

2008 - 2009

Undergraduate Catalog

Gallaudet University

800 Florida Avenue, NE

Washington, D.C. 20002

www.gallaudet.edu

DESCRIPTION OF COURSE LISTING ABBREVIATIONS

ACC	Accounting
ALT	Applied Literacy
ART	Art History, Digital Media, Graphic Design, & Studio Art
ASL	American Sign Language
BIO	Biology
BUS	Business
CAP	CAP Courses
CHE	Chemistry
CIS	Computer Information Systems
COM	Communication Studies
COU	Counseling
CSC	Computer Science
DST	Deaf Studies
ECO	Economics & Finance
EDF	Educational Foundations and Research
EDU	Education
ENG	English
FCS	Family and Child Studies
FLC	Foreign Languages, Literatures, and Cultures
FRE	French
GSR	General Education
GER	German
GOV	Government
HIS	History
HON	Honors
HSL	Hearing, Speech, and Language Sciences
INT	Interpretation
ITA	Italian
LAT	Latin
LIN	Linguistics
MAT	Mathematics
PED	Physical Education
PHI	Philosophy
PHY	Physics
PSY	Psychology
REC	Recreation
REL	Religion
SOC	Sociology
SPA	Spanish
SWK	Social Work
THE	Theatre Arts
WMS	Women's Studies

The Gallaudet University Undergraduate Catalog was prepared by the Council on Undergraduate Education, the Provost's Office, and Enrollment Management.

Every effort was made to print information accurate as of July 1, 2008. 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.

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.

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About Gallaudet University

PHILOSOPHY AND LEARNING OUTCOMES FOR UNDERGRADUATE EDUCATION

Philosophy

The undergraduate programs of Gallaudet University intend to produce graduates who are well-informed about the world around them, about our civilization and its achievements, and about themselves as human beings. Students will ultimately be able to exercise the power of sound independent judgment necessary to enable them to provide leadership in both the workplace and the community. The undergraduate curriculum will provide students with a foundation for lifelong learning by offering opportunities to develop the skills, knowledge, and understanding needed for productive and fulfilling citizenship in a diverse and interrelated world. Gallaudet graduates will, as a result, have the competencies required to be competitive in their post-graduate endeavors.

Learning Outcomes for Undergraduate Education at Gallaudet University

Language and Communication

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

Critical Thinking

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

Identity and Culture

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

Knowledge and Inquiry

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

Ethics and Social Responsibility

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

LOCATION

Gallaudet's campus is located in Washington, D.C. 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
 The main telephone number is (202) 651-5000.
 Website: www.gallaudet.edu

Visiting Gallaudet

Visitors are welcome at Gallaudet University. The Visitors Center is located in the Edward Miner Gallaudet Building and can be reached by calling (202) 651-5050. The Center conducts tours of the campus Monday through Friday at 10 a.m. and 2 p.m. by appointment. Student Tour Guides greet thousands of visitors annually. A wide variety of visitors tour the campus including prospective undergraduate and graduate students and their families, school groups, sign language clubs, educators of the deaf, and international visitors. For more information about scheduling a tour or for directions to the campus, go to our website: pr.gallaudet.edu/visitorscenter.

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 visit the Open House website (admissions.gallaudet.edu/openhouse) for more information.

HISTORY OF GALLAUDET UNIVERSITY

Gallaudet University had its beginnings in 1856 when Amos Kendall, postmaster general during the administration of President Andrew Jackson and a well-known journalist and philanthropist, established a school for deaf and blind children. He donated two acres of land and a house located on one corner of his estate in Northeast Washington. In 1857, he persuaded Congress to incorporate his Kendall School as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind. The President of the United States (then James Buchanan) was the school's patron. Congress also agreed to pay the expenses of poor children from the District of Columbia to attend the school.

Following Congress' action, Kendall hired Edward Miner Gallaudet to be superintendent of the institution. Gallaudet was the son of Thomas Hopkins Gallaudet, founder of the first school for deaf children in the United States. Both Gallaudets believed that a national college should be established for deaf students. In 1864, Congress, persuaded by Edward Miner Gallaudet and Amos Kendall, voted to authorize the Board of Directors of the Columbia Institution "to grant and confirm such degrees in the liberal arts and sciences . . . as are usually granted and conferred in Colleges."

President Abraham Lincoln signed the bill and became the first patron of the National Deaf Mute College. Edward Miner Gallaudet became president of both the institution and the college. In 1865, blind students attending the Columbia Institution were transferred to the Maryland School for the Blind, and the words "and the Blind" were dropped from the institution's title.

The first class to take the entire college course graduated in 1869. The diplomas of the three graduates were signed by President Ulysses S. Grant. Since that time, all Gallaudet diplomas have been signed by the President of the United States.

Women were first admitted to the college in 1887. In 1891, a graduate department was started to prepare hearing graduates of other colleges to become teachers of deaf children. At the request of the alumni, in 1894 the Board of Directors renamed the college Gallaudet College in honor of Thomas Hopkins Gallaudet. The corporation (including Kendall School) continued to be known as the Columbia Institution until 1954 when Public Law 420 of the 83rd Congress changed the name of the entire institution to Gallaudet College. Public Law 420 also stated Congress'

intent to continue adequate financial support of Gallaudet and affirmed the importance of higher education for deaf people.

In 1957, Gallaudet was granted accreditation by the Middle States Association of Colleges and Secondary Schools. Every 10 years Gallaudet is reexamined by this association. Over the years, the campus and its facilities have grown to meet the needs of its students, and its programs have evolved to serve deaf and hard of hearing individuals nationally and internationally. In 1969, the Model Secondary School for the Deaf was established on Kendall Green to devise, develop, and test innovative and exemplary courses of study for deaf and hard of hearing high school students.

In 1970, Congress passed the Kendall Demonstration Elementary School Act (P.L. 91-587), which transformed the historic Kendall School into a demonstration elementary school with programs for students from birth through eighth grade, expanding its role to include research and dissemination. The Education of the Deaf Act in 1986 reauthorized KDES and MSSD and established a national commission to study the education of students who are deaf and hard of hearing across the United States. The Education of the Deaf Act Amendments of 1992 (P.L. 102-421) not only reauthorized KDES and MSSD but also mandated the schools to maintain exemplary elementary and secondary educational programs and to institute projects and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, materials, and instructional techniques and strategies. The Laurent Clerc National Deaf Education Center ("Clerc Center") encompasses KDES, MSSD, and other units devoted to the research, development, and dissemination functions mandated.

Congress acted during the 1985-86 academic year to recognize the growth and development that has been an integral part of Gallaudet's history. On August 4, 1986, President Ronald Reagan signed into law the Education of the Deaf Act of 1986, which bestowed university status upon Gallaudet.

On March 6, 1988, Gallaudet students began a demonstration, now known as the Deaf President Now (DPN) movement, to protest the hiring of a hearing president of the University. What began as a student protest grew into a civil rights movement for deaf people. Within less than a week, the hearing president, Dr. Elisabeth Zinser, resigned her post, and Dr. I. King Jordan was selected by

the Board of Trustees as the University's first deaf president. The effects of DPN culminated in July 1990 with the signing of the Americans with Disabilities Act (ADA). This historic legislation bans discrimination against people with disabilities in employment, public transportation, general services, accommodations, and telephone services.

In September 2005, President I. King Jordan announced his retirement and Gallaudet University began a search for a new president early in 2006. Results of the search process were that University provost, Dr. Jane K. Fernandes, was named president designate by the Board of Trustees in the May 2006. Protests against her appointment, involving students, faculty, staff, and alumni, began shortly thereafter. These protests continued into the fall, culminating in a three day closure of the campus, and the termination of Dr. Fernandes' appointment by the Board of Trustees in October. Following this termination, a new search was begun for an interim president, resulting in the appointment of Dr. Robert R. Davila, a well known figure in the higher education of deaf students. Dr. Davila began his tenure in January 2007.



ACCREDITATION

Gallaudet University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (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 (ASHA); Association of Collegiate Business Schools and Programs (ACBSP); Council on Accreditation of Counseling and Related Programs (CACREP); Council on Education of the Deaf (CED); Council on Social Work Education (CSWE); and National Association of School Psychologists (NASP). In addition, programs that prepare graduates to be a licensed professional in schools are approved by the District of Columbia State Education Agency. These same programs, along with 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).

GALLAUDET'S MISSION

Gallaudet's programs and the activities of its faculty and staff are guided by its formal statements of mission, vision, sign communication, diversity and its Credo.

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 is to:

- Provide the highest quality liberal and professional education through undergraduate and graduate programs for deaf, hard of hearing, and hearing students.
- Offer a welcoming, supportive, and accessible bilingual educational environment for teaching and learning through direct communication.
- Embrace diversity within the university community by respecting and appreciating choices of communication while guiding students through their process of linguistic and cultural self-actualization.
- Pursue excellence in research, pedagogy, scholarship, and creative activity.
- Lead the advancement of intellectual, social, linguistic and economic vitality in deaf people through educational, outreach, regional, international and leadership development programs.
- Preserve deaf history and use visual media to promote the recognition that deaf people and their signed languages are vast resources with significant contributions to the cognitive, creative and cultural dimensions of human diversity.
- Position our community to reach its full human potential and assume its role as a progressive global entity committed to civic responsibility and social justice.

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. While continuing to expand on these five learning outcomes, major-level courses provide students with discipline specific competence, preparing them for competitive careers and/or graduate education.

The Gallaudet University Student Learning Outcomes are:

1. **Language and Communication**

Students will use ASL and written English to communicate effectively with diverse audiences, for a variety of purposes, and in a variety of settings.

2. **Critical Thinking**

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

3. **Identity and Culture**

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

4. **Knowledge and Inquiry**

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

5. **Ethics and Social Responsibility**

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

Sign Communication

Since its inception as an institution of higher learning, Gallaudet University has endorsed direct visual communication among deaf, hard of hearing, and hearing members of the community. Clear, understandable signing is the responsibility of each of us. Because of the increasing social, cultural, and linguistic diversity of our students, we have reexamined and described what effective sign communication means at Gallaudet.

American Sign Language and English

Gallaudet University is a bilingual community in which both American Sign Language and English thrive. We recognize that in our campus community ASL and English coexist in complex ways; accordingly, this statement reflects the attitudes, philosophies, and realities of sign diversity on campus.

Sign Communication

The University is committed to creating a visual communication environment which best supports scholarship and the basic tenets of humanistic education. Three principles will be our guide as we work together to ensure that clear visual communication is the norm in every University unit and department.

Principle 1: At Gallaudet, effective sign communication supports education.

Each of us has the right and responsibility to understand and be understood. Clear and well-paced visual communication is a requirement for this learning community. Because Gallaudet is an institution of higher education whose primary mission is to educate deaf and hard of hearing individuals, understanding of the content we wish to convey, more than the mode of communication, must guide our actions.

Principle 2: Sign communication at Gallaudet will be inclusive, respectful, and flexible.

Our community will incorporate and respect ASL and recognize that students, faculty members, and staff members may each have different visual communication needs. We will respect the sign language style of every individual and use whatever is necessary to communicate in a given situation. We will know and practice deaf/hearing communication etiquette so that public discourse, both formal and informal, is fully accessible.

Principle 3: Direct sign communication is central to the Gallaudet vision.

Since effective visual communication in this bilingual community is fundamental to the successful achievement of our academic mission, Gallaudet will develop the training and assessment programs necessary to ensure that all of us have the opportunity to become fluent signers. We will each be assertive and sincere in our efforts to attain sign language proficiency so that we can all communicate directly with each other.

Diversity Statement and 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 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.

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.

Enrollment Information

ADMISSIONS

Office of Admissions

Chapel Hall 102

www.gallaudet.edu/x532.xml

Deaf or hard of hearing students are invited to apply for admission 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. To request an undergraduate application, write to the Office of Admissions, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695. You may also send an e-mail to admissions.office@gallaudet.edu. In the metropolitan Washington, D.C. area, call (202) 651-5114 (tty), (202) 651-5750 (v), or (202) 651-5744 (fax). For long distance, call toll free (800) 995-0550 (tty/v).

Student Right-to-Know Act

The Student Right-to-Know and Campus Security Act, Public Law 101-542, is a federal law requiring that Gallaudet University make readily available to its students and prospective students the following information: financial aid, costs of attending Gallaudet; refund policy; facilities and services for people with disabilities; procedures for review of school and campus accreditation; completion/graduation rates for undergraduate students; loan deferral under the Peace Corps and Domestic Volunteer Services Act; and campus safety and security/campus crime statistics. For more information, contact the Office of Enrollment Management (enrollment.services@gallaudet.edu).

Registrar's Office

Chapel Hall, Room 101

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.

Admission Requirements

All application materials (letters of recommendation, transcript, audiogram, test results) should be submitted to the Office of Admissions as soon as they become available. The University is on a rolling admissions schedule and will notify the student about the admission decision within two weeks after all application materials have been received. The completed application without notification of deferral will be held in file for two years for U.S. citizens and five years for international students before being destroyed. In order

to guarantee housing and ensure timely processing of the financial aid application, the completed application should be received prior to June 1 for fall semester and December 1 for spring semester. After these dates, all housing and financial aid are awarded on a first-come, first-served basis to admitted students.

Requirements for admission include submission of the following documentation:

- An application form, completed and signed by the applicant. Completion of answers to essay questions is a required part of the application form. An application fee of \$50 (U.S.) payable to Gallaudet University should accompany the application.
- A recent audiogram (within the past two years) indicating a hearing loss. Applicants should provide evidence of the need for Gallaudet's support services (e.g., speech discrimination scores or family history showing that deafness is of a progressive nature).
- Standardized Mathematics, English, and Reading Sub test scores from the ACT, or Mathematics and Writing scores from the SAT;* Tests should be taken within three years prior to application.

**The institutional code number is 0662 for the ACT and 5240 for the SAT. Nontraditional students (students who are 25 years old or older) should contact the Office of Admissions to see how these admissions criteria apply to them.*

- At least two letters of recommendation from teachers, principals, coaches, employers, community organizations, or Vocational Rehabilitation (VR) counselors.
- Official transcripts from high school and/or colleges, including grade point average and class rank.

The Office of Admissions reserves the right to request additional documentation (e.g., standardized test scores, recommendation letters) from any applicant. The University only admits students who have a high school diploma or have the recognized equivalent of a high school diploma, and who are beyond the age of compulsory school attendance in the District of Columbia.

Gallaudet University adheres to the Statement of Principles of Good Practice endorsed by the National Association for College Admission Counseling.

Medical History and Immunization

In addition to the admissions requirements, all Gallaudet University students must submit a medical history form to Student Health Services (SHS) before enrolling. The medical

history form can be printed from the following website af.gallaudet.edu/shs/shs.asp.

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.

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

It is now a requirement that students entering Gallaudet University for fall 2008 must show proof of Hepatitis B, and Meningococcal immunizations. For more information, call the Peter J. Fine Student Health Center at (202) 651-5090 (V/TTY) or visit the Student Health Service website at <http://af.gallaudet.edu/shs/shs.asp>.

Honors Program

All students with ACT English and Reading scores of 22 and above (freshman status) may apply for admission to University Honors. New students are admitted provisionally to either the General Studies Honors or University Capstone Honors based on the following criteria:

- Review of high school or previous postsecondary school transcripts.
- ACT Mathematics Subtest scores or SAT Math score reviewed on an individual basis.
- Interview with the Director of the Honors Program and Honors faculty via video conferencing, video relay, or in person.
- Completion of the Honors summer reading and participation in the online discussion of that reading (for exceptions or alternative means of participation, the student should notify the Honors Director as soon as possible).

After meeting established criteria and performing well academically the first semester (as determined by first semester Honors faculty and the Honors Director), new students may move from provisional to full status as Honors students.

Advanced Placement Tests

High school students who submit Advanced Placement (AP) Test scores of 3 or better will earn university credit. Honors credit will be given for scores of 4 or 5.* Information on procedures for applying for AP transfer credit can be obtained from the Registrar's Office transfer credit specialist.

**The institutional code number for AP tests is 5240.*

PSAT

Students are encouraged to request that their PSAT scores be sent to the Office of Admissions, although this is not a requirement for admission.

Placement in English and Mathematics Courses

English and Mathematics placement tests are offered to determine appropriate placement in credit-bearing courses or non credit-bearing courses.

An applicant may be admitted with conditions in English and/or mathematics if the applicant shows evidence of academic potential and high motivation, e.g., good overall grade point average (GPA) in academic courses in high school, acceptable scores on appropriate admissions exams, and letters of recommendation from school personnel, vocational rehabilitation counselors, or other professionals.

Conditions in English/Mathematics

Students with conditions are those who do not qualify for credit-bearing English courses. These students will not be allowed to take any 100-level or higher courses, except for ASL 101 and/or ASL 102.

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

Transfer Students

Deaf and hard of hearing students in good standing at other accredited colleges and universities are eligible to apply as transfer students to Gallaudet University. Students must submit an audiogram (within the past two years), official college transcripts from all attended postsecondary institutions and at least two letters of recommendation. The Office of Admissions reserves the right to request additional documentation (e.g., standardized test scores, high school transcripts) from any applicant.

Transfer students who have completed fewer than 12 semester hours of college credit or achieved less than a 2.0 cumulative grade point average must submit recent standardized test scores and a final high school transcript. Students who have completed 12 or more semester hours of transferable credit (with a grade of C or above in each course) and achieved a 2.0 or higher cumulative grade point average will be notified by the Office of Admissions if standardized test scores are required.

Applicants may request official evaluation of transferable college credits. Gallaudet will accept as elective credit any college-level course completed with a grade of "C-" or better at any accredited college or university. Transferred courses may be applied to satisfy general studies requirements or major requirements only when approved by the appropriate department chair. The transfer specialist will notify applicants of these decisions. Transfer courses do not change the GPA at Gallaudet University, except as noted in the section entitled "Prior Permission Transfer Credit."

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

Articulation Agreements

Gallaudet University has articulation agreements with numerous postsecondary institutions. Contact the transfer credit specialist in the Registrar's Office for more information on course transferability.

Gallaudet University operates under the semester system. All transfer credits from postsecondary institutions not on the semester system will be converted to semester credits.

International Services

Hall Memorial Building, E-254

International Services provides immigration and visa regulatory services to international students as well as visa advice to U.S. students planning foreign travel in their educational pursuits.

International Students

Admission Requirements

International students applying for admission to the English Language Institute (ELI) or the undergraduate program must submit the following documents: an application and application fee; two letters of recommendation; an audiogram; copies of secondary school

records, including any secondary external examinations; transcripts of any university-level studies completed; and a personal essay.

In addition, undergraduate applicants are expected to demonstrate proficiency through test scores from either the ACT, SAT, Stanford Achievement Test, Test of English as a Foreign Language (TOEFL). Original documents not in English must be accompanied by certified English translations.

All undergraduate applicants must demonstrate a satisfactory level of English proficiency to be admitted to the University. All test results and supporting documents must not be more than three years old. For TOEFL information and application brochure, write to TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA or by e-mail at toefl@ets.org.

International applicants should submit their applications by March 15 so that the application, admission test information, and immigration documentation can be processed in time for the fall term. Applicants will be considered for admission after all required application materials are received. Students are considered for admission for studies beginning in the fall semester.

Freshman Eligibility

Applicants who are completing their secondary or upper secondary school education and have not yet entered a university should apply as freshmen. Applicants who are International Baccalaureate diploma candidates or A-level should also apply as freshmen.

Transfer Eligibility

Applicants must have completed their secondary school education and have subsequently enrolled at a college or university as a degree-seeking student in order to be considered for transfer admission. This also applies to international students already enrolled as degree-seeking students at another university in the United States.

Financial Information

Each new international student accepted to Gallaudet will be asked to document how financial support will be provided in the student's first year at Gallaudet, as required by the Bureau of Citizenship and Immigration Services (BCIS). The BCIS deadlines are June 30 for the fall semester and October 30 for the spring semester. After the student has been accepted and evidence of adequate financial support has been submitted, the University can issue the I-20 form from the Office of International Programs and Services. This form is needed to secure, transfer, and extend a student

visa. Financial aid is generally not available for international students in their first year of studies at Gallaudet. However, limited aid is available from the second year onward.

Student and Exchange Visitor Information System Reporting

Student and Exchange Visitor Information System (SEVIS) is an internet-based system that requires schools and the BCIS to report information and exchange data on the status of international students and scholars. Accurate and current information will be transmitted electronically throughout an F-1 or J-1 student's academic career in the United States. U.S. embassies and consulates will also have access to SEVIS. J-1 scholars and their dependents are also included in the SEVIS reporting requirements.

Information that Gallaudet University is required to report:

- Confirmation that a student has enrolled within 30 days, or notification of failure to enroll.
- All changes of legal name or address.
- Graduation prior to the end date listed on the I-20 or DS-2019.
- Academic or disciplinary actions taken due to criminal conviction.
- Whether the student drops below a full course of study without prior authorization from International Services (IS).
- Dismissal or withdrawal date, and reason for dismissal or withdrawal.
- Procedures such as program extensions, school transfers, changes in level of study, employment authorizations, and reinstatement.

International Student Business Registration

All international students are required to attend international business registration prior to registering for classes. During business registration every fall and spring, International Services (IS) will review each student's immigration documents, confirm to SEVIS that the student has arrived on campus, and then release the restriction on the student's registration. If students do not attend international business registration or check-in with the IS office before the last day of the add/drop period, they will be "encumbered" and will not be permitted to register until the regular registration period of the following semester.

Full Course of Study

International students may not drop below a full course of study without prior authorization from IS. Full course of study means 18 credits per semester for ELI students, 12 for undergraduates, and 9 for graduate students. If a student drops below a full course of study without prior approval from IS, it will be reported to the BCIS through SEVIS, and the student will be considered “out of status.” The student may apply to BCIS for reinstatement only if the violation resulted from “circumstances beyond his or her control.” However, as specified by BCIS, acceptable reasons for applying for reinstatement include the following: “serious injury or illness, closure of the institution, or natural disaster.” International students are not permitted to audit courses unless it is in addition to an already established full-time course load.

Any international student who is unable to complete a full course of study in a timely manner can apply through IS for a program extension. The student must apply 30 days before the completion date on their Form I-20. Once a student consults with IS about the need for a program extension, IS will ask the student’s academic advisor for endorsement of the student’s request.

Mandatory Attendance

In order to maintain legal status, an international student cannot be absent from more than five classes per course per semester without compelling reasons. The University has a duty to report to the BCIS through SEVIS when an international student exceeds this limit.

Visiting and Exchange Students

Deaf, hard of hearing, and hearing applicants for visiting student status must be currently registered as sophomores, juniors, or seniors at an accredited college or university and must have a cumulative GPA of 2.5 or higher. Special consideration will be given to deaf and hard of hearing students who are currently of freshman status and in good academic standing at their colleges and universities.

Exchange students are welcome from Oberlin College (Oberlin, Ohio) and McDaniel College (Westminster, Md.). Exchange students may spend a semester at Gallaudet and receive college credits toward graduation at either Oberlin or McDaniel College. To qualify for the program, a student must be either a junior or senior with a GPA of 3.0 or higher, and be recommended by at least two faculty members. Students interested in participating in the exchange program must file an undergraduate application with the Office of Admissions.

Visiting and exchange students are strongly encouraged to complete their applications as early as possible. Course availability is not guaranteed, but every effort will be made to accommodate students who apply early.

Special Student Status

Deaf, hard of hearing, and hearing students who do not plan to work toward a degree may be admitted as special students if their objectives are approved by the Office of Admissions. Application for the special student status must be made each semester. An application fee of \$50 payable to Gallaudet University must accompany the application.

Special students may take one or more courses, up to 19 credits, each semester. If special students later wish to become candidates for degrees, they must meet the undergraduate admission requirements of the University. Application for a change to degree status must be made to the Office of Admissions.

Leave of Absence

Leave of absence (LOA) for up to three semesters is granted to students (U.S. citizens only) whose academic performance is satisfactory and who wish to suspend their undergraduate studies. Students may enroll for classes at the end of their approved leave without applying for readmission. Students must contact the Registrar’s Office to apply for a LOA. Students who enroll at another college or university while on a leave of absence are considered withdrawn from the University and must apply for readmission before being permitted to re-enroll at the University.

Readmission

Readmission After Withdrawal

Students who withdraw from the University without obtaining a leave of absence (LOA) and who wish to resume studies at the University must apply for readmission. Students applying for readmission must contact the Registrar’s Office for readmission application materials. An application fee of \$50 payable to Gallaudet University must accompany the application. All outstanding debts must be paid in full before applying for readmission.

Readmission After Suspension

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

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

Second Undergraduate Degree

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

Withdrawal from the University

Students finding it necessary to withdraw from the University are required to submit a completed withdrawal form, which they can obtain from the Registrar's Office. The form includes instructions regarding other University offices to contact, such as the Financial Aid Office if financial support has been granted that semester. A withdrawal becomes official when it has been accepted by the Registrar.

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

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

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

FEES AND FINANCIAL SERVICES

Student Financial Services

College Hall, Room B-04

<http://finance.gallaudet.edu/sas.html>

Student Financial Services are managed by the Office of Finance. Hours of operation are 8:30 a.m. to 4:30 p.m. 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 about enrollment fees
 - Processing payments

Enrollment Fees

Payment of all charges is required at registration unless written authorization to cover student charges has been received from vocational rehabilitation agencies Gallaudet's Financial Aid Office, or other supporting organizations. The student may sign a legally binding promissory note for the balance of the unpaid charges. If a promissory note is signed, payment must be made during the semester as stated in the note agreement. Failure to pay all charges during a given semester or summer term will result in the denial of future registrations and the withholding of grades, transcripts, and degrees until full payment is received.

Undergraduate Tuition and Fee Schedule Fall/Spring 2008-2009 — Basic Costs per Semester

U.S. Citizens

Tuition	\$ 5,425
Unit Fee	138
Room	2,650
Board	2,020
Health Insurance Fee*	1,698
Health Service Fee	50
TOTAL	\$11,981

International Students

Tuition	\$10,850
Unit Fee	138
Room	2,650
Board	2,020
Health Insurance Fee*	1,698
Health Service Fee	50
TOTAL	\$17,406

*Annual fee that is billed in the fall semester for the entire academic year.

Description of Basic Costs and Fees

Tuition for U.S. Citizens

Amount indicated is for full-time students. For billing purposes, 10 or more credits is the flat rate shown above. The part-time rate per credit during the fall and spring is \$542.50 for U.S. undergraduate students.

Tuition for International Students

Amount indicated is for full-time students. For billing purposes, 10 or more credits is the flat rate shown above. The part-time rate per credit during the fall and spring is \$1,085.00 for international undergraduate students. These reflect the 100% tuition surcharge 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.

Unit Fee

The unit fee (\$138) is required for full-time undergraduate 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 the full year unless proof of adequate insurance coverage is submitted to Student Health Services. The annual fee is billed as a one-time charge in the fall semester for coverage July 15, 2008 12:01 a.m. to July 15, 2009 at 12:01 a.m. Students enrolling in the spring semester 2009 are billed \$993 for coverage from December 15, 2008 to July 15, 2009.

Health Service Fee

The health service fee (\$50) is required for all full-time undergraduate 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.

Additional Costs and Fees (fees are subject to change)

- *Undergraduate Application Fee (\$50)* - Required for all undergraduate applicants and students applying for readmission.
- *Admission Fee (\$50)* - Required for all students accepting admission to the University. (non-refundable)
- *First Year Seminar (FYS) Fee (\$10)* - Required for all new students
- *Registration Fee (\$10)* - Required for all students attending Gallaudet for the first time.

- *Undergraduate New Student Orientation Fee (\$50)* - Required for all new undergraduate students.
- *English Language Institute New Student Orientation Fee (\$300 for Fall and \$100 for Spring)* - Required for all new ELI students
- *Room Deposit (\$200)* - Required for all new students who intend to live on campus. Payment must be made in advance of receiving a room assignment.
- *Late Registration Fee (\$50)* - Required for all students who complete registration after the official registration dates.
- *Add/Drop Fees (\$5)* - Required for each add/drop transaction during the first week of classes each semester.
- *Books, Supplies, and Course Fees (vary)* - 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.
- *Parking Fee (\$54)* - Required each semester for students who register their cars to park on campus.
- *Graduation Fee (\$50)* - Required for all degree candidates during the semester of graduation.

