory, methods, and clinical skills in appraisal of individual intelligence, including a critical analysis of individual tests, criteria for evaluating and selecting tests, values, limitations of tests, test selection, administration and scoring, analysis and interpretation of test results, preparation of reports, and legal and ethical standards in assessment.

Prerequisite: Matriculation in the Clinical Psychology Program.

PSY 750 Language Intervention with Special Populations (3)

A seminar in which students critically evaluate research articles related to language development and intervention of special education populations such as mentally retarded, blind/low vision, autistic/emotionally disturbed, deaf or hard of hearing, and learning disabled children. This course is generally taken by students enrolled in PSY 771 and concurrently serving special education referral children.

Prerequisite: PSY 736 or permission of instructor.

PSY 751 Psychology of Perception (3)

Theories and research findings in human and animal perception with emphasis on the visual system. Course topics include: neuroanatomy and physiology of the visual system, psychophysics, color vision, space perception, form perception, information processing, and the psychopathology of perception.

Prerequisite: Enrollment in a graduate programs in clinical psychology or school psychology or permission of the instructor.

PSY 752 Cognitive Psychology (3)

This course provides an understanding of current theories and research in the field of cognitive psychology, including information processing, memory, learning, language development, and the influence of deafness on cognitive development and strategies, particularly as they relate to clinical practice and research.

PSY 754 Biological Psychology: Brain and Behavior (3)

Addresses brain-behavior relationships with an emphasis upon school age children. Anatomy of the brain as well as neurodevelopmental and acquired neurophysiological disorders that affect children will be discussed. Students will be introduced to neuropsychological tests and test batteries used in the evaluation of this age group.

Prerequisite: Permission of the instructor.

PSY 757 Family Assessment, Interviewing and Interventions (2)

Methods of interviewing, assessing, and introducing change into family systems. Theories and methods of family therapy.

Prerequisite: PSY 733.

PSY 760 Behavioral and Therapeutic Interventions with Children (3)

The course focuses upon the theoretical and applied use of interventions used with children exhibiting behavioral and/or emotional difficulties. Emphasis is placed upon the use of

Applied Behavioral Analysis, functional analysis, behavior modification techniques and psycho-educational interventions used with individuals, small groups, and family constellations.

Prerequisite: Permission of the instructor.

PSY 765 Assessment III: Social, Emotional and Behavioral Assessment (3)

Training with techniques and instruments used in social, emotional and behavioral assessment. Projective and descriptive techniques are discussed in addition to the use of adaptive behavior instruments. The use of assessment data for educational and vocational planning and decision-making is emphasized from a multi-cultural perspective..

Prerequisites or Co-requisites: PSY 711, PSY 743, and PSY 746 or Permission of Instructor.

PSY 766 School Psychology and Prevention Services (3)

Course will include the conceptual basis and discuss the techniques used in delivering mental health services to non-identified populations in the school. Types of interventions studied will include the use of group techniques, social skill development procedures, enrichment programs, teaching of parenting skills, development of vocational or school transitional services and methods for delivering in-service to professional staff members. Particular emphasis will be given to the role of the psychologist on crisis intervention teams.

Prerequisite: Permission of the instructor.

PSY 767 Psychological Consultation: Theory and Practice (3)

Survey of major theoretical models of psychological consultation with professional peers, parents, administrators and organizations as they are applied to school settings, mental health settings, medical settings, natural communities and workplaces. Methods for achieving individual or system-wide change are reviewed through literature, class discussion, simulation, and role-playing activities.

Prerequisite: Second Year Graduate Status or Permission of the Instructor.

PSY 768 Home/School/Community Collaboration, Family and Exceptionalities (3)

This course combines three knowledge areas relevant to providing psychological services to children: family, exceptionality, and schools. It provides a study of family development and family systems to analyze how these influence children's cognitive, motivational and academic performance, and social and behavioral characteristics. This course will also

discuss the impact of having an exceptional child on family, parents, siblings; diversity; and it will explore frameworks of the provision of comprehensive psychological services to children in schools and the development of more effective relationships between home, school and community.

Prerequisite: PSY 723 and 732.

Co-requisite: PSY 766 and 765.

PSY 770 Practicum in School Psychology (3)

Under close supervision students gain experience in multi-dimensional assessment of individuals in various settings. Emphasis is on developing skills in administering, interpreting, and reporting the results of various measures of intelligence related to educational functioning.

Prerequisites or Co-requisites: PSY 746 and *Prerequisite:* Permission of the instructor.

PSY 771 Practicum in School Psychology II (3)

Under the close supervision of a certified or licensed psychologist, students work in a school or clinic setting providing psychological and educational assessments, preparing reports, counseling with clients, and developing and implementing intervention programs. In addition, students attend a weekly seminar emphasizing major issues in the professional practice of school psychology.

Prerequisite: PSY 701, PSY 743, PSY 746, PSY 748, PSY 770 and Permission of the instructor.

PSY 772 Psychological Consultation: Externship (1)

A supervised practicum in which the student is responsible for designing, implementing, and evaluating a psychological consultation experience in a school or educational program.

Prerequisite: PSY 767 and PSY 771.

PSY 781 Clinical Psychology Ethics and Practice I (2)

This course sequence introduces clinical psychology doctoral students to professional practice in clinical psychology. The two-semester sequence covers ethical and professional expectations and guidelines, legal obligations of psychologists, and an overview of clinical practice settings and the activities of psychologist in these settings and skills fundamental to clinical practice such as clinical observation and interviewing. The first semester focuses primarily on adults, the second on work with children and families. Cross-cultural issues in clinical practice are included in both semesters.

Prerequisite: Enrollment in clinical psychology doctoral program or permission of instructor.

PSY 782 Clinical Psychology Ethics and Practice II (2)

This course sequence introduces clinical psychology doctoral students to professional practice in clinical psychology. The two-semester sequence covers ethical and professional expectations and guidelines, legal obligations of psychologists, and an overview of clinical practice settings and the activities of psychologist in these settings and skills fundamental to clinical practice such as clinical observation and interviewing. The first semester focuses primarily on adults, the second on work with children and families. Cross-cultural issues in clinical practice are included in both semesters.

Prerequisite: Enrollment in clinical psychology doctoral program or permission of instructor.

PSY 783 Foundations of Psychotherapy I (2)

This course is an introduction to the practice of psychotherapy, and the spring semester lab provides an opportunity to work with a deaf client in psychotherapy. This course is a complement to Methods of Psychotherapy, which provides an overview of theories and approaches. For most students, Foundations of Psychotherapy and Methods of Therapy are taken at the same time. The focus is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Class participation and application of skills in practice sessions are essential components of this course. Foundations of Psychotherapy is a 2-part course. The didactic portion (2 credits) is taken in the fall semester, while the case experience (1 credit) is taken in the spring semester.

Prerequisites or Co-requisites: PSY 836 or equivalent.

PSY 784 Foundations of Psychotherapy Lab II (1)

This course is a 1-credit hour lab course that follows Foundations of Psychotherapy I. It is designed to provide graduate students in clinical psychology with psychotherapy experience, particularly with deaf and hard-of-hearing individuals. Through Gallaudet University's Mental Health Center, students will conduct, under direct supervision, a minimum of six psychotherapy sessions with a client that is appropriate for them. This may include live observation and/or videotaping of the therapy, supervision sessions, and maintaining documentation.

Prerequisite: PSY 783 and a Methods of Psychotherapy course.

PSY 785 Clinical Psychology Practicum (3)

This practicum is generally taken in the second year of the clinical psychology program, and focuses on the development of assessment and psychodiagnostic skills. Interviewing, test selection, administration, scoring, case formulation, report writing, and providing feedback to clients and others are included. Individual and group supervision are provided by faculty and on-site supervisors.

Prerequisite: Second year standing in the clinical psychology program; satisfactory communication skills as evidenced by the ASLPI; PSY 749, PSY 765, PSY 781, PSY 782, PSY 834, PSY 865, and PSY 866.

PSY 786 Clinical Psychology Practicum (3)

This practicum is generally taken in the second year of the clinical psychology program, and focuses on the development of assessment and psychodiagnostic skills. Interviewing, test selection, administration, scoring, case formulation, report writing, and providing feedback to clients and others are included. Individual and group supervision are provided by faculty and on-site supervisors.

Prerequisite: Second year standing in the clinical psychology program; satisfactory communication skills as evidenced by the ASLPI; PSY 749, PSY 781, PSY 782, PSY 834, PSY 865, and PSY 866.

PSY 790 Internship: Individual Case Study (3)

Field experience in an approved setting provides supervised experience in identification and description of school-related problems, formulation of diagnostic plans, selection and use of appropriate evaluation tools, referral to appropriate specialists, integration of findings, and recommendation of appropriate action and follow-up.

Prerequisite: Advanced program status and permission of instructor.

PSY 791 Internship: Teacher Consultation and Counseling (3)

Field experience in an approved setting provides supervised experience in conferences with teachers to interpret results of child diagnostic study; conferences with parents to interpret plan of action for child or youth; short term and group counseling with students.

Prerequisite: Advanced program status and permission of instructor.

PSY 792 Internship: System Consultation and In-Service (3)

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists in the school and community concerning planning, referrals, and

in-school interventions and experience in developing and implementing in-service programs for teachers, administrators, and staff.

Prerequisite: Advanced program status and permission of instructor.

PSY 793 Internship: Advanced Case Conference (3)

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists to interpret the results of child diagnostic study; active participation in multidisciplinary staffings; and design and development of interventions for the remediation of student learning and behavior problems in the classroom.

Prerequisite: Advanced program status and permission of instructor.

PSY 795 Special Topics (1-3)

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

PSY 799 Independent Study (1-3)

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

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

PSY 800 Individual Research (1-12)

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

Prerequisite: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.

PSY 809 Social Psychology and Human Diversity (3)

This course provides an introduction to theoretical and research foundations in social psychology, particularly as related to clinical/personality psychology and to the study of cultural minorities and the diversities of human experience.

PSY 815 Psycholinguistics (3)

This course provides an overview of theoretical perspectives and research issues in psycholinguistics. Topics include theoretical perspectives, language development and acquisition, neurolinguistics, language comprehension and production, and the relationships between language and cognition, social relationships, self-concept, and power. Cross-linguistic comparisons will be made between signed and spoken languages.

Prerequisite: Graduate standing in psychology or permission of the instructor.

PSY 820 History and Systems (2)

Review of theoretical approaches in the historical development of psychology as a discipline, including the emergence of clinical and experimental psychology from roots in philosophy and physiology. The principal systems and schools of thoughts in the history of psychology will be surveyed, including psychophysics, structuralism, functionalism, behaviorism, gestalt theory, psychoanalysis, and cognitive theories, to reveal their impact on contemporary psychology. *Prerequisite:* Graduate standing in psychology or permission of the instructor.

PSY 825 Health Psychology (3)

This course provides an introduction to the interaction of psychological and biological factors in health and illness, and the effects of psychological interventions on high- and low-risk lifestyles and medical outcomes. Students become familiar with theories of psychobiological interactions, biological systems believed to be affected by this interaction, and assessment and intervention techniques used to alter health outcomes of these interactions. Specific diseases such as cancer, heart disease, and asthma are addressed, as are treatment compliance and the role of the psychologist in the medical setting.

Prerequisite: PSY 754.

PSY 826 Child Clinical Psychology Treatment Methods (3)

A survey of treatment methods with children and adolescents, the child in the context of the family, and issues in working with and understanding educational and other settings.

Prerequisite: PSY 732 and PSY 782.

PSY 833 Adult Development and Personality (3)

This course introduces students to theories of adult development throughout the adult life cycle. The interweaving of biological, social, cultural, and psychological aspects of development will be examined relative to dimensions of change that occur throughout adulthood. We will explore conceptualizations of change in physical functioning, personality, socialization, occupation, cognition, and other aspects of development during adult life and aging. The impact of various life-styles, gender, culture, ethnicity, family factors, and deafness among other things will all be considered as pertinent throughout the course.

PSY 834 Adult Psychopathology (3)

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV will be discussed. Treatment implications of various diagnostic categories will be included.

Prerequisite: Enrolled students in clinical psychology or mental health counseling or permission of instructor.

PSY 835 Late Adulthood and Aging (3)

This course provides the student with basic information about the physical, social, and psychological effects of aging, the developmental issues that arise during older adulthood, and the approaches to coping with these changes and adjustment to the death of loved ones and the individual's own confrontation with mortality.

PSY 836 Methods of Adult Psychotherapy (3)

An overview of methods and theories of psychotherapy used with adults. Covers professional and ethical guidelines as applied to the conduct of psychotherapy.

Prerequisite: PSY 781 and PSY 834 or permission of instructor.

PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)

This course provides a foundation in functional neuroanatomy, neurophysiology, and the presentation and effects of brain injuries, illnesses, and syndromes. It also includes material on peripheral sensory and perceptual functions. When you complete this course, you should have a basic knowledge of brain structure and function/dysfunction and the interaction of mind and body. An emphasis is placed on application of the information to clinical populations and the ability to critically evaluate neurophysiological and neuropsychological research.

PSY 843 Neuropsychological Foundations and Assessment (3)

This course provides an introduction to the foundations of neuropsychology, including an introduction to functional neuroanatomy, neuropsychological research, and the presentation and effects of brain injuries, illnesses, and syndromes. Students learn to apply this knowledge through the administration, scoring, and interpretation of selected neuropsychological screening tests, with emphasis on their use with deaf and hard of hearing populations.

Prerequisite: PSY 840.

PSY 851 Group Psychotherapy (3)

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course, which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Prerequisite: PSY 836.

PSY 854 Psychopharmacology (3)

This course provides an introduction to the uses, neurophysiological mode of action, and physiological and behavioral effects of various categories of psychoactive medications, including antipsychotic, anxiolytic, and antidepressant medications. Basic psychopharmacological research and the psychomimetic effects of drugs used for the treatment of medical disorders will be discussed.

Prerequisite: PSY 840.

PSY 860 Cognitive-Behavior Therapies (3)

This course provides an in-depth examination of the theories, principles, and applications of cognitive-behavior therapy. Historical issues, behavioral models, and specific types of cognitive-behavioral therapy, including Rational Emotive, Cognitive Therapy, and the Case Formulation Model, are explored. Research trends including application to the problems of eating disorders, anxiety, depression, poor social skills, and marital dysfunction are also addressed.

Prerequisite: PSY 712, PSY 781, PSY 834, or permission of instructor.

PSY 862 Multicultural and Urban Issues in Clinical Practice (3)

The Washington D.C. Metropolitan Area is one that is very culturally diverse. This course will focus on the special issues that are raised when offering mental health and psychotherapy services to persons of color who reside in this large urban area. During the course, students will have the opportunity to examine the following content areas: the psychology of racism and oppression, theoretical issues and research findings on psychotherapy with minority populations, the impact of therapist racial/cultural characteristics on the therapeutic process, multicultural issues in psychodiagnostic testing, and relevant issues for traditional and emerging minority groups. Each class period will also include a module on an "urban issue" of concern to area residents.

Prerequisite: PSY 781, PSY 834, PSY 836, PSY 865, and PSY 866.

PSY 865 Personality Assessment: Projective Techniques (3)

During this course, students learn the basic principles of the Exner Comprehensive System of Rorschach testing. Students learn how to administer the Rorschach, practice scoring using the Exner System, and interpreting the test results. Other projective techniques such as the Thematic Apperception Test are also covered. Students practice report-writing skills. Information learned about personality testing is integrated with information previously learned in Assessment II: Intellectual Assessment.