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, Rathskeller, Starbucks, and the Bistro, or choose from a variety of board plans. Room arrangements are made on the basis of a room contract covering the academic year. Rooms are available only to those who also pay board for meals served in student dining facilities. The room contract provides for a room and the necessary furnishings. The room fee for the fall or spring semester is \$2,650 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.

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

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. Total cost per semester is \$2,095.

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

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. Total cost per semester is \$2,020.

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

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. Total cost per semester is \$2,020.

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

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. Total cost is \$1,930 per semester.

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

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. Total cost is \$1,860 per semester.

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 section entitled "Withdrawal from the University." 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 the 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

Refunds for Summer Session

- Refunds for the unexpired portion of the session will be made according to the time of withdrawal as follows:
- *Per Three-Week Session* - During the first week of class 75% of tuition and room charges are cancelled. During the second week of class 25% of tuition and room charges are cancelled. Thereafter, no refund.
- *Board* - Pro rata refund based on full weeks only.
- *Fees* - No refunds or cancellations.

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.

Financial Collection Policies and Procedures

Policy

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. Additional information concerning the appeal procedures is available from the Student Financial Services office; however, no determinations will be made after the third day of the add-drop period. 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

Financial Aid Office

Chapel Hall, Room G02

<http://www.gallaudet.edu/x582.xml>

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
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. This includes the student's summer earnings and all types of Social Security. 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.

Prospective students seeking financial aid must first apply for admission and, upon acceptance for admission, will receive instructions regarding the application process. 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. Award notification letters must be returned signed as an acknowledgment of acceptance or rejection of the assistance offered.

All applications for financial aid may be accessed online at <http://www.gallaudet.edu/x1308.xml>.

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 2008-2009 academic year is \$26,000 for undergraduate students and \$31,000 for graduate students. Financial aid from all sources cannot exceed this amount.

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 2008-2009 academic year, these priority deadlines are July 1, 2008, and January 12, 2009. 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).

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.

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 shown below:

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.

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

At the end of their second academic year of study (*including* condition year), 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.

Types of Financial Aid

In order to establish eligibility for Title IV Programs, such as Federal Pell Grant, Federal College Work-Study (FWS), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loans, and Federal (subsidized and unsubsidized) Stafford Loans, a student must be enrolled in a degree-seeking program at Gallaudet. The

student must meet the requirements of U.S. citizenship. 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 his or her field of study.
- Not be in default on a Perkins or Stafford Loan.
- Not owe repayment on a Pell Grant or Perkins Loan.

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 full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students must also have maintained a cumulative grade point average (grade point average) of at least 3.0. The program will be 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. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award. To be eligible, students must be U.S. Citizens, have graduated from high school after January, 2005, and Pell Grant eligible. For more information on ACG eligibility, please go to <http://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 full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and majoring in physical, life, or computer sciences, mathematics, technology, or engineering or in a foreign language determined critical to national security. The student must also have maintained a cumulative grade point average of at least 3.0 in coursework required for the major. The National SMART Grant award is in addition to the student's Pell Grant award.

To be eligible to receive a National SMART Grant, students must be U.S. Citizens, eligible for Pell Grant, enrolled full time as a third or fourth year student in a Baccalaureate Program, have a 3.0 grade point average, and majoring in Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences, Technology, or Multidisciplinary Studies. More

information can be obtained at <http://studentaid.ed.gov/PORTALSWebApp/students/english/NewPrograms.jsp>.

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, costs of attendance, enrollment status, and on authorized funds. Pell Grants range from \$261 to \$4,731 for the 2008-2009 academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This program is a grant or gift awarded by the school to individuals who have "exceptional financial need." Grants are limited to students who are enrolled at least half time in a degree-seeking program.

Federal College 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 College 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, while all job placement assistance is handled through the Academic Advising and Career Center.

Federal Perkins Student Loan Program

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 \$4,000 per year, depending on the availability of funds and individual financial need. Graduate/Professional students may borrow a maximum of \$6,000 per year, depending on availability of funds and individual financial need.

The aggregate Federal Perkins Loan Program limit is \$20,000 for a student who has not yet completed a program of undergraduate study and \$40,000 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, 2006, interest rates will be "fixed" at 6.8%.

As of July, 2008: 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 will be disbursed in two payments; the first at the beginning of the semester (or after approval) and the second after the mid-point of the semester.

Loan request forms are available in the Financial Aid Office or online at <http://www.gallaudet.edu/x1308.xml>. Gallaudet requests that students borrow from lending sources that transmit loan funds electronically. 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 November 21, 2008 for the fall semester and April 17, 2009 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 <http://www.gallaudet.edu/x1308.xml>. The form must be completed and submitted to the Office of Financial Aid. Students cannot receive their

Federal Stafford Loan funds until they have met this federal requirement. After linking to the website, students should follow the instructions carefully. If a student is unable to complete the entrance loan counseling session on the web, the student may complete it in the Financial Aid Office.

- *Entrance Loan Counseling* session is required of all first-time Gallaudet loan borrowers at the time of application. Entrance counseling may 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. 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

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.

Alternative Loan Program

Students who do not qualify for Federal Stafford or PLUS loans (or who have reached annual maximum limits) may consider applying for an Alternative Student Loan. 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 alternative loans must be requested by November 21, 2008 for the fall semester and April 17, 2009 for the spring semester. Eligibility and guidelines will vary among alternative loan providers. For more information, contact the Financial Aid Office.

Gallaudet Grant-in-Aid (GIA)

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. Included in the student's resources are any Federal Pell Grant, Federal Perkins, FWS, 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.

Scholarships

As part of the total financial aid package, scholarships funded by clubs, organizations, individual donors, and foundations are awarded annually. Other 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.

State Grants and Scholarships

Several states provide scholarships and grants, and some have scholarships and grants for deaf and blind students, 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.

Social Security Benefits

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.

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.

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.

Financial Aid for Online Coursework

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.

* 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.

Summer Financial Aid

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.

Processing of Financial Aid

Financial aid will not be disbursed until 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 required, 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.

Student Leave of Absence/Withdrawal: 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 programs 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
- 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 Financial Aid Office 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.

Campus Communications

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.

ORIENTATION PROGRAMS

Orientation Programs

Ely Center, Room 103

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. A New Signers Program is encouraged for new students with little or no sign language skills. Family members are invited to attend Family Orientation for a nominal fee.

New Student Orientation (NSO)

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 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.

Program Costs

All NSO participants pay a non-refundable \$50 fee that covers program materials and activities. No additional room and board fees are charged for the week of NSO.

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 New Signers 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 workshops is a panel of current students who share their experiences and perceptions of college life.

Program Cost/Registration

There is a \$10 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.

Academic Information

WAYS TO LEARN AT GALLAUDET

Undergraduate and Graduate Programs of Study

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

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 Programs, located under 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 Training Programs

extendedlearning.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.

Regional Centers

Five Gallaudet University Regional Centers help Gallaudet and the Laurent Clerc National Deaf Education Center deliver educational services throughout the nation through partnerships with host colleges. Through collaboration with individuals and organizations for deaf and hard of hearing communities, the Regional Centers offer extension courses, training, workshops, and materials on a wide variety of subjects. Regional Centers are located at the following host institutions:

- Flagler College, Florida
- Johnson County Community College, Kansas
- Kapiolani Community College, Hawaii
- Northern Essex Community College, Massachusetts
- Ohlone College, California

UNDERGRADUATE DEGREE PROGRAMS AND REQUIREMENTS

Undergraduate Programs

Undergraduate courses and programs are offered in two academic schools: the College of Liberal Arts, Sciences, and Technologies and the Graduate School and Professional Programs.

College of Liberal Arts, Sciences, and Technologies

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 fully-equipped 762-seat proscenium theatre, a 96-seat lab theatre, photography darkrooms and studios, and a state-of-the-art digital media studio.

Departments and programs housed 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
- Mathematics and Computer Science
- Philosophy and Religion
- Psychology
- Self-Directed Major Program*
- Social Work
- Sociology
- Theatre Arts

**The Self-Directed Major Program provides qualified students with the opportunity to design their own course of studies.*

Graduate School and Professional Programs

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.

GSPP departments offering undergraduate degree programs include:

- Business
- Education
- Interpretation
- Physical Education and Recreation

GSPP includes four other academic departments that offer undergraduate courses including:

- Counseling
- Educational Foundations and Research
- Hearing, Speech, and Language Sciences
- Linguistics

In addition to nine academic departments, GSPP includes the Gallaudet Research Institute, the Visual Language and Visual Learning (VL2) Science of Learning Center, the GSPP Enrollment Office, and the Office of Sponsored Programs.

Learning Outcomes for Undergraduate Education at Gallaudet University

Language and Communication

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

Critical Thinking

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

Identity and Culture

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

Knowledge and Inquiry

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

Ethics and Social Responsibility

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

Baccalaureate Degree Programs

A candidate for graduation with the baccalaureate degree must choose a major from the following:

Bachelor of Arts Degree

- American Sign Language
- Art History
- Biology
- Chemistry
 - Chemical Technology
 - Chemistry
- Communication Studies
- Computer Science
- Deaf Studies
- Digital Media
- Education
 - Early Childhood

- Elementary
- Secondary and approved content major
- English
- French
- Government
 - General
 - International concentration
- Graphic Design
- History
- Interpretation
- Mathematics
- Philosophy
- Photography
- Psychology
- Social Work
- Sociology
 - Criminology
 - Sociology
- Spanish
- Studio Art
- Theatre Arts
- Educational Drama
- Production/Performance

Students may develop their own self-directed major. For additional information, see the Self-Directed Major Program in the Departments section.

Bachelor of Science Degree

- Accounting
- Biology
- Business Administration
- Chemistry
- Computer Information Systems
- Computer Science
- Economics
- Education
 - Secondary and approved content major
- Family and Child Studies
 - Child Development
- Finance
- Mathematics
- Physical Education
 - Physical Education Teaching
 - Personal Training
- Recreation and Leisure Studies
 - Outdoor Recreation and Discovery
 - Performing and Visual Arts
 - Recreational Sports, Fitness, and Aquatics Management
 - Recreation and Park Administration
 - Therapeutic Recreation

Students may develop their own self-directed major. For additional information, see the Self-Directed Major Program in the Departments section.

Requirements for the Bachelor of Arts Degree or Bachelor of Science Degree for Students Matriculating In or After Fall 2007

A candidate for graduation with the degree of bachelor of arts or bachelor of science must fulfill the following requirements:

- The successful completion of the requirements of the General Studies Curriculum (40 hours).
- The successful completion of a minimum total of 120 hours, including the requirements of a major listed in the catalog.
- A cumulative grade point average of 2.0 or better.
- Residence for at least the senior year.
- A satisfactory record of conduct.
- Career Development Certificate

Career Development Certificate Program

As part of the General Studies Curriculum, the Career Center offers a required, non-credit Career Development Certificate Program for all first year students which are designed to help students develop a resume, practice networking and interview skills and develop a plan that will lead to an internship to explore their career interests. The Career Center will document student progress through the program and certify completion of the requirement to the Registrar's Office. It is recommended that the Career Development Certificate Program be completed during the spring semester of the first year of enrollment, as a co-requisite of the GSR 150 course. Students are required to complete the Program before they can take the last two GSR 200 courses and the GSR 300 Capstone course.

General Studies Requirements Curriculum for Students Matriculating In or After Fall 2007

Freshman Foundation Courses 12 hours

Students will be placed in these courses, or in courses to prepare them for these courses, on the basis of linguistic or mathematical readiness.

GSR 101	First Year Seminar (3)
GSR 102	Critical Reading and Writing (3)
GSR 103	American Sign Language and Deaf Studies (3)
GSR 104	Qualitative Reasoning Approach (3)

Integrated Learning Courses 24 hours

Students will enroll in twenty-four credits of Integrated Learning Courses that address the five Gallaudet Undergraduate Learning Outcomes. Each Integrated Learning Course will be team-taught by at least two faculty members from different disciplines and will focus on a central topic. Different topics will be offered each semester; check the Schedule of Classes to see which topics are currently being offered. Students must take at least one 200-level Integrated Learning Course with a Service Learning component.

Introduction to Integrated Learning

GSR 150 Introduction to Integrated Learning (4)

Integrated Learning Course A: Comparing Multicultural Perspectives

Choose at least one course from the following:

GSR 210	Comparing Multicultural Perspectives (4-6)
GSR 211	Comparing Multicultural Perspectives, with Service Learning (4-6)

Integrated Learning Course B: Methods of Multiple Disciplines

Choose at least one course from the following:

GSR 220	Methods of Multiple Disciplines (4-6)
GSR 221	Methods of Multiple Disciplines, with Service Learning (4-6)

Integrated Learning Course C: Scientific and Quantitative Reasoning in Context

Choose at least one course from the following:

GSR 230	Scientific and Quantitative Reasoning in Context (4-6)
GSR 231	Scientific and Quantitative Reasoning in Context, with Service Learning (4-6)

Integrated Learning Course D: Ethical Evaluations and Actions

Choose at least one course from the following:

GSR 240	Ethical Evaluations and Action (4-6)
GSR 241	Ethical Evaluations and Actions, with Service Learning (4-6)

General Studies Capstone 4 hours

After satisfactory completion of all other General Studies requirements, students will enroll in a General Studies Capstone course which will address all five Gallaudet learning outcomes and which will have a service learning focus.

ACADEMIC PROGRAMS & SERVICES

First Year Experience

Student Academic Center, Room 1239

The First Year Experience (FYE) program provides first-year students with a comprehensive learning experience that fosters transition to college and academic success. As part of the Center for Academic Programs and Student Services, FYE offers the First Year Seminar (FYS) course for all new students, as well as a seminar for upper-class students who serve as Teaching Assistants in all FYS classes. In addition to the course, the FYE program coordinates the Common Reading Program, Bridge Program, the New Student Convocation, and the Fantastic First Year Students recognition.

Honors Program

Student Academic Center, Room 1226

The Gallaudet Honors Program is a learning community for the most academically capable and motivated students. The overall goal is to foster skills, work habits, and attitudes conducive to future achievement and lifelong learning. To this end, the program currently focuses on rigorous, challenging, and innovative interdisciplinary curricular offerings as well as connections between curricular and co-curricular activities such as service learning and civic life. The successes of the program's innovations may be replicated for all students.

Minimum Standards for Participation in the Honors Program

The student must maintain an institutional GPA of 3.0 to remain in good standing in the program. Students whose semester institutional GPA falls below this minimum will be placed on Honors Probation, but are still eligible to participate in all aspects of the Honors Program. When an Honors student's semester institutional GPA is below 3.0 for two consecutive semesters, he or she will be dismissed from the Honors Program. However, when the dismissed student's semester institutional GPA returns to 3.0 or better, he or she returns to good standing in the Honors Program.

Academic Advising

Student Academic Center, Room 2220

This unit's mission supports and facilitates undergraduate students' transition and integration into college by assisting in the development of appropriate academic, career, and personal goals. Academic Advising staff also promotes the personal growth of students by respecting and appreciating various communication and cultural backgrounds.

The Academic Advising Office provides 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 policy, procedure, and curriculum. They are available to faculty, parents, vocational rehabilitation counselors, and professionals on and off campus for information sharing and other academic and career advising concerns.

For additional information, visit the website <http://advising.gallaudet.edu> or contact Academic Advising at (202) 651-5355 (tty/v) or (202) 651-5759 (fax).

English Works!

Jordan Student Academic Center, Room 1221

English Works!, a part of the Tutorial and Instructional Programs unit, provides free tutorial assistance to students in English courses. In addition, it provides advice and guidance to students working on writing projects in any course in the undergraduate and graduate curricula. Most tutoring and writing advice is conducted in one-on-one sessions.

Tutorial and Instructional Programs

Jordan Student Academic Center, Room 1221

The Office of Tutorial and Instructional Programs (TIP) provides free tutoring, writing advice and instructional support services for all undergraduate and graduate students. The TIP tutor training program is certified by the College Reading and Learning Association's (CRLA) International Tutor Certification Program. International Tutor Certification Program.

Office of International Programs and Services

Hall Memorial Building, Room E-254

The Office of International Programs and Services (OIPS) coordinates programs offered by the Center for Global Education, and International Services units.

Center for Global Education

The Center for Global Education (CGE) offers these 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.

Foreign Study Program

The Center for Global Education collaborates with academic departments to promote Foreign Study Program opportunities related to classes, courses of study, and / or cross-cultural study. CGE hosts programs designed for Gallaudet students, faculty, staff and others interested in study tours in the international arena. For information on Foreign Study courses offered, please see the Foreign Study Program under the Departments section of this catalog.

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.

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.

Exchange/Visiting Exchange Program Opportunities

CGE also coordinates an exchange program that provides opportunities for Gallaudet students to go abroad for one semester as exchange students.

English Language Institute

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.

International Services

The International Services office provides immigration and visa regulatory services to international students as well as visa advice to U.S. students planning foreign travel in their educational pursuits.

Career Center

Student Academic Center, Room 2221

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 employment listings for on-campus work-study and part-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, 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 Merrill Lynch, IDS International LLC, World Bank, Duke University, Smithsonian Institution, National Association of the Deaf, National Institutes of Health, U.S. Department of Homeland Security, U.S. Congress, American School for the Deaf, and many more.

Office for Students with Disabilities

Student Academic Center, Room 1022

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.

ACADEMIC RESOURCES

Office of Academic Quality

The Office of Academic Quality (OAQ) provides vision and leadership for institutional improvement processes through evidence-based decision making at Gallaudet University. Key components of OAQ include (1) integration and coordination of academic planning and assessment; (2) continuous improvement of programs through systematic assessment of student learning outcomes; (3) accurate and timely analysis of institutional data for decision-making; and (4) coordination of the University's various accreditation processes.

ATLAS Learning Resources

ATLAS Learning Resources (<http://atlas.gallaudet.edu>) supports the Gallaudet University community in the development and enhancement of information literacy and technological competence. ATLAS (Academic Technology, Library, and Archive Services) provides resources, services, and tools to support learning, teaching, and scholarly and research activities of the Gallaudet community. The ATLAS Dean oversees three units, each of which is led by a director: Academic Technology, Library Public Services, and Deaf Library Collections and Archives.

Academic Technology

*Merrill Learning Center, Rooms 1120, B130, B205
Hall Memorial Building, Room W-121*

Academic Technology (AT, <http://academictech.gallaudet.edu>) 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 (<http://my.gallaudet.edu>), provides technology training and support, provides media equipment delivery and loan services (<http://media.gallaudet.edu>), manages the Technology Help Desk system (<http://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 four offices: Director's Office; e-Learning and Video Services; Help Desk, Media, and Classroom Technology; and Web Programming and Video Systems Support.

Resources for students include two computer labs: one in HMB W122 and the other in the Jordan Student Academic Center, Room 1100. Schedules for these labs are posted at http://elearning.gallaudet.edu/Academic_Technology/Related_Links/Computer_Lab_Hours.html. The HMB W122 lab contains 35 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 learningspace with:

- 84 PC computers, 12 MAC computers, a student collaboration room (JSAC 1103) with a large plasma screen and 6 laptops for shared projects, a dedicated room for low-vision students (JSAC 1109), and four video editing suites (JSAC 1104-1108) for video recording, editing, and digitizing. The video suites include high-end PC and MAC computers, cameras, and DVD recorders.

The Technology Help Desk (<http://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 http://elearning.gallaudet.edu/Academic_Technology/Related_Links/Cable_TV_Channel_Line-Up.html.

Students may also download Gallaudet-licensed and free software from Academic Technology's software web site, <http://software.gallaudet.edu>. Students are encouraged to download free anti-virus software to protect their computers. Gallaudet participates in the Microsoft campus agreement (<http://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 <http://software.gallaudet.edu/licensed>. University-level student technology services are provided

by two units: Academic Technology and Information Technology Services (ITS).

University Library and Archive Services

Merrill Learning Center, Library Service Desk, Room 1000

The Gallaudet University Library and Archive Services (<http://library.gallaudet.edu>, <http://archives.gallaudet.edu>), 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 materials, as well as a collection of general materials, to support academic programs. Library hours are posted on the Library web site, <http://library.gallaudet.edu>.

Community members can access the Library catalog from the Library web site or directly at <http://aladin.wrlc.org> and can create bibliographies and reference lists online at <http://refworks.gallaudet.edu>. Librarians are available to answer questions and help students with research in person, through video phone (x5217), tty (x5212), or voice (x5217), through email (library.help@gallaudet.edu) and through real-time chat accessible on the Library web site.

Through Gallaudet's participation in the Washington Research Library Consortium (<http://www.wrlc.org>), the Gallaudet community have full access to the Library collections at eight area universities, including the rights to borrow materials from those libraries. The shared catalog for the eight 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 and Deaf Library Collections and Archives. 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 collection of popular videos and books for students' pleasure viewing and reading.

A new Deaf Library Research Center will open in MLC 1220 during Fall 2008. In that Center, scholars and students will be able 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 <http://mlc.gallaudet.edu>.

The University Archives (<http://archives.gallaudet.edu>)

preserves Gallaudet's unique educational, cultural, and historical heritage. Responsibilities include digitization, indexing, and accessibility of archival materials. The Archives also preserves the artifactual heritage of the Deaf community and provides services to researchers. The Archives is the world's largest repository of materials related to the deaf community in the United States and internationally. Archival collections include archival documents; deafness-related rare books; reports from various deaf schools, public buildings and private residences; films and videotapes; photographs; slides; and negatives.

The Archives offers primary source research material related to the deaf community, sign language, and deaf-related topics dating back to 1546. The Archives provides an online search engine to help researchers find more than 36,000 Deaf individuals between 1847 and 2007 for genealogical purposes. The Archives search engine is available through <http://archives.gallaudet.edu/search/>. The Archives' collections are listed in the ALADIN catalog, <http://aladin.wrlc.org>. Digital archival collections are online at <http://www.aladin.wrlc.org/dl/>. The Archives has also contributed to materials to the Gallaudet Video Library, <http://videocatalog.gallaudet.edu>.

American Sign Language Proficiency Interview (ASLPI)

The American Sign Language Proficiency Interview (ASLPI) at Gallaudet University is housed in the Assessment and Evaluation Unit of the College of Professional Programs and Outreach (CPSO). The precept in this type of evaluation is to find out, through a face-to-face interview, what an individual can do with the knowledge and skills the individual has in 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: visual-gestural production, ASL grammar, sign vocabulary, fluency and comprehension. Scheduling for Gallaudet University students occurs for a limited time (typically two weeks) at the beginning of the Spring, Summer and Fall semesters. Once the scheduling period has ended, students will not be permitted to sign up for an interview for that given semester unless extraordinary circumstances exist. For more information, e-mail ASLPI@gallaudet.edu

Prospective students (i.e., not a current student at Gallaudet) applying for admission to Gallaudet and who are required to take the ASLPI as part of the interview/

admission process, must pay a fee of \$150.00. New applicants are also evaluated on a different schedule. For scheduling information, new students should e-mail ASLPI@gallaudet.edu.

ASL Assessment

Diagnostic assessment of ASL is housed in the Assessment and Evaluation Unit of the College of Professional Programs and Outreach (CPSO). Assessment offers individuals feedback on signing strengths and weaknesses and provides suggestions for improvement. There is variation in the number (1-3) and length (30-50 minutes) of sessions depending on individual assessment needs. During an assessment, the diagnostician engages the individual in a conversational exchange and elicits a language sample using a variety of tasks and stimuli. This protocol is designed to obtain data about ASL production, grammar, lexical knowledge, usage, and comprehension. Assessments may also be conducted in the classroom, at a work site, or on location elsewhere by request. Classroom and work site 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. Generally, assessment sessions are video recorded and later reviewed by the diagnostician and the person being assessed. Feedback is provided on overall signing skills, specific strengths and areas needing improvement. This process promotes awareness of and ability to monitor ASL use. Finally, the individual is provided with a report and recommendations (e.g. classes, video materials, tutoring, signing opportunities, etc.) for addressing areas needing improvement.

For more information about Diagnostic Assessment of ASL, e-mail ASLAssessment@gallaudet.edu

American Sign Language Classes

Non-degree credit American Sign Language (ASL) classes are offered through the College of Professional Studies and Outreach. The ASL I to VI course sequence, Fingerspelling and Visual Gestural Communication are usually offered each semester, as are ASL Special Topics courses (e.g., classifiers, numbers, non-manual signals). Although all of the courses are non-degree credit at Gallaudet, they may meet foreign language requirements at some other post-secondary institutions.

For class registration information, please visit the website at <http://extendedlearning.gallaudet.edu>.

Student Academic Center

The Student Academic Center is the most contemporary student academic center for deaf and hard of hearing students in the world. This deaf-friendly environment embraces visual technology, providing each student full accessibility to the learning process. It houses nine electronic classrooms, technology services offices, academic programs and services offices, collaboration rooms, and computer labs. Videoconferencing facilities include three cameras that support distance learning and workshop opportunities to students, faculty, and staff. Students wanting to benefit from a Gallaudet education will soon be able to participate from off-campus sites, and Gallaudet students can interact via video with off-campus guest lecturers. Other uses include student interviews with prospective employers and faculty and staff supervision of student internships across the nation and worldwide.

Information Technology Services

Edward Miner Gallaudet Building, Room B-01

[http://its.gallaudet.edu/Information Technology Services](http://its.gallaudet.edu/Information%20Technology%20Services) (ITS) provides essential technology resources and support to University students, faculty, staff and the Gallaudet campus community. ITS is made up of five units, each one committed to providing services that fulfill community needs and facilitate individual growth.

Bison/PeopleSoft (PS) is responsible for Bison (PeopleSoft Student Administration) and PeopleSoft Financials. The PS unit provides 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.

Computer Support Services (CSS) is responsible for managing and troubleshooting computers, printers, and software installations for university owned computer equipment. The CSS team also supports Gallaudet Students by educating them on industry best practices for computer set-up, maintenance, repair, and troubleshooting procedures.

Data Center Operations (DCO) is responsible for the daily operations and management for most of Gallaudet servers, including network servers, and database servers. The DCO team also ensures that all currently enrolled students, employees, Board of Trustees members, and other individuals approved by the University Administration, are granted appropriate electronic accounts in accordance with the University Administration and Operations Manual, while affiliated with Gallaudet. Electronic accounts include an email account and a campus domain account.

Network Security & Services is responsible for providing wired and wireless data network access, internet connectivity, firewalls, and campus cabling management. The

Network team also monitors network traffic to identify unauthorized connections, illegal or dangerous activities, and traffic that may harm the network or the devices connected to it.

Telecommunications is responsible for managing the university's telephone system. The Telecommunications team provides central switchboard services and operator assistance to the campus community. Additional responsibilities include the installation and repair of university telephone equipment, local and long-distance services, and billing services

Consortium

Registrar's Office, Chapel Hall, Room 101

Gallaudet University is a member of the Consortium of Universities of the Washington Metropolitan Area (CUWMA). The Consortium is a powerful force for the advancement of higher education in and around the nation's capital. Comprised of thirteen universities and two colleges, the Consortium provides 130,000 students with opportunities to benefit from the combined resources of its members. Consortium institutions educate students from all 50 states as well as more than 14,000 from around the world.

The Consortium program provides Gallaudet undergraduate students with opportunities to supplement their academic curriculum. Students can take advantage of diverse academic offerings, enhance their major curriculum, or explore new interests. Members of the Consortium include American University, The Catholic University of America, Corcoran College of Art-Design, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, National Defense Intelligence College, National Defense University, Southeastern University, Trinity University, University of the District of Columbia, and University of Maryland at College Park. For more information, visit <http://www.consortium.org>.

All undergraduate class schedules and catalogs are on file in the Registrar's Office. Many catalogs and class schedules are also available online. To qualify for a course through the consortium program, a student must meet the following criteria:

- Be a full-time degree-seeking student at Gallaudet University (except for summer term)
- Be in good academic standing (GPA of 3.0 is advisable).
- Have completed all non-degree condition courses.
- Be at least a second-semester freshman.
- Enroll in only one consortium course per semester unless special permission is given by the Gallaudet consortium advisor.

- Complete the Undergraduate Consortium Registration Authorization form and obtain the signed approval of the academic advisor, Gallaudet consortium advisor, and the appropriate dean.

Opportunities to take additional consortium courses are contingent upon successful performance in the student's currently enrolled consortium course. Students who are enrolled in consortium member institutions are able to attend certain classes at the other campuses and have the credit considered as resident credit at their own institutions. Tuition is paid at the student's home school; interpreter services are provided at the visited school.

For more details, contact the Registrar's Office or go to <http://registrar.gallaudet.edu>. Information is also available in the Academic Advising Office from the Undergraduate Consortium Advisor.

Gallaudet Interpreting Service

Fay House

Gallaudet Interpreting Service (GIS) provides 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 also provides interpreters to students attending the Washington area consortium of universities, for internships, and for other academic or work-related activities in the immediate Washington metropolitan area. GIS also provides workshops on a variety of topics and provides mentoring, training, and supervision to practicum and intern interpreting students and freelance interpreters.

GIS, in partnership with Sorenson VRS, also provides video-relay service (VRS) free to members of the deaf and hard of hearing community. Using video equipment, deaf and hard of hearing people are able to place calls to hearing family, friends, or businesses, using a remotely located qualified interpreter. Conversation flows instantaneously between callers making it possible to communicate easily and naturally. This service is available 24 hours per day/7 days per week.

GIS hours of operation are Monday through Friday, 8 a.m. to 4:30 p.m. You may contact GIS by telephone (202) 651-5199 (tty/v/vp), fax (202) 651-5752, or e-mail: gis@gallaudet.edu.

Visual Arts

The Washburn Arts Center houses the Art Department with studio and exhibit spaces that support the full range of art and design in our 21st century.

The first floor includes a large lobby area, 13 offices for faculty and staff members, an office work area, and an large ceramics/sculpture studio. The first floor also boasts a 2,500 square-foot gallery with hardwood floors, temperature and humidity controlled environment, and multi-directional lighting capability. On the second floor are three technology-equipped classrooms used for lectures and critiques; two large computer classrooms for digital art and video production; a full photography suite; painting and drawing studios, and a design studio.

In addition to the skilled art faculty, the department's programs include lectures and demonstrations by visiting artists and a changing exhibition series including those focused on student and faculty work as well as artists of local, national, and international renown. The Arts Festival held during Deaf Way II in 2002 brought deaf artists from all over the world, who exhibited in Washburn as well as other galleries in the Washington, D.C. area. Deaf Way II art works can now be seen in many campus buildings.

The old Gate House, used as a residence for the school watchman until 1927, has become a studio where artists can work regardless of medium. It is also used for both student and visiting artist exhibits.

ACADEMIC STANDARDS & POLICIES

Academic Honors

President's Scholars

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

Dean's List

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

Degree with Distinction

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

Degree with Honors

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

Grading System

Letter Grades

The grades in use are as follows:

A	Excellent
B +	
B	Good
C+	
C	Fair
D+	

D	Poor
F	Failing
Inc	Incomplete*
P	Pass*
NP	No Pass*
IP	In Progress*
WD	Withdrawal*
AU	Audit*

*Not computed in grade point averages.

Grade Point System

Computation of grade point average is based upon the following table of grade equivalents:

A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0

Grade Point Average (GPA)

The GPA is calculated by dividing the total grade points by the total number of credit hours for courses receiving letter grades. For each letter-grade-bearing course, the grade points are obtained by multiplying grade equivalent (4.0 - 0.0) and credit hours. Only grades for courses taken at Gallaudet University, through the Consortium of Universities of the Washington Metropolitan Area, or through approved exchange programs are used in GPA calculations. GPA is noted in grade reports and permanent student records. There are two kinds of grade point averages in use at Gallaudet University: Degree GPA and Institutional GPA.

Degree Grade Point Average (DGPA)

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

Institutional Grade Point Average (IGPA)

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

Incomplete Grade

A grade of Incomplete will be given only when the work of the course has been satisfactory but has not been completed. To be eligible for credit in a course in which he or she has received a grade of Incomplete, a student must complete the requirements of the course by the end of the seventh week of the following semester; otherwise, the grade automatically becomes an “F.”

Under extraordinary circumstances, but before the date of the deadline following the reported Incomplete, a student may petition the instructor of the course and the academic dean of the school in which the student is enrolled for an extension of the period normally allowed for removal of the incomplete grade.

Change of Grade

A grade assigned for work in a course is not subject to change except in the case of a specific error which may be corrected upon the request of the instructor of the course. The instructor will send a change of grade form to the Registrar’s Office with approval of the department chair and appropriate dean.

In Progress Grade

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

Pass and No Pass Grades

Pass (“P”) and No Pass (“NP”) grades are assigned only in courses approved for such grading. “P” represents satisfactory academic work while “NP” represents unsatisfactory work; neither the “P” nor the “NP” is computed in the GPA. However, only courses with “P” will earn credit.

Repeating a Course

A course may be repeated for credit one 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.

Auditing a Course

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. 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.

Adding/Dropping a Course

Students may add or drop a course in the first four days of a semester. 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.

Withdrawal from a Course

Withdrawal from individual courses is permitted until the end of the eighth week of a semester. No student will be allowed to withdraw from a class after the end of the eighth week, except for compelling and verifiable circumstances, in which case the student must obtain the permission of the course instructor and the appropriate dean. “WD” will appear on the student’s official transcript. Students may not withdraw from the same course more than two times. Students have the option of withdrawing from a maximum of 16 credits during their entire undergraduate career at Gallaudet University. If a student takes a leave of absence or withdraws from all classes during a semester, these will not count towards the 16 allowable maximum number of credits.

Students who request a withdrawal from all classes, resulting in zero (0) credits, must complete a University withdrawal through the Registrar’s Office, or will be considered as an “unofficial withdrawal” and will have to apply for readmission if they desire to be reinstated.

If in any circumstances, the student does not fill out an official withdrawal and has failing grades (“Fs”) or a combination of “Fs” and “WDs” for all courses and has stopped attending those courses, the student is considered unofficially withdrawn from the University. Students who are unofficially withdrawn and wish to be reinstated must apply for readmission through the Registrar’s Office.

Academic Clemency

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

Grade Reports

Grade reports are mailed to students through the Registrar's Office at the close of each semester. They are not given out by instructors or released over the telephone. Grade reports are sent to the student's home address unless another address has been specified by the student.

It is important that the Registrar's Office be informed of any change of address so that the reports may be sent to the correct address.

Academic Performance Standards ***Good Academic Standing***

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

Assessing Academic Progress

Immediately after the sixth week of fall or spring semester, academic progress reports are sent to all freshmen, international students, and to all other students performing below a "C" level in any course. Students having any problems must confer with their instructors and academic advisors. These reports are not noted in official transcripts.

In addition, if a student's semester GPA is less than a 2.0, the student will be alerted on his end of semester or summer term grade report. The student is encouraged to seek the help of his or her academic advisor to improve his or her GPA in succeeding semesters.

Whether or not students receive academic progress reports or academic alerts, it is the right and responsibility of students to seek feedback about their academic performance from their faculty and academic advisors.

Academic Warning

A freshman student is placed on Academic Warning when the student's cumulative GPA falls between 1.75 and 1.99 at the end of any semester or summer term. Fresh-

men on Academic Warning are required to meet with their academic advisors to discuss possible modification to their course load, extracurricular activities, and/or employment, and to seek tutoring or other academic support to improve performance.

Academic Probation

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

Students on Academic Probation are required at the beginning of the semester to meet with their advisors to sign academic contracts designed to improve their scholastic performance in the upcoming semester. The academic contract will address the following issues:

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

Students who fail to meet the requirements of their academic contract may be dismissed from the University at any time during the semester.

Academic Suspension

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

- A student on Academic Probation whose semester GPA falls below 2.0 is placed on Academic Suspension and is ineligible to be readmitted before one full academic year has elapsed since his or her suspension. (For example, a student suspended after a fall semester can

not enroll at the University until the spring semester of the following year, at the earliest.)

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

Reporting Unsatisfactory Academic Performance

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

Appealing Academic Suspension

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

Classification of Students

Twenty-five semester hours of college degree credit (not including institutional credits) are required for sophomore classification; 56 degree semester hours for junior classification; and 90 degree semester hours for senior classification. Students not planning to work for a degree may be admitted as special students if their objectives are approved by the dean of the college or school to which they are applying.

Normal Course Load

Each full-time student is expected to take at least 12 credit hours each semester. Special permission of the dean of the college or school is necessary for students to register for more than 19 credit hours per semester.

The maximum load for regular summer sessions is one three-credit course and one physical education course per session. However, individual departments may offer courses during the summer that do not conform to the regular summer sessions. The number of credits for such courses will be established on a course-by-course basis.

Only full-time students are eligible for dormitory residence. Exceptions to this rule require the signatures from the Campus Life director and the appropriate dean.

Course Numbers

Courses offered in the University are numbered as follows:

Below 100 are non-degree courses.

100 through 199 are primarily freshman courses.

200 through 299 are primarily sophomore courses.

300 through 499 are primarily junior and senior courses.

500 through 599 are courses designed for both upper division undergraduates and graduate students

600 through 899 are graduate-level courses.

Figures in parentheses following course titles show credit in semester hours.

Dual-Listed Courses

Dual-listed courses, listed in both undergraduate and graduate catalogs, are defined as courses that have the same course descriptions and the same course requirements. These courses are listed 600 through 699 for both undergraduate and graduate students. Dual-listed courses are graduate level courses that are open to enrollment by advanced undergraduate level students.

Cross-Listed Courses

Cross-listed courses are defined at two different levels or are defined and listed by two different programs or departments. There are two types of cross-listed courses:

- Courses that are listed as a 400-level course in the Undergraduate catalog and as a 700-level course in the Graduate School catalog. There may be different course requirements for graduate and undergraduate students.
- Courses that are offered jointly by two departments. These cross-listed courses typically have the same number, but different prefixes. The course descriptions are the same, but there will be a notation in the course description that states it is a cross-listed course.

500-Level Courses

500-level classes are open to upper division undergraduates 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.

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.

Class Attendance

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

Cancellation of Courses

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

Continuous Enrollment

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

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

Undergraduate students may register for UCE 499 if they have met the University’s criteria for “Continuous Enrollment.” Registration for Continuous Enrollment must be completed through the Registrar’s Office with an approval signature from the student’s major advisor. The fee for 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. UCE 499 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 university. A student wishing to return later will need to reapply to university.

Senior Year Residency Requirement

Students graduating from Gallaudet are expected to be “in residence” for their senior year. This means that at least their last 24 credit hours must be taken at Gallaudet, not transferred from another university. However, eligible graduating seniors in good academic standing who have completed their senior year in residency at Gallaudet and who have an exceptional condition may request ‘Undergraduate Continuous Enrollment’ to be used in the semester immediately following their senior year. The student’s undergraduate program will remain active and they may use this Continuous Enrollment status for completing up to four (4) credits in absentia, with credits transferred to their program at Gallaudet to complete degree requirements. Forms and processing instructions will be available at the Registrar’s Office upon request and a fee will apply. This status is not available to all students.

University Credit by Examination

Students may earn credits toward graduation by taking tests in specific subjects under the College Level Examination Program or through the Advanced Placement Program provided by the Educational Testing Service.

College Level Examination Program (CLEP)

Students receiving a satisfactory score on each examination, as judged by the appropriate department, can earn course credit. Information on the CLEP, as well as the procedure for applying, can be obtained from the Career Library, Student Academic Center, Room 2221. Information about transfer credit can be obtained from the Transfer Credit Specialist in the Registrar’s Office.

Advanced Placement Tests

University credit will be given for Advanced Placement (AP) tests with scores of 3.0 or better, and Honors credit will be given for scores of 4.0 or 5.0. These shall be considered as transfer credits and thus will not be counted in the grade point average. Information on procedures for applying for an AP test can be obtained from the Transfer Credit Specialist in the Registrar’s Office.

Prior Permission Transfer Credit

Students interested in satisfying their general studies or major course requirements by taking classes during semester or summer breaks at an accredited institution (other than consortium member institutions) and who wish to transfer these credits to Gallaudet are encouraged to contact the Registrar’s Office for information about Prior Permission

Transfer Credit. Students should be currently enrolled for fall or spring terms at Gallaudet and expect to continue at Gallaudet as enrolled students. Students should provide the Registrar's Office with a complete course description of each course they wish to take. Only grades of C- or better will be considered for credit. Transfer courses awarded credit may satisfy University requirements, but neither the grade nor the credits earned are considered in calculating a student's GPA, with one exception. If the transfer course is equivalent to a Gallaudet course that the student previously failed, the University recognizes that the student has indeed passed that course, and the prior failing grade and course credit are removed from calculation of the student's GPA.

Catalog Year Requirements

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

Students must complete the requirements of a major/minor based on the catalog year requirements in effect for that major/minor at the time of declaration of the major/minor. Transfer and readmitted students are expected to follow the catalog year requirements in effect at the time of readmission for both the general curriculum chosen and the major/minor. Rare exceptions to the above policies may be considered with approval of both the student's academic advisor and the director of Academic Advising.

Declaration of Major

Students are expected to declare a major officially after satisfactorily completing 50 college degree semester hours (not including institutional credits). Transfer students with more than 50 degree hours may complete one year of residency before declaring a major. Students who have completed pre-major courses and who have decided on a major during their first year are strongly encouraged to declare a major as early as possible.

For timely progress to graduation, some majors require completion of particular major courses within the first two years. For instance, students pursuing Bachelor of Science degrees in science, mathematics, and computer science should begin specific coursework in their first year and are best served by declaring their majors early.

Double Major

Students desiring a double major will be advised in each major by the advisor in each of the departments of their major choices. A student may receive two different degrees simultaneously. If the requirements are completed for a

degree outside of the student's declared major, the student's transcript will reflect the fact, although a second degree will not be awarded.

Second Undergraduate Degree

Student Having an Undergraduate Degree from Gallaudet

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

Student Having an Undergraduate Degree from a College or University other than Gallaudet

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

Study Day and Final Exam Policy

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 will only be offered during the official exam period, following the Final Exam Schedule distributed by the Registrar's Office. Exceptions to this policy must be in writing and have the approval of the department chair and dean.

Six (6)-Week Grace Period

At the end of the term, undergraduate degree candidates are given six weeks in which all issues/conflicts must

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

6 Week Grace Period Date Calculation:

May – last day of classes for spring term + 6 weeks

Aug – 1st day of Aug + 6 weeks

Dec – last day of classes for fall term + 6 weeks

Graduation

Application for Graduation

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

Participation in the Commencement Ceremony

Once the application for graduation has been filed, students who have completed all work toward their degrees are automatically eligible to participate in the commencement ceremony.

Students who are eight or fewer credit hours short of completing their degrees will be permitted to participate in the ceremony if they are registered for summer school. Information on the commencement ceremony is sent only to those students who apply for graduation.

Graduation Fest

Gallaudet's Graduation Fest is a one-day event for potential graduates to access each area, office, or department to ensure they have made the necessary arrangements to

graduate. Included are representatives from the Bookstore, Student Financial Services, Campus Life, the Office of the President, Alumni Office, Career Center, Graduate School, and others. Graduation Fest will be held on March 1, 2007.

Academic Attire

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

Transcripts and Diplomas

Students may obtain transcripts of their academic records from the Registrar's Office. There is a \$5 fee for each official transcript. Transcripts will be released only by signed request. No transcripts will be issued to a student who owes money to the University. 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.

Academic Accommodations Policy

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to reasonably accommodate students with disabilities in addition to being deaf. Students who seek course accommodations, modifications, or substitutions should go to the Office for Students with Disabilities for a copy of the guidelines that students must follow to obtain accommodations based on their disabilities.

Academic Integrity Policy

Academic Regulations and Policies Related to Academic Integrity

Academic integrity grows from the longstanding traditions of the world university community in support of learning, teaching, and the development of knowledge. Academic integrity is a firm adherence to the core values of the University as expressed in the Gallaudet Credo and to standards of conduct in the individual professional and academic disciplines. All members of the University community, including students, faculty, staff, and administrators are expected to commit, even in the face of adversity, to five fundamental values: honesty, truth, fairness, respect, and responsibility. This commitment to academic honesty encourages the mutual respect and moral integrity that our University community values and nurtures.

Standards of the University Related to Undergraduate Students' Academic Integrity

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

Violations of Academic Integrity

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

Cheating

Cheating is the intentional use of or attempt to use unauthorized materials, information, or study aids in any academic exercise. This may include, but is not limited to:

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

Fabrication or Misrepresentation

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

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

Plagiarism

Plagiarism is the use or representation of the words, ideas, or sequence of ideas of another as one's own in any academic exercise. Information stored on a computer system or portable device or sent electronically over a network is the private property of the individual who created it. Dissemination of information, without authorization from the owner of said information, is a violation of the owner's right to control his or her own property and is considered a form of attempted theft. Plagiarism may include, but is not limited to:

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

Facilitation of Academic Dishonesty

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

Impeding Academic Progress

Impeding academic progress includes, but is not limited to:

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

Computer Misconduct

Computer misconduct is the violation of rules regarding appropriate computer usage, as established by ITS and Academic Technology.

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

The above provisions are general, and apply to all academic units. Any member of the Gallaudet community who witnesses a violation of academic integrity is responsible for reporting these violations to the Academic Integrity Committee.

Academic Department Responsibilities

Academic departments and support units will inform their undergraduate students of the standards of academic integrity and of practices of responsible research and scholarship of their discipline. This information will be disseminated through a combination of mediums such as student handbooks, the Gallaudet Undergraduate Catalog, and related websites. Specific departmental responsibilities include the following:

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

Academic Support Unit Responsibilities

Staff who work in academic support units (e.g., Academic Advising, Office for Students with Disabilities, Career Center, Academic Technology, Tutorial and Instructional

Services) are responsible for reinforcing the policies of academic integrity. Specific academic support service responsibilities include:

- informing students about their responsibility to understand the Academic Integrity Policy in the Gallaudet Undergraduate Catalog and to strictly adhere to it.
- informing students where the applicable professional code of ethics can be accessed and the need to adhere to those ethics.

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

Sample incidents include but are not limited to:

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

Faculty Responsibilities

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

Student Responsibilities

Undergraduate students are responsible for reading the Gallaudet Undergraduate Catalog, including the Academic Integrity Policy in this catalog, and are expected to engage in free inquiry and open expression of subjects reasonably related to the content of the course. They will familiarize themselves with the content, schedule, requirements, evaluation procedures, and grading policies employed in each of the courses in which they are enrolled. Students have the right to, and are encouraged to, talk to the person and/or the relevant department chair or unit director, if they have a concern that a faculty member, staff member or student may have violated the academic integrity policy.

Undergraduate students will participate in class activities as defined by the faculty member for purposes of facilitating academic or professional development. They will complete course requirements on time and in a manner consistent with the course requirements. Undergraduate students will make all reasonable efforts to promote academic integrity, by refraining from dishonest practices and by reporting known instances of dishonesty to the appropriate faculty person. Students are subject to the actions brought by faculty who suspect instances of academic dishonesty or other breaches of academic standards. Students may appeal such faculty actions through the undergraduate student appeals process described in the section called “Student Responses to Academic Integrity Violation Allegations.”

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

Violations of Academic Integrity in Classes

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

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

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

The letter to the student will be hand delivered or sent to the campus post office where the student must sign to receive the letter (electronic messages are not acceptable for this purpose) to the student within five academic days after meeting with the student. Copies of the letter must be sent to the academic advisor, program director (if appropriate), department chair, and the academic dean.

All sanctions except the recommendation for suspension or dismissal can be resolved between the faculty or staff member and the student. If there is a recommendation for suspension or dismissal, department procedures for recommending suspension or dismissal are followed. All recommendations for suspension or dismissal are sent to the Academic Integrity Committee by the department chair.

Violations of Academic Integrity Outside of the Class Context

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

Student Reports of Academic Integrity Violations

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 to the instructor as soon as possible. A student reporting another student for breaching the academic integrity policy needs to provide a written report of the violation, specifying: the nature of the offense, the date it occurred or was discovered, and evidence to support the violation within five academic days. Students who report another student for a breach of academic integrity policy may not do so anonymously. The identity of the reporting 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, student reports of breaches of academic integrity policy will be protected against retribution or harassment by the accused party.

Student Responses to Academic Integrity Allegations

A student accused of violating academic integrity has five academic days upon receipt of the letter describing the allegation(s), remedies and sanctions to deliver a written response to the allegation. The written response should indicate whether the student accepts or disagrees with the proposed sanctions or remedies. The student should send copies of the written response to those individuals included in the initial letter. The lack of a written response by the student within five academic days after receiving the letter will indicate agreement and acceptance of the sanctions and the proposed remedies.

Appeal Process

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

Petition for Appeals should include:

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

Appeals to Department Chairs and Unit Heads

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

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

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

Appeals to the Academic Integrity Committee

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

The Academic Integrity Committee is empowered to modify sanctions and remedies based on their review. These modifications may be more severe than the initial sanctions or remedies and could include a recommendation

for suspension or dismissal from the University. The student or accuser may appeal to the dean of the school in which the department resides (i.e. GSPP or CLAST) if he or she disagrees with the decision of the Academic Integrity Committee.

Appeals to the Dean

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

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

Academic Integrity Committee

Composition

The committee will consist of five faculty members and three professional staff who are directly involved with the Undergraduate programs of the University and three undergraduate students. The five faculty members and three professional staff may serve two consecutive three-year terms; student committee members may serve two years. The 11-member Academic Integrity Committee will elect a Chair. The Chair will be a faculty member from this group.

Function of the Committee

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

- **Appeals:** An individual has exhausted established departmental appeals regarding an academic integrity infraction [e.g., faculty member, program director (if applicable), and department chair]. The Academic Integrity Committee will review letters of appeal and any additional documentation (e.g., letters to student from faculty member, program director (if appropriate), (1) to refuse the appeal, in which case the recommendation made by the department chair or unit head will stand, or (2) to accept the appeal, and conduct a hearing to address the appeal. All committee decisions will be communicated in writing to the student within ten academic days. The Academic Integrity Committee chair hand delivers a letter to the student

or sends the letter through the campus post office where the student must sign to receive the letter. The Academic Integrity Committee is empowered to modify sanctions and remedies based on their review. These modifications may be more severe than the initial sanctions or remedies and could include a recommendation for suspension or dismissal from the University.

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

Conduct of Meeting of the Committee

- A regular time is reserved for meetings of the Academic Integrity Committee, as agreed by committee members; however, the committee members will convene to perform their functions (above) or to engage in training and preparation.
- All meetings are held in the strictest confidence. Records of the meetings are kept in the office of the academic deans. The decision/outcome of the meeting will be communicated to the department chair, program director (if applicable), advisor, and faculty member following the hearing described in number eight below. Reports to CUE are of general nature, for example, types of incidents and how they were resolved.
- At least three members (two faculty and one student) must be present to conduct a hearing.
- The Academic Integrity Committee chair presides over all meetings. The dean of CLAST provides clerical support to keep records and assist with documentation and letters following each meeting.
- Meetings must be held within ten academic days upon receiving an action item.

- During the Academic Integrity Committee hearing, the student and the instructor will present their case. The student has the right to bring witnesses and an advocate to the hearing. The advisor, program director and department chair may be included if pertinent.
- The Academic Integrity Committee's decision will be communicated by letter to all parties. The letter will be hand delivered or sent to the campus post office where the student must sign to receive the letter. Copies will be sent to the instructor, department chair or program director, the Registrar and the Dean of the college from which the action originated.
- Qualifications and role of the advocate: The advocate's primary role is one of moral support for the accused. The advocate must be a member of the Gallaudet staff, faculty, or student body. During any meetings, the advocate is only allowed to address the accused and may not directly address any other members of the meeting or hearing.

XF Transcript Course Grade Notation for Violations of Academic Integrity

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

a written explanation of the reason(s) the XF should be removed.

The Academic Integrity Committee is not obligated to approve the student's request. In this instance, the XF grade remains on the student's transcript. If the student repeats the course, and the XF has not been removed by the previous process, both the new grade and XF will appear on the transcript.

If the course has not been repeated with a passing grade and the appeal to remove the XF grade is approved, the student's XF course grade converts to an "F" grade. If the student repeats the course, and the XF has been removed, the new course grade replaces the XF.

Confidentiality of Student Records

Gallaudet University follows the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment. 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.
- Gallaudet University personnel who need particular information in order to perform their assigned duties may have access to these records.
- Disclosure of information contained in student records to other individuals or agencies is prohibited, with the following exceptions:
- Information from a student record will be released upon written request of the student.
- Directory information (name, home address, local address, class, year, major, verification of enrollment) may be released to anyone upon request. Students who do not wish this information to be available may request in writing to have their names removed from the directory. Such requests should be made to the Registrar.
- The University must release official records upon subpoena or court order. The University will attempt to notify the student that the records are being released.

- Auditors inspecting the operations of Gallaudet University offices may inspect student records.
- Information from student records may be released to parents who financially support a student (under IRS regulations).
- 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 parent's 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 the applicable laws 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.

Academic Transcripts and Grade Listings

Location: Registrar's Office

Official Responsible: Mr. Randy Prezioso, Registrar's Office

Academic Support Unit Files

Location: Academic Advising, Tutorial and Instructional Programs

Official Responsible: Dr. Isaac Agboola, Dean College of Liberal Arts, Sciences, and Technologies

Location: Career Center, Office for Students with Disabilities

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

Location: First Year Experience

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

Disciplinary Records

Location: Office of Campus Life

Official Responsible: Ms. Susan Hanrahan, Director, Office of Campus Life

Campus Law Enforcement Records

Location: Department of Public Safety

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

Financial Aid Records

Location: Financial Aid Office

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

Student Employment Records - Student Accounts

Location: Finance Office

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

Student Insurance Information

Location: Student Health Service

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

International Student Files

Location: Office of International Programs and Services

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

Library Files Regarding Money Owed

Location: Gallaudet University Library

Official Responsible: Ms. Sarah Hamrick

Departments and Programs

ACCOUNTING

Please see Accounting major information and course listing under the Business Department.

AMERICAN SIGN LANGUAGE AND DEAF STUDIES

Dr. Benjamin Bahan, Chair

Hall Memorial Building, Room E-111

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

The Department of ASL and Deaf Studies offers an introductory course (DST 101) to help all entering students develop a special focus on the sociological, historical, and linguistic aspects of deaf and hard of hearing people. If interested, students can then explore further by majoring in either ASL or Deaf Studies, providing that pre-major course requirements are met. Core programs in both majors are designed for students to develop a multidisciplinary approach in the areas of teaching, language, community, history, culture, and literature to the study of deaf and hard of hearing people.

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

Majors Offered

American Sign Language
Deaf Studies

Minor Offered

Deaf Studies

Requirements for a Major in American Sign Language

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

- A letter of interest.
 - Three letters of recommendation
 - A cumulative grade point average of 2.5 or better.
 - A SCPI rating of Advanced Plus or better.
 - A C+ or better in English 102 and 103, or the equivalent.
 - An interview with at least 2 members of the program faculty.
 - A grade of B or better in DST 101 and LIN 263.
- An ASL major must purchase a laptop and digital camcorder.

To continue in the program, an ASL major must maintain a cumulative grade point average of 2.5 in major and related courses and can have no more than one D in his or her major courses.