Prerequisite: PSY 781 and PSY 749.

PSY 866 Personality Assessment: Objective Technique (2)

This course addresses the uses and limitations of the MMPI-2 and other frequently used objective measures used to assess personality factors and possible psychopathology in clients. Special attention is given to possible adaptations and need for caution in interpretations when such measures are used with deaf and hard of hearing clients and clients whose cultural history/affiliation is outside the mainstream. Students are expected to develop skills in the integration of data derived from objective measures with other assessment results into a coherent and useful report.

Prerequisite: PSY 834 and PSY 749.

PSY 870 Clinical Hypnosis and Brief Psychotherapy (3)

The present course is an elective, intervention course in the Clinical Psychology program. It introduces students to the work of Milton Erickson and others who have pioneered the use of hypnosis in clinical settings. While this course does not lead to certification in the field of hypnosis, it will lay the foundation for anyone later wishing to pursue certification through professional groups such as the American Society for Clinical Hypnosis (ASCH). The course is highly experiential, including work on trance inductions, development of metaphors, and application of trance principles and hypnosis to specific kinds of issues in psychotherapy and healing in general, as well as application of hypnosis work with deaf people. Enrollment in this course signifies that you agree to serve as a participant with one or more of your classmates. In addition to the experiential component, the course will provide students the opportunity to review research into hypnosis and hypnotic phenomena.

Prerequisite: A graduate level course in methods of psychotherapy or an equivalent.

PSY 880 Clinical Supervision (3)

Clinical Supervision provides students with an introduction to theory, methods, and ethical issues in the supervision of clinical services. The course emphasizes the supervision of psychotherapy and related interventions. Supervision of other clinical services, such as assessment and crisis intervention, are also included. Both individual and group supervision are considered. Classes include lecture, discussion of readings, and case material.

Prerequisite: Enrollment is a graduate program in a mental health field such as Clinical Psychology, Counseling, Social Work, or School Psychology. PSY 836 (Methods of Adult Psychotherapy) or equivalent. Completion of at least 2 semesters of supervised.

PSY 885 Clinical Psychology Externship (3)

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

Prerequisite: Third year standing in the clinical psychology program, PSY 785, PSY 786, and PSY 836.

PSY 886 Clinical Psychology Externship (3)

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

Prerequisite: Third year standing in the clinical psychology program, PSY 785, PSY 786, and PSY 836.

PSY 895 Special Topics (1-3)

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

PSY 899 Independent Study (1-3)

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

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

PSY 900 Dissertation Research (1-12)

Students may register for dissertation research while conducting any phase of their dissertation research project.

Prerequisite: Doctoral students in clinical psychology who have advanced to candidacy for the Ph.D. degree.

PSY 985 Advanced Clinical Psychology Externship (1-6)

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

Prerequisite: PSY 885 and PSY 886.

PSY 986 Advanced Clinical Psychology Externship (1-6)

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

Prerequisite: PSY 885 and PSY 886.

PSY 999 Clinical Psychology Internship (1-6)

Registration indicates that the student is undertaking a psychology internship approved by the clinical psychology program at the predoctoral or doctoral level.

Prerequisite: Open only to students who have completed comprehensive examinations, advanced to candidacy for the Ph.D. degree, and are in an internship approved by the clinical psychology program faculty.

DEPARTMENT OF SOCIAL WORK

socialwork.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies
Hall Memorial Building, Room S335

Graduate Faculty

Teresa Crowe Mason, Ph.D. (Chair); Beth Betman, M.S.W.; Carol Cohen, L.C.S.W., -C, Ph.D. ABD; Elizabeth Moore, M.S.W. (M.S.W. Program Director); Martha Sheridan, Ph.D.; Barbara J. White, Ph.D.

Social Work Professional Staff

James Schiller, M.S.W.

The Department of Social Work offers the master's in social work (M.S.W.) degree and the baccalaureate degree with a major in social work. The M.S.W. program admitted its first class in 1989.

The M.S.W. program prepares deaf, hard of hearing, and hearing students to assume leadership positions in the provision of social work services for deaf and hard of hearing people throughout the United States and internationally. Graduates are employed in child welfare agencies, schools and universities, mental health settings, family service agencies, correctional facilities, and programs for people with developmental disabilities, among many others. Graduates are providing clinical services and are engaged in advocacy, administration, program and policy development, community development, consultation, research, and publication.

The Department of Social Work has seven faculty and one professional staff who are highly qualified and experienced in their fields. Department members are engaged in research, are active in community service projects, and present regularly in professional conferences, workshops, and colloquia.

Social work faculty are engaged in program development efforts on behalf of deaf and hard of hearing people throughout the metropolitan Washington area. In addition, the department sponsors guest lectures and colloquia by professional social work practitioners from the Washington, D.C., metropolitan area as well as from other areas of the country.

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

Graduate Programs offered:

- M.S.W. in Social Work
- M.S.W. in Social Work with School Specialization

M.S.W. in Social Work

The master of social work program at Gallaudet University prepares students for advanced social work practice with deaf and hard of hearing populations. Graduates possess the knowledge and skills to enter the profession as practitioners in various settings, such as schools, health care agencies, family and child welfare agencies, mental health settings, disability organizations, corrections agencies, organizations that provide services to senior citizens, etc. Graduates possess knowledge and skills in areas of direct generalist practice with individuals, families, groups, organizations, and communities. Graduates may practice in areas such as policy, research, program development, and agency and community work.

The M.S.W. program consists of 62 credit hours of study. The foundation curriculum consists of courses in eight core curriculum areas: human behavior and the social environment, social welfare policy and services, social work practice, research, field education, values and ethics, diversity, and populations at risk, including social and economic justice. Foundation students attend a concurrent field practicum with courses, entering the field of practice for two eight-hour days a week at an internship site. Students complete the first year of study with approximately 500 hours of field practicum experience in addition to course and lab credit. The advanced curriculum concentration courses consist of advanced content in all of the curriculum areas. Graduates expand and deepen knowledge and skills acquired during the foundation year and develop special knowledge and skills needed for practice with deaf and hard of hearing populations. Students in the advanced year have a full semester of courses in the fall semester and a full block placement in the spring semester with two online courses. During the spring semester, students are placed in settings that require advanced social work practice skills. Students work at their internship sites for four eight-hour days, totaling thirty-two hours per week or 512 hours for the semester in addition to two online courses. At the completion of the second year of study, students graduate with 12 credits of field practicum (approximately 1012 hours of field practicum) and 50 course credits.

Students in the M.S.W. program may apply to participate in a school social work specialization which is accredited by the National Council for the Accreditation of Teacher Education. Students take courses specifically related to school social work, including school social work policy and school social work practice. Internship experiences during both years take place in school settings or in other education-related agencies. A student may take an approved elective course in order to enhance preparation to work with deaf and hard of hearing children in schools. Participants in this program may apply to take part in a U.S. Department of Education grant, which provides half tuition waivers and stipends during all four semesters. Students selected for the grant opportunity must commit to work in a school setting after graduation.

M.S.W. students must achieve an ASLPI rating of 2 by the end of their foundation curriculum, prior to taking the qualifying examination and prior to admission into the concentration curriculum. Students are responsible for scheduling their ASLPI evaluations by appointment with the Center for American Sign Language Literacy (CASLL) on the second floor of the Merrill Learning Center early in the fall semester of their first year in the program. ASLPI scheduling at the CASLL only occurs during a two-week sign-up period only at the beginning of the semester. This is the only time during a given semester that M.S.W. students may secure individual interviews.

Students not reaching the ASLPI rating of 2 in the fall semester must meet with their advisors to develop a plan of activities (ASL classes and interaction activities) which will facilitate skill and rating advancement. It is the students' responsibility to register for these classes and activities, and to schedule subsequent ASLPI evaluations until the required rating is achieved. A rating of 2+ is required for graduation. Students not achieving the ASLPI rating of 2+ are required to provide a portfolio of documentation which would include the ASLPI or SCPI proficiency level(s) obtained and three letters of recommendation from individuals (internship supervisor, academic advisor, or others), along with everything else the students have done to improve their skills. Then the Social Work Department will make a decision based on that information, the student progress in the M.S.W. program, and the population and setting in which the student aims to work.

Admissions Procedures

Applicants for the MSW in Social Work must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the [Graduate Admissions web site \(aaweb.gallaudet.edu/gradadmissions.xml\)](http://aaweb.gallaudet.edu/gradadmissions.xml) for more information and a [checklist of application requirements](#). Detailed program information and course descriptions are also available in the Graduate Catalog.

| DEADLINE | DATE |
|--|-------------|
| Last Date for Completed Application: | February 15 |
| First Date for Consideration of Application: | No set date |

Program Specific Requirements

GRE or MAT
Three Letters of Reference
Narrative Essay
Writing Sample recommended
On-Campus Interview Recommended (February-March)

Prerequisite Coursework

30 Hours of Liberal Arts or Humanities
Coursework in Human Biology

Conditional Admission

Occasionally, a student who is unable to satisfy a particular admission requirement but otherwise gives evidence of ability to succeed in a graduate social work program may be awarded admission conditionally. The student then has until the end of the first semester to remove those conditions. If the student does not remove those conditions, he or she will not be allowed to continue in the program.

Advanced Standing

Students who have graduated with bachelor's degrees in social work from Council on Social Work accredited programs may be eligible for advanced standing through the waiver of first semester courses. Up to 15 credits may be waived if students have received a grade of B or better in their undergraduate courses and are recommended for advanced standing by their undergraduate program. Waiver of field

practicum credits requires the recommendation of the field practicum director. Admission with advanced standing is decided on an individual basis and is designed to prevent duplication of material learned in the applicant's undergraduate social work program. Students are encouraged to take electives up to the 62 credit limit.

Program of Study

Two-Year Option

Foundation Year

Semester I - Fall

SWK 705 Human Behavior in the Social Environment I (3)
 SWK 711 Social Policy and Social Services (3)
 SWK 741 Social Work Practice I (includes lab) (5)
 SWK 755 Research Methods I (3)
 SWK 771 Foundation Field Practicum I (3)

Total: 17 credits

Semester II - Spring

SWK 706 Human Behavior in the Social Environment II (3)
 SWK 742 Social Work Practice II (3)
 SWK 756 Data Analysis (3)
 SWK 772 Foundation Field Practicum II (includes lab) (3)
 HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)
 Elective (3)

Total: 18 credits

Advanced Concentration Year

Semester III - Fall

SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
 SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
 SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)
 SWK 791 Research Practicum I: Deaf and Hard of Hearing Populations (3)
 Elective (3)

Total: 15 credits

Semester IV - Spring

SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations [online] (3)
 SWK 780 Advanced Practice Seminar (3)
 SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (6)

Total: 12 credits

Grand Total: 62 credits

Two-Year Option

Foundation Year

Semester I - Fall

SWK 705 Human Behavior in the Social Environment I (3)
 SWK 711 Social Policy and Social Services (3)
 SWK 741 Social Work Practice I (includes lab) (5)
 SWK 755 Research Methods I (3)
 SWK 771 Foundation Field Practicum I (3)

Total: 17 credits

Semester II - Spring

SWK 706 Human Behavior in the Social Environment II (3)
 SWK 742 Social Work Practice II (3)
 SWK 756 Data Analysis (3)
 SWK 772 Foundation Field Practicum II (includes lab) (3)
 HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)
 Elective (3)

Total: 18 credits

Advanced Concentration Year

Semester III - Fall

SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
 SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
 SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)
 SWK 791 Research Practicum I: Deaf and Hard of Hearing Populations (3)
 Elective (3)

Total: 15 credits

Semester IV - Spring

SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations [online] (3)

SWK 780 Advanced Practice Seminar (3)

SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (6)

Total: 12 credits

Grand Total: 62 credits

*Three-Year Option***First and Second Years: Foundations****Semester I - Fall**

SWK 705 Human Behavior in the Social Environment I (3)

SWK 711 Social Welfare Policy and Services (3)

SWK 755 Research Methods I (3)

Total: 9 credits

Semester II - Spring

SWK 706 Human Behavior and the Social Environment II (3)

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

Elective (3)

Total: 9 credits

Semester III - Fall

SWK 741 Social Work Practice I (includes lab) (5)

SWK 771 Foundation Field Practicum I (3)

Elective (3)

Total: 11 credits

Semester IV - Spring

SWK 742 Social Work Practice II (3)

SWK 756 Data Analysis (3)

SWK 772 Foundation Field Practicum II (includes lab) (3)

Total: 9 credits

Third Year: Advanced Concentration**Semester V - Fall**

SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)

SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)

SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

SWK 791 Research Practicum I: Deaf and Hard of Hearing Populations (3)

Total: 12 credits

Semester VI - Spring

SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (online) (3)

SWK 780 Advanced Practice Seminar (3)

SWK 781 Field Practicum with Deaf and Hard of Hearing Populations I (3)

SWK 782 Field Practicum with Deaf and Hard of Hearing Populations II (3)

Total: 12 credits

Grand Total: 62 credits

M.S.W. in Social Work with School Specialization

The master of social work program at Gallaudet University prepares students for advanced social work practice with deaf and hard of hearing populations. Graduates possess the knowledge and skills to enter the profession as practitioners in various settings, such as schools, health care agencies, family and child welfare agencies, mental health settings, disability organizations, corrections agencies, organizations that provide services to senior citizens, etc. Graduates possess knowledge and skills in areas of direct generalist practice with individuals, families, groups, organizations, and communities. Graduates may practice in areas such as policy, research, program development, and agency and community work.

The M.S.W. program consists of 62 credit hours of study. The foundation curriculum consists of courses in eight core curriculum areas: human behavior and the social environment, social welfare policy and services, social work practice, research, field education, values and ethics, diversity, and populations at risk, including social and economic justice. Foundation students attend a concurrent field practicum with courses, entering the field of practice for two eight-hour days a week at an internship site. Students complete the first year of study with approximately 500 hours of field practicum experience in addition to course and lab credit.

The advanced curriculum concentration courses consist of advanced content in all of the curriculum areas. Graduates expand and deepen knowledge and skills acquired during the foundation year and develop special knowledge and skills needed for practice with deaf and hard of hearing populations. Students in the advanced year have a full semester of courses in the fall semester and a full block placement in the spring semester with two online courses. During the spring semester, students are placed in settings that require advanced social work practice skills. Students work at their internship sites for four eight-hour days, totaling thirty-two hours per week or 512 hours for the semester in addition to two online courses. At the completion of the second year of study, students graduate with 12 credits of field practicum (approximately 1012 hours of field practicum) and 50 course credits.

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Students not reaching the ASLPI rating of 2 in the fall semester must meet with their advisors to develop a plan of activities (ASL classes and interaction activities) which will

facilitate skill and rating advancement. It is the students' responsibility to register for these classes and activities, and to schedule subsequent ASLPI evaluations until the required rating is achieved. A rating of 2+ is required for graduation. Students not achieving the ASLPI rating of 2+ are required to provide a portfolio of documentation which would include the ASLPI or SCPI proficiency level(s) obtained and three letters of recommendation from individuals (internship supervisor, academic advisor, or others), along with everything else the students have done to improve their skills. Then the Social Work Department will make a decision based on that information, the student progress in the M.S.W. program, and the population and setting in which the student aims to work.