Required pre-major courses 6 hours

DST	101	Introduction to Deaf Studies (3)
LIN	263	Introduction to the Structure of American Sign Language (3)

Required major courses 27 hours

ASL	301	ASL and English: Comparative Analysis (3)
ASL	303	Classifiers: Theory and Applications (3)
ASL	304	Fingerspelling and ASL Numbers: Theory and Practice (3)
ASL	305	Non-manual Grammatical Signals in ASL (3)
ASL	314	ASL Literature (3)
ASL	405	Discourse Features in ASL (3)
ASL	421	Introduction to ASL Instruction (3)
ASL	480	ASL Registers: Speaking to the Public (3)
ASL	494	Senior Seminar (3)

Required related courses 3 hours

DST	305	Deaf Culture (3)
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DEPARTMENTS AND PROGRAMS

Elective courses 6 hours

Choose two courses:

ASL	403	Communication in Gestures (3)
ASL	495	Special Topics (3)
ASL	499	Independent Study (3)
DST	495	Special Topics (3)

Courses encouraged, but not required

DST	312	Black Deaf People's Studies (3)
DST 315/ART 215		Introduction to Deaf View/Image Art (3)
DST	402	Deaf Women's Studies (3)
HIS	331	History of the American Deaf Community (3)

Summary of requirements

General studies courses	40 hours
Pre-major course	6 hours
Major and related courses	36 hours
Free elective courses	38 hours
Total	120 hours

Requirements for a Major in Deaf Studies

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

- A letter of interest.
- Three letters of recommendation from other faculty members
- A cumulative grade point average of 2.5 or better.
- An interview with at least two DST faculty members.
- A grade of B or better in DST 101, DST 201.
- A grade of C+ or better in ENG 103, or the equivalent, prior to declaring a major in Deaf Studies.

To continue in the program, a DST major must maintain a cumulative grade point average of 2.5 in major and related courses and can have no more than one "D" in his or her major courses.

Required pre-major courses 15 hours

DST	101	Introduction to Deaf Studies (3)
DST	201	Deaf Culture (3)
HIS	111	American History I (3)
HIS	112	American History II (3)
SOC	101	Introduction to Sociology (3)

Required major courses 15 hours

DST	311	Dynamics of Oppression (3)
DST	314	Oral Traditions in the Deaf Community (3)
DST	498	Senior Thesis (3)

LIN	263	Introduction to the Structure of American Sign Language (3)
HIS	331	History of the American Deaf Community (3)

Elective major courses 9 hours

Choose three related courses:

ASL	301	ASL and English: A Comparative Analysis (3)
ASL	314	ASL Literature (3)
DST	315	Introduction to Deaf View/Image Art (3)
DST	316	Disability Studies (3)
DST	401	Black Deaf People's Studies (3)
DST	402	Deaf Women's Studies (3)

Elective non-major courses 9 hours

Choose three courses:

ASL	480	ASL Registers (3)
COM	430	Gender and Communication (3)
COM	440	Intercultural Communication (3)
COM	450	Political Communication (3)
EDU	250	Introduction to Education and Teaching (3)
ENG	325	The Deaf in Literature (3)
GOV	360	Public Policy (3)
GOV	370	Human Rights (3)
GOV	387	Nationalism and Developing Nations (3)
HIS	322	Cultural Geography (3)
HIS	332	History of Mass Media and the Deaf Community (3)
HIS	378	U.S. Women's History (3)
HIS	380	The History of Sexuality (3)
PSY	410	Psychology and Deaf People (3)
PSY	448	Psycholinguistics (3)
SOC	211	Race and Ethnic Relations (3)
SOC	225	Sociology of Deafness and Deaf People (3)
SOC	268	Cultural Anthropology (3)
SOC	436	Social Inequality: Race, Class and Gender (3)
SWK	318	Human Diversity (3)

Summary of requirements

General studies courses	40 hours
Pre-major course	15 hours
Major and related courses	33 hours
Free elective courses	32 hours
Total	120 hours

Requirements for a Minor in Deaf Studies

Students must pass DST 101 and DST 201 with a grade of “B” or better and a “C+” or better in ENG 103 or the equivalent prior to declaring a minor in Deaf Studies.

Required pre-minor courses 12 hours

DST	101	Introduction to Deaf Studies (3)
DST	201	Deaf Culture (3)
HIS	111	American History I (3)
HIS	112	American History II (3)

Required minor courses 12 hours

DST	311	Dynamics of Oppression (3)
DST	314	Oral Traditions in the Deaf Community (3)
HIS	331	History of the American Deaf Community (3)
LIN	263	Introduction to the Structure of American Sign Language (3)

Elective minor courses 6 hours

Choose two related courses:

ASL	301	ASL and English: A Comparative Analysis (3)
ASL	314	ASL Literature (3)
ASL	480	ASL Registers (3)
DST 315/ART 215		Introduction to Deaf View/Image Art (3)
DST	316	Disability Studies (3)
DST	401	Black Deaf People's Studies (3)
DST	402	Deaf Women's Studies (3)

Summary of minor requirements

Pre-minor courses	12 hours
Minor courses	12 hours
Elective minor courses	6 hours
Total	30 hours

American Sign Language Courses Offered**ASL 101 American Sign Language I (3)**

This course introduces the student to basic knowledge about American Sign Language and deaf people. Emphasis in the course is upon acquisition of both comprehension and production skills as well as upon knowledge of the deaf community and the development of cultural awareness necessary for maximal communication interaction. The student will begin with visual readiness activities and then progress through a group of targeted lexical items taught within meaningful contexts that stress use of questions, statements,

commands, and conversational rules such as attention-getting and turn-taking. Basic fingerspelling skills will also be stressed.

Prerequisite: None. This course is designed to help the nonsigner and/or the beginning signer develop basic skills and knowledge in American Sign Language and deaf culture.

ASL 102 American Sign Language II (3)

This course is a continuation of ASL 101 and emphasizes expansion and refinement of the fundamental comprehension and production skills covered in ASL 101, with the acquisition of additional functional grammatical structure and targeted lexical items. Spontaneous, interactive use of American Sign Language is stressed through discussion of Gallaudet-related events and activities, and the student will continue study of information related to everyday life experiences of deaf Americans and deaf people elsewhere in the world.

Prerequisite: ASL 101 or departmental approval

ASL 301 ASL and English: Comparative Analysis (3)

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

Prerequisite: ENG 103 or equivalent

ASL 303 Classifiers: Theory and Applications (3)

This course introduces classifier theory and the three levels of complexity of classifiers. An understanding of classifier theory, which is one of the most complex areas of ASL linguistics, will enhance students' understanding of ASL structure in general. Students will develop lesson plans and materials to teach ASL classifiers, as well as evaluation materials.

Prerequisites: LIN 263; permission of the instructor

ASL 304 Fingerspelling and ASL Numbers: Theory and Practice (3)

This course introduces students to fingerspelling and numbers in ASL. The course covers topics such as techniques and forms of fingerspelling, when people fingerspell and how they use fingerspelling to meet their needs and numerical systems in ASL. Students will develop teaching materials and ways to assess the skills of their students.

Prerequisites: LIN 263; permission of the instructor

ASL 305 Non-manual Grammatical Signals in ASL (3)

This course covers the non-manual aspect of the language. The upper part of the face demonstrates sentence types and the lower part demonstrates modifiers. Other parts of the body (e.g., shoulder shift, eye gaze) used to demonstrate grammar will also be covered. Students will do analysis of specific features (e.g., brow raise, clenched teeth) required for each aspect. Their development of or improvement on these skills is expected.

ASL 314 ASL Literature (3)

Study of selected videotapes and films ranging from the early 1900s to the present. Emphasis will be placed on historical background (deaf actors/actresses in silent films), meanings of the story content, discussion of grammatical features in ASL or ASL expressions signed by deaf people, and discussion of the various signing registers and styles revealed in these contents. A critical analysis of the value of available videotapes and films (appropriate selection of grammatical features, cultural information provided in the tapes, mannerisms); producing ASL literature in accordance with the development stage of readiness in elementary, secondary, and postsecondary students (making videotapes that are appropriate for various age groups).

Prerequisite: DST 314, LIN 263; or permission of the department chair

ASL 403 Communication in Gestures

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

ASL 405 Discourse Features in ASL (3)

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

Prerequisite: ASL 303, 305

ASL 421 Introduction to ASL Instruction (3)

This course introduces ASL majors to the field of ASL instruction. Areas covered will be methods, curriculum and training in the field. Discussion of ASLTA certification

will be covered as well. Students will be able to observe ASL classes to assist them in understanding the pedagogy of ASL teaching.

Prerequisite: ASL 303, 304, 305

ASL 480 ASL Registers: Speaking to the Public (3)

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

Prerequisites: ASL 303, 305; COM 290

ASL 494 Senior Seminar (3)

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

Prerequisite: ASL 304, 405

ASL 495 Special Topics (1-3)

Special topics in sign communication depending on the needs and interests of Gallaudet students. May be repeated for different topics.

Prerequisite: Permission of the instructor

ASL 499 Independent Study (1-3)

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

Prerequisite: Permission of the department chair

ASL 695 Special Topics (1-3)**ASL 699 Independent Study (1-3)**

Prerequisite: Permission of the instructor

Deaf Studies Courses Offered**DST 101 Introduction to Deaf Studies (3)**

This course helps students to appreciate deaf culture, American Sign Language, and the deaf community as contributors to the heritage in the United States and abroad. It gives students a chance to reevaluate these contributions through scholarship and research in advanced courses.

Prerequisite/corequisite: ALT 080 or the equivalent

DST 201 Deaf Culture (3)

This is a survey of the various areas of study of deaf culture in the United States (history, folklore, anthropology, and sociology).

Prerequisite: DST 101

DST 311 Dynamics of Oppression (3)

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

Prerequisite: DST 101

DST 314 Oral Traditions in the Deaf Community (3)

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

Prerequisites: DST 201

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

This course is cross-listed and is otherwise known as ART 215. This course introduces a humanistic perspective on De'VIA and deaf artists. Deaf View/Image Art (De'VIA) refers to works by artists who express their Deaf experiences through visual art. Students will also explore how other minority groups (such as feminists, African Americans, Native Americans, etc.) use art as an expression of resistance. This course involves slide presentations of minority arts and De'VIA and group discussions.

Prerequisite: DST 201

DST 316 Disability Studies (3)

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

Prerequisite: DST 101

DST 401 Black Deaf People's Studies (3)

This course primarily examines black deaf people in America including the Caribbean Islands and Africa. The course is organized to focus on the history, education,

community and culture, language, and psychosocial forces that influence black deaf people's experience. It will concentrate on the social, political, and cultural development of a unique group of people that is a part of the general deaf community and the black community.

Prerequisites: DST 201

DST 402 Deaf Women's Studies (3)

This course will explore how the field of women's studies came into being by way of the 1848 Seneca Falls Convention. Issues faced by both hearing and deaf women will be investigated: career, educational opportunities, reproduction, and patriarchy, among others.

Prerequisites: DST 201

DST 494 Senior Seminar (3)

The seminar gives students the opportunity to develop an integrated approach to the study of deaf and hard of hearing people in American and abroad. Students will be asked to investigate a particular topic in depth.

Prerequisites: Successful completion of the core major program with a GPA of 2.5 or better

DST 495 Special Topics (1-3)

Topics not taught in other courses.

DST 498 Senior Thesis (3)

This course allows interested seniors to study a specialized topic of their choice in depth. It encourages the students to conduct a case study or cross-cultural comparative study in consultation with the Deaf Studies Department and another appropriate department or research program.

Prerequisite: Permission of the department chair

DST 499 Independent Study (1-3)

ART

Dr. Marguerite Glass, Chair
Washburn Arts Center

The Department offers five majors: art history, digital media, graphic design, photography and studio art. Additionally, the department offers minor programs in art history, digital media, graphic design, photography, and studio art.

Located in the Washburn Arts Center, the department has fully equipped classrooms, studios, and labs in an environment that encourages creativity, collaboration, and the development of individual expression. The student experience in the department is enriched by an ongoing arts exhibition series and by visiting artists who offer master classes and lectures. With close ties to various campus units and world renowned museums, galleries and professional settings off campus, the department provides students with multiple opportunities to develop their professional portfolios and to exhibit their art work.

A total of 48 (12 pre-major and 36 major) credit hours of coursework is required for completion of this program. The curriculum is designed to provide the maximum education and training in a specialized area for both graduate school or entry-level positions in the industry.

Students seeking admission to a major in art must maintain an overall GPA of at least 2.5. In addition, students are required to complete four pre-major courses (listed below), in which specific elements for an admission portfolio are developed. Interested students are required to submit a statement of purpose, two letters of recommendation from university faculty, and a portfolio to the department for consideration. Additional information may be obtained from the department chair.

Majors Offered

Art History
 Digital Media
 Graphic Design
 Photography
 Studio Art

Minors Offered

Art History
 Digital Media
 Graphic Design
 Photography
 Studio Art

Requirements for a Major in Art History

Required pre-major courses 12 hours

ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Digital Imaging (3)
ART	170	Introduction to Drawing (3)

Students formally apply to the major program upon completion of these courses.

Required core courses 12 hours

ART	131	Beginning Photography (3)
ART215/DST 315		Introduction to Deaf View/Image Art (3)
ART	319	Modern Art (3)
ART	492	Major Internship Experience (3)

Required art history courses 24 hours

ART	222	Caves to Computers: The Evolution of the Graphic Arts (3)
ART	450	Studies in Art History: [topic to be specified] (3)*
ART	451	Women in Art (3)
ART	470	Studies in Painting: [medium to be specified] (3)
HIS	102	World Civilization II (3)

**Students repeat this course as topics change at least four times.*

Summary of requirements

General studies courses	40 hours
Pre-major courses	12 hours
Major and related courses	36 hours
Free elective courses	32 hours
Total	120 hours

Requirements for a Major in Digital Media

Required pre-major courses 12 hours

ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Digital Imaging (3)
ART	170	Introduction to Drawing (3)

Students formally apply to the major program upon completion of these courses.

Required core courses: 12 hours

ART	131	Beginning Photography (3)
ART 215/DST 315		Introduction to Deaf View/Image Art (3)
ART	319	Modern Art (3)
ART	492	Major Internship Experience (3)

Required digital media major courses 24 hours

ART	110	Introduction to Television, Film & Photography (3)
ART	135	Introduction to Digital Media (3)
ART	236	Digital Video Production (3)
ART	242	Digital Animation (3)
ART	290	Web Design I (3)
ART	324	Studies in Film/Video [topic to be specified] (3)

With department approval, one of the above required courses may be substituted with:

ART	495	Special Topics (3) OR
ART	255	Digital Photography (3)

Choose two courses in consultation with the department:

COM	350	Introduction to Mass Communication (3)
ENG	324	Literature and Film II (3)
HIS	332	History of Mass Media/Deaf Community (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	12 hours
Major and related courses	36 hours
Free elective courses	32 hours
Total	120 hours

Requirements for a Major in Graphic Design**Required pre-major courses** 12 hours

ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Digital Imaging (3)
ART	170	Introduction to Drawing (3)

Students formally apply to the major program upon completion of these courses.

Required core courses 12 hours

ART	131	Beginning Photography (3)
ART 215/DST 315		Introduction to Deaf View/Image Art (3)
ART	319	Modern Art (3)
ART	492	Major Internship Experience (3)

Required graphic design major courses 24 hours

ART	222	Caves to Computers: The Evolution of the Graphic Arts (3)
ART	260	Digital Illustration (3)
ART	261	Layout and Composition (3)
ART	270	Typography (3)
ART	290	Web Design I (3)
ART	440	Production Design (3)
ART	392	Studies in Graphic Design: [topic to be specified] (3)

Choose one course:

ART	135	Introduction to Digital Media (3)
ART	242	Digital Animation (3)
ART	255	Digital Photography (3)
ART	390	Web Design II (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	12 hours
Major and related courses	36 hours
Free elective courses	32 hours
Total	124 hours

Requirements for a Major in Studio Art**Required pre-major courses:** 12 hours

ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Digital Imaging (3)
ART	170	Introduction to Drawing (3)

Students formally apply to the major program upon completion of these courses.

Required core courses 12 hours

ART	131	Beginning Photography (3)
ART 215/DST 315		Introduction to Deaf View/Image Art (3)
ART	319	Modern Art (3)
ART	492	Major Internship Experience (3)

Required studio art major courses 24 hours

ART	126	Ceramics: Basic Hand-Building Techniques (3)
ART	222	Cave to Computers: The Evolution of the Graphic Arts (3)
ART	227	Ceramics: Advanced Hand-Building and Wheel (3)
ART	242	Digital Animation (3)
ART	350	Studies in Drawing: [medium to be specified] (3)
ART	360	Studies in Sculpture: [medium to be specified] (3)
ART	470	Studies in Painting: [medium to be specified] (3)
ART	491	Portfolio/Senior Exhibit (3)

Can be substituted for one or more of the above courses with department approval:

ART	495	Special Topics (3)
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Summary of requirements

General studies courses	40 hours
Pre-major courses	12 hours
Major and related courses	36 hours
Free elective courses	32 hours
Total	120 hours

Requirements for a Major in Photography**Required pre-major courses** 12 hours

ART 140	Art History (3)
ART 150	Fundamentals of Design in Art (3)
ART 160	Introduction to Digital Imaging (3)
ART 170	Introduction to Drawing (3)

Students formally apply to the major program upon completion of these courses.

Required core courses 12 hours

ART 131	Beginning Photography (3)
ART 215/DST 315	Introduction to Deaf View/Image Art (3)
ART 319	Modern Art (3)
ART 492	Major Internship Experience (3)

Required photography major courses 24 hours

ART 232	Intermediate Photography (3)
ART 255	Digital Photography (3)
ART 460	Studies in Photography: [medium to be specified] (3)*
ART 463	Photojournalism (3)
ART 491	Portfolio/Senior Exhibit (3)

**Students must repeat this course as topics change two times.*

Choose two courses in consultation with the department:

ART 110	Introduction to Television, Film & Photography (3)
ART 135	Introduction to Digital Media (3)
ART 222	Caves to Computers: The Evolution of the Graphic Arts (3)
ART 290	Web Design I (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	12 hours
Major and related courses	36 hours
Free elective courses	32 hours
Total	120 hours

Requirements for a Minor in Art History**Required pre-minor courses** 12 hours

ART 140	Art History (3)
ART 150	Fundamentals of Design in Art (3)

ART 160	Introduction to Digital Imaging (3)
ART 170	Introduction to Drawing (3)

Required art courses 9 hours

Choose three courses:

ART 300	Caves to Computers: The Evolution of the Graphic Arts (3)
ART 388	Principles of Museum Work (3)
ART 450	Studies in Art History: [topic to be specified] (3)*
ART 451	Women in Art (3)

**Students may repeat this course as topics change.*

Total 21 hours

Requirements for a Minor in Digital Media**Required pre-minor courses** 12 hours

ART 140	Art History (3)
ART 150	Fundamentals of Design in Art (3)
ART 160	Introduction to Digital Imaging (3)
ART 170	Introduction to Drawing (3)

Required art courses 9 hours

Choose three courses:

ART 110	Introduction to Television, Film and Photography (3)
ART 135	Introduction to Digital Media (3)
ART 236	Digital Video Production
ART 242	Digital Animation
ART 255	Digital Photography (3)
ART 290	Web Design I (3)
ART 324	Studies in Film/Video [topic to be specified] (3)

Total 21 hours

Requirements for a Minor in Graphic Design**Required pre-minor courses** 12 hours

ART 140	Art History (3)
ART 150	Fundamentals of Design in Art (3)
ART 160	Introduction to Digital Imaging (3)
ART 170	Introduction to Drawing (3)

Required art courses 9 hours

Choose three courses:

ART 260	Digital Illustration (3)
ART 261	Layout and Composition (3)
ART 270	Typography (3)

ART	392	Studies in Graphic Design: [topic to be specified] (3)
ART	440	Production Design (3)
Total		21 hours

Requirements for a Minor in Photography

Required pre-minor courses 12 hours

ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Digital Imaging (3)
ART	170	Introduction to Drawing (3)

Required art courses 9 hours

Choose three courses:

ART	131	Beginning Photography (3)
ART	232	Intermediate Photography (3)
ART	255	Digital Photography (3)
ART	460	Studies in Photography: [medium to be specified] (3)
ART	463	Photojournalism (3)

Total 21 hours

Requirements for a Minor in Studio Art

Required pre-minor courses 12 hours

ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Digital Imaging (3)
ART	170	Introduction to Drawing (3)

Required art courses 9 hours

Choose three courses:

ART	126	Ceramics: Basic Hand-Building Techniques (3)
ART	222	Caves to Computers: The Evolution of the Graphic Arts (3)
ART	227	Ceramics: Advanced Hand-building and Wheel (3)
ART	350	Studies in Drawing: [medium to be specified] (3)
ART	360	Studies in Sculpture: [medium to be specified] (3)
ART	370	Studies in Printmaking: [medium to be specified] (3)
ART	426	Studies in Ceramics: [medium to be specified] (3)
ART	470	Studies in Painting: [medium to be specified] (3)

Total 21 hours

Courses Offered

ART 110 Introduction to Television, Film, and Photography (3)

An introduction to how we see and what we see including visual communication, perception, and literacy. While reviewing theories of visual communication, this course develops a first approach to the production of visual media. Examples will be drawn from graphics, photography, television, film, and multimedia.

ART 126 Ceramics: Basic Hand-building Techniques (3)

An introduction to clay as an artistic medium. A variety of pots will be constructed using the following hand building techniques: pinch, coil, slab, and compression. Three-dimensional design principles will be emphasized.

Course fee: \$40

ART 131 Beginning Photography (3)

This course is a first approach on how to control exposure and composition with a 35mm camera. The students use 400 ASA black and white film. They learn how to process and print their own negatives. They are given approximately 10 different assignments, which they must complete by the end of the semester. Students must have access to a manual 35mm camera throughout the semester.

Course fee: \$50

ART 135 Introduction to Digital Media (3)

This course introduces the elements and principles of Film and Video production. Basic knowledge and skills using video camera equipment, digital editing applications, scripting and storyboarding are discussed.

Course fee: \$50

ART 140 Art History (3)

This course is designed to assist the student in a visual understanding of the art of the past and present. The Western tradition is analyzed, with emphasis upon art forms such as architecture, painting, and sculpture. The one-semester course highlights the major art periods starting with prehistory and ending with the modern era. Students are expected to take this course before taking major level courses in Art.

Prerequisite or corequisite: ENG 102 or the equivalent

ART 150 Fundamentals of Design in Art (3)

An introduction to the basic ingredients of art (space, line, shape, value, texture and color) and the principles of composition for both two-dimensional and three-dimensional art. A series of hands-on projects will reinforce these concepts. Students are expected to take this course before taking major level courses in Art.

Course fee: \$40

ART 160 Introduction to Digital Imaging (3)

This introductory course, a prerequisite to all art courses, introduces students to the Macintosh computer system including digital imaging and illustration, layout, and other digital media software. Emphasis is placed on acquiring basic design skills using computer technology and several software applications.

Course fee: \$40

ART 170 Introduction to Drawing (3)

A foundation course in drawing. An introduction to principles and procedures of drawing in various media. Lectures and studio work. Students are expected to take this course before taking major level courses in Art.

Course fee: \$40

ART 215 Introduction to Deaf View/Image Art (3)

This course is cross-listed and is otherwise known as DST 315. This course introduces a humanistic perspective on De'VIA and deaf artists. Deaf View/Image Art (De'VIA) refers to works by artists who express their Deaf experiences through visual art. Students will also explore how other minority groups (such as feminists, African Americans, Native Americans, etc.) use art as an expression of resistance. This course involves slide presentations of minority arts and De'VIA and group discussions.

Prerequisite: DST 201

ART 220 Asian Ceramics (3)

A focus on Asian ceramics with emphasis on Chinese, Japanese, Korean and Vietnamese traditions. Students will use earthenware, stoneware and porcelain clays to create examples of the traditional styles. The Asian ceramics collection in the Freer and Sackler Galleries on the Smithsonian Mall will be used as a major resource.

Course fee: \$50

ART 222 Caves to Computers: The Evolution of the Graphic Arts (3)

This course both surveys and samples the creative, technological and social developments that have had impact on the evolution of the graphic arts. Course content will emphasize both the visual and written record through a variety of media including original objects, reproductions, film, the Web and other published sources.

Prerequisite: ART 140, 160

Course fee: \$40

ART 227 Ceramics: Advanced Hand-building and Wheel (3)

A continuation of hand-building techniques used to construct more complex forms. An introduction to the

potter's wheel. Students will critique their work based on principles of three-dimensional design.

Prerequisite: ART 126 or permission of the instructor

Course fee: \$40

ART 232 Intermediate Photography (3)

This photography track course includes a study of advanced camera and darkroom techniques, including developing and printing of color photographs and an advanced analysis of styles in photography emphasizing a student portfolio. The impact on the deaf community and culturally diverse populations is discussed through viewing photographs.

Prerequisite: ART 131 or permission of the department chair

Course fee: \$50

ART 236 Digital Video Production (3)

This course is an intermediate course focused on capturing live motion actions, requiring a high level of film editing skills, discussing films and the economics of production. Each student is required to submit small scaled experimental film projects including screenplay and storyboard. This course requires team work on each film production, providing a simulation of the real life collaborations that occur in film development.

Prerequisite: ART 135

Course fee: \$75

ART 242 Digital Animation (3)

Students will learn a vector graphics based program identifying vector drawing, object layers, keyframes, and motion/shape tween techniques. Vector drawings are easily scaled and resized. Building layer management, basic animation and tweening techniques, and rollover buttons are emphasized. Basic ActionScriptings, website navigation and interaction are discussed. Shockwave and professional HTML editing applications are included in this course.

Prerequisite: ART 160

Course fee: \$75

ART 255 Intermediate Digital Photography (3)

This course incorporates the production of photography using digital cameras and demonstrates the advanced techniques and tips available for image manipulation. Students use imaging editing software applications on cross-platform equipment to develop their skills. Critiques of the images occur throughout the semester.

Prerequisites: ART 131, 160

Course fee: \$75

ART 260 Digital Illustration (3)

Students build proficiency in Illustrator—a vector-based graphic software that is used in professional settings. Students utilize various techniques of vector art creation to explore existing images.

Prerequisite: ART 160

Course fee: \$40

ART 261 Layout and Composition (3)

Throughout this course, ideas are brought to paper with the software used by graphic design professionals in studio and printing settings. The focuses of the course include the study of type treatments, the exploration of different grids, and the study of layout possibilities. A particular emphasis will be developing a sensitivity on the part of the designer in the process of choosing the right combination of elements, such as headings, text, and illustrations in order to convey messages in an original and effective manner.

Creative solutions to artistic problems are also emphasized.

Prerequisites: ART 150, 170, 222, 260; Full Faculty Portfolio Review.

Course fee: \$40

ART 270 Typography (3)

This course explores all aspects of typography. Students will organize and produce complex typographic designs and layouts. Projects involve the representation of varied texts as visually dynamic and clear communication. The course looks at the art of typography in both pre-electronic and electronic realms. Students analyze, edit and configure copy for business, literary or informational purposes.

Prerequisite: ART 261

Course fee: \$40

ART 324 Studies in Film/Video [topic to be specified] (3)

Studies in Film/Video are designed to provide an in-depth study of a specific area of the film discipline. Each time the course is offered, it will cover different topics including particular times, groups, genres, styles, techniques, software, and film history. Topics may include American film and culture, documentaries, women filmmakers, cutting edge editing programs, experimental film, senior theses, etc. Topics will be offered on a rotating basis. The course may be repeated as topics change.

Prerequisite: ART 135

Course fee: \$25

ART 325 Scriptwriting (3)

This course is focused on writing concepts and techniques using classic structural elements of scripts, formats, different types of scripts for feature films, TV sitcom,

commercial, animation, and the stage. Principles such as plot, structure, character, conflict, crisis, climax, exposition, and dialogue will be introduced. Each student will explore a new screenplay or work on a draft of a work-in-progress and receive feedback.

Prerequisites: ART 135, ENG 204 or equivalent

ART 290 Web Design I (3)

This course provides an introduction to design created for the World Wide Web. Students are offered an introduction to HTML and web enhanced software applications, pixels, screen resolutions, image maps, rollover buttons, and graphic file formats, reliable colors in cross platforms, and cross browsers. Current and future directions of the information superhighway, on-line service, search engines and WWW development will be discussed.

Prerequisite: ART 160

Course fee: \$40

ART 350 Studies in Drawing: [medium to be specified] (3)

Studies in Drawing is designed to provide an in-depth study of a specific area of the drawing discipline. Each time the course is offered, the materials and artistic processes related to one medium will be identified by the instructor, e.g. Mixed Media, Pastel, Ink, Dry Media, Charcoal, Collage, and Life Drawing. Students majoring in Studio Art may apply two Studies in Drawing courses to their major requirements.

Prerequisite: ART 170

Course fee: \$40

ART 360 Studies in Sculpture: [medium to be specified] (3)

Studies in Sculpture is designed to provide an in-depth study of a specific area of the sculptural discipline. Each time the course is offered, the materials, artistic concepts, and construction processes related to one medium will be identified by the instructor, e.g. Wood, Plaster, Fabric, Plastic, Glass, Metal, Papier-Mache, Mixed Media, etc. Students majoring in Studio Art may apply two Studies in Sculpture courses to their major requirements.

Course fee: \$40

ART 370 Studies in Printmaking: [medium to be specified] (3)

Studies in Printmaking is designed to provide an in-depth study of a narrowly defined area of the printmaking discipline. Each time the course is offered, the materials, tools, artistic concepts, and printing processes related to one medium will be identified by the instructor, e.g. Screen printing, collagraph, woodcut printing, linocut printing, and lithograph printing.

Prerequisite: ART 170 and permission of the instructor

Course fee: \$40

ART 388 Principles of Museum Work (3)

Introduction to the study of the philosophy and practice of museum work. Emphasis on administration of a museum art collection, registration methods, cataloging, storage, introductory methods of art conservation, exhibit planning, insurance, gifts, loan agreement forms, and interpretation of objects as related to history of museums. Provides background for internship and employment in the field.

ART 390 Web Design II (3)

This course introduces students to advanced interactive design and layout using advanced techniques. The procedures for importing multimedia projects and page layouts into web sites using Shockwave and professional HTML editors will be discussed. Intermediate competency-level in HTML/Flash is required.

Prerequisite: ART 290

Course fee: \$40

ART 392 Studies in Graphic Design: [topic to be specified] (3)

In this course, students develop creative strategies for addressing market-related issues in the client-designer relationship. This course consolidates previous graphic design knowledge and skills. Students are expected to produce design solutions that reflect a high level of creativity and technical skills.

Prerequisite: ART 270

Prerequisite or corequisite: ART 492

Course fee: \$40

ART 319 Modern Art (3)

A study of major developments in art since Post-Impressionism with emphasis on European and American painting, sculpture, and architecture. The development of abstract styles and the growing tendency toward very rapid stylistic changes. Placing works of art in their relevant historical, social, and cultural context. Field trips to local museums and related institutions.

Prerequisite: ART 140

ART 426 Studies in Ceramics: [medium to be specified] (3)

This course is designed to provide an in-depth study of a specific area within the ceramics discipline. While the medium used is the same (clay), different techniques, stylistic approaches, and historic perspectives will be taught in each course. As topics change, this course may be repeated.

Prerequisite: ART 227 or permission of the instructor

Course fee: \$40

ART 440 Production Design (3)

This course emphasizes the important relationship between graphic designer and printer in preparing images for the press. Through lectures, demonstrations, field trips and studio work, this course focuses on developing technical proficiency related to the specifications required for high quality visual output.

Corequisite: ART 392

ART 450 Studies in Art History [topic to be specified] (3)

This course will provide advanced study in art history in a variety of diverse, timely and interdisciplinary topics covering particular periods, artists, movements, and thematic approaches in the field of art history. Course topics will emphasize: subjects in art which highlight the creative achievements of diverse groups of people; themes created in conjunction with important cultural collections, exhibitions or events related to art within the greater Washington, D.C. area; and those subjects which are of particular interest to our campus community. Topics will be offered on a rotating basis. Courses may be repeated as topics change.

Prerequisite: ART 140

ART 451 Women in Art (3)

The work of women as well as other minority or racially diverse groups has often been overlooked and underdocumented throughout much of history. At the same time, women and feminist scholars have provided leadership in the field of art and culture studies, bridging gaps and expanding the boundaries of traditional academic studies. Through a diverse group of readings, classroom lectures and discussions, visits to area museums, interactions with women artists, and independent research, this course provides students with a comprehensive overview of the important contributions women have made and are making in the art world.

Prerequisite: Permission of the instructor

ART 460 Studies in Photography: [medium to be specified] (3)

This course is designed to provide an in-depth study of a specific area of the photography discipline. Each time course is offered, the materials, equipment, artistic concepts and techniques related to the medium will be identified by the instructor, e.g. studio lighting, large format, alternative processing, pinhole, color photography.

Prerequisites: ART 131, 232; and permission of the instructor

Course fee: \$50

ART 463 Photojournalism (3)

Analysis of the role of photography in mass communication with an emphasis on the photographic essay. Probes the legal aspects of news photography, the ethics of the profession, and shooting and layout of stories. A study of selected readings in photographic methods and skills.

Prerequisite: ART 131

Course fee: \$25

ART 470 Studies in Painting: [medium to be specified] (3)

Studies in Painting is designed to provide an in-depth study of a specific area of the painting discipline. Each time the course is offered, the materials, tools, artistic concepts and techniques related to one medium will be identified by the instructor, e.g. oil, acrylic, knife painting, mural painting, watercolor, airbrushing.

Prerequisite: ART 170 and permission of the instructor

Course fee: \$40

ART 491 Portfolio/Senior Exhibit (3)

Senior students are to select a theme for their culminating body of art, prepare an artist's statement, set up a Senior Year Art Exhibit showcasing their best work, and prepare a portfolio of work including actual works, slides, photos, and/or CD ROM or web-based documentation.

Prerequisite: Permission of the department

Course fee: \$40

ART 492 Major Internship Experience (3)

This course is individualized depending on the student's major. Students will be required to complete either an internship or apprenticeship. The format of this experience will be determined in consultation by with the department. Students work with their major advisor to determine appropriate distribution of credits over a time period of one or more semesters.

Prerequisite: Permission of the department

ART 495 Special Topics (1-3)

Courses cover special topics, current issues, or areas of interest not included in other courses offered by the Art Department.

Prerequisite: Permission of the instructor

ART 499 Independent Study (1-3)

Research, experimentation, or other project according to the interest and needs of the student.

Prerequisite: Permission of the department

BIOLOGY

Dr. Ann Powell, Chair

Hall Memorial Building, Room E-300

The Department of Biology at Gallaudet offers excellent undergraduate 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 slated for construction in 2008.

Biology is a rapidly evolving field that has become increasingly cross-disciplinary in recent years. The explosion of knowledge of molecular techniques and of our ability to analyze and manipulate DNA has impacted every area of biology, from agriculture to medicine. The future promises expansion and application of this technology along with the potential to use it toward solving many of the world's most pressing problems.

As educators and researchers, we recognize that these advances have changed science and therefore how Biology should be taught. Our faculty and staff are committed to providing the best curriculum and experiential opportunities we can, so that each student will possess the knowledge and laboratory skills they need to excel in this exciting, ever-evolving field.

Our Mission

The mission of the Biology Department is to provide a high quality educational experience in the biological sciences to undergraduate students in a bilingual environment. The curriculum offered by the department requires that students develop competence in the use of modern biological techniques and in the analysis, interpretation and presentation of data. The department prepares students to make contributions to diverse communities and a multicultural world beyond Gallaudet as educators, researchers, professionals and citizens.

Majors Offered

Biology with a B.A. Degree

Biology with a B.S. Degree

Minor Offered

Biology

Requirements for a Major in Biology with a B.A. Degree

The B.A. degree program is designed for majors who are seeking employment in the field immediately after college, or as a second major for education majors who aim

DEPARTMENTS AND PROGRAMS

to become primary or secondary school biology teachers. Students must complete Principles of Biology for Science Majors I and II (BIO 107, 108) with a grade of C or better before declaring a major in biology.

Required pre-major courses		8 hours
BIO	107	Principles of Biology for Science Majors I (4)
BIO	108	Principles of Biology for Science Majors II (4)

Required chemistry courses		16 hours
CHE	107	General Chemistry I (3)
CHE	108	General Chemistry II (3)
CHE	109	General Chemistry Laboratory I (1)
CHE	110	General Chemistry Laboratory II (1)
CHE	211	Organic Chemistry I (4)
CHE	212	Organic Chemistry II (4)

Required mathematics course		4 hours*
MAT	130	Precalculus (4)*

*Three hours count toward general studies requirements, replacing GSR 104.

Elective biology courses		24 hours
Take at least one course from each of these four areas, for a total of 24 credits.		

Genetics

BIO	211	Genetics (4)
BIO	411	Human Genetics (3)

Microbiology, Molecular and Cell Biology

BIO	221	Microbiology (5)
BIO	421	Molecular Cell Biology (4)
CHE	325	Biochemistry: Proteins and DNA (3)
CHE	327	Biochemistry Laboratory I (1)

Organismal Biology

BIO	231	Invertebrate Zoology (4)
BIO	331	Vertebrate Zoology (4)
BIO	333	Human Anatomy and Physiology I (4)
BIO	334	Human Anatomy and Physiology II (4)
BIO	431	Developmental Biology (4)
BIO	432	Vertebrate Histology (5)
BIO	433	Animal Physiology (4)

Ecology

BIO	241	Ecology (4)
BIO	332	Botany (4)
BIO	441	Marine Biology (3)

Recommended Biology courses:

BIO	201	Internship in Biology (2)
BIO	401	Research Methods in Biology (3)
BIO	495	Special Topics (1-4)
BIO	499	Independent Study (1-3)

Summary of Requirements

General studies requirements	40 hours
Pre-major courses	8 hours
Major and related courses	41 hours
Free elective courses	31 hours
Total	120 hours

Requirements for a Major in Biology with a B.S. Degree

The Bachelor of Science degree in biology is designed for students who want a more intensive background in the sciences. It is especially tailored for students who aspire for graduate studies in biology or a related field, or who wish to enter medical, dental, or veterinary school. The Bachelor of Science degree in biology differs from the Bachelor of Arts degree in biology in that it requires additional courses in physics, organic chemistry, biochemistry, research methods in biology, and calculus.

Students must complete Principles of Biology for Science Majors I and II (BIO 107, 108) with a grade of C or better before declaring a major in biology.

Required pre-major courses		8 hours
BIO	107	Principles of Biology for Science Majors I (4)
BIO	108	Principles of Biology for Science Majors II (4)

Required biology courses		6 hours
BIO	401	Research Methods in Biology (3)
BIO	403	Senior Capstone I (3)

Required chemistry courses		16 hours
CHE	107	General Chemistry I (3)
CHE	108	General Chemistry II (3)
CHE	109	General Chemistry Laboratory I (1)
CHE	110	General Chemistry Laboratory II (1)
CHE	211	Organic Chemistry I (4)
CHE	212	Organic Chemistry II (4)

Required physics courses		8 hours
PHY	151	Physics I (3)
PHY	152	Physics II (3)
PHY	153	Physics I Laboratory (1)
PHY	154	Physics II Laboratory (1)

Required mathematics course 8 hours*

MAT	130	Precalculus (4)*
MAT	150	Calculus I (4)

*Three hours count toward general studies requirement, replacing GSR 104.

Elective biology courses 24 hours

Take at least one course from each of these four areas, for a total of 24 credits.

Genetics

BIO	211	Genetics (4)
BIO	411	Human Genetics (3)

Microbiology, Molecular and Cell Biology

BIO	221	Microbiology (5)
BIO	421	Molecular Cell Biology (4)
CHE	325	Biochemistry: Proteins and DNA (3)
CHE	327	Biochemistry Laboratory I (1)

Organismal Biology

BIO	231	Invertebrate Zoology (4)
BIO	331	Vertebrate Zoology (4)
BIO	333	Human Anatomy and Physiology I (4)
BIO	334	Human Anatomy and Physiology II (4)
BIO	431	Developmental Biology (4)
BIO	432	Vertebrate Histology (5)
BIO	433	Animal Physiology (4)

Ecology

BIO	241	Ecology (4)
BIO	332	Botany (4)
BIO	441	Marine Biology(3)

Recommended Biology courses:

BIO	201	Internship in Biology (2)
BIO	404	Senior Capstone II (3)
BIO	495	Special Topics (1-4)
BIO	499	Independent Study (1-3)

Summary of Requirements

General Studies Requirements	40 hours
Pre-major courses	8 hours
Major and related courses	59 hours
Free elective courses	13 hours
Total	120 hours

Requirements for a Minor in Biology

Students must complete Principles of Biology for Science Majors I and II (BIO 107, 108) with a grade of C or better before declaring a minor in biology.

Required pre-minor courses 8 hours

BIO	107	Principles of Biology for Science Majors I (4)
BIO	108	Principles of Biology for Science Majors II (4)

Elective biology courses 15 hours

Fifteen credits of biology courses of the 200-level or above are required.

Total 23 hours

Courses Offered**BIO 101 Introduction to Biology I (3)**

This course is the first part of an one year overview of biology for non-science majors. This introductory level course will discuss biomolecules, cell physiology, genetics, and biotechnology, with emphasis on real-life application. Three hours of lecture per week. Students enrolling in this course must also enroll in BIO 103 laboratory.

Corequisite: BIO 103

BIO 102 Introduction to Biology II (3)

This course is a continuation of BIO 101 and provides the second part of an one year overview of biology for non-science majors. This course will discuss evolution, comparative biodiversity, human and animal anatomy and physiology, and ecology and environmental science. Three hours of lecture per week. Students enrolling in this course must also enroll in BIO 104 laboratory.

Corequisite: BIO 104

BIO 103 Introduction to Biology Laboratory I (1)

This laboratory course must be taken with BIO 101. Students will perform laboratory experiments including practical applications of the scientific method, a study of the metric system, using bioinstrumentation, analyzing biochemical reactions including photosynthesis and fermentation, a microscopic study of cell and nuclear division, and genetics techniques including DNA electrophoresis. Students will learn to write laboratory reports in the same

format as professional journal articles. This course particularly emphasizes critical thinking and problem solving skills. One two-hour laboratory per week.

Corequisite: BIO 101

Course fee: \$75

BIO 104 Introduction to Biology Laboratory II (1)

This laboratory course must be taken with BIO 102. Students will perform laboratory experiments including analysis of skull fossils, cultivation, growth and analysis of bacteria, human anatomy and physiology, water analysis, and an analysis of the effect of pollution on aquatic organisms. Students will continue to practice writing laboratory reports in the same format as professional journal articles. This course particularly emphasizes critical thinking and problem solving skills. One two-hour laboratory per week.

Corequisite: BIO 102

Course fee: \$75

BIO 105 Introduction to Human Biology (4)

Course description: The course addresses human biology from its beginning, sexual reproduction and birth, to its ending, aging and death, including the physical developmental stages in between. Students will study the structure and functions of cells and organ systems and learn how these systems are integrated to support the human body over its life span. The course will cover a number of bioethical and diversity issues including such topics as advances in medical technology, recombinant DNA, and human genome studies. Students will be introduced to basic research methods and scientific writing. Three hours of lecture and two hours of lab.

Course fee: \$35

BIO 107 Principles of Biology for Science Majors I (4)

This is the first part of a two-semester sequence of an introductory-level biology course for science majors. This course is designed for students who want to major in biology or another science, or who plan to attend dental, veterinary, or medical school after graduation. It will cover the fundamentals of biomolecules, cell physiology, respiration and photosynthesis, and genetics. In laboratory, students will perform experiments including analysis of biochemical reactions, photosynthesis and fermentation, a microscopic study of cell and nuclear division, and genetics techniques including DNA electrophoresis. Students will learn to write laboratory reports in the same format as professional journal articles. Three hours of lecture and one two-hour laboratory per week.

Course fee: \$75

BIO 108 Principles of Biology for Science Majors II (4)

This course is a continuation of BIO 107 and is designed for students who want to major in biology or another science, or who plan to attend dental, veterinary, or medical school after graduation. It will cover the fundamentals of evolution, comparative biodiversity, human and animal anatomy and physiology, and ecology and environmental science. In laboratory, students will perform experiments including the analysis of skull fossils, cultivation, growth and analysis of bacteria, human anatomy and physiology, water analysis, and an analysis of the effect of pollution on aquatic organisms. Students will continue to practice writing laboratory reports in the same format as professional journal articles. Field trips are a part of the lab requirement. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 107

Course fee: \$75

BIO 201 Internship in Biology (2)

Internships provide intellectually enriching work experiences related to the student's major and/or career interest. They enhance and integrate academic study with supervised practical experience and training. Students may receive course credit for internships by enrolling in this course either concurrently or in the semester after the internship experience.

Prerequisite: BIO 108 or permission of the major advisor

BIO 211 Genetics (4)

This course provides an overview of modern genetics, beginning with classical Mendelian genetics and continuing through molecular genetics. Laboratory activities will introduce students to techniques currently used in genetics laboratories, including gel electrophoresis, the polymerase chain reaction (PCR), and DNA fingerprinting using STR polymorphism analysis. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108

Course fee: \$100

BIO 221 Microbiology (5)

A general survey of the microorganisms, with emphasis on their morphology, physiology, growth, and methods of isolation and identification. Three hours of lecture and two two-hour laboratories per week.

Prerequisites: BIO 108

Course fee: \$100

BIO 231 Invertebrate Zoology (4)

Advanced survey of the biology of invertebrates with an emphasis on comparative and functional morphology to include major features of body plans (multicellularity, symmetry etc), physiology, evolution, systematics, behavior of the invertebrates, a study of the reproductive strategies, development and diverse ecological strategies invertebrates exhibit. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108

Course fee: \$75

BIO 233 Anatomy & Physiology for Human Service Majors (4)

A comprehensive course with emphasis on major body systems including musculoskeletal, nervous, digestive, cardiovascular and respiratory systems. This course is designed to give Physical Education majors a strong foundation for PED 341 (Kinesiology). Field trips that have direct applications to the course are arranged, dependant on availability. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 105

Course fee: \$75

BIO 241 Ecology (4)

A study of the interrelationships between organisms and physical factors in and with the natural world. The course discusses ecological parameters (physical factors, nutrient cycles, energy flow), organisms (life histories, evolutionary fitness), populations (population growth, temporal and spatial dynamics), communities (predator-prey interactions, competition, co-evolution, succession), ecosystems (biomes, biodiversity, species-area relationships). Laboratory experiences will include both field trips and modeling exercises. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108

Course fee: \$75

BIO 331 Vertebrate Zoology (4)

Through a combination of lectures, laboratories, field trips and independent research projects, this course will provide a general overview of the many aspects of vertebrate biology to include: comparative anatomy of the vertebrates, function of organ systems, developmental pathways, evolution, physiological, ecological and behavioral adaptations. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108

Course fee: \$50

BIO 332 Botany (4)

Molecular, cellular, physiological, morphological, ecological, systematics, and evolutionary principles of plants, with special reference to their economic importance, genetics, and ecology. The course also includes brief discussions on algae and some bacteria, as well as fungi. The course consists of tightly linked lecture and laboratory laboratory learning experiences. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 108

Course fee: \$75

BIO 333 Human Anatomy and Physiology I (4)

The first part of a two-semester course sequence, this course will study the various systems of the body from a combined anatomical and physiological standpoint, with laboratory experiments which illustrate their structure and function. Students will develop their critical thinking skills by analyzing hypothetical problems relating to anatomy and physiology; many of these problems will have medical applications. The first semester will focus on the following organ systems: integumentary, skeletal, muscular, nervous and special sensory. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 108

Course fee: \$75

BIO 334 Human Anatomy and Physiology II (4)

The second part of a two-semester course sequence, this course will cover the remaining physiological systems of the body. Students will develop their critical thinking skills by analyzing hypothetical problems relating to anatomy and physiology; many of these problems will have medical applications. This semester will focus on the following organ systems: endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary and male and female reproductive systems. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 333

Course fee: \$75

BIO 341 Field Biology (4)

Field Biology is an intensive ecology course that will allow students to become familiar with more principles and applications of ecology. Experimental and descriptive methods of ecological investigations will be learned through laboratory exercises and field projects. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 241

BIO 401 Research Methods in Biology (3)

This course will provide an overview of experimental research methods in the sciences. Topics include discussions of laboratory research design and methods, ethics in research, the use of animal and human subjects, and the critical analysis of published research reports. Development of scientific writing skills will also be emphasized. Three hours of lecture per week.

Prerequisite: BIO 108 or permission of the instructor

BIO 403 Senior Capstone I (3)

This course is for biology B.S. program majors who are in their last year of the program. Students will produce three major products (1) a literature review on an approved topic of their choice; (2) a research proposal that may or may not be submitted to the Gallaudet Research Institute in order to obtain funding; and (3) a final research article, which summarizes and analyzes the data which the student collected during their research project, and which is written in the format of a professional journal article. The student and instructor will need to draw up a work contract which specifies the parameters of this work as well as meeting times.

Prerequisites: Permission of instructor

BIO 404 Senior Capstone II (3)

Students whose capstone research project requires more than one semester of work may also enroll in this course for the second semester to obtain additional course credit. The student and instructor will need to draw up a work contract which specifies the parameters of this work as well as meeting times.

Prerequisites: Permission of instructor

BIO 411 Human Genetics (3)

This course is cross-listed and is otherwise known as BIO 711. An in-depth examination of the mechanisms involved in producing genetic variation in humans and medical/clinical aspects of genetic variation and disease. Topics include human cytogenetics and chromosomal disorders, nontraditional inheritance, genetic counseling, and the ethical, legal, and social impact of genetics technology. Hereditary variations in deaf people are also discussed. Three hours of lecture per week.

Prerequisite: BIO 108 or permission of the instructor

BIO 421 Molecular Cell Biology (4)

An in-depth study of cellular structure and organization and the biochemical functioning of the cell. Modern cell biology weaves three areas into one. The three areas are: cytology, which is concerned with cellular structure; biochemis-

try, which helps in understanding the techniques for the separation of cellular components and the life processes in cells at the molecular level; and genetics, which emphasizes the molecular structure of genes and how the genetic code controls expression through transcription of mRNA and translation into protein structure and function. Topics will include similarities and differences between prokaryotes and eukaryotes; the composition, function, and synthesis of biomacromolecules; storage and retrieval of genetic information; gene activity; cellular differentiation, intercellular communication; and mutation. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 108

Course fee: \$75

BIO 431 Developmental Biology (4)

Study of the origin and development of representative vertebrates, illustrating in detail the development from zygote to germ layers to organ derivatives. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 108

Course fee: \$50

BIO 432 Vertebrate Histology (5)

A study of the microscopic anatomy and histophysiology of the major tissues and organs of the vertebrate body, with emphasis on structure-function relationships. Three hours of lecture and two two-hour laboratory per week.

Prerequisite: BIO 331

Course fee: \$50

BIO 433 Animal Physiology (4)

A comparative study of the physiological processes occurring in highly evolved animals, including but not emphasizing humans. The course is intended to outline the functional problems of the living state and illustrates the strategies that emerge to change them. Three hours of lecture and one two-hour laboratory per week.

Prerequisites: BIO 108

BIO 441 Marine Biology (3)

This course will offer students an opportunity to take an intensive look at aquatic systems, beginning with an overview of the chemical, geological, and physical aspects of the world's oceans. Students will learn about the ecology of marine systems of microscopic (bacteria, phytoplankton, and zooplankton) to macroscopic organisms (fish and marine mammals). A variety of current events will be discussed (e.g.

harmful algal blooms, iron fertilization, recent discoveries in bacteria and phytoplankton genomes). Three hours of lecture per week and one all-day field trip to the Chesapeake Bay.

Prerequisites: BIO 241

Course fee: \$50

BIO 495 Special Topics (1-4)

Advanced, in-depth study on special topics, current issues, or areas of interest not included in current offerings by our department. Examples of previous special topics courses have included aquatic entomology and water pollution, environmental policy, bioterrorism, evolution, and pathogenic microbiology. The meeting times and number of credits will be announced along with the course.

BIO 499 Independent Study (1-3)

Reading, research, discussion, writing in the discipline, or laboratory work, according to the goals of the student. The student and instructor will need to draw up a work contract which specifies the parameters of this work as well as meeting times.

Prerequisite: Permission of the department chair

BUSINESS

Dr. Khadijat Rashid, Chair

Ely Center, Room 201

The Department of Business is accredited by the Association of Collegiate Business Schools and Programs. The department offers undergraduate programs in the following fields: accounting, business administration, computer information systems, and economics and finance.

The department seeks to provide each student with programs that reflect the most recent developments in the field of management and related professional programs, to familiarize students with technological advances that are transforming the workplace, and to afford students through internships the opportunity of applying classroom theory in “real-life” settings.

The programs of the department are designed to prepare students for direct entry into a career in business or government or for graduate study in business, economics, law, public administration, or similar fields.

The programs are designed to provide education concerning the highly complex and technical character of management common to all organizations. Students are expected to develop an insight into basic tenets and analytical skills that will equip them to meet the needs and problems of diverse types of business organizations. Students who plan to major in one of the Department of Business programs are encouraged to start their business courses in their freshman year.

Accounting

Mr. William Sloboda, Program Coordinator

Ely Center, Room 209

The accounting program provides a broad base of study and is designed to ensure that the student is adequately prepared for entry-level positions. Through careful course selection within the department and supporting fields, it is possible for students to prepare themselves for careers in government and private industry. Students aspiring to become certified public accountants (CPAs) need to be aware of the educational requirements of the state in which they intend to sit for the CPA examination. Advisors in the department are available to help students plan their courses to meet the CPA requirements or any speciality within the field of Accounting.

Business Administration

Dr. Tom Baldridge, Program Coordinator

Ely Center, Room 234

The program provides a foundation in business administration to prepare students for entry-level management positions in either the private or public sector. Students can design their own areas of specialization from the electives

offered within the department. Minor in business administration is an excellent choice for students with management and leadership potential who choose to major in a liberal arts discipline.

Economics and Finance

Dr. Stephen Chaikind, Program Coordinator
Ely Center, Room 236

Two separate majors are offered in this area, one in economics and one in finance. The curriculum for both requires a combination of economics, finance, accounting, and business courses. These majors prepare students for a wide variety of careers in business and government, and can also serve as springboards for graduate studies in economics, finance, law, business administration, public policy, education, and many other disciplines. After completing the business common core requirements, each major offers distinct advanced courses: the economics major emphasizes advanced microeconomics, macroeconomics, labor theory, and research and statistical methods, while the finance major incorporates accounting, investments, and research and statistical methods. The department also offers minors in economics and in finance designed to meet unique career objectives.

Computer Information Systems

Dr. Qi Wang, Program Coordinator
Ely Center, Room 210

The computer information systems curriculum is constantly updated to reflect the latest technological developments in the computer and information systems field. Our program goals are to provide top quality training to make our students employable immediately upon graduation, and to build a strong foundation for a successful career in this challenging field. Our core and elective courses provide students with broad-based knowledge and skills that will enable them to branch out to specialized careers. Students are exposed to a variety of platforms including mainframe, client server, and PC systems. In addition to the University computer resources, three networked PC labs are available for instructional purposes and for students' use for practice and experimentation.

In addition to the coursework, students are strongly encouraged to acquire work experience through summer internships, part-time employment, and computer lab work. Internship opportunities are widely available through the Career Center. Students who plan to major in computer information systems are encouraged to start the program in their sophomore year.