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Program Specific Requirements

GRE or MAT
Three Letters of Reference
Narrative Essay
Writing Sample recommended
On-Campus Interview Recommended (February-March)

Prerequisite Coursework

30 Hours of Liberal Arts or Humanities
Coursework in Human Biology

Conditional Admission

Occasionally, a student who is unable to satisfy a particular admission requirement but otherwise gives evidence of ability to succeed in a graduate social work program may be awarded admission conditionally. The student then has until the end of the first semester to remove those conditions. If the student does not remove those conditions, he or she will not be allowed to continue in the program.

Advanced Standing

Students who have graduated with bachelor's degrees in social work from Council on Social Work accredited programs may be eligible for advanced standing through the waiver of first semester courses. Up to 15 credits may be waived if students have received a grade of B or better in their undergraduate courses and are recommended for advanced standing by their undergraduate program. Waiver of field practicum credits requires the recommendation of the field practicum director. Admission with advanced standing is decided on an individual basis and is designed to prevent duplication of material learned in the applicant's undergraduate social work program. Students are encouraged to take electives up to the 62 credit limit.

*Program of Study***Foundation Year****Semester I - Fall**

SWK 705 Human Behavior in the Social Environment I (3)
 SWK 711 Social Welfare Policy and Services (3)
 SWK 741 Social Work Practice I (includes lab) (5)
 SWK 755 Research Methods I (3)
 SWK 771 Foundation Field Practicum I (3)

Total: 17 credits

Semester II - Spring

SWK 706 Human Behavior in the Social Environment II (3)
 SWK 742 Social Work Practice II (3)
 SWK 756 Data Analysis (3)
 SWK 772 Foundation Field Practicum II (includes lab) (3)
 HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)
 Elective (3)*

Total: 18 credits

Advanced Concentration Year**Semester III - Fall**

SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
 SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
 SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)
 SWK 760 School Social Work Practice (3)
 Elective (3)*

Total: 15 credits

Semester IV - Spring

SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)
 SWK 780 Advanced Practice Seminar [online] (3)
 SWK 781 Field Practicum with Deaf and Hard of Hearing Populations I (3)
 SWK 782 Field Practicum with Deaf and Hard of Hearing Populations II (3)

Total: 12 credits

Grand Total: 62 credits

First and Second Years: Foundations**Semester I - Fall**

SWK 705 Human Behavior in the Social Environment I (3)
 SWK 711 Social Welfare Policy and Services (3)
 SWK 755 Research Methods I (3)

Total: 9 credits

Semester II - Spring

SWK 706 Human Behavior and the Social Environment II (3)
 SWK 756 Data Analysis (3)
 SWK 761 School Social Work Policy (3)
 HSL 707 Audiology and Hearing Technology for Educators and Counseling Professionals (3)

Total: 12 credits

Semester III - Fall

SWK 741 Social Work Practice I (includes lab) (5)
 SWK 771 Foundation Field Practicum I (3)
 SWK 760 School Social Work Practice (3)

Total: 11 credits

Semester IV - Spring

SWK 742 Social Work Practice II (3)

SWK 772 Foundation Field Practicum II (includes lab) (3)

Elective (3)

Total: 9 credits

Third Year: Advanced Concentration**Semester V - Fall**

SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)

SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)

SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

Total: 9 credits

Semester VI - Spring

SWK 780 Advanced Practice Seminar [online] (3)

SWK 783 Field Practicum with Deaf and Hard of Hearing Populations (6)

SWK 791 Research Practicum: Deaf and Hard of Hearing Populations [online] (3)

Total: 12 credits

Grand Total: 62 credits**Social Work Graduate Courses****SWK 702 Play Therapy (3)**

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

SWK 705 Human Behavior and the Social Environment I (3)

This foundation course affirms the central focus of social work practice as the person or human group in interaction with the social environment. Its purpose -- to understand the problematic transactions between people and their envi-

ronments; its goal -- to use this understanding to restore and enhance mutually beneficial transactions between people and society through reciprocal tasks and adaptations. Concepts of biopsychosocial development across the life span will be presented. The family will be considered as an open system with functions that shift at stages of transitions.

SWK 706 Human Behavioral and the Social Environment II (3)

This course examines the behaviors, functions, and structure of groups, communities, and organizations. Students are introduced to theories that explain interactions within and between each of these larger systems. Students are also given an opportunity to apply many of the theoretical concepts used to explain the behaviors of individuals and families learned in the first semester Human behavior course, to behaviors exhibited by larger systems (groups, communities, and organizations). The course also addresses issues related to equitable distribution of goods and services that may be encountered by macro systems.

Prerequisite: SWK 705.**SWK 707 Introduction to Gerontology (3)**

This second course examines the biological, social, and psychological aspects of aging, with special attention to the interrelationship between theoretical and practice-oriented knowledge. The course is organized around basic theories and processes of aging and considers developmental issues facing aging individuals as they move through maturity and old age. Examination of cross-cultural issues that shed light on the American experience will be introduced. Cultural/historical, class, gender, ethnic, and minority relationships to aging will be considered. Selected policy issues related to developmental changes and needs will be introduced where possible, as will earlier developmental processes that continue into advanced age.

SWK 709 Social Work Perspectives on Dysfunction (3)

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

Prerequisite: SWK 705.*Co-requisite:* SWK 706.

SWK 711 Social Policy and Social Services (3)

This foundation course is an introduction to the understanding and appraisal of social services and social policies in the United States. The social values and economic and political factors which guide their development will be discussed. Attention is given to the role of social work in evaluating and changing policies.

SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)

This concentration course, taken in the second year, focuses on human behavior and the social environment of deaf and hard of hearing populations. The course looks at the complex interplay of psychosocial, system, and ecological forces in the life cycle development of individuals who experience deafness. The course explores forces of oppression and political and economic influences that impact the behavior, adaptation, and functioning of deaf and hard of hearing people.

Prerequisite: SWK 705, SWK 706, and passing the qualifying exams.

SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)

This course presents specialized content about social welfare policies affecting deaf and hard of hearing people and people with disabilities. These policies are discussed within the framework of analysis and evaluation to determine future directions for policy. The impact of the service delivery, funding, and organizational systems on the implementation of policy will be considered. The course will look at policies for people who are deaf-blind, developmentally disabled, and chronically mentally ill.

Prerequisite: SWK 711.

SWK 717 Cultural Competence (3)

This course examines theories of cultural and ethnic identity, literature related to the cultures of women, deaf and hard of hearing people, gay and lesbian people, ethnic minorities of color, and people with disabilities. Because of the complexity of culturally competent social work practice, students are required to examine personal prejudices, stereotypes, and belief systems that negatively affect the provision of services to diverse populations. Readings on oppression, identity, and minority cultures are supplemented with presentations by experts from the community and dialogue with them. The course uses classroom exercises, written assignments,

and objective measurements to increase self-awareness in the context of the student's personal identity and attitudes about difference based on ethnicity, gender, sexual orientation, and disability.

SWK 741 Social Work Practice I (5)

This is the first foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required to intervene with individual, family, and group systems. This course focuses on social work relationships as an integral component for change. Students gain knowledge and skill in the use of self in social work practice. A weekly practice lab focuses on the application of practice and interview skills.

SWK 742 Social Work Practice II (3)

This is the second foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required for effective intervention with larger systems of organizations and communities. It builds upon knowledge of interventions with individuals and groups to develop foundation skills such as advocating for clients within complex systems, building coalitions, negotiating with diverse groups, assessing community needs, program evaluation, development, management, proposal writing, understanding budgets, and supervision.

Prerequisite: SWK 741.

SWK 743 Social Work Practice with Older Persons and Their Families (3)

The focus of this course is on assessment and intervention with older people and their families. A primary, secondary, and tertiary intervention model is presented with emphasis on maintaining independence, using community-based services, and preventing institutionalization. The interdisciplinary aspects of gerontological social work, working with teams, and educating as well as learning from other professionals are addressed. Special attention is given to social work with older people with hearing loss; Alzheimer's and other organic disorders; alcohol abuse; medication problems; bereavement, death, and dying; neglect; abuse and victimization; and social work practice with racial, ethnic, and sexual minorities.

Prerequisite: SWK 707 and SWK 741.

SWK 749 Social Policy and Community Planning with Aging Persons (3)

This course is part of the required sequence for the aging and hearing loss concentration. Its focus is on social policy and community planning issues related to needs and services for aging people in the United States. Questions facing all aging individuals will be framed within two contexts: the cultural context of the aging deaf, and the special situation of deaf and hard of hearing elderly people. The course's perspective is to examine how national policy and service networks promote or interfere with successful aging and ways in which social work can contribute to improving relevant social policies and programs.

Prerequisite: SWK 707 and SWK 743.

SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)

This is a required course in the practice sequence which accompanies Field practicum SWK 783. It looks at the critical transition points in the life cycle of the family with a deaf child in dynamic interplay with social networks and communities, and draws on a variety of theoretical approaches to build greater synthesis and refinement of assessment and intervention knowledge and skills.

Prerequisite: SWK 742 and SWK 772.

Co-requisite: SWK 783.

SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

This is the second concentration practice course with a focus on specialized knowledge and skills needed to work with organizations and communities of which deaf and hard of hearing people are a part. Building on the foundation-year principles of intervention with organizations and communities, this course focuses on the processes of empowerment of deaf and hard of hearing populations, interventions that increase access to political and social processes in communities and organizations. Topics will include grassroots organizing, planning, administration, social action, and program evaluation skills.

Prerequisite: SWK 751.

SWK 755 Research Methods I (3)

This course is the first of a required two-course sequence designed to introduce the student to the process of research beginning with topic choice and covering methodological approaches such as surveys and single case design, data collection, ethnics and politics of research, and unique prob-

lems of research in social work settings. During the course, students will select and develop a topic for their second year special project.

SWK 756 Data Analysis (3)

The second semester in the foundation research sequence focuses on statistical and qualitative tools that provide the student and professional social worker with the means for evaluating practice and programs. Descriptive statistics, inferential statistics, and qualitative techniques of analysis will be the focus of this course. The student will be introduced to computer technology and its use for data analysis, using software packages such as the Statistical Package for the Social Sciences (SPSS). Guide to Data Analysis for SPSS and "The Ethnographer" software for analysis of qualitative data.

Prerequisite: SWK 755.

SWK 760 School Social Work Practice (3)

This course exposes students to the specialized knowledge, skills and values needed for effective social work practice with deaf and hard of hearing children and their families within the complex ecosystem of their educational settings, and broader communities. Focus is on 1) assessment, intervention and prevention in the school setting; 2) collaboration and referral to outside agencies, 3) detection and reporting of child abuse and neglect; 4) interprofessional collaboration between social workers and educators to meet the complex needs of at risk students. Traditional school social work practice (family and group counseling, parent education, crisis intervention and advocacy) and emerging models of service delivery (play therapy modalities, and prevention activities such as psychoeducational approaches in conflict resolution, substance abuse prevention, etc.) in schools will be covered. School social work roles and functions ranging from formalized data collection procedures and assessment through contributing to and monitoring the ISP process to purely clinical interventions are covered. This class builds upon school social work policy, human behavior, and research courses. Societal, cultural, institutional, diversity and familial values will be explored in relation to practice and student success.

Prerequisite: SWK 705, SWK 706, SWK 741, and SWK 742.

SWK 761 School Social Work Policy (3)

This course builds a base of knowledge, skills and values among graduate social work students which will prepare them for work with deaf and hard of hearing children, adolescents and their families, within the context of the

educational setting. Students will develop an understanding of laws and policies which impact the ecosystem of the child which relates to school social work and mental health policies, educational placement and access, poverty, violence, child abuse and maltreatment, substance abuse, domestic violence, healthcare, social justice and accessibility. Skills in assessing policy needs, evaluating policy and policy implications for deaf and hard of hearing children, their families and the educational system will be developed. Students will also develop skills to effect change in policies and programs which impede the deaf child's success in school. This course is grounded in professional social work values and ethics and examines their implications for policy.

Prerequisite: SWK 705 and SWK 711.

SWK 771 Foundation Field Practicum I (3)

Foundation Field Practicum is a 16-hour-per-week supervised experience in a social service agency. Under the guidance of experienced M.S.W. social work supervisors, students do initial and ongoing assessments, plan and implement interventions designed to bring about personal growth, empower clients and client systems, and promote social change. The practicum work includes work with deaf and hard of hearing individuals, hearing and deaf family members, related organizations, and the broader community.

Prerequisite: SWK 741.

SWK 772 Foundation Field Practicum II (3)

This course follows successful completion of SWK 771. Students return to their agencies approximately two weeks prior to the start of classes for 16 hours a week for 17 weeks. Understanding of generalist social work theory and the development of intervention skills are expanded during this semester. Students refine and deepen the goals of their learning contract, as well as the skills of assessment and intervention with clients and client systems.

Prerequisite: SWK 771.

Co-requisite: SWK 742.

SWK 780 Advanced Practice Seminar (3)

This course is designed to enhance students' abilities to integrate micro, mezzo, and macro levels of social work practice with deaf and hard of hearing populations. Seminar participants present their own work from field practicum and participants in discussion of the work of peers. Seminar participants and the instructor also identify and examine

controversial issues and other issues of concern to the profession in general and to social work practice with deaf and hard of hearing populations in particular.

Co-requisite: SWK 783.

SWK 783 Advanced Field Practicum with Deaf and Hard of Hearing Populations (6)

Students in advanced year have a full block placement in the spring semester while taking two additional online courses. During the semester, students are placed in internship settings that require advanced social work practice skills. Students work at their practicum sites for four eight hours days totaling thirty-two hours per week, or 512 hours for the semester. The field practicum is an agency or school carefully selected to promote learning in the concentration focus of deaf and hard of hearing populations. An experienced MSW field instructor supervises the student in practicum. The goal of the practicum is for students to deepen their knowledge and skills in social work practice, particularly with deaf and hard of hearing populations. The practicum serves as a vehicle for students to integrate knowledge, skills, ethical and professional values, culturally competent practice approaches, and ongoing assessment of the effectiveness of each social work intervention.

Prerequisite: SWK 771 and SWK 772.

SWK 791 Research Practicum I: Deaf and Hard of Hearing Populations (3)

This course builds on principles of research taught in the first year; the student applies them to an area of interest within the concentration focus of deaf and hard of hearing populations. During this semester, students will develop a proposal for a research project or thesis. Each phase of the research process (topic development, literature review, development of problem statement, conceptual framework and methodology) will be reviewed; additional material will be taught as needed for application of general principles to the areas of research with Deaf and Hard of hearing populations. The final assignment for the course will be the student's completed application to the Institutional Review Board in preparation for data collection and analysis during the second semester.

Prerequisite: SWK 756.

SWK 792 Research Practicum II: Deaf and Hard of Hearing Populations (3)

This course is the second semester of the advanced research sequence. Students continue their research project (thesis), collecting their data, and analyzing findings using computer technology where appropriate for quantitative and qualitative analysis. Special issues of analysis and interpretation for research related to deaf and hard of hearing populations are considered.

Prerequisite: SWK 791.

SWK 795 Special Topics (1-3)

Grading System: letter grades only.

SWK 799 Independent Study (1-3)

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

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

DEPARTMENT OF THEATRE ARTS

theatrearts.gallaudet.edu

College of Liberal Arts, Sciences, and Technologies

Mr. Willy Conley, Chair

Elstad Annex, Room 120

No Graduate Programs or Certificates offered.