Majors Offered

Accounting
Business Administration
Computer Information Systems
Economics
Finance

Minors Offered

Accounting
Computer Information Systems
Business Administration
Economics and Finance

Requirements for Admission to the Department of Business

Students considering a Business major are encouraged to declare their major by their sophomore year in order to complete all the required major courses in a timely fashion. The following minimum criteria must be met for a student to be considered for admission into any of the five majors in the Department of Business:

1. A minimum cumulative GPA of 2.5.
2. Completion of an application form and a written 2- 3 page statement outlining career goals.
3. Successful completion of GSR 150 or equivalent, with a grade of C or better.
4. Successful completion of BUS 101 or equivalent, with a grade of C or better.
5. Two letters of recommendation of which at least one must be from a former professor.

For continuation in a Business major a student must maintain a minimum cumulative GPA of 2.5 in both major and nonmajor courses. All business majors must complete at least one internship in the field prior to graduation.

Requirements for a Major in Accounting

Students must complete GSR 150 or the equivalent and must have declared a major in a Business program before taking 300-level or above courses in the Department of Business.

Required core courses			42 hours
ACC	207	Introductory Accounting I (3)	
ACC	208	Introductory Accounting II (3)	
BUS	211	Management and Organizational Behavior (3)	
BUS	221	Marketing (3)	
BUS	331	Business Statistics (3)	
BUS/PHI	341	Business Ethics (3)	

BUS	351	Business Finance (3)
BUS	371	Business Law I (3)
BUS	431	Production and Operations Management (3)
BUS	461	Global Business (3)
BUS	491	Senior Seminar (3)
CIS	203	Management Information Systems (3)
ECO	201	Introduction to Economics I (3)
ECO	202	Introduction to Economics II (3)

Required accounting courses 15 hours

ACC	311	Intermediate Accounting I (3)
ACC	312	Intermediate Accounting II (3)
ACC	315	Managerial Cost Accounting (3)
ACC	328	Income Tax Accounting (3)
ACC	420	Auditing (3)

Elective courses 6 hours

Choose two courses:

ACC	316	Nonprofit Organization Accounting (3)*
ACC	323	Accounting Information Systems (3)
ACC	415	Advanced Cost Accounting (3)**
ACC	424	Advanced Accounting (3)*
ACC	425	Current Accounting Theory (3)
ACC	495	Special Topics (3)

*Recommended for those planning to sit for the CPA examination.

**Recommended for those planning to sit for the CMA examination.

Summary of requirements

General studies courses	40 hours
Major and related courses	63 hours
Free elective courses	17 hours
Total	120 hours

Requirements for a Major in Business Administration

Students must complete GSR 150 or the equivalent and must have declared a major in a Business program before taking 300-level or above courses in the Department of Business.

Required core courses 42 hours

ACC	207	Introductory Accounting I (3)
ACC	208	Introductory Accounting II (3)
BUS	211	Management and Organizational Behavior (3)
BUS	221	Marketing (3)
BUS	331	Business Statistics (3)

BUS/PHI	341	Business Ethics (3)
BUS	351	Business Finance (3)
BUS	371	Business Law I (3)
BUS	431	Production and Operations Management (3)
BUS	461	Global Business (3)
BUS	491	Senior Seminar (3)
CIS	203	Management Information Systems (3)
ECO	201	Introduction to Economics I (3)
ECO	202	Introduction to Economics II (3)

Required business and related courses 6 hours

BUS	101	Introduction to Business (3)
COM	340	Business and Professional Communication (3)

Elective business courses 12 hours

Choose four courses:

BUS	313	Public Administration (3)
BUS	353	Investments (3)
BUS	372	Business Law II (3)
BUS	414	Human Resource Management (3)
BUS	421	Marketing Research (3)
BUS	493	Entrepreneurship (3)
BUS	495	Special Topics (3)

Recommended courses

ENG	396	Technical and Managerial Writing (3)
MAT	101	Introductory Mathematical Applications (3)
MAT	102	Introductory Probability and Statistics (3)

Summary of requirements

General studies courses	40 hours
Major and related courses	60 hours
Free elective courses	20 hours
Total	120 hours

Requirements for a Major in Computer Information Systems

Students must complete GSR 150 or the equivalent and must have declared a major in a Business program before taking 300-level or above courses in the Department of Business.

Required core courses 42 hours

ACC	207	Introductory Accounting I (3)
ACC	208	Introductory Accounting II (3)
BUS	211	Management and Organizational Behavior (3)

BUS	221	Marketing (3)
BUS	331	Business Statistics (3)
BUS/PHI	341	Business Ethics (3)
BUS	351	Business Finance (3)
BUS	371	Business Law I (3)
BUS	431	Production and Operations Management (3)
BUS	461	Global Business (3)
BUS	491	Senior Seminar (3)
CIS	203	Management Information Systems (3)
ECO	201	Introduction to Economics I (3)
ECO	202	Introduction to Economics II (3)

Required computer information systems courses 18 hours		
CIS	302	Business Applications Development I (3)
CIS	303	Business Applications Development II (3)
CIS	305	Business Information Systems Analysis and Design (3)
CIS	316	Business Telecommunications (3)
CIS	317	Database Design and Implementation (3)
CIS	418	Application System Development Project (3)

Elective courses 9 hours		
Choose three courses:		
BUS	280	Career Search Strategies in Business (3) (with advisor's permission)
CIS	402	Network Management (3)
CIS	404	Multimedia Applications in Business (3)
CIS	405	Advanced Database Concepts and Applications (3)
CIS	406	E-Commerce (3)
CIS	495	Special Topics (3)

Summary of requirements		
General studies courses	40	hours
Major and related courses	69	hours
Free elective courses	11	hours
Total	120	hours

Requirements for a Major in Economics

Students must complete GSR 150 or the equivalent and must have declared a major in a Business program before taking 300-level or above courses in the Department of Business.

Required core courses 42 hours		
ACC	207	Introductory Accounting I (3)
ACC	208	Introductory Accounting II (3)
BUS	211	Management and Organizational Behavior (3)

BUS	221	Marketing (3)
BUS	331	Business Statistics (3)
BUS/PHI	341	Business Ethics (3)
BUS	351	Business Finance (3)
BUS	371	Business Law I (3)
BUS	431	Production and Operations Management (3)
BUS	461	Global Business (3)
BUS	491	Senior Seminar (3)
CIS	203	Management Information Systems (3)
ECO	201	Introduction to Economics I (3)
ECO	202	Introduction to Economics II (3)

Required economics courses 12 hours		
ECO	251	Foundations of Economics and Finance (3)
ECO	301	Economic Analysis I (3)
ECO	302	Economic Analysis II (3)
ECO	403	Research Methods in Economics (3)

Required elective courses 6 hours		
Choose two courses:		
BUS	353	Investments (3)
ECO	311	Labor Economics (3)
ECO	341	History of Economic Thought (3)
ECO	351	Money and Banking (3)
ECO	361	International Economics (3)
ECO	411	Business and Managerial Economics (3)
ECO	431	Mathematics for Economists (3)
ECO	499	Independent Study (3)
MAT	150	Calculus I (4)

Summary of requirements		
General studies courses	40	hours
Major and related courses	60	hours
Free elective courses	20	hours
Total	120	hours

Requirements for a Major in Finance

Students must complete GSR 150 or the equivalent and must have declared a major in a Business program before taking 300-level or above courses in the Department of Business.

Required core courses 42 hours		
ACC	207	Introductory Accounting I (3)
ACC	208	Introductory Accounting II (3)
BUS	211	Management and Organizational Behavior (3)
BUS	221	Marketing (3)
BUS	331	Business Statistics (3)

BUS/PHI 341	Business Ethics (3)
BUS 351	Business Finance (3)
BUS 371	Business Law I (3)
BUS 431	Production and Operations Management (3)
BUS 461	Global Business (3)
BUS 491	Senior Seminar (3)
CIS 203	Management Information Systems (3)
ECO 201	Introduction to Economics I (3)
ECO 202	Introduction to Economics II (3)

Required finance and related courses 21 hours

ACC 315	Managerial Cost Accounting (3)
BUS 101	Introduction to Business (3)
ECO 251	Foundations of Economics and Finance (3)
BUS 353	Investments (3)
ECO 351	Money and Banking (3)
ECO 361	International Economics (3)
ECO 451	Public Finance and Policy (3)

Recommended elective finance courses

Choose at least two courses (after consultation with academic advisor):

ACC 328	Income Tax Accounting (3)
BUS 280	Career Search Strategies in Business (3)
BUS 493	Entrepreneurship (3)
BUS 495	Special Topics: Stock Trading, Portfolio Management (3)
ECO 403	Research Methods in Economics (3)
MAT 150	Calculus I (4)

Summary of requirements

General studies courses	40 hours
Major and related courses	63 hours
Free elective courses	17 hours
Total	120 hours

Requirements for a Minor in Accounting

The minor in accounting consists of a minimum of 15 credit hours of accounting courses. For Department of Business majors, a total of 15 credit hours in accounting beyond those accounting courses required in their majors is required, including ACC 311, 312. For majors outside of the Department of Business, ACC 207, 208, 311, 312, and one elective accounting course are required. The specific course of study will be determined in consultation with the lead professor or other advisor within the program of accounting.

Requirements for a Minor in Business Administration

The minor in business administration consists of a minimum of 15 credit hours from management courses and other related courses. For Department of Business majors, these 15 credit hours must be beyond the school (or business administration) courses required for those majors. The specific course of study will be determined in consultation with a faculty advisor within the Department of Business.

Requirements for a Minor in Computer Information Systems

The minor in CIS consists of a minimum of 15 credit hours of major core and elective courses. For Department of Business majors, the requirements are CIS 302, 316, 317, and any other two CIS courses. Students who are not Department of Business majors can take any mix of CIS courses based on their personal or career interests. The specific course of study will be determined in consultation with the lead professor of the CIS Program. Students in all other programs are strongly encouraged to minor in CIS since a knowledge of computer systems will enhance career opportunities and provide valuable skills for success in life.

Requirements for a Minor in Economics and Finance

The minor in economics and finance enables a student to pursue concentrated study in an area of economics or finance that meets his or her individual interest. The minor requires satisfactory completion of one prerequisite, ECO 201 and ECO 202. A total of 15 credits (not including the prerequisite) satisfies the minor's requirements. For majors within the Department of Business, these 15 credits must be beyond the economics and finance courses required for those majors. The specific course of study will be determined in consultation with the lead professor or other advisor within the Department of Business.

Accounting Courses Offered

ACC 207 Introductory Accounting I (3)

This is the first course of a two-semester sequence. This course covers the basic principles and techniques of accounting from original recording through financial statements for proprietorships, partnerships, and corporations.

Prerequisite: ENG 102 or the equivalent

ACC 208 Introductory Accounting II (3)

This is the second part of a two-semester sequence. This course covers corporation accounting and analysis of financial statements.

Prerequisite: ACC 207

ACC 311 Intermediate Accounting I (3)

This is the first part of a two-semester sequence. This course covers a more detailed application of principles of first-year accounting, theory supporting principles, detailed definition of various parts of the financial statement.

Prerequisite: ACC 208; Business department majors only or permission of the department

ACC 312 Intermediate Accounting II (3)

This is the second part of a two-semester sequence. This course emphasizes the various techniques of accounting for inventory, tangible and intangible assets, liabilities, equity, and investment transactions.

Prerequisite: ACC 311

ACC 315 Managerial Cost Accounting (3)

Study of the concepts, techniques and principles of cost and management accounting. The use of accounting data for managerial decision making, planning, and control. Topics include budgeting, cost concepts, cost behavior, cost-volume-profits relationships, inventory control, standard costs, absorption costing versus direct costing, variance analysis, cost allocations, setting price and international issues.

Prerequisites: ACC 208

ACC 316 Nonprofit Organization Accounting (3)

Course covers the accounting concepts used in governmental units and other not-for-profit organizations such as hospitals, voluntary health and welfare organizations, and others. Emphasis will be placed on the accounting and budgeting procedures used in these organizations.

Prerequisites: ACC 311

ACC 323 Accounting Information Systems (3)

This course provides an opportunity for accounting majors to learn, study, and apply computerized accounting methods. It is designed to introduce students to accounting systems and covers an introduction to the analysis and development of accounting information systems for businesses by giving a systems perspective on some traditional accounting topics. The course provides hands-on experience with an accounting program(s). Students are encouraged to develop individual modules to specific business needs.

Prerequisite: ACC 208

ACC 328 Income Tax Accounting (3)

Study of federal income taxation of individuals and their impact on personal and business financial decision making. Topics include: concepts of gross income, deductions, tax credits, business and personal investment deductions; sale and other dispositions of property; changes in tax law and

economic impact of the law. Although the course emphasizes income taxation, issues such as gift, estate, partnership and corporate taxation are discussed.

Prerequisites: ACC 208

ACC 415 Advanced Cost Accounting (3)

Advanced level cost accounting with emphasis on integration of managerial aspects of accounting internal record-keeping, business and managerial functions of decision making, planning, and control. A consideration of quantitative and behavioral aspects.

Prerequisite: ACC 315; Business department majors only or permission of the department

ACC 420 Auditing (3)

An introductory course covering both the concepts and procedures that the auditor must know and follow. The course attempts to give students a comprehensive, one semester review of the auditing field, with an emphasis on the auditing procedures and techniques needed to audit financial statements as well as to provide basic preparation for the CPA exam.

Prerequisites: ACC 311; Business department majors only or permission of the department

ACC 424 Advanced Accounting (3)

This course explores in depth the financial concepts used by the accounting profession for partnerships, business combinations and consolidated financial statements, bankruptcy, liquidation and reorganization, and estates and trusts.

Prerequisites: ACC 312; Business department majors only or permission of the department

ACC 425 Current Accounting Theory (3)

This course studies and analyzes current accounting thought as reflected in leading professional and accounting research reports.

Prerequisites: ACC 312; Business department majors only or permission of the department

ACC 495 Special Topics (1-3)

Topics not taught in other courses.

Prerequisite: Business department majors only or permission of the department

ACC 499 Independent Study (1-3)

Prerequisite: Business department majors only or permission of the department

Business Administration Courses Offered**BUS 101 Introduction to Business (3)**

This course surveys the fundamentals of business administration, including management, organizational behavior, marketing, economics, statistics, management information systems, accounting, finance, entrepreneurship, international business, and ethics & social responsibility. It is intended both for students who seek a one-time exposure to business as well as those planning to major in a Department of Business program.

Prerequisite: GSR 102 or the equivalent

BUS 211 Management and Organizational Behavior (3)

This course explores the major functions of management: planning, organizing, leading, and controlling. Within these four functions are subjects such as self-management, organizational structure and culture, leadership, motivating employees, teamwork, human resource management, self-management, change management, and planning and decision-making tools and techniques. This course takes an inside out approach, where the student learns first about themselves and then develops their ability to manage progressively larger and more diverse groups of people and projects.

Prerequisite: BUS 101 and GSR 150 or the equivalent; or permission of the instructor

BUS 221 Marketing (3)

This course examines the basic principles of marketing and provides the opportunity to develop the critical analysis and management skills needed by successful marketers. Within the framework of the “product, price, promotion, distribution, and customer” elements of marketing, course topics include market segmentation, targeting, positioning, consumer behavior, integrated marketing communication, marketing ethics and social responsibility, and the global dimensions of marketing (including e-marketing).

Prerequisite: BUS 101 and GSR 150 or the equivalent; or permission of the instructor

BUS 280 Career Search Strategies in Business (3)

This course provides a key opportunity for Department of Business majors to learn, study, and apply their university coursework to a designated internship experience. The course focuses on developing the skills critical to searching for and obtaining internships and full time jobs. Course topics will include exploring career options; preparing effective job search materials; and practical skills such as interviewing and networking.

Prerequisite: BUS 101 and GSR 150 or the equivalent; or permission of the instructor

BUS 313 Public Administration (3)

This course is an introduction and analysis of government administrative organizations. It addresses the roles of administrative agencies within the office of the President, the U. S. Congress, and selected state and local governments, with emphasis on the principles of budget planning and financial management within these organizations. Students will analyze issues from both a theoretical practical operational perspective.

Prerequisite: BUS 101 or permission of the instructor

BUS 331 Business Statistics (3)

A course that examines the basic principles of statistics as applied to business situations and provides opportunities to develop basic quantitative, research, presentation, and critical analytical skills that will be useful to a successful manager. Topics covered include quantitative and graphical descriptive techniques, data collection and sampling, probability distributions, estimation techniques, hypothesis testing, and basic inferential analysis.

Prerequisite: BUS 101 and GSR 150 or the equivalent; or permission of the instructor

BUS 341 Business Ethics (3)

This course is cross-listed and is otherwise known as PHI 341. It introduces the student to the normative theories of moral philosophy as they apply to free enterprise market systems, corporations and other organizations. Students use case studies and current events to critically assess how to resolve moral issues commonly faced by managers, employees, marketers, and consumers.

Prerequisite: BUS 101, GSR 150 or the equivalent; or permission of the instructor

BUS 351 Business Finance (3)

This course examines the basic principles of financial management and provides opportunities to develop basic quantitative, research, and critical analytical skills that are useful to a financial manager. Topics include financial managerial functions and responsibilities, risk/return trade-off, ethics and social responsibility, taxation issues, financial institutions and economic environment, interest rate analysis, financial statement analysis, time value of money, and valuation techniques.

Prerequisites: ACC 208, BUS 211, 331; or permission of the instructor

BUS 353 Investments (3)

This course examines the principles of financial investing and provides opportunities to develop basic quantitative,

research, presentation and critical analytical skills that are useful to an investor. Topics include analysis of the investment environment, tools and mechanics of investing, equities, fixed income securities, mutual funds, real estate, portfolio construction and management, dealing with securities markets, research strategies, financial statement analysis and risk/return tradeoff analysis. This course incorporates student management of an actual investment fund that is a component of Gallaudet University's endowment.

Prerequisite: GSR 150 or permission of the instructor

BUS 371 Business Law I (3)

This course introduces students to the American business legal environment and covers basic concepts in contracts, the uniform commercial code, corporations and partnerships, agency, intellectual property, employment, antitrust, consumer protection, security regulation, environmental and international law, and business ethics and social responsibility.

Prerequisite: BUS 101 and GSR 150 or the equivalent; or permission of the instructor

BUS 372 Business Law II (3)

This course addresses additional legal topics required for certification as a certified public accountant, including debtor and creditor relations, negotiable instruments, real property, trusts, wills and estates.

Prerequisite: BUS 371 or permission of the instructor

BUS 414 Human Resource Management (3)

This course focuses on the successful planning, staffing, and management of personnel in small and large business organizations. Course topics include job design and organizational structure, recruitment and selection, legal issues (benefits, privacy, equal opportunity), and performance management. Special attention is paid to problems of successfully implementing human resource strategies at both the operating unit and corporate level. Through the use of case studies and real-world scenarios, the issues of workplace productivity, turnover, employee morale, and manager effectiveness are discussed.

Prerequisite: BUS 211, 331, 371; or permission of the instructor

BUS 421 Marketing Research (3)

A course that explores the functions of and use of marketing research. Topics include research design and implementation, data collection using primary and secondary sources, the design of information collection techniques

including focus groups, surveys, and interviews. Students will also learn how to analyze the information once it is gathered and how to organize and prioritize it for presentation to the client.

Prerequisites: BUS 221, 331; or permission of the instructor

BUS 431 Production and Operations Management (3)

This course examines the production phase of business activity and emphasizes developing skills to analyze methods of design and operation of production systems.

Prerequisites: BUS 211, 331; or permission of the instructor

BUS 461 Global Business (3)

The course will provide an opportunity to understand the various issues that affect a business when expanding to the global marketplace. It will provide an overview of the international political, economic, technological, cultural, and institutional environment of business, as well as an introduction to some of the managerial challenges unique to the management of the multinational enterprise (MNE). Theories and issues related to international trade, foreign direct investment, economic integration, and international monetary system will be explored.

Prerequisite: ECO 202, BUS 211, 221; or permission of the instructor

BUS 491 Senior Seminar (3)

A comprehensive course that will integrate and test the student's learning of the core subjects and preparation for employment in a field of business administration. A variety of instructional techniques may be used, including case studies, discussion groups, team teaching, and guest speakers from the business world.

Prerequisite: All required courses in the Department of Business or permission of the instructor

BUS 493 Entrepreneurship (3)

This course examines current theories about entrepreneurship and reviews the fundamental areas of business administration that every entrepreneur should know, including management, marketing, accounting, finance, and policy and strategic planning. The structure and purpose of a business plan are covered in detail.

Prerequisites: ECO 202, BUS 211, 221, 331, 351, 371; or permission of the instructor

BUS 495 Special Topics (1-3)

Students with special business interest may register for this course with approval of the department chair. Topics will require a written agreement between the student and an interested business faculty member.

Prerequisite: Senior standing; Business department majors only or permission of the department

BUS 499 Independent Study (1-3)

Prerequisite: Business department majors only or permission of the department

Computer Information Systems Courses Offered**CIS 201 Microcomputer Applications in Business (3)**

An introductory course in business PC applications, with special emphasis on Windows based software such as: Word (word processing), Excel (spreadsheet), Access (database), and PowerPoint (presentation graphics). These programs will help students improve their productivity both at school and on the job, as they are widely used in business and government agencies. This is a prerequisite for students who plan to major in CIS.

CIS 203 Management Information Systems (3)

A survey of the computer information systems discipline and hands-on experience in a variety of information systems uses such as productivity software, multimedia, decision support systems, and the Internet. An overview of the informational needs of decision makers and the methods used to provide information to them. Additionally, the course provides an introduction to general concepts of computer hardware, software, and operating systems as used in the business world and an overview of the process of programming and systems development. This is a prerequisite for students who plan to major in CIS.

CIS 302 Business Applications Development I (3)

An introductory course in the design and development of customized business applications for end-users. Specific skills areas include business information systems requirements analysis, application structure and logic design, user-interface design, and the ability to apply one or more contemporary business application development tools.

Prerequisite: CIS 203 with a grade of C or better or permission of the instructor

CIS 303 Business Applications Development II (3)

A second course in developing business application programs using a higher level programming language. Students will learn to analyze business problems, develop solutions, and write, test, and debug programs. The emphasis of the

course is on learning the logic of programming and developing advanced programming skills. The course will use an object-oriented programming language or a high-level programming language.

Prerequisite: CIS 302 with a grade of "C" or better

CIS 305 Business Information Systems Analysis and Design (3)

Strategies and techniques of analysis and design of business information systems. Topics include requirements determination and specification, logical and physical design, alternative design methods and techniques, and the use of CASE tools. Lectures are complemented with a semester-long, phased information systems analysis and design project to provide practical experience in analyzing business information systems problems and formulating computer-based solutions for them.

Prerequisite: CIS 302 with a grade of C or better

CIS 316 Business Telecommunications (3)

An introductory course in business telecommunications. This course covers current state of the data communication industry, the network development life cycle, introductory concepts and terminology in data communications, communication circuits and modems, telecommunications architecture and standards, wide area networks, telecommunications management, Internet and other public/private computer networks, and future directions in business telecommunications.

Prerequisite: CIS 302 with a grade of C or better

CIS 317 Database Design and Implementation (3)

Managing an organization's data resources using a database management system. This course includes the analysis of organizational needs, comparison of database models, entity-relationship modeling, designing relational databases, use of relational DBMSs using the Structured Query Language (SQL), and the normalization of tables in a relational database. Students are exposed to databases running on mainframe, client-server, and PC platforms.

Prerequisite: CIS 302 with a grade of C or better

CIS 402 Network Management (3)

This course will give an overview of network management and focus on daily administrative tasks of the two most popular LAN environments: Windows NT and Netware. Students will learn how to install and configure LAN servers and workstations, how to manage network printing, network file systems, security, resource sharing, user accounts, etc., and how to troubleshoot most common problems. The goal of the course is to introduce students to industry-wide certification programs such as: CNA (Certified Netware Administrator),

CNE (Certified Network Engineer), and MSE (Microsoft Systems Engineer).

Prerequisite: CIS 316 with a grade of C or better; Business department majors only or permission of the department

CIS 404 Multimedia Applications in Business (3)

This course serves as an overview of multimedia hardware and software and their applications in the business environment. Some of the topics include: multimedia hardware devices, software (graphics, animation and authoring software), graphic user interface, interactivity, object linking, and embedding. As hands-on activities, students will develop various types of applications such as business presentations, new product advertisement, and courseware application prototypes.

Prerequisite: CIS 303 with a grade of C or better; Business department majors only or permission of the department

CIS 405 Advanced Database Concepts and Applications (3)

Analysis and design of complex, multiuser databases. This course builds on the knowledge and skills acquired in CIS 317. Coverage of advanced topics in database design including database systems architecture, knowledge-based management systems, database administration, emerging database technology, and comparative database models. *Prerequisite:* CIS 317 with a grade of C or better; Business department majors only or permission of the department

CIS 406 E-Commerce (3)

This course is designed to provide students with the prerequisite skills and knowledge to participate in the ever-growing electronic business sector. Specific topics areas include key E-commerce concepts, emerging technologies related to E-commerce, business to business, business to consumers, consumers to consumers, and global business transactions.

Prerequisites: CIS 203, BUS 356, or permission of the instructor; Business department majors only or permission of the department

CIS 418 Application System Development Project (3)

A capstone course integrating the knowledge and skills acquired in the CIS core curriculum and electives. The central feature of the course is a comprehensive, semester-long computer information system development project to be completed by student teams. Whenever possible, students will be assigned real-world projects intended for actual use upon completion.

Prerequisites: CIS 303, 305, 316, 317 with a grade of C or better; Business department majors only or permission of the department

CIS 495 Special Topics (1-3)

A course that covers current topics of interest in CIS. This course is open to computer science majors and students with advanced standing in other areas of study.

Prerequisites: Senior CIS students, or permission of the instructor; Business department majors only or permission of the department

CIS 499 Independent Study (1-3)

Prerequisite: Business department majors only or permission of the department

Economics and Finance Courses Offered

ECO 201 Introduction to Economics I (3)

This course introduces students to the study of economics and provides an overview of common macroeconomic concepts. The course encourages students to understand, use, and analyze common macroeconomic concepts such as inflation, employment, consumption, national income, money, and interest rates, as well as the fundamental economic concepts of supply and demand, marginal analysis, and opportunity costs.

Prerequisite: GSR 102 or the equivalent

ECO 202 Introduction to Economics II (3)

This course provides an overview of common microeconomic concepts. The course encourages students to critically analyze common microeconomic concepts such as supply and demand, prices, markets and market structure, competition, utility, production costs, marginal analysis, and opportunity costs. The underlying theoretical basis for these concepts and how they are interrelated with each other and with the overall economy is also introduced in this course.

Prerequisite: ECO 203

ECO 205 Economics for Social Workers (3)

An introductory macroeconomics course for social work majors, with emphasis on the economic issues that social workers are likely to encounter in the course of their jobs. The course is designed to help the social work student to understand the basics of United States and global economics including: how the economy works; how economic policy is developed and implemented; and how economic policy can impact upon social workers, their clients, and the services they provide.

Prerequisite: GSR 102 or the equivalent

ECO 251 Foundations of Economics and Finance (3)

This course will provide an in-depth study of common economic institutions encountered in everyday situations for personal and family applications. Topics covered will include,

but not be limited to, how prices are established in the market; supply and demand; relationships between price and quantities bought and sold by individual consumers; money; checking and savings accounts; the banking system, credit, and interest rates; budgeting; and wages in the labor market.

Prerequisite: GSR 102 or the equivalent

ECO 301 Economic Analysis I (3)

This course expands and builds upon previous macroeconomic knowledge learned in introductory macroeconomics study. The course emphasizes the depth and breadth of the workings of the macroeconomic system through classroom examination and research, and by providing students with the experience of critically applying these concepts as they are related to current national and world events. Issues in monetary policy, employment and unemployment, inflation, aggregate demand and supply, and economic growth, and their interrelationships and policy implications are stressed. The study of these topics is structured in a manner that will serve as models for the types of analyses required in many post-graduate employment and graduate study environments.

Prerequisites: ECO 202

ECO 302 Economic Analysis II (3)

This course expands and builds upon previous microeconomic knowledge learned in introductory microeconomic study. The course emphasizes the depth and breadth of the microeconomic system through classroom examination and research, and by providing students with the experience of critically applying these concepts as they are related to current national and world events. Issues in fiscal and business policy, the competitive environment, regulation, the utilization of supply and demand, profit maximizing behavior, production and costs, and their interrelationships and policy implications are stressed. The study of these topics is structured in a manner that will serve as models for the types of analyses required in many post-graduate employment and graduate study environments.

Prerequisites: ECO 301

ECO 305 Labor Economics (3)

This course covers many of the current questions in labor economics. Foundations of wage and employment theory are included, as are practical applications of the theory for production. Issues and trends in the labor force, including participation of women, minorities, and other groups, are discussed with implications for labor supply. Government policies affecting unemployment, equal opportunity, discrimination, and comparative growth, among others, are also discussed.

Prerequisites: ECO 204

ECO 341 History of Economic Thought (3)

This course focuses on the history of economic ideas. It covers the major schools of thought in economics, beginning with mercantilism and moving through supply-side economics. Emphasis will be placed on the classical underpinnings of economics as currently practiced. The theories of Smith, Ricardo, and Malthus will lead into discussions of other economic thinkers, including Marx and Keynes.

Prerequisites: Business department majors only or permission of the department

ECO 351 Money and Banking (3)

Monetary standards, theories, and controls in relation to business cycles and full employment; credit, domestic, and foreign exchange; the nature of banking operations; the organization of a bank, the clearinghouse system; and the Federal Reserve System.

Prerequisites: ECO 202

ECO 361 International Economics (3)

The distribution of natural resources among nations; factors responsible for major movements in international trade; tariffs and other trade restrictions; means of promoting free trade.

Prerequisites: ECO 202

ECO 362 Country Analysis (3)

This course is designed to provide students with an in-depth analysis of a particular country or economic development area. The area to be studied will depend on the student's interest and the availability of faculty.

ECO 363 Comparative Economic Systems (3)

An intensive study of the different economic systems in the modern world and their adaptations in various countries. Implications for the future of these systems are discussed.

Prerequisite: GSR 102 or the equivalent

ECO 403 Research Methods in Economics (3)

This course covers research techniques, data collection, hypothesis formulation, and application of research methods to specific problems in economics. Also included are practical exercises in presenting economic research to the wider audience.

Prerequisites: ECO 323, 324; ECO 415 or MAT 130; Business department majors only or permission of the department

ECO 411 Business and Managerial Economics (3)

This course integrates much of the theory about the firm and management of the firm with the economic rationale necessary for such managerial decision making. The relationships between business and economics are exemplified, with the use of actual business applications of economics. These applications will involve both domestic and international business decisions.

Prerequisite: ECO 202 or permission of instructor

ECO 431 Mathematics for Economists (3)

This course will provide the basic mathematical techniques necessary for understanding economics, including economic modeling, equilibrium analysis, optimization techniques, financial analysis, and elements of calculus, algebra, and matrix algebra. These mathematical techniques are taught in a way to enhance an understanding of them as specifically used by economists and financial analysts.

Prerequisite: ECO 202 or permission of instructor

ECO 451 Public Finance and Policy (3)

This course will provide the foundations for economic analysis within the public context. Included will be the study of spending and tax policy within the government as well as the economic policy affecting individuals and groups within the reach of the government.

Prerequisite: ECO 202 or permission of instructor

ECO 461 Economic Development (3)

The origins, development, and present status of economic institutions are the focus of the course. World trends in population, living standards, outputs, and technology are examined.

Prerequisite: ECO 202 or permission of instructor

ECO 495 Special Topics (1-3)

Prerequisites: Business department majors only or permission of the department

ECO 499 Independent Study (1-3)

Intensive, supervised study and research on topics of the student's selection.

Prerequisites: ECO 202; Business department majors only; or permission of the department

CHEMISTRY AND PHYSICS

Dr. Charlene Sorenson, Chair

Hall Memorial Building, Room E-400A

This department contains two disciplines: chemistry and physics.

Chemistry

Chemistry is the study of the composition and reactions of substances. The study of chemistry can apply to a wide variety of fields, including forensic science, environmental studies, the development and testing of medicines, chemical engineering, agriculture and food processing, and research into new energy sources.

To declare a major in chemistry, a student must have successfully completed the following chemistry courses: CHE 107, 108, 109, and 110. For continuation in the major, the student must maintain a cumulative degree average of 2.0 or better in chemistry courses numbered 300 and above.

Physics

A thorough knowledge of physics can form a basis for work in many areas of modern science and engineering, and can provide an excellent background for the development and application of advanced technologies in medicine, law, and business.

Majors Offered

Chemistry with a B.A. Degree with specializations in
Chemical Technology
Chemistry
Chemistry with a B.S. Degree

Minor Offered

Chemistry

Requirements for a Major in Chemistry with a B.A. Degree with a Specialization in Chemical Technology

This option prepares the student for commercial laboratory work as a chemical or laboratory technician, provides the subject area courses for a student to become a science teacher (along with appropriate education courses), or supplements the courses taken in other major fields.

Required pre-major courses			8 hours
CHE	107	General Chemistry I (3)	
CHE	108	General Chemistry II (3)	
CHE	109	General Chemistry Laboratory I (1)	
CHE	110	General Chemistry Laboratory II (1)	

Required chemistry courses		18 hours
CHE 211	Organic Chemistry I (4)	
CHE 212	Organic Chemistry II (4)	
CHE 307	Analytical Chemistry I (3)	
CHE 308	Analytical Chemistry II (3)	
CHE 309	Analytical Chemistry Laboratory I (2)	
CHE 310	Analytical Chemistry Laboratory II (2)	

Elective chemistry courses		12 hours
Choose twelve hours:		
CHE 315	Organic Spectroscopy (3)	
CHE 322	Advanced Inorganic Chemistry (3)	
CHE 325	Biochemistry: Proteins and DNA (3)	
CHE 326	Biochemistry: Nutrients and Metabolism (3)	
CHE 327	Biochemistry Laboratory I (1)	
CHE 328	Biochemistry Laboratory II (1)	
CHE 341	Advanced Organic Chemistry I (2)	
CHE 342	Advanced Organic Chemistry II (2)	
CHE 495	Special Topics (1-3)	

Required related course		4 hours*
MAT 130	Precalculus (4)*	
*Three hours count toward the general studies requirement, replacing GSR 104.		

Recommended course	
CSC 100	Computer Literacy (3)

Summary of requirements	
General studies courses	40 hours
Pre-major courses	8 hours
Major and related courses	31 hours
Free elective courses	41 hours
Total	120 hours

Requirements for a Major in Chemistry with a B.A. Degree

This option prepares the student for graduate study in chemistry and for most entry-level positions as chemists in industry and government.

Required pre-major courses		8 hours
CHE 107	General Chemistry I (3)	
CHE 108	General Chemistry II (3)	
CHE 109	General Chemistry Laboratory I (1)	
CHE 110	General Chemistry Laboratory II (1)	

Required chemistry courses		26 hours
CHE 211	Organic Chemistry I (4)	
CHE 212	Organic Chemistry II (4)	

CHE 307	Analytical Chemistry I (3)	
CHE 308	Analytical Chemistry II (3)	
CHE 309	Analytical Chemistry Laboratory I (2)	
CHE 310	Analytical Chemistry Laboratory II (2)	
CHE 331	Physical Chemistry I (4)	
CHE 332	Physical Chemistry II (4)	

Elective chemistry courses		4 hours
Choose four hours:		
CHE 315	Organic Spectroscopy (3)	
CHE 322	Advanced Inorganic Chemistry (3)	
CHE 325	Biochemistry: Proteins and DNA (3)	
CHE 326	Biochemistry: Nutrients and Metabolism (3)	
CHE 327	Biochemistry Laboratory I (1)	
CHE 328	Biochemistry Laboratory II (1)	
CHE 341	Advanced Organic Chemistry I (2)	
CHE 342	Advanced Organic Chemistry II (2)	
CHE 495	Special Topics (1-3)	

Required related courses		20 hours*
MAT 130	Precalculus (4)*	
MAT 150	Calculus I (4)	
MAT 205	Calculus II (4)	
PHY 107	General Physics I (3)	
PHY 108	General Physics II (3)	
PHY 109	General Physics Laboratory I (1)	
PHY 110	General Physics Laboratory II (1)	
*Three hours count toward the general studies requirement, replacing GSR 104.		

Recommended courses	
CSC 100	Computer Literacy (3)
CSC 130	Computer Programming I (3)
MAT 206	Calculus III (4)
and one of the following languages:	
FRE 111	Basic French I (4)
FRE 112	Basic French II (4)
or	
GER 111	Basic German I (4)
GER 112	Basic German II (4)

Summary of requirements	
General studies courses	40 hours
Pre-major courses	8 hours
Major and related courses	47 hours
Free elective courses	25 hours
Total	120 hours

Requirements for a Major in Chemistry with a B.S. Degree

The Bachelor of Science degree in chemistry provides an opportunity for a chemistry major to take a more rigorous calculus-based course of study in chemistry. This option prepares the student for graduate study in chemistry and for most entry-level positions as chemists in industry and government.

Required pre-major courses		18 hours
BIO	107	Principles of Biology for Science Majors I (3)
BIO	109	Principles of Biology Laboratory for Science Majors I (1)
BIO	401	Research Methods in Biology I (3)
CHE	107	General Chemistry I (3)
CHE	108	General Chemistry II (3)
CHE	109	General Chemistry Laboratory I (1)
CHE	110	General Chemistry Laboratory II (1)

Choose one course:

BIO/CHE	240	Computer Applications for Scientists (3)
CSC	130	Computer Programming I (3)

Required chemistry courses		32 hours
CHE	211	Organic Chemistry I (4)
CHE	212	Organic Chemistry II (4)
CHE	307	Analytical Chemistry I (3)
CHE	308	Analytical Chemistry II (3)
CHE	309	Analytical Chemistry Laboratory I (2)
CHE	310	Analytical Chemistry Laboratory II (2)
CHE	322	Advanced Inorganic Chemistry (3)
CHE	331	Physical Chemistry I (4)
CHE	332	Physical Chemistry II (4)

Choose one course from the following:

CHE	325	Biochemistry: Proteins and DNA (3)
CHE	326	Biochemistry: Nutrients and Metabolism (3)

Required related courses		16 hours
MAT	150	Calculus I (4)
MAT	205	Calculus II (4)
PHY	151	Physics I (3)
PHY	152	Physics II (3)
PHY	153	Physics I Laboratory (1)
PHY	154	Physics II Laboratory (1)

Recommended courses

MAT	206	Calculus III (4)
CSC	150	Computer Programming II (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	18 hours
Major and related courses	48 hours
Free elective courses	14 hours
Total	120 hours

Requirements for a Minor in Chemistry

Required pre-minor courses		14-15 hours
CHE	107	General Chemistry I (3)
CHE	108	General Chemistry II (3)
CHE	109	General Chemistry Laboratory I (1)
CHE	110	General Chemistry Laboratory II (1)
MAT	101	Introductory Mathematical Applications (3)
MAT	102	Introductory Probability and Statistics (3)
or		
MAT	130	Precalculus (4)

Required courses		18 hours
CHE	211	Organic Chemistry I (4)
CHE	212	Organic Chemistry II (4)
CHE	307	Analytical Chemistry I (3)
CHE	308	Analytical Chemistry II (3)
CHE	309	Analytical Chemistry Laboratory I (2)
CHE	310	Analytical Chemistry Laboratory II (2)
Total		32-23 hours

Chemistry Courses Offered

CHE 103 Introduction to Chemistry I (3)

This course is designed for liberal arts students with little or no background in chemistry who do not intend to major in any science. Basic topics include the scientific method, composition of matter, atomic structure, nuclear chemistry, bonding, chemical formulas and equations, and basic organic chemistry. Knowledge of basic math will be used to solve the most basic problems; for example, for simple unit conversions and stoichiometry of chemical reactions. A simultaneous laboratory course, CHE 105, should be registered for separately. Three one-hour lectures a week.

Prerequisite or corequisite: GSR 102 or equivalent

Corequisite: CHE 105

CHE 104 Introduction to Chemistry II (3)

This course is a continuation of CHE 103 and explores various applications and implications of chemistry in our daily lives, such as polymers, metals and minerals, environmental chemistry, energy resources of the earth, food chemistry and nutrition,

drugs, and poisons. A simultaneous laboratory course, CHE 106, is required and should be registered for separately. Three one-hour lectures a week.

Prerequisite: CHE 103

Corequisite: CHE 106

CHE 105 Introduction to Chemistry Laboratory I (1)

This laboratory covers topics such as metric and temperature measurements, physical and chemical changes, basic reactions, pH and basic organic chemistry. The student develops basic skills in writing laboratory reports. One two-hour laboratory a week.

Corequisites: CHE 103

Course fee: \$35

CHE 106 Introduction to Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE 105 and covers such topics as water pollution, soap making, synthesis of nylon, properties of hard water, and analysis of food and a simple organic synthesis. The student continues to develop laboratory report writing skills. One two-hour laboratory a week.

Prerequisite: CHE 105

Corequisite: CHE 104

Course fee: \$35

CHE 107 General Chemistry I (3)

Designed for science majors, this is the first of a two-semester sequence and is designed to help students become familiar with the properties and reactions of matter. This course will also address modern applications of these concepts. Specific topics for this course include: observation of properties and changes, scientific method, unit conversions and measurements, chemical formulas, balancing equations, predicting products and yields, reactions and reaction types, the Ideal Gas Law, thermodynamics, molecular and atomic structure of matter, and orbital hybridization.

Prerequisite/corequisite: GSR 102 or equivalent; MAT 130 or MAT 125, 126

Corequisite: CHE 109

CHE 108 General Chemistry II (3)

Designed for science majors, this course is the second of a two-semester sequence and is designed to help students become familiar with the properties and reactions of matter. This course will also address modern applications of these concepts. Specific topics for this course include: chemical bonding concepts, solution chemistry, colligative properties, kinetics, equilibrium, acids and bases, solubility and equilibria, entropy, free energy, electrochemistry, and nuclear chemistry.

Prerequisite: CHE 107

Corequisite: CHE 110

CHE 109 General Chemistry Laboratory I (1)

A laboratory course to accompany CHE 107, this course enables students to develop skills appropriate to the first-year chemistry course for science majors. Experiments for this course include: observation of properties and changes, measurements, observing activities and reactions for the various types of reactions, obtaining quantitative and qualitative information regarding products, and the use of computer simulations.

Corequisite: CHE 107

Course fee: \$35

CHE 110 General Chemistry Laboratory II (1)

A laboratory course to accompany CHE 108, this course enables students to develop skills appropriate to the first-year chemistry course for science majors. Experiments for this course include: quantifying thermodynamic changes, observing colligative properties, evaluation of chemical kinetics, evaluation of acid/base reactions via titration, and the use of computer simulations.

Prerequisite: CHE 109

Corequisite: CHE 108

Course fee: \$35

CHE 211 Organic Chemistry I (4)

This is the first course of a two-semester sequence. A study of the structure, nomenclature, reactions and spectroscopy of organic compounds. Functional groups such as alkanes, alkyl halides, alcohols, and ethers are discussed. The laboratory covers the techniques for preparing and purifying organic compounds. Three lectures and one three-hour laboratory.

Prerequisites: CHE 107, 108, 109, 110; or permission of the instructor

Course fee: \$35

CHE 212 Organic Chemistry II (4)

The second course in a two-semester sequence. A functional group approach to organic chemistry with an emphasis on alkenes, alkynes, aromatic compounds, aldehydes, ketones, carboxylic acids, and amines. The laboratory covers the techniques for preparing and purifying organic compounds. Three lectures and one three-hour laboratory.

Prerequisites: CHE 211; or permission of the instructor

Course fee: \$35

CHE 240 Computer Applications for Scientists (3)

This course introduces students to the use of spreadsheet and computer programming for data exploration, process modeling, information visualization and instrument/robot control. Taught jointly by the Biology and Chemistry & Physics faculty.

Prerequisites: BIO 108; or CHE 108; or PHY 108; or PHY 153; MAT 130

Course fee: \$25

CHE 250 Introduction to Forensic Science (3)

This course investigates the chemical aspects and applications of forensics studies. The lecture and the laboratory provide a means to develop skills in the following areas: soil analysis and organic analysis, fingerprint analysis and foot print analysis, hair analysis, fiber analysis, physical evidence evaluation, document examination, forensic anthropology, forensic toxicology and drug analysis.

Prerequisites: One year of either Biology with lab or Chemistry with lab.

Course fee: \$35

CHE 307 Analytical Chemistry I (3)

This is the first course of a two-semester course sequence on basic quantitative methods of chemical analysis. The course focuses on basic analytical tools, such as measurements, analysis of experimental errors, gravimetric methods and volumetric analysis.

Prerequisites: CHE 108, 110; MAT 101, 102 or 130

Corequisite: CHE 309

CHE 308 Analytical Chemistry II (3)

This is the second and last course of a one-year course sequence on basic quantitative methods of chemical analysis. The second semester covers instrumental topics, such as potentiometry, spectroscopy, analytical separations, chromatographic methods and quality assurance.

Prerequisites: CHE 309; MAT 101, 102 or 130

Corequisite: CHE 310

CHE 309 Analytical Chemistry Laboratory I (2)

This is the first laboratory course of a two-laboratory course sequence, focusing on applications of the basic quantitative methods of chemical analysis in the laboratory. The course focuses on basic analytical tools, such as measurements, analysis of experimental errors, quality assurance, gravimetric methods and volumetric analysis. Two three-hour laboratory sessions per week.

Prerequisites: CHE 108, 110; MAT 101, 102 or 130

Corequisite: CHE 307

Course fee: \$35

CHE 310 Analytical Chemistry Laboratory II (2)

This is the second and last laboratory course of a two-laboratory course sequence, focusing on applications of the basic quantitative methods of chemical analysis in the laboratory. This course focuses on instrumental methods, such as pH, spectroscopy, analytical separations and chromatographic methods. Two three-hour laboratory sessions per week.

Prerequisites: CHE 307, 309; MAT 101, 102 or 130

Corequisite: CHE 308

Course fee: \$35

CHE 315 Organic Spectroscopy (3)

The identification of organic compounds using various types of spectroscopy. Two lectures and one three-hour laboratory each week.

Prerequisite: CHE 212

CHE 322 Advanced Inorganic Chemistry (3)

Application of modern chemical theories of structures, bonds, and reactions to inorganic substances.

Prerequisites: CHE 212

CHE 325 Biochemistry: Proteins and DNA (3)

A study of the principles and reactions that involve proteins and DNA in biological systems. The course investigates the structure and chemistry of amino acids, the combination of the amino acids in the formation of proteins, the function and structure of proteins, the building blocks of DNA, the chemistry and structure of DNA, the structure of RNA, the replication of DNA, and current topics in biochemical/biomedical engineering.

Prerequisites: CHE 212; BIO 102 or 332

CHE 326 Biochemistry: Nutrients and Metabolism (3)

A study of the principles and reactions that occur upon the intake of nutrients (including carbohydrates, lipids, and proteins) in biological systems. The course will evaluate the processes by which nutrients are metabolized. The breakdown of substances taken in from the environment will be studied. This will be followed by an analysis of the reactions that create the molecules necessary and usable by living organisms.

Prerequisites: CHE 212; BIO 102 or 332

CHE 327 Biochemistry Laboratory I (1)

A laboratory course to accompany CHE 325. Qualitative and quantitative experiments related to ordinary biological-chemical materials. One three-hour laboratory.

Corequisite: CHE 325

Course fee: \$35

CHE 328 Biochemistry Laboratory II (1)

A laboratory course to accompany CHE 326. Qualitative and quantitative experiments related to ordinary biological-chemical materials. One three-hour laboratory.

Prerequisite: CHE 327

Corequisite: CHE 326

Course fee: \$35

CHE 331 Physical Chemistry I (4)

The first course of a two-semester sequence. An introduction to the basic laws of thermodynamics and the application of these laws to chemical equilibria, phase equilibria, electrochemistry, and biochemistry. The laboratory part of the course covers the observation, measurement and calculation of various physical properties. Three lectures and one three-hour laboratory.

Prerequisites: PHY 108, 110 or PHY 152, 154; MAT 205

Course fee: \$35

CHE 332 Physical Chemistry II (4)

The second course of a two-semester sequence. An introduction to quantum mechanics, chemical kinetics, and statistical mechanics. The laboratory part of this course covers the observation, measurement and calculation of various physical chemical properties. Three lectures and one three-hour laboratory.

Prerequisite: CHE 331

Course fee: \$35

CHE 341 Advanced Organic Chemistry I (2)

The first course of a two-semester sequence. A study of the structure of organic molecules on a more advanced level using molecular orbital theory. The mechanisms of some reactions are studied using molecular orbital theory. Two lectures.

Prerequisite: CHE 212

CHE 342 Advanced Organic Chemistry II (2)

The second course of a two-semester sequence. A detailed study of the reaction mechanisms of several organic chemistry reactions. Two lectures.

Prerequisite: CHE 341

CHE 420 Pharmacology (3)

This course is cross-listed and is otherwise known as HSL 785. This course provides the student with a better understanding of pharmacology from chemical and biochemical perspectives. The areas covered in this course include: classifications of drugs, routes of ingestion, chemical and biochemical structures of medications, metabolism of drugs, effects of drugs, and the relationship between the structures of some drugs and the structures of some important chemicals in the body. The course also covers material specifically related to ototoxic medications.

Prerequisites: CHE 211; or enrollment in the graduate Hearing, Speech and Language Sciences program; or permission of the instructor.

CHE 495 Special Topics (1-3)

Topics not taught in other courses.

Course fee: Varies by section

CHE 499 Independent Study (1-3)

Reading, research, discussion, or laboratory according to the needs of the student.

Physics Courses Offered**PHY 105 Basic Circuit Analysis (3)**

An introduction to electronics fundamentals. The course topics include current flow, voltage, resistance, Ohm's Law, magnetism, electrical measurements, series and parallel circuits, Kirchhoff's Laws, Thevenin's theorem, Norton's theorem, bridge circuits, inductance, capacitance, alternating current, AC meters, oscilloscopes, capacitors in AC circuits, RC circuits, inductors in AC circuits, RL circuits, transformers, transformer applications, tuned circuits, and LC filters. Supplemental mathematics and data analysis topics will be introduced.

Corequisite: PHY 105L

PHY 105L Basic Electronics Laboratory (1)

A laboratory course that illustrates topics discussed in Physics 105 including current flow, voltage, resistance, Ohm's Law, magnetism, electrical measurements, series and parallel circuits, Kirchhoff's Laws, Thevenin's theorem, Norton's theorem, bridge circuits, inductance, and capacitance. Three hours of laboratory.

Corequisite: PHY 105

PHY 107 General Physics I (3)

The first course of a two-semester sequence. An introduction to traditional topics in classical and modern physics: classical mechanics, fluids, waves and sound. Emphasis is on development and application of analytic (non-calculus) and computer-based modeling and problem solving methods.

Prerequisites or corequisites: MAT 130 or MAT 102; GSR 102 or the equivalent

Corequisite: PHY 109

PHY 108 General Physics II (3)

The second course of a two-semester sequence. An introduction to traditional topics in classical and modern physics: temperature, gas dynamics, and thermodynamics electricity, magnetism, light, optics, quantum theory, atomic and molecular structure, radioactivity, and nuclear structure. Emphasis is on development and application of analytic (non-calculus) and computer-based modeling and problem solving methods.

Prerequisite: PHY 107

Corequisite: PHY 110

PHY 109 General Physics Laboratory I (1)

A laboratory course to accompany PHY 107. It provides a project-centered experience in doing science: planning, collecting data, visualizing data and science processes, reviewing current research and technologies, critiquing alternatives and publishing results.

Prerequisites: MAT 130 or MAT 102, either of which may be taken concurrently, GSR 102 or the equivalent

Corequisites: PHY 107

Course fee: \$35

PHY 110 General Physics Laboratory II (1)

A laboratory course to accompany PHY 108. It provides a project-centered experience in doing science: planning, collecting data, visualizing data and science processes, reviewing current research and technologies, critiquing alternatives and publishing results.

Prerequisite: PHY 109

Corequisite: PHY 108

Course fee: \$35

PHY 121 Earth Systems and Processes (3)

This course studies the earth system, hazardous geologic processes, and earth resources. Models that quantify the cycling of elements within the Earth system provide a unifying theme in the course. Study of cycles of the elements makes explicit the Earth's "metabolic" processes and uncovers the facts of human dependence on maintenance of natural recycling processes.

Prerequisite or corequisite: GSR 102 or the equivalent

Corequisite: PHY 123

PHY 122 Space and Astronomical Science (3)

This course studies our solar system and the universe with special emphasis on planetary science and the possibilities for space travel. Nearby planets and moons will be contrasted with Earth to highlight the uniqueness of our planet.

Prerequisite or corequisite: GSR 102 or the equivalent

Corequisite: PHY 124

PHY 123 Earth Systems and Processes Laboratory (1)

Case studies of explorations, catastrophes, technology application and human disturbance will provide focus for project work confronting a question or challenge that requires experimental design, implementation, data collection and publication of results.

Corequisite: PHY 121

Course fee: \$35

PHY 124 Space and Astronomical Science Laboratory (1)

Case studies and science fiction accounts of explorations, resource extraction, technology application will provide focus for project work confronting a question or challenge that requires experimental design, implementation, data collection and publication of results.

Corequisite: PHY 122

Course fee: \$35

PHY 141 Introduction to Engineering Design (3)

This course introduces the student to product design and development, including product investigation, design, manufacture, assembly and performance evaluation by means of a semester-long project. Fundamentals of design and project-related technicalities will be taught in class lectures and actual project implementation will be accomplished in teams.

Prerequisite/corequisite: MAT 150

PHY 151 Physics I (3)

This introductory physics course develops a view of the universe as a clocklike mechanism where change is continuous, observers do not affect their measurements, identical experiments yield identical outcomes and the laws of physics are never violated. It uses methods of calculus to investigate topics in the kinematics and dynamics of particles and rigid bodies, phases of matter, geometrical optics, optical instruments and Einstein's theory of relativity.

Prerequisite: MAT 150

PHY 152 Physics II (3)

This introductory physics course develops a view of the universe as a realm of uncertain possibilities, where change may be discontinuous, measuring may cause different experimental results, identical experiments yield many different outcomes and the laws of physics are violated under certain conditions. It uses methods of calculus to investigate topics in electricity and magnetism, vibrations/wave motion, quantum physics, atomic and nuclear physics, heat, ideal gas laws, thermodynamics, and quantum statistical physics.

Prerequisite: PHY 151

PHY 153 Physics I Laboratory (1)

This is the companion laboratory to PHY 151 Physics I. Through a sequence of selected experiments, students will practice experiment design, report writing, use of standard instrumentation, data visualization, and error analysis skills.

Prerequisite/corequisite: PHY 151

Course fee: \$35

PHY 154 Physics II Laboratory (1)

This is the companion laboratory course to PHY 152. Through a sequence of selected experiments, students will practice experiment design, report writing, use of standard instruments, data visualization, and error analysis skills.

Prerequisite/corequisite: PHY 152

Course fee: \$35

PHY 205 Digital Devices and Designs (3)

This course trains participants to start from the description of a control, computing, communication or information processing task, develop a state diagram of the process and design a digital circuit that will perform the task. Three hours of lecture per week.

Prerequisites: GSR 102 or the equivalent, MAT 013 or the equivalent

PHY 207 Introduction to Microprocessors (3)

An introduction to microprocessor programming and electronics. The course topics include number systems and codes, microcomputer basics, addressing modes, binary arithmetic, branching, programming algorithms, microprocessor architecture, microprocessor instruction set, stack operations, subroutines, I/O operations, interrupts, interface fundamentals, the peripheral interface adapter, and using the PIA.

Prerequisite: Permission of the instructor

Corequisite: PHY 207L

PHY 207L Basic Microprocessors Lab (1)

A laboratory course that illustrates topics covered in PHY 207. Three hours of laboratory.