Theatre Arts Graduate Courses**THE 795 Special Topics (1-3)**

Topics offered include visual-gestural communication for professionals working in deafness-related fields, uses of creative drama in deaf education, and introduction to socio-drama.

Services and Activities

A guide to offices that students often need to contact is online at aaguide.gallaudet.edu. Using AAGuide, students and families can find office locations, web sites, office email addresses, and phone numbers. A people directory, where you can find staff names, email addresses, phone numbers, and locations, is also online at people.gallaudet.edu.

Gallaudet University offers a variety of services and activities to support students in their academic and personal development.

ACADEMIC SERVICES

Academic Advising and Tutoring

Academic Advising

Jordan Student Academic Center, Room 2220

Web: advising.gallaudet.edu

Email: advising@gallaudet.edu

The Academic Advising Office supports and facilitates undergraduate students' transition and integration into college by assisting in the development of appropriate educational plans consistent with academic, career, and personal goals. Academic advisors promote the personal growth of students by respecting and appreciating various communication and cultural backgrounds.

Advisors provide academic and career advising for pre-major students and walk-in service for any other students. Upon arrival at Gallaudet University during New Student Orientation, each student is assigned to a professional advisor in the Academic Advising Office. Pre-major academic and career advising includes individual and group advising for new students, course registration, new student interviews, academic planning meetings, interest and personality testing (Self-Directed Search and the Myers-Briggs Type Indicator), computerized career guidance programs (Career Cruising), and assistance in selecting an academic major

that best matches the student's values, interests, personality, and skills (VIPS). A student will remain with the same advisor until he/she declares a major. At that time, the student transfers to a faculty academic advisor within the department of the major. Academic/Career Advisors work extensively with academic departments on academic policies, procedures, and curriculum. Advisors are available to faculty, parents, vocational rehabilitation counselors, and professionals on and off campus for information sharing and other academic and career advising concerns.

Tutorial and Instructional Programs

Jordan Student Academic Center, Room 1221

Web: tip.gallaudet.edu

Email: tip@gallaudet.edu

Tutorial and Instructional Programs (TIP) at Gallaudet University provides an open and safe learning environment for students who request tutorial assistance and also serves as a resource to the campus community. Through bilingual instruction and a variety of tutoring techniques by qualified tutors, students learn diverse skills and strategies necessary for academic success contributing to student retention.

TIP provides free tutoring, language advice and instructional support services for all undergraduate and graduate students. TIP is accredited by the College Reading and Learning Association's (CRLA). All tutors are trained and certified by CRLA's International Tutor Certification Program. The following services are provided by TIP:

- One-on-One Tutoring
- ASL Tutoring
- English One-on-One Tutoring
- [English Works!](http://tip.gallaudet.edu/EnglishWorks.xml) (tip.gallaudet.edu/EnglishWorks.xml)
- Group Tutoring
- Math Walk-in
- Math Works!
- Paper Feedback
- Study Table
- Supplemental Instruction

Academic Technology

*Merrill Learning Center, Room 1120
Hall Memorial Building, Room W121*

Web: academictech.gallaudet.edu

Email: acadtech.office@gallaudet.edu;
helpdesk@gallaudet.edu from campus email addresses only,
otherwise: techhelp.guest@gallaudet.edu

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

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

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

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

Resources for students include two computer labs: one in HMB W121 and the other in the Jordan Student Academic Center, Room 1100. Schedules for these labs are posted at acadtech.gallaudet.edu/computerlab.xml. The HMB W121 lab contains 12 PCs.

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

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

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

All residence hall rooms are Internet-accessible and have cable TV connections. The channel lineup for Gallaudet Television is online at tv.gallaudet.edu.

Students may also download Gallaudet-licensed and free software from Academic Technology's software web site, software.gallaudet.edu. Students are encouraged to download free anti-virus software to protect their computers. Gallaudet participates in the Microsoft campus agreement (www.microsoft.com/Education/CampusAgreement.mspx), meaning that students may install Microsoft Office and install upgrades to Microsoft Operating Systems on their personal computers. Details of how registered students can get these software installed is provided at software.gallaudet.edu/licensed.xml. University-level student technology services are provided by two units: Academic Technology and Information Technology Services (ITS).

American Sign Language (ASL) Instructional Programs

Hall Memorial Building, Room E-111

Web: aslprograms.gallaudet.edu

Email: aslprograms@gallaudet.edu

Non-degree credit American Sign Language classes are offered through the College of Professional Studies and Outreach (CPSO) for professional studies (PST) credit. The ASL I-VI course sequence, Fingerspelling and Visual Gestural Communication classes are usually offered each semester, as are ASL Special Topics courses (e.g., classifiers, numbers, non-manual signals).

These classes are open to current graduate, undergraduate, and visiting students. Although all of the courses are non-degree credit at Gallaudet, they may meet foreign language requirements at some other post-secondary institutions. Classes are also offered to businesses, organizations, and other on-site locations upon request.

All students must register for classes through CPSO. Registration procedures can be found online by following the semester schedule at aslprogram.gallaudet.edu.

ASL Diagnostic and Evaluation Services

Merrill Learning Center, Room 2200

WEB: asldes.gallaudet.edu

Email: DxAssessment@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

ASL Assessment

Diagnostic Assessment of ASL is housed in ASL Diagnostic and Evaluation Services (ASL-DES), a unit in the ATLAS Learning Services group. Diagnostic Assessment services offer individuals feedback on the use of ASL, language discourse and communication aspects appropriate for various settings and purposes. Diagnostic Assessments identify strengths and areas needing improvement in an array of formats. Recommendations for improvement are also provided. At the conclusion of each format, the individual receives a digital report (DVD) for long-term referencing and continued learning. Diagnostic Assessment is offered in a variety of formats:

- **1:1 Sessions** diagnose specific aspects of the language. This includes phonology, morphology, syntax, semantics and pragmatics. The diagnostician engages the individual in a conversational exchange and elicits a language sample using a variety of tasks and stimuli. Individuals will review ASL video instructions prior to completing tasks and responding to stimuli. Typically, this format requires two one-hour sessions.
- **Classroom Observations** capture not only aspects of ASL, but also discourse techniques/pragmatics, heuristic functions, and whether the environment is visually optimized. A classroom-based assessment would also note students' comprehension of the instructor, and the instructor's comprehension of the students. ASL-DES staff video record the faculty while s/he teaches in the classroom and then analyze the video recording to identify signing and classroom discourse strengths and areas needing improvement.
- **Presentations** are used to diagnose ways of communicating ideas and information to a group. The individual will be video recorded presenting on a specific topic. The video recording is analyzed and feedback is provided. The individual is provided with suggestions on how to advance presentation skills using actual video footage from the presentation.
- **Work Site Observations** capture language use, communication techniques and strategies and whether the environment is visually optimized for the work site. This assessment format would also examine appropriate register for various settings (e.g., 1:1 meetings, small group dynamics, large group presentations).

To schedule a Diagnostic Assessment, complete the online form located in the *Scheduling* section of the web site asldes.gallaudet.edu/DxAssessment.xml.

American Sign Language Proficiency Interview (ASLPI)

Web: asldes.gallaudet.edu/aslpi.xml

Email: ASLPI@Gallaudet.edu

The American Sign Language Proficiency Interview (ASLPI) at Gallaudet University is housed in ASL Diagnostic and Evaluation Services (ASL-DES), a unit within ATLAS Learning Services.

The precept in this type of evaluation is to find out, through a face-to-face interview, what an individual can do with the target language at a given point in time. The ASLPI involves an interactive process between an interviewer and the individual being evaluated. This process is video recorded and holistically scored by a team of raters. The raters assign a proficiency level by considering the examinee's performance in five areas: grammar, vocabulary, production/accents, fluency and comprehension. Proficiency levels awarded range from 0-5. Except for level 5, the scoring process sometimes results in the assignment of a plus value (+). This does not represent a midway point between two levels, but may be inferred to indicate that the examinee exceeds the requirements for a particular level but does not satisfy in all respects the requirements of the next higher level.

Scheduling for Gallaudet University students, faculty and staff occurs for a limited time (typically two weeks) at the beginning of the spring, summer and fall semesters. Once the scheduling period has ended for a given semester, additional interviews for Gallaudet students, faculty and staff will not be added to the schedule unless extraordinary circumstances exist. The ASLPI is also being offered via videophone for those individuals who are not in the Washington, D. C. metropolitan area. Requirements for a VP-ASLPI are outlined on this web site asldes.gallaudet.edu/vpaslpi.xml.

The ASLPI is offered free of charge to full-time Gallaudet students, faculty and staff. Fees may be imposed for cancellations made less than 48 hours of the interview date and time, and for no shows. Prospective students applying for admission to Gallaudet and prospective faculty and staff who are required to take the ASLPI as part of an interview process for a position must pay a fee for the ASLPI. Please check the ASLPI web site for current fee information.

Captioning Services

Hall Memorial Building, W121

Web: helpdesk.gallaudet.edu

Email: helpdesk@gallaudet.edu

Real-time captioning services provide a text translation of the spoken content of a classroom or meeting event. The text is displayed on a computer or large screen display. A transcript file can be provided after the event.

Academic Technology is the campus provider of real-time captioning for classes, meetings and special events. To submit a request for real-time captioning:

- go to the Help Desk: helpdesk.gallaudet.edu
- under services select Media Reservation (University)
- under "Type", select Meeting Meeting Set-up
- under "Options" select Real-Time Captioning Set-up
- under "Comments," provide as much information as possible about locations and times
- click Submit.

There are no charges for real-time captioning for classes when requested by students or faculty. Charges may apply for other events.

If you have additional questions about real-time captioning, please contact the Help Desk at 202-651-5044 VP/TTY/Voice.

Career Center

Jordan Student Academic Center, Room 2221

Web: careercenter.gallaudet.edu

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. We educate and empower students to practice lifelong career management skills, make effective career decisions, and achieve professional success.

The Career Center provides a variety of services to assist students in developing effective career management skills including: individual advising, workshops and seminars, Career Library (information resources such as job listings, internet access, occupational information, student employ-

ment listings for on-campus work-study, part-time and full-time jobs), internship orientation, mock interviews, resume feedback, on-campus recruiting (where employers visit campus to interview students for internships and full-time positions), opportunities to network with alumni, internship and job fairs, and more.

The Career Center offers a robust internship program that enables students to connect liberal learning with success in the professional world. Recent internship sites include Sidwell Friends School, David Letterman Show, Booz Allen Hamilton, Stanford University, Merrill Lynch, Smithsonian Institution, National Association of the Deaf, National Institutes of Health, Tufts University, Danish Deaf Youth Association, NASA, U.S. Department of Defense, Deaf Culture Centre, Office of Senator Tom Harkin, National Zoo, Arizona School for the Deaf, and many more.

Financial Aid

Chapel Hall, Room G02

Web: financialaid.gallaudet.edu

Email: financial.aid@gallaudet.edu

Gallaudet University makes every effort to provide financial aid to students who are able to demonstrate that they are in need of assistance to continue their education on a postsecondary level.

For specific information about Financial Aid programs and policies, see the Tuition, Fees and Aid chapter of this catalog or visit the Financial Aid web site.

Gallaudet University Regional Centers (GURC)

Kellogg Conference Hotel, Room 3305

Web: gurc.gallaudet.edu

Email: GURC@gallaudet.edu

Through partnerships with host colleges, five Gallaudet University Regional Centers (GURCs) help Gallaudet and the Laurent Clerc National Deaf Education Center bring the resources and expertise of Gallaudet University to sites across the country via the provision of extension courses, training programs, workshops, conferences, enrichment programs, and technical assistance. The GURCs also host the regional high school Academic Bowl competitions that culminate in

the national Academic Bowl held at Gallaudet University each year. The GURCs are coordinated by the [College of Professional Studies and Outreach \(cpso.gallaudet.edu\)](http://College of Professional Studies and Outreach (cpso.gallaudet.edu)) and are located at the following host institutions:

- Flagler College, Florida
- Gallaudet University, Washington, DC
- Johnson County Community College, Kansas
- Kapiolani Community College, Hawaii
- Northern Essex Community College, Massachusetts
- Ohlone College, California

Graduate Orientation Programs

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

Graduate School Admissions

Kendall Hall, 1st Floor

Web: gspp.gallaudet.edu/gradadmissions.xml

Email: graduate.school@gallaudet.edu

The role of the Graduate School Enrollment Office is to engage in activities and support services for prospective Gallaudet graduate students in coordination and collaboration with the Dean, the CGE and the academic departments. This effort will include the systematization, standardization and coordination of the admissions process across graduate and degree programs.

Mission Statement:

The Graduate School Enrollment Office maintains as its mission and purpose to provide accurate and current information to prospective students and the university community regarding graduate programs and the application process for graduate studies; to facilitate the effective and efficient

processing of graduate applications; and to provide open communication between programs and graduate admission. We strive to be a student-centered team, committed to quality customer service and continuous improvement provided in a welcoming, supportive, and accessible bilingual learning environment.

What We Do:

Graduate admission to Gallaudet University is a collaborative process involving the Graduate School and the graduate faculty of the University. The role of the Graduate School Enrollment Office is to engage in activities and support services for prospective Gallaudet graduate students in coordination and collaboration with the Dean, the Council on Graduate Education (CGE), and the academic departments. This effort will include the systematization, standardization and coordination of the admissions process across graduate and degree programs.

Core Values:

- Efficient and friendly service to our current and prospective graduate students
- Quality service to our graduate faculty and administrators in the enrollment process
- Welcoming atmosphere in the Graduate School Enrollment Office for students, faculty and staff alike.

Graduate Student Support Services

Classroom Notetaking Services

Upon request from a registered graduate student, the Graduate School will provide a student notetaker for on-campus, face-to-face, graduate credit courses. Students who wish to have a notetaker in a class should inform the instructor, who will attempt to solicit a notetaker from among the other students. Once a notetaker is identified, the requesting student will fill out a request form, available from each departmental office and bring it to the office of the Graduate Program Specialist in FH 202A. Notetakers then distribute a copy of their notes to those students who want them. Notetakers are reimbursed by the Graduate School for their service. In order to receive maximum compensation, students wishing to serve as a notetaker in their classes should complete the free notetaker training course, offered before fall classes begin. For more information, contact Katherine Spiegel, Graduate Program Specialist in room 202A, Fowler Hall or by email at katherine.spiegel@gallaudet.edu, or by VideoPhone at 202-250-2472.

Online Professional Writing Course for Graduate Students

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

Institutional Review Board (IRB)

Kendall Hall Room 102A; Fowler Hall, Room 214

Web: irb.gallaudet.edu

Email: irb@gallaudet.edu

The Gallaudet Institutional Review Board is a committee designated to review, approve, and conduct periodic review of research involving human subjects. The primary purpose of the review is to assure the protection of the rights and welfare of the human subjects. The IRB's role at Gallaudet extends to all research involving human subjects whether conducted by faculty, staff, graduate students, undergraduate students, or non-Gallaudet researchers. The IRB must also review all projects seeking to use Gallaudet faculty, staff, students and alumni as research participants. The IRB acts as an advocate for the research subject. This means that the IRB, during its review of a research project and the informed consent, has the right and responsibility to ensure that the research subject is fully informed of the procedures involved in the study as well as the risks. Information and instructions on the IRB Application and IRB Sponsorship can be found at our web site.

International Student Programs and Services

Hall Memorial Building, Room E-253

Web: cips.gallaudet.edu

Email: cips@gallaudet.edu

The [Center for International Programs and Services](http://cips.gallaudet.edu) (CIPS), a unit within the College of Professional Studies and Outreach, is Gallaudet University's one-stop office for all things international. It is comprised of four units:

- [Global Education and Scholar Services](http://cips.gallaudet.edu/GlobalEducation.xml) (cips.gallaudet.edu/GlobalEducation.xml) offers a broad range of services and activities for students, faculty, and professionals at Gallaudet seeking to enhance their learning and expertise through qualitative opportunities to apply their knowledge internationally, and to provide short-

and long-term programs for visiting students, scholars, researchers, and professionals who are interested in coming to Gallaudet.

- [English Language Institute \(eli.gallaudet.edu\)](http://eli.gallaudet.edu) provides comprehensive immersion programs in English as a Second Language to mostly international students, as well as ASL and cultural studies courses, to enable students to gain proficiency in English and ASL in order to qualify for admission to Gallaudet or other U.S. universities, and to thrive in their studies and increase their employment potential.
- [International Student Services \(cips.gallaudet.edu/InternationalStudentServices.xml\)](http://cips.gallaudet.edu/InternationalStudentServices.xml) works in cooperation with other departments and units of the University to ensure that all international students and scholars are in compliance with current immigration regulations.
- International Outreach (cips.gallaudet.edu/InternationalOutreach.xml) helps further global competence, understanding, partnership in leadership and education for deaf people by facilitating faculty and staff participation in projects or training that improve education for deaf and hard of hearing people.

[Global Education and Scholar Services](#) offers a broad range of services and activities for students, faculty, and professionals at Gallaudet and provides programs for visiting students, scholars, researchers, and professionals who are interested in coming to Gallaudet. Operating under College of Professional Studies and Outreach's Center for International Programs and Services are the following programs:

Global Internship Program

The Global Internship Program gives students opportunities to gain practical experiences and be involved in world affairs. It allows Gallaudet undergraduate and graduate students to do internships overseas, where they have the opportunity to work with deaf, hard of hearing, and/or hearing populations for various period of time, up to one full semester.

Global Partnership Program

The Global Partnership Program fosters international partnerships between the Gallaudet University community and Deaf and Hard of Hearing communities or organizations in other countries. The Global Partnership Program Provides educational preparation and in-service programs, technical assistance, international placement for students, and opportunities for cultural exchange.

International Visiting Scholar Program

The International Visiting Scholar Program is designed for international school personnel, researchers, professionals, and students from other countries who are not pursuing an academic degree at Gallaudet University. The program is individually designed to meet the needs of each scholar, in which participants can audit courses, gain practical experience by being exposed to what is happening at Gallaudet, visit schools, organizations, and agencies. There are great opportunities to do intensive data collection in acquiring specific information and skills relating to deafness. This is a one- or two-semester, non-degree program. Areas of interest include the education of deaf children, teacher training, social work, career education, leadership development, sign language, linguistics, and Deaf studies.

Leadership Training Program

The Leadership Training Program provides Gallaudet's international in-coming and out-going students with a series of leadership training seminars on campus to help them to become future leaders. In addition, CIPS provides seminars or training to both deaf and hearing people in countries around the world.

Study Abroad

Gallaudet offers the Study Abroad Program to students who are interested in traveling overseas to study the cultures, languages, and other areas in the humanities. The Center for International Programs and Services (CIPS) collaborates with individual academic departments in designing each program related to their classes and cultural studies.

Participants usually spend three to six weeks studying and traveling. Some of the countries visited by students on previous tours include China, Costa Rica, Cuba, the Czech Republic/Germany/Poland, India, Indonesia, Italy and Kenya.

Departments that have offered study abroad in the last several years include: Business, Counseling, Education, Educational Foundations and Research, English, History, Social Work, and Foreign Languages, Literatures, and Cultures. Foreign language courses offered in French, Spanish, German, and Italian are offered by the Department of Foreign Languages, Literatures, and Cultures.

Students interested in Study Abroad should consult with CIPS and the appropriate academic department. For information on Foreign Language courses offered, please see the Department of Foreign Languages, Literatures and Cultures section of this catalog.

Visiting Researcher Program

The Visiting Researcher/Scholar Program at Gallaudet University was established to accommodate a limited number of researchers and scholars who wish to use the facilities of Gallaudet University each academic year. The Center for Global Education works closely with academic departments and faculty members to extend its resources on selective basis in the spirit of institutional collegiality; fostering knowledge and exchange of information.

Fulbright Scholarship Program

The Fulbright Program aims to increase mutual understanding between the people of the United States and other countries, through the exchange of persons, knowledge, and skills. The U.S. Student Fulbright Program is designed to give masters and doctoral candidates and recent B.S./B.A. graduates or graduating seniors opportunities for personal development, academic enrichment and international experience. Opportunities for faculty to participate in Fulbright Scholar Program or other international scholar exchange activities are also available.

International Student Services

Hall Memorial Building, Room E252C

Web: cips.gallaudet.edu

Email: cips@gallaudet.edu

The [International Student Services](http://cips.gallaudet.edu) office under the Center for International Programs and Services (CIPS) provides immigration and visa regulatory services and resources to international students as well as visa advice to U.S. students, faculty and staff planning foreign travel in their educational pursuits. The office also assists with academic advising, conflict resolution, and assistance in planning cultural events.

Library and Archive Services

Merrill Learning Center, Library Service Desk, Room 1000

Web: library.gallaudet.edu

Email: library.help@gallaudet.edu; archives@gallaudet.edu

The Gallaudet University Library serves students, faculty, staff, and other researchers from around the world. The Library provides instructional, reference, and library collection services for the Gallaudet community, supporting uses of information resources and the development and enhancement of information literacy. The Library builds, maintains, and organizes the world's largest collection of deaf materi-

als, as well as a collection of general materials, to support academic programs. Library hours are posted on the Library web site.

Community members can access the Library catalog from the Library web site or directly at aladin.wrlc.org and can create bibliographies and reference lists online using RefWorks, also accessible from the Library's web site. The Library web site offers many online guides to help students and visitors start research in Deaf and other disciplines. Librarians are available to answer questions and help students with research in person, through video phone (866-957-4416) or voice (x5217), through email (library.help@gallaudet.edu), and through real-time chat accessible on the Library web site. Computers are available in several locations for student use.

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

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

The Deaf Library Study Center in MLC provides a space for scholars and students to view deaf-related videos and work individually and in small groups on research topics. Group private study rooms and individual study carrels are also available on the basement level of the Library. Library maps are available online at mlc.gallaudet.edu.

Licensure

Hall Memorial Building, Room 494B

Web: quality.gallaudet.edu

Email: quality@gallaudet.edu

Programs that are approved for state license work closely with undergraduate and graduate students to guide them through the process of obtaining their state license. The Licensure and Accreditation Unit in the Office of Academic Quality provides additional information and support to students when they apply for their D.C. license, and, if they need verification of licensing credentials following graduation.

Office for Students with Disabilities

Jordan Student Academic Center, Room 1022

Web: oswd.gallaudet.edu

Email: oswd@gallaudet.edu

The Office for Students with Disabilities (OSWD) provides individually tailored, comprehensive support services and programs for students with disabilities. OSWD empowers eligible students to succeed in their pursuit of higher education by striving to assure equal opportunity and access to curricular and extra-curricular activities. Faculty and staff, administrators, alumni, paraprofessionals, and parents and families also benefit from services and programs. Programs and services that are offered by OSWD include: adaptive technology assessment and training, Braille/large print services, faculty development seminars, scholarships, public service and outreach, support groups and advisory boards, and compensatory/study skills training.

Support services that are provided and/or coordinated with other on- or off-campus offices/agencies include: psycho-educational and psychological evaluations, individualized support service plan development, support service counseling/advising, advocacy training, academic advising, career development, interpreting, note taking, specialized testing, study lab, orientation and mobility training, reader/scribe services, and accessibility consultation. Information and referral services offer assistance in attendant care, wheelchair repair, Seeing Eye dog training, 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.

Office of Diversity and Equity for Students

Hall Memorial Building, East 150

Web: odes.gallaudet.edu

Email: odesstaff@gallaudet.edu

The mission of the Office of Diversity and Equity for Students (ODES) is to advocate and empower multicultural students of all backgrounds and differences to achieve academic, career, and personal success. ODES will achieve its mission by offering programs which foster self-awareness, cultural growth, intellectual curiosity, academic support, and a stimulating learning environment.

ODES is composed of two units: Keeping the Promise (KTP) and the Office of Multicultural Student Affairs (OMSA). KTP focuses on the education of Black Deaf Males and Latino students. The KTP program model will be applied to other multicultural student groups. The Office of Multicultural Student Affairs consists of three programs: Multicultural Student Programs, Peer Mentoring, and Intergroup Dialogues.

Our programs provide multicultural education and guidance to enrich the college experience of all Gallaudet students. ODES focuses primarily on the unique needs of multicultural students and strives to facilitate a campus climate that supports their academic success. ODES encourages academic excellence for all students and is fortunate to have staff of the highest caliber to serve Gallaudet students. Through our services and programs, students find a gateway into the diverse richness of today's interconnected global reality.

Keeping the Promise

Hall Memorial Building, Room E-150

Web: odes.gallaudet.edu/ktp.xml

Keeping the Promise of Educating Black Deaf Males

Keeping the Promise of Educating Black Deaf Males (KTP) provides avenues for increasing, encouraging, and supporting the inclusion and educational success of Black Deaf Males. The men of KTP are engaged in designing career plans, developing academic success skills, and participating in cultural awareness activities, progressive leadership training, and advocacy programming. Gallaudet's academic community and volunteer Life Coaches come together to support Black Deaf Males in their quest for a degree from Gallaudet University.

Keeping the Promise of Educating Latino Students

Keeping the Promise of Educating Latino Students (KPTL) program is designed especially for Deaf Latino students. KPTL is an academic program that supports Latino students in achieving their academic, career, personal, and lifelong goals. Members of KPTL develop skills necessary for their academic success, interact with other Latino students, develop leadership and advocacy skills, and become more knowledgeable about themselves through cultural awareness programs.

Multicultural Student Programs

Hall Memorial Building, East 151

Web: odes.gallaudet.edu/msp.xml

Multicultural Student Programs (MSP) is a cultural advocacy and resource unit under the Office of Multicultural Student Programs. It provides support to racial and ethnic minority students and their organizations. The MSP Resource Room includes educational books, videotapes, and magazines 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.

Office of the Ombuds

Ely Center 113

Web: ombuds.gallaudet.edu

Email: ombuds@gallaudet.edu

Are you seeking help to resolve a problem that is interfering with your ability to study or to succeed with your academic endeavors? The ombuds is here to be an informal, confidential, independent, and neutral conflict management resource for students and their families to address concerns and conflicts which stem from University policies, procedures, practices and relationships. The Office of the Ombuds is a safe place to go where concerns can be discussed confidentially and informally in an "off-the-record" fashion. There is no wrong reason to visit the ombuds if you have a concern. Examples of concerns can include academic difficulties (e.g. problems with courses), administrative concerns (e.g.,

financial aid or housing), harassment and mistreatment (such as bias-related actions based on race, religion, creed, gender, age, ethnicity, national origin, disability, or sexual orientation), and any other concerns hindering the ability to succeed in school. To make an appointment, please contact the ombuds at ombuds@gallaudet.edu.

Registrar's Office

Chapel Hall, Room 101

Web: registrar.gallaudet.edu

Email: registrar@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.

Student Programs and Services

Community Service Programs

Ely Center, Room 103

Web: csp.gallaudet.edu

Email: csp@gallaudet.edu

Community Service Programs (CSP) oversees the University's community service requirements, which applies to undergraduate students who enrolled in the University prior to the Fall 2007 semester as well as transfer students who are completing their degree requirements under the old curriculum. To this end, CSP advertises volunteering opportunities in a variety of areas (e.g., the environment, education, social justice, poverty) to the campus community and maintains student service records. In addition, CSP works closely with the General Studies department to develop and assess service-learning projects, which are a required component of the University's new curriculum.

Health and Wellness Programs

Ely Center, Room 103

Web: hwp.gallaudet.edu

Email: pha@gallaudet.edu

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

Outreach to the campus community is achieved through several different programs:

Peer Health Advocates (PHAs)

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

Health Promotion Events and Resources

Health Promotion Events and Resources include a variety of educational workshops, awareness weeks, health booths, dramatic performances, role-plays, activities, health fairs,

flyers, banners, bulletin boards, bathroom tips, brochures, publications, materials, health assessments, one-on-one sessions, and referrals to on- and off-campus health resources and services that are available free to the campus community.

E-Mail Health

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

Sexual Misconduct Response

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

Alcohol and Drug Education

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

Office of Student Conduct

Ely Center, Room 103

Web: osc.gallaudet.edu

Email: student.conduct@gallaudet.edu

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

Summer Programs

Hall Memorial Building (HMB) S-141

Web: summer.gallaudet.edu

Email: summer@gallaudet.edu

Summer Programs at Gallaudet is coordinated through the College of Professional Studies and Outreach (CPSO), and 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, professional studies courses and programs, ASL immersion and interpreter education, scholar and sports camps for youth, and various other special events. All visiting students register through CPSO. Graduate and undergraduate students currently enrolled in degree programs courses register through CPSO for PST-prefixed courses only.

Undergraduate Admissions

Chapel Hall 102

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

Jordan Student Academic Center, Room 2239

Web: orientation.gallaudet.edu

Every college journey begins with the first step of arriving on campus. This Student Affairs unit coordinates New Student Orientation (NSO) programs for all new students. Family members are invited to attend Family Orientation for a nominal fee.

New Student Orientation

New Student Orientation is a required program for all new students enrolling at Gallaudet University for the first time. This includes freshmen, transfer students, visiting students, and international students. During NSO, new students meet their academic advisors, learn about academic expectations, Gallaudet's history and traditions, campus policies, and participate in social activities. English and mathematics placement tests are offered to determine appropriate course placement. New students involved in NSO will not participate in any activities other than those stated in the official NSO schedule.

International Students

International students for the fall semester participate in a three-day pre-orientation in addition to NSO.

Visiting Students

Visiting students from other universities also participate in a three-day orientation, and should have registered for courses prior to arrival. The Office of Admissions contacts visiting students to assist in course selection for the semester.

Students with Disabilities

Students with visual, mobility, learning, or other special needs should submit disability documentation as early as possible directly to the Office of Students with Disabilities (OSWD). OSWD staff will help to accommodate students with special needs during NSO and throughout their college years.

New Signers Program (NSP)

The New Signers Program offers freshmen and transfer students a four-week immersion program in American Sign Language. The NSP aims to teach new students basic signing skills by the beginning of fall classes to help them communicate with other Gallaudet students, staff, and faculty and make the best use of campus services. During NSP, 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 Learning Through Discovery, an adventure-based outdoor activities course that focuses on developing teamwork, decision-making, and conflict resolution skills. Upon successful completion of the program, NSP

students receive three credit hours for ASL 101 (American Sign Language) and one credit hour for PED 222 (Learning Through Discovery).

Family Orientation Program

The Family Orientation Program is designed to help students and their families learn about Gallaudet together and ease the transition from family to university life. Two Family Orientation Programs are offered, one in July during the Jump Start Program and one in August during the New Student Orientation. During these orientations, families learn about the University's programs and services, especially in relation to their student's life on campus, academic progress, and resources available. Among the most popular events is a panel of current students who share their experiences and perceptions of college life.

Program Cost/Registration

There will be a registration fee per family member, which includes meals at the University Dining Hall. Program information and registration procedures are sent to families in a mailing separate from that sent to new students.

Undergraduate Student Success Programs

Jordan Student Academic Center, Room 1220

Web: fye.gallaudet.edu

JumpStart Program

New students who are accepted through the Admissions Review Committee are required to attend this 4-week summer program prior to their first semester. These students will have intense academic preparation for college and participate in classes, workshops, and intentional outings designed to introduce them to academic expectations. Classes in English and Quantitative Reasoning align with the General Studies learning outcomes. Students receive supplemental instruction as well as classroom instruction. With their peers in the New Signers track of JumpStart, students also participate in a Personal Discovery program daily, for team-building, decision-making, conflict resolution, and physical challenge activities.

Visit firstyearexperience.gallaudet.edu/jumpstartslideshow.xml to see a slideshow of JumpStart 2008.

Performance Learning for Undergraduate Students (PLUS)

The PLUS program provides students with access to academic services and promotes student success and retention. First year students identified through the admissions process or placement testing participate in PLUS. Students receive tutoring for academics or American Sign Language skills. They are required to attend university workshops, regular study tables, individual tutoring, PLUS meetings, and to have good standing in their classes.

CAMPUS SERVICES

Bookstore - Bison Shop

I. King Jordan Student Union Building

Web: gallaudet.edu/af/bisonshop.xml

Email: bookstore@gallaudet.edu

The Bison Shop is owned and operated by Gallaudet University and is an official bookstore and retailer of Gallaudet University apparel. The Bison Shop maintains and provides textbooks along with campus and academic supplies in order to promote the educational and economic welfare of the University's students, faculty, staff, and visitors.

The Bison Shop is open regularly Monday - Friday, 9 a.m. - 4:30 p.m.

Child Care

Kendall Demonstration Elementary School, Third Floor

Web: gallaudet.edu/af/cdc.xml

The Gallaudet University Child Development Center (CDC) serves children from 19 months through 4.5 years of age, whose families work and study at Gallaudet, alumni parents, the deaf community, and the general metropolitan area community. CDC is a licensed 12-month program which is inspired by the Reggio Emilia philosophy of education. Each classroom has a deaf and hearing teaching team, who use American Sign Language and spoken and written English with the children.

Department of Public Safety

Carlin Hall, Ground Floor

Web: dps.gallaudet.edu

Email: dps.office@gallaudet.edu

Emergency Lines

(202) 651-5444 (TTY)

(202) 651-5555 (Voice)

gallydps@att.blackberry.net (Pager)

The mission of the Department of Public Safety is to promote individual responsibility, community commitment, and involvement through dynamic crime prevention initiatives to create a safe, secure, and informed campus community. By the timely communication of current incidents on

and about the campus, the community is enabled to make knowledgeable decisions and strategies to protect life and property. Officers are on duty 24 hours each day, 365 days a year, and patrol the campus on foot, on bicycles, on Segways and in marked and unmarked vehicles. Gallaudet's public safety officers are considered "special police officers" and are commissioned by the District of Columbia. The Department of Public Safety emphasizes "community policing," which means that the department works collaboratively with the community to prevent, identify, and resolve problems and causes of crime and disorder.

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

Identification/Access Cards

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

Facilities

Central Utilities Building, Room 301

Web: gallaudet.edu/af/facilities.xml

Email: facilities@gallaudet.edu

Dormitory maintenance is provided by the Facilities Department. Custodial Services maintains the common areas and rest room facilities. Students are responsible for maintaining their own rooms. Students may submit work order requests online at tma.gallaudet.edu (available on-campus only).

Food Services

Web: www.cafebonappetit.com/gallaudet/

The University's food services are provided by Bon Appetit Management Company. All students who live on campus are required to participate in the University Meal Program. Students who live off campus may participate in the Meal Program if they wish. There are five different meal plans that include options at the student dining hall (Cafe Bon Appetit), and the food court (Market Place) and Rathskellar pub in the Student Union Building. Residents may sign up for a particular meal plan during business registration.

Students will also be able to sign up for meal plans on line beginning this Fall. Students who do not sign up during business registration will be billed for the "100 Block Plan" meal plan. Special dietary plans can usually be arranged for those students who need them by contacting the Food Service Manager.

Commuter students wishing to dine on campus can sign up for "Dining Dollars" to be used at the Market Place, Rathskellar, Cafe Bon Appetit, Starbucks and the Bistro. A minimum deposit of \$150 is required to start (an additional 15% is added on by food services). Dining Dollars carry over from the Fall semester to the Spring semester only and are non-refundable.

Weekly menus and schedules are posted on our web site.

Hearing and Speech Center

Sorenson Language and Communication Center, Room 2200

Web: hsc.gallaudet.edu

Email: info.hsls@gallaudet.edu

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

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

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

The HSC also provides a full range of speech-language pathology services to hearing adults and children including assessment and treatment in the areas of articulation, stuttering, language delay/disorders, adult neurologic, voice, spoken language development of children with hearing loss, spoken language of bilingual children, including CODAs.

Information Technology

Edward Miner Gallaudet Building, Room B-01

Web: its.gallaudet.edu

Email: infotech.services@gallaudet.edu

Information Technology Services (ITS) is a campus-wide resource supporting both the academic and administrative computing and telecommunications needs of the University. Important services include voice and data communications, wired and wireless networks, Internet access, electronic mail, and hardware maintenance for university-owned equipment. ITS operates the university's business computing systems using PeopleSoft applications. ITS has taken several steps to safeguard the integrity and security of its communications and computing infrastructure.

The Bison Unit is responsible for Bison (PeopleSoft Student Administration) and PeopleSoft Financials. The unit provides the campus community with a Web-based system that manages its student information, records, academic advisement, and admissions data. Moreover, the unit provides and maintains the university's Financial Management System. These systems enable a collaborative campus by bringing all of the constituents together, including students, faculty, and staff.

The Computer Support Services (CSS) Unit is responsible for managing and troubleshooting computers, printers and software installations for university owned computer equipment. University owned computers that are on Gallaudet's domain will receive technical support from CSS and regular updates to the operating systems, software, and virus definitions. The CSS team also supports Gallaudet students by educating them on industry best practices for computer set-up, maintenance, repair, installations and troubleshooting procedures. The CSS team provides computer support to both the Apple and Windows community. The team is composed of highly qualified employees that have a certification with Dell and/or Apple support.

The Data Center Unit's primary role is to ensure smooth and efficient operations of all servers in the computer room which consists of web servers, network servers, and database servers. This unit is responsible for ensuring that all currently enrolled students, employees, Board of Trustees members, and other individuals approved by the University Administration, in keeping with the rules of the University Administration and Operations Manual, are granted ap-

propriate electronic accounts while affiliated with Gallaudet. Electronic accounts include an email account and a campus domain account. The campus domain account allows users to access a variety of services on campus, such as Bison, PeopleSoft and network systems.

The Network Operations and Telecommunications (NetOps and Telecom) Unit is responsible for operating the Gallaudet wired and wireless network system, network security, Internet connectivity, Telephones services (including long distance services), central switchboard services. The network security team is to support the mission of the university. This is accomplished by assuring that the data transmission infrastructure is secure from: 1) Unauthorized access, 2) Illegal or dangerous activities, and 3) Traffic that may harm the network or devices connected to it.

All computers accessing the Gallaudet network must be running a supported operating system with the latest security updates and current anti-virus software. Students may download Symantec anti-virus software at software.gallaudet.edu. For detailed information about network access requirements, see the ITS Cisco Clean Access instructions, gallaudet.edu/af/its_services_cca.xml

Interpreting Services

Fay House, Ballard House

Web: gis.gallaudet.edu

Email: gis@gallaudet.edu

The mission of GIS is to provide comprehensive information access through exemplary interpreting services. The highest commitment of GIS is to meet the interpreting needs of the Gallaudet University community. Additionally, GIS is committed to being a model of interpreting excellence both locally and nationwide.

We provide professional interpreting services, including close-vision and tactile interpreting services, to students, faculty, staff and teachers for Gallaudet-sponsored events as requested. Although GIS is primarily a campus resource, it provides interpreters to the community, including services to students attending the Washington area consortium of universities, for internships, and for other activities in the immediate Washington metropolitan area.

GIS provides workshops on a variety of topics and provides mentoring, training, and supervision to practicum and intern interpreting students and freelance interpreters.

GIS, in partnership with Sorenson VRS, also provides video relay service (VRS) to members of the deaf and hard of hearing community. Although VRS services are available 24/7/365, the GIS VRS center operates between 8:00 AM - 9:00 PM daily.

If you want to request an interpreter through GIS, please check with the relevant campus department to make this request. We also welcome your direct feedback and preferences regarding your interpreting service on campus.

The GIS offices are open Monday through Friday, 8:00 a.m. to 4:30 p.m.

Mental Health Center

Kellogg Conference Hotel, Room 3202

Web: mhc.gallaudet.edu

Email: mh.center@gallaudet.edu

The college experience offers students challenges and opportunities that lead to personal and academic development. The Mental Health Center (MHC), a unit of Student Affairs, offers an array of support and services in a confidential setting that helps students meet these challenges and be successful in college. The MHC offers individual and group counseling, assessment services, crisis counseling, psychiatric services, and workshops. Licensed and supervised staff and supervised trainees, who communicate in American Sign Language and other modes of communication used by deaf and hard of hearing people, provide services. The MHC also is a training center where students train to become medical doctors, mental health counselors, psychologists, psychiatrists, and social workers who will work with the deaf and hard of hearing community. The Mental Health Center is open from 9:00 a.m. to 5:00 p.m. on Mondays, Wednesdays, and Fridays, and from 9:00 a.m. to 8:00 p.m. on Tuesdays and Thursdays.

Postal Services

I. King Jordan Student Union Building

Web: gallaudet.edu/af/postalservices.xml

The Post Office is responsible for all incoming and outgoing U.S. mail. Services include certified or registered mail, meter mail, bulk mail, stamps, airmail, parcels, money orders, express mail, and UPS service. The Post Office is committed to assuring that mail is picked up and delivered in a timely manner. Mail is never left in the Post Office for longer than one business day.

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

Hours of operation are Monday through Friday, 8:30 a.m. to 5 p.m. Arrangements for money orders, express mail and registered mail must be made by 3 p.m. The Post Office is closed on Saturday and Sunday. Cash is required for all sales transactions.

Residence Life

The Office of Residence Life and Housing

Ely Hall, Room 132

Web: reslife.gallaudet.edu

Email: campus.housing@gallaudet.edu

The Office of Residence Life and Housing, a unit of Student Affairs, has the primary responsibility for the management of facilities and programs in the six residence halls and the Kendall apartment family complex. Residence Life provides quality programming, ensures the safety and security of the residents, proper referrals to available services on- and off-campus, maintains discipline in the residence halls and Kendall Apartments, and runs several paraprofessional programs in and out of the residence halls. Residence Life and Housing also provides a fee-based incoming and outgoing fax service in the main office for students.

Residence Halls

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

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

Residence halls are staffed by teams of professional staff, graduate student paraprofessionals, and undergraduate student paraprofessionals. Eligibility criteria for on-campus housing are: students must have a full-time course load in an academic program [defined as twelve (12) credits for undergraduate students or nine (9) credits for graduate students per academic semester] in order to live on campus. Anyone carrying less than this number of credits must have permission from the Office of Residence Life and Housing in order to live on campus.

Housing for Students with Children and Married Students without Children

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

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

Shuttle-Parking

Transportation Services

Appleby Building

Web: transportation.gallaudet.edu

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.

[Shuttle service schedules](#), as well as web links to other metro transportation services, can be found on the Transportation Department web site.

Parking

Carlin Hall, Ground Floor

Web: [gallaudet.edu/af/](http://gallaudet.edu/af/publicsafety_parkingandtrafficinformation.xml)

[publicsafety_parkingandtrafficinformation.xml](http://gallaudet.edu/af/publicsafety_parkingandtrafficinformation.xml)

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: gallaudet.edu/af/studentfinancialservices.xml

Email: student.accounts@gallaudet.edu

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

Student Financial Services are managed by the Office of Finance. Hours of operation are 8:30 a.m. to 4:30 p.m. Monday through Friday.

Services provided to students include:

- Managing business registration
- Processing vocational rehabilitation authorizations
- Maintaining student account records
- Explaining accounting procedures
- Processing student loans
- Issuing student refunds

Services provided to parents include:

- Responding to inquiries

Student Health Service

Peter J. Fine Building

Web: gallaudet.edu/af/shs.xml

Email: shs@gallaudet.edu

The Gallaudet University Student Health Services (SHS) is committed to providing students with high quality and efficient health care. In addition to treatment, the medical staff will help students understand the causes of their medical conditions or injuries and how they may be avoided in the future.

Services are provided Monday through Friday from 8 a.m. to 4:30 p.m. 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, most immunizations, referrals to specialists, and health education materials.

The immunization laws for the District of Columbia requires all students to provide proof of immunizations. Students will not be permitted to register for classes without the required immunizations. All full time students are required to have health insurance that provides coverage in the District of Columbia metropolitan area. Student must either waive or purchase the health insurance online through their bison account. For more information concerning requirements for immunizations and how to waive or purchase the health insurance, please visit the Student Health Services web site.

TV Services

Merrill Learning Center, Room B-130

Web: tv.gallaudet.edu

Email: helpdesk@gallaudet.edu

Gallaudet University Television provides educational and entertainment content on 103 standard definition and 19 high definition channels. High definition channels are available on digital televisions only. Students may bring either digital or analog televisions for their dormitory rooms and are responsible for bringing their own connecting cable. TVs can be directly connected - no cable set-top boxes are required.

The TV guide is available on Channel 10, and campus content is broadcast on Channels 2, 3, 11, 12, and 13. The student production, BISON TV, is also available as a live internet feed at bisontv.gallaudet.edu.

All requests for support of Cable TV in the dormitories should be submitted online to the Gallaudet Technology Help Desk (helpdesk@gallaudet.edu).

STUDENT ACTIVITIES

Athletics and Intramural Sports

Field House, Room 102

Web: athletics.gallaudet.edu

Gallaudet University's students have a grand tradition of athletic competition, participating in intercollegiate sports since 1883. The Bison athletic department consists of 14 varsity programs and two club teams. GU competes in men's and women's basketball, men's and women's cross country, men's and women's soccer, men's and women's swimming, men's and women's track and field along with baseball, softball and women's volleyball in the Capital Athletic Conference. Gallaudet's cheerleading and wrestling teams are club while Bison football remains in the Eastern Collegiate Football Conference.

Intramurals

The Athletics department also offers an intramural sports program including: men's and women's flag football, men's and women's volleyball, men's and women's basketball, men's and women's team handball, men's and women's indoor soccer, men's and women's wall dodgeball, coed wallyball, badminton, chess, ping pong, racquetball, wrestling, and more.

Campus Activities

Jordan Student Academic Center, Room 1000

Web: sa.gallaudet.edu/CampusActivities.xml

Campus Activities serves as a resource center to provide student, faculty, staff and visitors with a wide range of services to meet the need of the community. Campus Activities provides support for student organizations and makes reservations for use of rooms in the Jordan Student Academic Center. Campus Activities' core value is to offer opportunities to foster leadership, character, citizenship, social responsibility and civility for the students and campus community.

Movie Nights and Gallaudet Movie TV Channel

Campus Activities will show two new release films on Fridays and Saturdays night at 8:00 P.M., and 10:30 P.M. in Multimedia Theatre, SAC 1011. Free Admissions! Campus Activities will also show movies on Channel 3 of Gallaudet TV.

Honor Societies

A University-wide Honor Society, Phi Alpha Pi, is the scholastic honor society of Gallaudet University. Seniors (with academic degree averages of 3.3 or above and at least 3.0 for their freshman and sophomore years) are nominated for membership. Not more than 10 percent of the senior class may be elected to membership. Juniors (one student in a class of 100 or fewer and not more than 1 percent of a larger class) may be elected if their academic records are clearly superior (a degree average of 3.5 or more). Honorary members may also be elected from alumni, faculty, and staff.

The following academic Honor Societies are available to undergraduate students whose work excels in specific disciplines:

- Alpha Kappa Delta International Sociology Honor Society
- Lambda Pi Eta National Honor Society in Communication Studies
- Phi Alpha, Mu Chapter National Honor Society in Social Work.
- Phi Sigma Iota, National Foreign Language Honor Society
- Psi Chi National Honor Society in Psychology

Please see the the appropriate section for each Department for details.

Performing Arts

Gallaudet Dance Company

Field House, Room 110

Web: dance.gallaudet.edu

The Gallaudet Dance Company is a performing group of approximately 15 dancers, all undergraduate or graduate students at Gallaudet. Each dancer's background is different in terms of hearing loss, preferred communication mode, secondary school education, and current major field of study as a University student. Regardless of background and experience, all the dancers are excellent communicators.

They rely on their vision as their primary mode of communication and communicate through their dancing in a range of styles, including dance that uses American Sign Language as its foundation.

Performing Arts

Elystad Auditorium

Web: theatre.gallaudet.edu

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

Student Media

Ely Center, Rooms 119-125

Buff and Blue

Web: org.gallaudet.edu/bnb

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.

Tower Clock

The Tower Clock is a student run organization responsible for creating an annual yearbook and offers opportunities for students who are interested in layout, photography, or editing.

Bison TV

Web: bison.tv/gallaudet.edu

Bison Television Productions is a student media organization whose goal is to entertain, sponsor, and to encourage Gallaudet students and organizations to produce media projects for the Gallaudet community by broadcasting through the Gallaudet student television channel and the Internet.

Student Organizations

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

A complete list of active organizations is provided online at sa.gallaudet.edu/studentorganizations.

Student Body Government (SBG)

Ely Center, Room 222

Web: sbg.gallaudet.edu

The Student Body Government (SBG) is the major organization through which the students govern themselves, plan activities for the campus, and work with the faculty and administration on matters of general interest to the student body. Full-time students automatically become members of the SBG when they enroll at the University. SBG's executive officers are chosen annually in a campus-wide election. The SBG has an executive, a legislative, and a judicial branch. The SBG president, with approval of the Student Congress, appoints directors for different departments within the executive Branch of the SBG. Through SBG's efforts, students serve as active members with full voting privileges on several faculty committees.

Graduate Student Association (GSA)

Kendall Hall, Room 104

Web: aaweb.gallaudet.edu/GSPP_GSA.xml

The Graduate Student Association (GSA) is a student organization representing all graduate students at Gallaudet University. Their purpose is to promote academic excellence, provide a forum for the expression of opinion by graduate students, facilitate communications and joint activities within the various departments of Graduate School, and to promote the graduate school culture.

Fraternities and Sororities

Ely Center, Third Floor

There are eight registered Greek organizations on campus. Each stresses the importance of scholarship, leadership, and fellowship in selecting new members. All the Greek organizations endorse and must be in compliance with the University's Hazing Policy which prohibits hazing. All Greek organizations are members of the Greek Council. In order of date founded on campus, the Greek organizations are:

- Phi Kappa Zeta Sorority, 1892;
- Kappa Gamma Fraternity, 1901;
- Alpha Sigma Pi Fraternity, 1947;
- Delta Epsilon Sorority, 1953;
- Kappa Sigma Fraternity, 1982 (formerly Theta Nu Tau);
- Delta Sigma Phi Fraternity, 1989;
- Alpha Sigma Theta Sorority, 1990
- Delta Zeta Sorority, 1993.

The 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
- Academic Affairs Guide: aaguide.gallaudet.edu
- Faculty and Staff Profiles: academicaffairs.gallaudet.edu/faculty-staff.xml
- Alumni Relations: alumni.gallaudet.edu

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. Information about the current Gallaudet leadership team of president and vice presidents is available at president.gallaudet.edu.

A full list of administrators is provided in this catalog. Contact information for University administrators is available at people.gallaudet.edu.

The University Organizational Chart is available online at catalog.gallaudet.edu/documents/Institutional/GallaudetUniversity-OrganizationalChart.pdf 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. Information about the current Academic Affairs leadership team of the provost, associate provost, deans, and executive directors is available at academicaffairs.gallaudet.edu.

The Academic Affairs organizational chart at Gallaudet University is online at provost.gallaudet.edu/documents/provost/AcademicAffairs-GallaudetU-OrgChart-2009.pdf.

Contact information for Academic Affairs administrators and offices is available at people.gallaudet.edu and aaguide.gallaudet.edu.

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Richard W. Meisegeier, *Professor Emeritus*; B.A., St. Olaf College; M.A., Gallaudet University; Ph.D., University of Maryland

Deborah Meranski, *Professor Emerita*; B.A., Gallaudet University; M.A., The Catholic University of America; Ph.D., New York University

Constantina T. Mitchell, *Professor Emerita*; B.A., George Washington University; Licence en lettres, M.A., Middlebury Graduate School of French; Ph.D., McGill University

Ronald E. Nomeland, *Professor Emeritus*; B.S., Gallaudet University; M.Ed., University of Maryland; M.A., California State University, Northridge; Ph.D., Syracuse University

H. Neil Reynolds, *Professor Emeritus*; B.S., Tufts University; M.A., Ph.D., Cornell University

John S. Schuchman, *Professor Emeritus*; A.B., Butler University; M.A., Indiana University; J.D., Georgetown University; Ph.D., Indiana University

Ausma Smits, *Professor Emerita*; B.A., Gallaudet University; M.A., Georgetown University

Anne Spragins-Harmuth, *Professor Emerita*; B.A., Agnes Scott College; M.A., Ph.D., University of South Carolina

Shirley P. Stein, *Professor Emerita*; B.A., Hunter College of the City University of New York; M.A., Columbia University

Ronald E. Sutcliffe, *Dean Emeritus*; B.S., Gallaudet University; M.A., Ph.D., University of Maryland

Louis F. Townsley, *Professor Emeritus*; B.A., M.A., University of Florida; Ph.D., University of Maryland

John Vickrey Van Cleve, *Professor Emeritus*; B.A., Western State College; M.A., Ph.D., University of California, Irvine

Rosemary D. Weller, *Professor Emerita*; B.A., St. Mary's College; M.A., The Catholic University of America; Ph.D., University of Maryland

Bruce A. White, *Professor Emeritus*; B.A., Tufts University; M.Ed., M.A., Boston College; Ph.D., University of Maryland

Anne D. Womeldorf, *Professor Emerita*; B.A., King College; M.A., Ph.D., University of North Carolina

Herbert R. Woofter, *Professor Emeritus*; B.S., Northwestern University; M.A., Ohio State University

Appendices

AWARDS AND SCHOLARSHIPS

Many departments offer students assistance in the form of tuition scholarships or assistantships that provide a monthly stipend. Departments choose outstanding candidates from their applicant pool. Applicants should inform the department to which they are applying of their interest in being considered for an award.

Some awards and scholarships are given annually to students for their academic and leadership accomplishments. This is a representative list of the recognitions, many of which are awarded to graduate students at the Graduate Hooding Ceremony, which is held every Spring as part of Commencement activities.

Graduate School Awards

Graduate Student Achievement Award: for two outstanding graduate students who have made a significant contribution to their field while in graduate programs at Gallaudet University.

Outstanding External Collaboration Award: for an individual who has provided exemplary support to Gallaudet University's Graduate School over a substantial period of time.

Outstanding Graduate Faculty Member Award: for an individual who has made exemplary contributions to Gallaudet University's graduate programs the years.

Research Writing Award: for a graduate student who completed outstanding research documents in the academic program.

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

Ethel G. Simpson Scholarship: for a female graduate student of Scandinavian descent.

Jennie and Geri Werdig Scholarship Award: for a married female graduate student.

Department of Administration and Supervision

Thomas J. Landers Award: for a master's student making a significant contribution to the profession of special education.

Thomas and Julia Burg Mayes Award: for a graduate student already making a significant contribution as a community education leader and manager.

Department of ASL and Deaf Studies

George Veditz Deaf Studies Award: for graduate students who have made and will continue to make an impact on the lives of Deaf People and field of Deaf Studies through their outstanding scholarship and activism.

Department of Counseling

Francine White Outstanding Counseling Student Award: for a student who demonstrates high aptitude for and commitment to counseling.

Richard M. Phillips Award: for a professional whose career is characterized by a sustained record of contributing to the training of new counselors.

Department of Education

Daniel T. Cloud Award: for an outstanding education student in memory of Daniel T. Cloud.

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

David S. Martin Award: for a student from a developing country who is enrolled in the Department of Education.

Phillip J. Schmidt Award: for an outstanding graduate student who has demonstrated outstanding academic performance in the field of deaf education.

Marjorie Stull Memorial Scholarship Award: for a graduate student who has shown exceptional ability and aptitude in teaching students who are deaf on the basis of first-year graduate student performance.

Department of Hearing, Speech, and Languages

Seltzer League Award: for a graduating student who has demonstrated excellence in academic and clinical areas of the speech-language pathology program and who is expected to broaden the understanding of hearing and hearing loss.

Department of Interpretation

The Barbara Babbini Brasel Research Award: for an exemplary interpretation research paper completed by a student during graduate studies in the Interpretation Program

Ron Coffey Award: for an outstanding interpretation student

Department of Linguistics

Outstanding Linguistics Graduate Student Award: for an outstanding linguistics student

Department of Psychology

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

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

Department of Physical Education and Recreation

Marty Minter Award: for a student who has completed the M.S. in Leisure Services Administration degree, shows integrity, and is considered most likely to make a significant contribution to the leisure services profession

Department of Social Work

G. Arlene Gavin Award: for a graduate student who has demonstrated outstanding professionalism and commitment to social justice

Catherine H. Moses Award: for a graduate student who has demonstrated leadership and outstanding potential for contributing to social work practice with deaf and hard of hearing people

Gallaudet Research Institute

Through the **Small Grants Program**, students may request up to \$2,500 to support research projects intended to satisfy degree or course requirements.

INSTITUTIONAL REPORT CARD ON TEACHER PREPARATION

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

| ETS® Educational Testing Service | | HEA - Title II 2007-2008 Academic Year | | | | |
|---|---------------------------------------|---|-------------------------|---------------------------------------|--|--|
| Institution Name | | GALLAUDET UNIVERSITY | | | | |
| Institution Code | | 5240 | | | | |
| State | | District of Columbia | | | | |
| Number of Program Completers Submitted | | 2 | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations ¹ | | 2 | | | | |
| | | January 15, 2009 | | | | |
| Type of Assessment ² | Number Taking Assessment ³ | Number Passing Assessment ⁴ | Institutional Pass Rate | Statewide | | |
| | | | | Number Taking Assessment ³ | Number Passing Assessment ⁴ Statewide Pass Rate | |
| Aggregate - Basic Skills | 1 | | | 270 | 254 94% | |
| Aggregate - Professional Knowledge | 1 | | | 67 | 57 85% | |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 2 | | | 178 | 169 95% | |
| Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.) | | | | | | |
| Aggregate - Teaching Special Populations (Special Education, ELS, etc.) | | | | 72 | 72 100% | |
| Aggregate - Performance Assessments | | | | | | |
| Summary Totals and Pass Rates ⁵ | 2 | | | 285 | 252 88% | |

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

| ETS® Educational Testing Service | | HEA - Title II 2007-2008 Academic Year | | | | | | |
|---|--|---|--------------------------|---------------------------|-------------------------|--------------------------|---------------------------|---------------------|
| Institution Name | | GALLAUDET UNIVERSITY | | | | | | |
| Institution Code | | 5240 | | | | | | |
| State | | District of Columbia | | | | | | |
| Number of Program Completers Submitted | | 2 | | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations ¹ | | 2 | | | | | | |
| | | January 15, 2009 | | | | | | |
| Type of Assessment | | Assessment Code Number | Number Taking Assessment | Number Passing Assessment | Institutional Pass Rate | Number Taking Assessment | Number Passing Assessment | Statewide Pass Rate |
| Basic Skills | | | | | | | | |
| PPST READING | | 710 | | | | 51 | 50 | 98% |
| PPST WRITING | | 720 | | | | 49 | 48 | 98% |
| PPST MATHEMATICS | | 730 | | | | 45 | 41 | 91% |
| COMPUTERIZED PPST READING | | 5710 | 1 | | | 216 | 215 | 100% |
| COMPUTERIZED PPST WRITING | | 5720 | 1 | | | 216 | 212 | 98% |
| COMPUTERIZED PPST MATHEMATICS | | 5730 | 1 | | | 225 | 219 | 97% |
| Professional Knowledge | | | | | | | | |
| ENG LANG LIT COMP PEDAGOGY | | 043 | 1 | | | 28 | 26 | 93% |
| MATHEMATICS PEDAGOGY | | 065 | | | | 6 | | |
| SOCIAL STUDIES: PEDAGOGY | | 084 | | | | 20 | 14 | 70% |
| SPANISH: PEDAGOGY | | 194 | | | | 4 | | |
| LIFE SCIENCE: PEDAGOGY | | 234 | | | | 8 | | |
| PHYSICAL SCIENCE PEDAGOGY | | 483 | | | | 1 | | |
| Academic Content Areas | | | | | | | | |
| ELEM ED CONTENT AREA EXERCISES | | 012 | 1 | | | 77 | 75 | 97% |
| ELEMENTARY ED CONTENT KNOWLEDGE | | 014 | 1 | | | 71 | 69 | 97% |
| EDUCATION OF YOUNG CHILDREN | | 021 | | | | 24 | 21 | 88% |
| ENG LANG LIT COMP CONTENT KNOWLEDGE | | 041 | 1 | | | 31 | 31 | 100% |
| MATHEMATICS: CONTENT KNOWLEDGE | | 061 | | | | 6 | | |
| MATH PROOFS MODELS PROBLEMS PART 1 | | 063 | | | | 6 | | |

January 15, 2009

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

| HEA - Title II 2007-2008 Academic Year Quartile Ranking | | April 2, 2009 | | | | | | |
|--|--|----------------------------------|----------------------------|--------------------------------|---------------------------------|----------------------------------|------------------------|-----------|
| ETS® Educational Testing Service | Institution Name | GALLAUDET UNIVERSITY | | | | | | |
| | Institution Code | 5240 | | | | | | |
| | State | District of Columbia | | | | | | |
| | Number of Program Completers Submitted | 2 | | | | | | |
| | Number of Program Completers found, matched, and used in passing rate Calculations¹ | 2 | | | | | | |
| | Number of Individuals Licensed | | | | | | | |
| | Number of Out-Of-State Program Completers | | | | | | | |
| | Number of In-State Program Completers | 298 | | | | | | |
| | | | | | | | | Statewide |
| Type of Assessment² | Number Taking Assessment³ | Number Passing Assessment⁴ | Institutional Pass Rate | Institutional Quartile Rank | Number Taking Assessment³ | Number Passing Assessment⁴ | Statewide Pass Rate | |
| Aggregate - Basic Skills | 1 | | | | 270 | 254 | 94% | |
| Aggregate - Professional Knowledge | 1 | | | | 67 | 57 | 85% | |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 2 | | | | 178 | 169 | 95% | |
| Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.) | | | | | | | | |
| Aggregate - Teaching Special Populations (Special Education, ELS, etc.) | | | | | 72 | 72 | 100% | |
| Aggregate - Performance Assessments | | | | | | | | |
| Summary Totals and Pass Rates⁵ | 2 | | | | 285 | 252 | 88% | |

April 2, 2009

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

| ETS® Educational Testing Service | | HEA - Title II Follow-Up 2004-2005 Academic Year | | | | | | |
|---|---------------------------------|---|--------------------------|---------------------------|-------------------------|--------------------------|---------------------------|---------------------|
| Institution Name | | GALLAUDET UNIVERSITY | | | | | | |
| Institution Code | | 5240 | | | | | | |
| State | | District of Columbia | | | | | | |
| Number of Program Completers Submitted | | 19 | | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations ¹ | | 15 | | | | | | |
| | | November 6, 2008 | | | | | | |
| Type of Assessment | | Assessment Code Number | Number Taking Assessment | Number Passing Assessment | Institutional Pass Rate | Number Taking Assessment | Number Passing Assessment | Statewide Pass Rate |
| Basic Skills | | | | | | | | |
| | PPST READING | 710 | 7 | | | 95 | 92 | 97% |
| | CBT READING | 711 | | | | 4 | | |
| | PPST WRITING | 720 | 8 | | | 98 | 96 | 98% |
| | CBT WRITING | 721 | | | | 5 | | |
| | PPST MATHEMATICS | 730 | 9 | | | 90 | 85 | 94% |
| | CBT MATHEMATICS | 731 | | | | 6 | | |
| | COMPUTERIZED PPST READING | 5710 | 7 | | | 188 | 186 | 99% |
| | COMPUTERIZED PPST WRITING | 5720 | 6 | | | 184 | 182 | 99% |
| | COMPUTERIZED PPST MATHEMATICS | 5730 | 6 | | | 194 | 185 | 95% |
| Professional Knowledge | | | | | | | | |
| | ENG LANG LIT COMP PEDAGOGY | 043 | | | | 15 | 15 | 100% |
| | MATHEMATICS PEDAGOGY | 065 | | | | 6 | | |
| | SOCIAL STUDIES: PEDAGOGY | 084 | | | | 23 | 22 | 96% |
| | SPANISH: PEDAGOGY | 194 | | | | 5 | | |
| | LIFE SCIENCE: PEDAGOGY | 234 | | | | 3 | | |
| | PHYSICAL SCIENCE PEDAGOGY | 483 | | | | 3 | | |
| Academic Content Areas | | | | | | | | |
| | ELEM ED CURR INSTRUC ASSESSMENT | 011 | 3 | | | 51 | 50 | 98% |
| | ELEM ED CONTENT AREA EXERCISES | 012 | 4 | | | 87 | 82 | 94% |
| | ELEMENTARY ED CONTENT KNOWLEDGE | 014 | 1 | | | 8 | | |

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

| ETS® Educational Testing Service | | HEA - Title II Follow-Up 2004-2005 Academic Year | | | | | |
|---|--|---|--|-------------------------|---------------------------------------|--|---------------------|
| Institution Name | | GALLAUDET UNIVERSITY | | | | | |
| Institution Code | | 5240 | | | | | |
| State | | District of Columbia | | | | | |
| Number of Program Completers Submitted | | 19 | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations ¹ | | 15 | | | | | |
| | | November 6, 2008 | | | | | |
| | | Statewide | | | | | |
| Type of Assessment ² | | Number Taking Assessment ³ | Number Passing Assessment ⁴ | Institutional Pass Rate | Number Taking Assessment ³ | Number Passing Assessment ⁴ | Statewide Pass Rate |
| Aggregate - Basic Skills | | 15 | 12 | 80% | 291 | 274 | 94% |
| Aggregate - Professional Knowledge | | | | | 55 | 52 | 95% |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | | 6 | | | 187 | 180 | 96% |
| Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.) | | | | | | | |
| Aggregate - Teaching Special Populations (Special Education, ELS, etc.) | | 1 | | | 48 | 47 | 98% |
| Aggregate - Performance Assessments | | | | | | | |
| Summary Totals and Pass Rates ⁵ | | 15 | 12 | 80% | 303 | 279 | 92% |

November 6, 2008

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

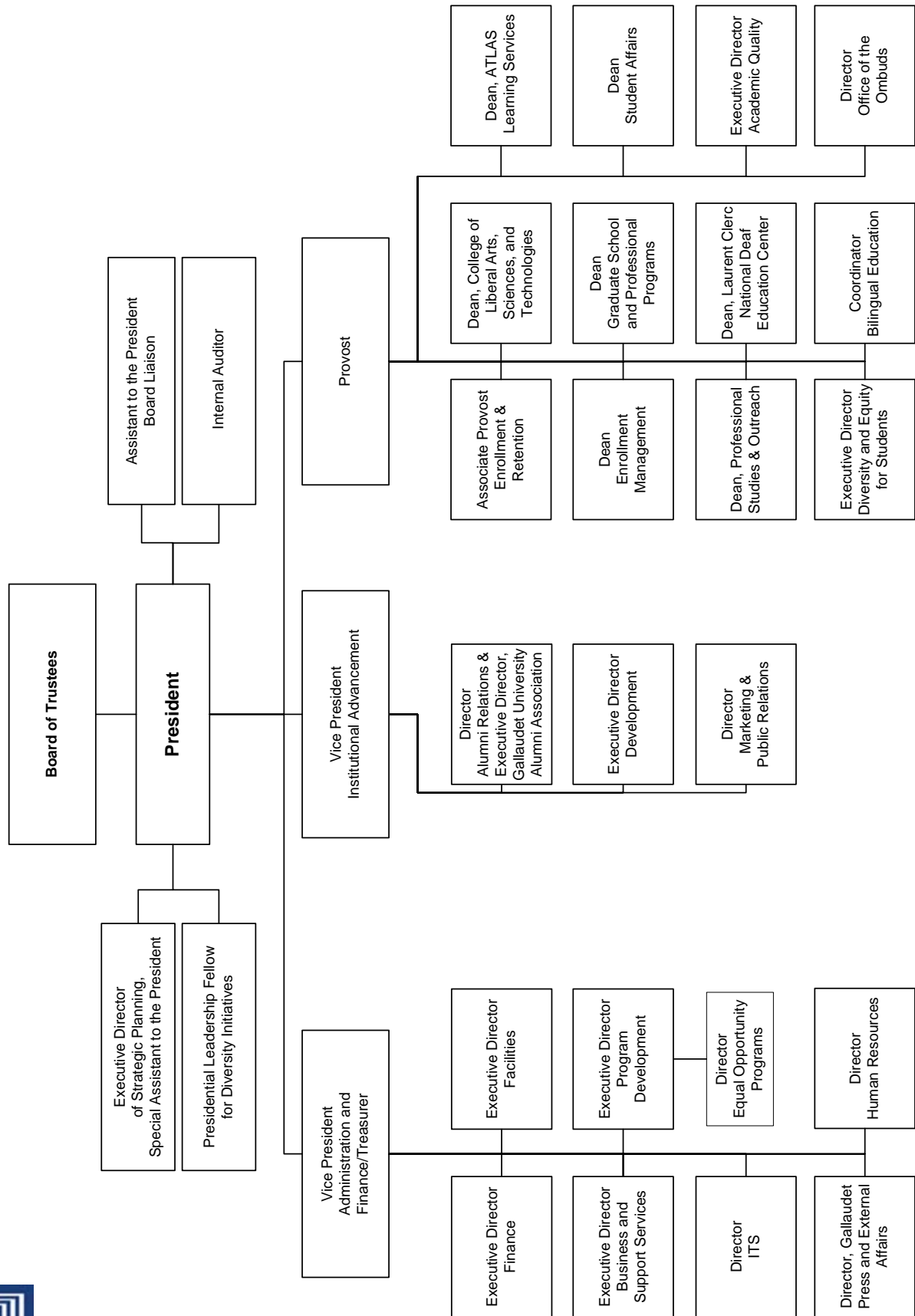
⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

INDEX

| | | | |
|---------------------------------------|--|---------------------------------------|---|
| Academic Accommodations | | Cross-Listed Courses.....37 | Health and Wellness Programs.....195 |
| Policy.....42 | | Diversity & Equity.....193 | Health History.....34 |
| Academic Appeals.....52 | | Diversity Guidelines.....8 | Health Insurance Fee.....18 |
| Academic Honors.....46 | | Drugs, Alcohol, & Smoking.....42 | Hearing & Speech Center.....199 |
| Academic Integrity Policy.....46 | | Dual Degrees, Requirements.....61 | Hearing, Speech, & |
| Academic Probation.....56 | | Education.....93 | Language Sciences.....126 |
| Academic Technology.....186 | | Educational Foundations & | History of Gallaudet.....4 |
| Accreditation.....4 | | Research.....116 | Housing, Married Students.....202 |
| Administration & Supervision.....64 | | English Language Institute.....3 | ID/Access Cards.....199 |
| Admission Requirements.....12 | | English Text Support Services.....8 | Information Technology.....200 |
| Admissions, Dual Degree.....15 | | English.....122 | Institutional Review Board.....190 |
| Admissions, Graduate Special | | Facilities.....199 | International Student Programs.....190 |
| Student.....14 | | Fees, Additional.....20 | International Student Services.....192 |
| Admissions, Multiple Graduate | | Final Exams.....36 | International Students.....197 |
| Programs.....11 | | Financial Aid Appeals.....24 | International Visiting Scholar.....13 |
| Admissions, Terms.....10 | | Financial Aid Application.....22 | Interpretation.....139 |
| ASL & Deaf Studies.....75 | | Financial Aid Eligibility.....22 | Interpreting Services.....200 |
| ASL Assessment.....187 | | Financial Aid Probation.....24 | Keeping the Promise.....193 |
| ASL Diagnostic & Evaluation | | Financial Aid Processing.....25 | Kellogg Conference Hotel.....2 |
| Services.....187 | | Financial Aid Refunds.....32 | Kinds of Courses.....37 |
| ASL Instructional Programs.....187 | | Financial Aid Types.....26 | Leadership Training Program.....191 |
| ASL Support Services.....8 | | Financial Aid.....22, 189 | Leave of Absence.....35, 54 |
| ASLPI.....188 | | Financial Appeals.....21 | Library & Archive Services.....192 |
| Athletics & Intramurals.....204 | | Food Services.....199 | Licensure.....193 |
| Behavior Codes.....42 | | Foreign Languages, Literatures, & | Linguistics.....147 |
| Bilingual Education.....7 | | Cultures.....122 | Living Expenses.....21 |
| Biology.....81 | | Fulbright Scholarship Program.....192 | Loans.....28 |
| Board Plans.....19 | | Gallaudet Regional Centers.....189 | Location.....2 |
| Bookstore-Bison Shop.....198 | | Government & History.....123 | Maintaining Continuous |
| Business Registration.....35 | | Grade Point Average (GPA).....45 | Enrollment.....44 |
| Business.....82 | | Grade Reports.....39 | Mental Health Center.....201 |
| Captioning Services.....188 | | Graduate Admissions.....10 | Merit Scholarships.....27 |
| Career Center.....188 | | Graduate Assistantships.....31 | Mission Statement.....5 |
| Catalog Year Requirements.....43 | | Graduate Certificate Programs.....3 | Multicultural Student Programs.....194 |
| Child Care.....198 | | Graduate Degree Requirements.....60 | Need-Based Scholarships.....27 |
| Classroom Communication.....8 | | Graduate Diploma.....57 | Ombuds.....194 |
| Classroom Notetaking Services.....190 | | Graduate Grading System.....45 | Online Professional Writing.....190 |
| College of Liberal Arts, | | Graduate Mission Statement.....6 | Open House.....2 |
| Sciences, & Technologies.....63 | | Graduate Orientation Programs.....189 | Parking.....202 |
| Communication Studies.....82 | | Graduate Procedures & Policies.....43 | Performing Arts.....204 |
| Confidentiality.....39 | | Graduate Professional | Petition to March.....57 |
| Consortium Courses.....38 | | Studies Courses.....125 | Physical Education & Recreation.....157 |
| Consortium Graduate Courses.....43 | | Graduate School & | Postal Services.....201 |
| Counseling.....83 | | Professional Programs.....62 | Professional Behavior & |
| Course Audit.....36 | | Graduate School Admissions.....189 | Communication.....46 |
| Course Changes, Add/Drops.....35 | | Graduate Student Association.....205 | Professional Studies Courses.....37 |
| Course Numbers.....36 | | Graduate Student Support | Professional Studies.....3 |
| Course Withdrawals.....36 | | Services.....190 | Psychology.....161 |
| Credo.....6 | | Graduate Thesis/Dissertation.....60 | Public Safety.....198 |

| | |
|---------------------------------------|---------|
| Reapplication..... | 11 |
| Refunds..... | 21 |
| Registrar's Office..... | 34, 194 |
| Registration..... | 34 |
| Residence Life..... | 201 |
| Room and Board..... | 18 |
| Second Graduate Degree..... | 11 |
| Service Animals..... | 42 |
| Sexual Harassment..... | 42 |
| Shuttle..... | 202 |
| Sign Language Proficiency..... | 11 |
| Social Work..... | 174 |
| Student Classifications..... | 43 |
| Student Conduct..... | 195 |
| Student Financial Responsibility..... | 21 |
| Student Financial Services..... | 17, 202 |
| Student Handbook..... | 42 |
| Student Health Service..... | 203 |
| Student Media..... | 205 |
| Student Records..... | 41 |
| Student Responsibility..... | 42 |
| Student Right-to-Know Act..... | 16 |
| Students with Disabilities..... | 193 |
| Study Abroad..... | 191 |
| Summer Programs..... | 3, 196 |
| Theatre Arts..... | 184 |
| Transcripts & Diplomas..... | 39 |
| Transportation Services..... | 202 |
| Tuition & Fees..... | 17 |
| TV Services..... | 203 |
| Vehicle Registration..... | 202 |
| Veterans Admissions..... | 14 |
| Vision Statement..... | 5 |
| Visiting Gallaudet..... | 2 |
| Visiting Researcher Program..... | 192 |
| Visitor's Center..... | 2 |
| Withdrawals from the University..... | 55 |

Gallaudet University Organizational Chart





Gallaudet University Campus Map

800 Florida Avenue, NE, Washington, D.C. 20002-3695



Map designed by the Office of Public Relations
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Graduate Admissions Office

Gallaudet University

800 Florida Avenue, NE

Washington, DC 20002-3695