Corequisite: PHY 207

PHY 215 Introduction to Digital Circuits (1)

This is a laboratory course that provides experience building, troubleshooting and testing progressively more complex, functioning digital circuits. Three hours of laboratory per week.

Prerequisites: GSR 102 or the equivalent, MAT 013 or the equivalent

PHY 495 Special Topics (1-3)

Topics not taught in other courses.

Prerequisite: Permission of the instructor

PHY 499 Independent Study (1-3)

Reading and discussion, or laboratory work, according to the needs of the student.

Prerequisite: Permission of the instructor

COMMUNICATION STUDIES

Dr. Robert Harrison, Chair
Kendall Hall, Room 102

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.

Honors in Communication Studies

Academically qualified students may graduate with distinction in the major by satisfying the following requirements for Honors in Communication Studies: successful completion (with grade of "B" or better) of a two-semester independent honors thesis project (through COM 499H) under the supervision of a faculty member plus completion of all requirements for graduation with a minimum grade point average of 3.5 in the major and 3.0 overall.

Lambda Pi Eta Honor Society

Communication studies major and minors are encouraged to strive for membership in Lambda Pi Eta, the official honor society of the National Communication Association, established in 1985 as an accredited member of the Association of College Honor Societies. The goals of Lambda Pi Eta are to encourage and recognize scholastic achievement, stimulate interest in communication, promote professional development, exchange ideas about the field, foster close relationships among faculty and students, and explore options for graduate study. The department founded the Iota Nu chapter of Lambda Pi Eta in the spring of 2000, joining over 400 colleges and universities with chapters around the world. To achieve the honor of Lambda Pi Eta membership, students must have junior or senior standing with a minimum cumulative grade point average of 3.0, must have completed at least 12 hours in communication studies with a grade point average of 3.25 or higher, must be in the upper 35% of their class, and are required to be enrolled full-time in good standing.

Major Offered

Communication Studies

Minors Offered

Communication Studies
 Journalism

Requirements for a Major in Communication Studies

For admission to the communication studies major, students must have a cumulative grade point average of 2.5 or better. A student majoring in communication studies can have no more than one "D" or "D+" in his or her major courses plus must maintain a cumulative grade point average of 2.5 or better.

Required pre-major courses 9 hours
 COM 280 Group Discussion (3)

Choose one course:

DST 101	Introduction to Deaf Studies (3)
GSR 103	American Sign Language and Deaf Studies (3)
HSL 101	Communication, Culture, and Consumerism (3)

Choose one course:

PSY 201	Introduction to Psychology (3)
SOC 101	Introduction to Sociology (3)

Required courses 15 hours

COM 290	Public Speaking (3)
COM 324	Interpersonal Communication (3)
COM 340	Business and Professional Communication (3)
COM 350	Introduction to Mass Communication (3)
COM 380	Theories of Human Communication (3)

Note: Majors should complete COM 280 Group Discussion and COM 290 Public Speaking before taking 300- and 400-level courses in this program.

Elective courses 15 hours

Choose 15 hours:

COM 270	Parliamentary Procedure (3)
COM 330	Intimate Communication (3)
COM 360	Introduction to Public Relations (3)
COM 390	Communication Accessibility (3)
COM 400	Persuasion (3)
COM 410	Advanced Public Speaking (3)
COM 420	Nonverbal Communication (3)
COM 430	Gender and Communication (3)

COM	440	Intercultural Communication (3)
COM	450	Political Communication (3)
COM	460	Organizational Communication (3)
COM	470	Family Communication (3)
COM	475	Communication Law in America (3)
COM	480	Argumentation and Debate (3)
COM	493	Senior Seminar (2-3)
COM	495	Special Topics (3)
COM	499	Independent Study (1-3)

Required related courses 4-6 hours

Take one field experience course:

CAP 320 Field Experience (1-3)*

**Field experience (internship) should be completed off-campus during spring or summer of junior year.*

Take one of the following English courses:

ENG	380	Writing for the Business and Professional World (3)
ENG	381	Editing (3)
ENG	385	Fundamentals of Journalism (3)
ENG	396	Technical and Managerial Writing (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	9 hours
Major and related courses	34-36 hours
Free elective courses	35-37 hours
Total	120 hours

Note: Students may not repeat the same course offered by the department more than twice.

Requirements for a Minor in Communication Studies

Required courses 18 hours

COM	280	Group Discussion (3)
COM	290	Public Speaking (3)
COM	324	Interpersonal Communication (3)
COM	340	Business and Professional Communication (3)
COM	350	Introduction to Mass Communication (3)
COM	380	Theories of Human Communication (3)

Elective Courses 3 hours

Choose three hours of electives in consultation with the department.

Total 21 hours

Requirements for a Minor in Journalism

Students planning to minor in journalism must complete either ENG 204 or the equivalent and provide evidence of writing effectiveness (a writing sample) to the English and Communication Studies Department chairs. Courses taken to satisfy major requirements in either communication studies or English cannot be counted toward this minor.

Required courses 12 hours

COM	350	Introduction to Mass Communication (3)
COM	360	Introduction to Public Relations (3)
ENG	381	Editing (3)
ENG	385	Fundamentals of Journalism (3)

Elective courses 6 hours

Choose six hours:

BUS/PHI	341	Business Ethics (3)
COM	495	Special Topics (writing-related issues) (3)
ENG	375	Media Literacy (3)
ENG	395	Advanced Composition (3)
ENG	396	Technical and Managerial Writing (3)
ENG	495	Special Topics (writing-related issues) (3)

Total 18 hours

Courses Offered

COM 270 Parliamentary Procedure (3)

The rules of parliamentary procedure and their correct application to the management of campus and other organizations.

COM 280 Group Discussion (3)

Process of thinking and problem solving in committees and small groups; methods of leading and participating in discussions and conferences.

Prerequisite: ENG 102 or GSR 102, or the equivalent; or permission of the department

COM 290 Public Speaking (3)

The course emphasizes the principles involved in the selection and organization of ideas and their effective presentation to a group.

Prerequisite: ENG 102 or GSR 102, or the equivalent; or permission of the department

COM 324 Interpersonal Communication (3)

This course will provide for the experiential learning of the elements of effective interpersonal communication. Students will observe, record, and analyze interpersonal transactions; opportunities for improving interpersonal skills will be provided.

Prerequisites: COM 280 or 290; Personal Training majors are required to take COM 290

COM 330 Intimate Communication (3)

Examination of the communication components of intimate relationships. Emphasis on the nature of intimate relationships, their development, dynamics, and deterioration.

Prerequisite: COM 280 or 290

COM 340 Business and Professional Communication (3)

This course prepares students to be effective communicators in the workplace and includes interviewing, professional presentations at staff meetings, business writing, and interaction with a variety of professionals.

Prerequisite: COM 280 or 290

COM 350 Introduction to Mass Communication (3)

A critical study of the development, scope, influence, and theories of mass communication in America.

Prerequisites: COM 280, 290; junior or senior standing, or permission of the department

COM 360 Introduction to Public Relations (3)

Provides a broad overview of components of public relations in the public, private, and nonprofit sectors. Examines the concept of public relations as an ongoing process. Exposes students to the basic knowledge, skills, strategies, and tools used by practitioners.

Prerequisite: COM 280 or COM 290; COM 350

COM 380 Theories of Human Communication (3)

A survey of conceptual approaches to the study of human communication. Emphasis on theories that focus on speaker and message aspects, and the use of communication strategies in the forming, building, and dissolution of relationships. Interdisciplinary perspectives are used.

Prerequisites: COM 280, 290

COM 390 Communication Accessibility (3)

The ability to have access to communications is an important foundation for empowerment of people who are deaf and hard of hearing. This course explores how communication accessibility is achieved through study of current

and emerging technology, trends in industry, public policies, and the government agencies that enforce these policies. Access to telecommunications (including Internet and wireless communications, relay services, etc.), information, video media, emergency services, public accommodations, employment, education, and other contexts are included.

Prerequisite: COM 280 or 290

COM 400 Persuasion (3)

A study of the ways in which beliefs, attitudes, and behavior are affected by communication. The findings of behavioral research and contemporary theories are employed to demonstrate the workings of persuasion in political campaigns, advertising, and everyday life.

Prerequisites: COM 280 or 290 and upper-class standing

COM 410 Advanced Public Speaking (3)

An approach to the study of public speeches and speech-making based on theory, performance, and criticism. Students will both write and deliver their own addresses and learn principles for rhetorical criticism of others' speeches.

Prerequisite: COM 290

COM 420 Nonverbal Communication (3)

A study of the theories and research on the influence of artifacts, appearance, facial expression, gestures, paralanguage, posture, movement, space, time, and touch on human interaction. Opportunities for analysis and application of learned principles through in-class exercises, simulations, videotaped sessions, and original field research.

Prerequisite: COM 280 or 290

COM 430 Gender and Communication (3)

An introduction to the study of gender differences and sex role stereotypes as they affect communication in various contexts, and the implications and consequences of each.

Prerequisites: COM 280 or 290; junior or senior standing; and permission of the instructor

COM 440 Intercultural Communication (3)

An examination of the role played by communication in the bridging and separating of cultures. How norms, values, and expectations concerning the communication act itself differ from culture to culture, and how these differences affect intercultural encounters.

Prerequisite: COM 280 or 290

COM 450 Political Communication (3)

An examination of the persuasive strategies used by mainstream politicians, social activists, and propagandists. Special emphasis is on the rituals and implicit rules of conducting public information campaigns and electoral campaigns, and the relationship among politicians, the voting public, and the mass media that link them.

Prerequisite: COM 280 or 290

COM 460 Organizational Communication (3)

The role of communication in complex organizations. Emphasis upon the role of communication styles of managers and employees in the creation of corporate culture. Dissemination of messages within and among divisions of organizations. Use of such diagnostic tools as the ICA Communication Audit to identify dysfunctional communication patterns.

Prerequisite: COM 280 or 290

COM 470 Family Communication (3)

Examination of the communication concepts that are fundamental to understanding interaction in the family. Exploration of how communication affects the development, maintenance, and enhancement of family relations.

Prerequisite: COM 280 or 290

COM 475 Communication Law in America (3)

Exploration of the legal constraints upon the act of communication; topics will include libel, invasion of privacy, copyright, trademark, obscenity, as well as regulations of electronic media and the Internet.

Prerequisites: Junior standing; COM 280 or 290; ENG 203 or the equivalent

COM 480 Argumentation and Debate (3)

The process of arriving at reasons and conclusions; practice in debate; projects in analysis, research, ordering of arguments, and refutation.

Prerequisite: COM 290

COM 493 Senior Seminar (2-3)

Advanced study of topics related to communication. May be repeated for different content areas.

Prerequisite: Permission of the instructor. Senior standing

COM 495 Special Topics (1-3)

Special topics, current issues, or areas of interest not included in other courses offered by the department. May be repeated with different content areas.

Prerequisites: COM 280 or 290; and permission of the department

COM 499 Independent Study (1-3)

Reading, research, discussion, or laboratory work, according to the interests of the student. Title indicating the content must be available at registration.

Prerequisite: Permission of the department chair

COMPUTER INFORMATION SYSTEMS

Please see the Computer Information Systems major information listing under the Business Department.

COMPUTER SCIENCE

Please see Computer Science major information and course listing under the Mathematics and Computer Science Department.

COUNSELING

Dr. Roger Beach, Chair
Fowler Hall, Room 107

The Department of Counseling offers graduate-level programs for the professional preparation of counseling specialists to work with deaf people. The program of studies is 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, Hearing, Speech, and Language Sciences, and Educational Foundations and Research. Elective courses are also available through the Consortium of Universities of the Washington Metropolitan Area.

The school counseling, community counseling, and mental health counseling programs are open to deaf and hard of hearing and physically disabled people who are eligible for admission to the Graduate School.

In addition to the teaching faculty, a large number of outstanding professional and lay leaders from the Washington, D.C., area lecture and participate in the training program.

Practicum sites are available on and off campus. They include 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 as well as public and private rehabilitation agencies.

Courses Offered

COU 330 Introduction to Careers in School and Rehabilitation Counseling with Deaf People (3)

This course is designed to introduce undergraduate students to professional counseling work in school and rehabilitation settings serving deaf and multihandicapped deaf people. The course will provide students with a knowledge of the work and role of professional counselors serving people in school or rehabilitation settings. In addition, the course

will provide knowledge to facilitate active consumerism among and for deaf people.

Prerequisite: PSY 201 or SOC 101, or permission of the instructor

COU 351 Techniques of Student Development: The Resident Advisor I (1)

This course focuses on the acquisition of the theoretical knowledge of student development and skills necessary in the provision of supervised care for children and young adults. In particular, students develop the skills necessary to function in the role of a residential advisor and begin to make application of these skills within the Student Life program of the University. The course is part of a sequence. A second semester course, COU 352, is required.

Prerequisite: Permission of the department chair

COU 352 Techniques of Student Development: The Resident Advisor II (1)

This course, the second in the series, focuses on the acquisition of the theoretical knowledge of student development and skills necessary in the provision of supervised care for children and young adults. In particular, students develop the skills necessary to function in the role of a residential advisor and begin to make practical application of these skills within the Student Life program of the University.

Prerequisites: COU 351; permission of the department chair

DEAF STUDIES

Please see Deaf Studies major information and course listing under the American Sign Language and Deaf Studies Department.

ECONOMICS

Please see the Economics major information and course listing under the Business Department.

EDUCATION

Dr. Cynthia Neese Bailes, Chair

Fowler Hall, Room 304

*Dr. Helen R. Thumann, Teacher Education Program Director,
Fowler Hall, Room 307*

The Department of Education offers four separate undergraduate specializations in teacher preparation: early childhood, elementary education, secondary education and K – 12 Physical Education. Each of these programs provides students with the prerequisites for certification in general education for the public schools of Washington, D.C., and a number of states. Certification in general education is now required by many programs prior to specialization at the graduate level in fields such as education of deaf students, educational media, and other areas of special education.

Students in early childhood education and elementary education must major in education. Students pursuing any secondary education focus must be accepted as a major in a content area such as biology, English, history, mathematics, or physical education. Each of these programs includes coursework in psychology, human development, teaching methods, curriculum, and a supervised field practicum experience (student teaching) in nearby school settings.

All students who wish to major in education, or in a content area and secondary education, must apply for admission to teacher education by completing and returning an application form to the Department of Education in Fowler Hall, Room 304. The fall application deadline is the second Friday in October and the spring application deadline is the fourth Friday in February. Applications are accepted twice a year for admission. Only a limited number of students can be accepted. Applicants should meet the following criteria:

- Completed Undergraduate Teacher Education Program Application.
- Submission of a minimum of three recommendations by current and former professors.

- Praxis 1 scores (two of the three scores on the Praxis 1 must be above 167)
- A 2.75 or higher cumulative grade point average.
- Submission of a portfolio including a resume, educational philosophy and lesson plan.
- An interview with the Undergraduate Teacher Education Admissions Committee.

Students who are thinking about making an application are encouraged to take one or more of the following courses that are part of the program requirements, but which are available without formal admission to the program major: EDF 323, EDU 250, EDU 311, LIN 101, and PSY 201.

The undergraduate teacher preparation program has received state approval from the Board of Examiners of the District of Columbia Public Schools and accreditation from the National Council on the Accreditation of Teacher Education. This approval means that graduates of the program will qualify for a professional teaching credential in regular education in the District of Columbia and those states with whom the D.C. schools have signed an interstate reciprocity agreement.

Major Offered

Education with specializations in:

Early Childhood
Elementary
Secondary

- Biology, English, Mathematics, or Social Studies
- K-12 Physical Education/Teacher Education

Requirements for Admission to the Teacher Education Program and Student Teaching

Students wishing to obtain a B.A. or B.S. degree in the teacher education program must meet the following Undergraduate Education requirements:

Admission to Teacher Education*

Admission to teacher education is conditional upon acceptance by an Admissions Committee of the Undergraduate Teacher Education Admissions Committee

- Application for admission to teacher education is to be made upon satisfactory completion of or while enrolled in the EDU 250 - Introduction to Education course. (Students are encouraged to apply no later than the second semester of their sophomore year in order to complete the program in two years.)
- Students wishing to major in secondary education or K – 12 Physical Education, must first be accepted in their content area major such as

biology, English, history, mathematics, or physical education).

- Criteria considered for admission to the teacher education program include:
 1. Completed Undergraduate Teacher Education Program application.
 2. Praxis 1 scores (students must score 167 or higher on 2 of the 3 Praxis 1 tests)
 3. Submission of a minimum of three disposition evaluations by current and former professors.
 4. A 2.75 or higher cumulative grade point average.
 5. Submission of portfolio including a resume, educational philosophy and lesson plan.
 6. A personal interview with member(s) of the Undergraduate Teacher Education Admissions Committee.

Admission to Student Teaching*

Admission to student teaching is conditional upon approval by the Student Teaching Committee of the Department of Education.**

- Application for admission to student teaching is to be made after satisfactory completion of 90 semester hours
- Criteria considered for admission to student teaching would include:
 1. A 2.75 cumulative grade point average with grades of B or higher in education courses and a C+ or better in all pre-professional and pre-major courses.
 2. For those students in secondary education, a grade point average of 2.75 or higher in the (teaching field) content area.
 3. Satisfactory completion of all but 6 hours of preprofessional courses and professional education courses.
 4. Completion of all remaining required courses before or during the student teaching semester.
 5. Submission of application and portfolio, which includes passing scores on the Praxis 1 exams and taking the Praxis 2 exams required for the major, and satisfactory evaluations of performance assessments.
 6. Review and approval of the Department of Education Student Teaching Committee

**Exceptions to the above may be made on the merits of each individual case.*

***Total maximum course load for this semester would be nine hours, including six hours of teaching that would be undertaken during the last full semester in residence.*

Praxis Requirements for all Education Majors

For admission

- 1) Students must take the Praxis 1 (Pre-Professional Skills test: Reading, Writing and Mathematics) prior to admission to the undergraduate education program. Students with scores will be considered for an interview with the Undergraduate Education Admission Committee. (To get information about the Praxis or to send scores to Gallaudet, go to www.ets.org/praxis or see Helen Thumann)
- 2) Students who take the Praxis and score 167 or higher on all tests (and meet the other admission requirements) will be interviewed for admission. (exceptions will be made in the case of strong candidates)
- 3) Students admitted to the program who score 167 or higher but do not pass the Praxis 1 tests will be required to attend Praxis study groups or provide evidence of participation in a Praxis workshop.

After admission

- 1) Students admitted to the program will be asked to take practice exams in their content area
- 2) Students who do not pass their content area practice exam may be required to take additional coursework, attend study groups or otherwise demonstrate content area proficiency prior to admission to practicum.

For entrance to Practicum (EDU 493)

- 1) Students must pass all Praxis 1 exams prior to beginning practicum.
- 2) Students must demonstrate content area proficiency prior to admission to practicum

For entrance to Student teaching

- 1) Students must pass all Praxis 1 exams and have taken all praxis 2 exams prior to student teaching

For Program completion and recommendation for Licensure

Students must pass all required praxis exams (1 & 2) prior to program completion and recommendation for licensure.

Requirements for a Major in Education with a Specialization in Early Childhood Education

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional and related elective courses.

Required pre-major courses 6 hours

To be taken in freshman or sophomore year:

LIN	101	Sign Language and Sign Systems (3)
PSY	201	Introduction to Psychology (3)*

Required major and related courses 63 hours*Preprofessional Component*

EDU	250	Introduction to Education and Teaching (3)
EDU	311	Foundations of Literacy: Teaching and Learning (3)
EDU	320	Early Childhood Environments (3)
EDU	350	Observing, Documenting, and Assessing Young Children (3)
EDF	323	Educational Psychology (3)
MAT	171	Basic Concepts of Mathematics for Elementary Teacher I (3)
MAT	172	Basic Concepts of Mathematics for Elementary Teacher II (3)
PSY	311	Development I: Child Psychology (3)

Professional Component

EDU	420	Curricular Foundations of Early Childhood Education (3)
EDU	421	Emergent Literacy (3)
EDU	424	Integrative Methods for Early Childhood Education: Preprimary (3)
EDU	426	Integrative Methods for Early Childhood Education: Primary (3)
EDU	428	Student Teaching in Early Childhood Education (6)
EDU	431	Developing Literacy in Elementary School (3)
EDU	439	Methods of Teaching Elementary Math (3)
EDU	470	Introduction to Education of the Exceptional Child (3)
EDU	493	Integrative Practicum and Seminar in Teaching I (3)
EDU	494	Integrative Practicum and Seminar in Teaching II (3)
EDU	609	Home, School, Community Partnerships (3)
EDU	665	Children's Literature (3)

Related elective courses 9 hours

Choose 3 hours from each of the following areas for a total of 9 hours, in consultation with departmental advisors:

Creativity

ART	326	Ceramics Basic Hand-building Techniques (3)
FCS	361	Creative Activities for Children (3)
THE	470	Creative Movement and Drama: Preschool to Kindergarten (3)
THE	472	Educational Drama - Grades 1-6 (3)

Health and Wellness

FCS	324	Child Nutrition and Safety (3)
PED	386	Teaching Physical Education and Wellness in Elementary Schools (3)
PED	417	Teaching Adapted Physical Education (3)

Diversity/Social Justice

DST	311	Dynamics of Oppression (3)
DST	316	Disability Studies (3)
GOV	370	Human Rights (3)
SWK	318	Human Diversity (3)

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU	320	Early Childhood Environments	20 clock hours
EDU	350	Observing Documenting and Assessing Young Children	30 hours
EDU	421	Emergent Literacy	30 clock hours
EDU	424	Integrative Methods for Early Childhood Education: Preprimary	30 clock hours
EDU	426	Integrative Methods for Early Childhood Education: Primary	30 clock hours
EDU	609	Home, School, Community Partnerships	20 clock hours
Total Field Experience Hours			160 clock hours

Summary of requirements

General studies courses	40 hours
Pre-major courses	6 hours
Major and related courses	72 hours
Free elective courses	2 hours
Total	120 hours

Requirements for a Major in Education with a Specialization in Elementary Education

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major and pre-professional courses.

Required pre-major courses 15 hours

To be taken in freshman or sophomore year:

HIS	111	American History I (3)
HIS	112	American History II (3)
LIN	101	Sign Languages and Sign Systems (3)
MAT	102	Introductory Probability and Statistics (3)*
PSY	201	Introduction to Psychology (3)

* Three hours of college-level mathematics above MAT 102 may be taken instead.

Required major and related courses 70 hours

Preprofessional Component

EDF	323	Educational Psychology (3)
EDU	250	Introduction to Education and Teaching (3)
EDU	311	Foundations of Literacy: Teaching and Learning (3)
HIS	321	Introduction to Physical Geography (3)
MAT	171	Basic Concepts of Mathematics for Teachers I (3)
MAT	172	Basic Concepts of Mathematics for Teachers II (3)
PED	386	Teaching Physical Education and Wellness in Elementary Schools (3)
PSY	311	Development I: Child Psychology (3)

Professional Component

EDU	430	Elementary Curriculum and Instructional Technology (4)
EDU	431	Developing Literacy in Elementary School (3)
EDU	433	Language Arts in Elementary Education (3)
EDU	435	Methods of Teaching Elementary Social Studies (3)
EDU	437	Methods of Teaching Elementary Science (3)
EDU	438	Student Teaching in Elementary School (6)
EDU	439	Methods of Teaching Elementary Math (3)
EDU	470	Introduction to Education of the Exceptional Child (3)

EDU	493	Integrative Practicum and Seminar in Teaching I (3)
EDU	494	Integrative Practicum and Seminar in Teaching II (3)
EDU	665	Children's Literature (3)

Required Electives 9 hours

Art/Drama/Creative Activities

ART	140	Art History (3)
THE	472	Educational Drama: Grades 1 – 6 (3)

Diversity/Social Justice

Choose one course:

DST	311	Dynamics of Oppression (3)
DST	316	Disability Studies (3)
GOV	370	Human Rights (3)
SWK	318	Human Diversity (3)

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU	311	Foundations of Literacy: Teaching and Learning	30 clock hours
EDU	430	Elementary Curriculum and Instructional Technology	40 clock hours
EDU	431	Developing Literacy in Elementary School	30 clock hours
Total Field Experience Hours			100 clock hours

Summary of requirements

General studies courses	40 hours
Pre-major courses	15 hours
Major and related courses	70 hours
Total	125 hours

Requirements for a Major in Education with a Specialization in Secondary Education (Biology, English, Mathematics, or Social Studies)

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses, a C+ or better in all pre-major, pre-professional courses, as well as a 2.75 content major GPA.

Recommended pre-major courses for secondary:

9 hours

EDU	665	Children's Literature (3)#
PSY	311	Development I: Child Psychology (3)##
PSY	313	Development II: Adolescent Psychology (3)##

Required for Secondary English Majors

Required for Secondary Social Studies Majors

Required pre-major courses for secondary:

9 hours

EDF	323	Educational Psychology (3)
LIN	101	Sign Language and Sign Systems (3)
PSY	201	Introduction to Psychology (3)

Required major courses for secondary: 31 hours*Pre-professional Component:*

EDU	250	Introduction to Education and Teaching (3)
EDU	311	Foundations of Literacy: Teaching and Learning (3)

Professional Component:

EDU	440	Secondary Curriculum and Instructional Technology (4)
EDU	441	Developing Literacy in Secondary School (3)
EDU	448	Student Teaching in the Secondary School (6)
EDU	470	Introduction to Education of the Exceptional Child (3)
EDU	493	Integrative Practicum and Seminar in Teaching I (3)
EDU	494	Integrative Practicum and Seminar in Teaching II (3)

Choose one course in consultation with the department:

EDU	483	Methods of Teaching English (3)
EDU	485	Secondary School Teaching Methods in Math (3)
EDU	487	Secondary School Teaching Methods in Science (3)
EDU	488	Secondary School Teaching Methods in Social Studies (3)

Required courses for a content major: 36-40 hours

Choose a content major program from the following:

Biology	40 hours
English	36 hours
Mathematics	37 hours
Social Studies	39 hours [30 hours in history, (which includes 6 hours in geography), GOV 101, 102 and ECO 101]

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU	311	Foundations of Literacy: Teaching and Learning	30 clock hours
EDU	440	Secondary Curriculum and Instructional Technology	40 clock hours
EDU	441	Developing Literacy in Secondary School	30 clock hours
Total Field Experience Hours			100 clock hours

Summary of requirements

General studies courses	40 hours
Pre-major courses	9 hours
Major and related courses	31 hours
Content major courses	36-40 hours
Free elective courses	0-4 hours
Total	120 hours

Requirements for a Major in Education with a Specialization in Secondary Education (K-12 Physical Education/Teacher Education)

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses, a C+ or better in all pre-major, pre-professional courses, as well as a 2.75 content major GPA.

Required pre-major courses 18 hours

To be taken in freshman or sophomore year:

EDF	323	Educational Psychology (3)
LIN	101	Sign Language and Sign Systems (3)
PSY	201	Introduction to Psychology (3)
PSY	311	Development I: Child Psychology (3)
PSY	313	Development II: Adolescent Psychology (3)

Required major courses for K-12 Physical Education/Teacher Education: 34-37 hours**Pre-professional Component:*

EDU	250	Introduction to Education and Teaching (3)
EDU	311	Foundations of Literacy: Teaching and Learning (3)

Professional Component:

EDU	440	Secondary Curriculum and Instructional Technology (4)
EDU	441	Developing Literacy in Secondary School (3)
EDU	458	Student Teaching in the K-12 School (9)
EDU	470	Introduction to Education of the Exceptional Child (3)*
EDU	493	Integrative Practicum and Seminar in Teaching I (3)
EDU	494	Integrative Practicum and Seminar in Teaching II (3)

*Students receiving a "B" or better in PED 417 can have EDU 470 waived.

Required Education Elective in Diversity/Social Justice 3 hours

DST	311	Dynamics of Oppression (3)
DST	316	Disability Studies (3)
GOV	370	Human Rights (3)
SWK	318	Human Diversity (3)

Required courses for physical education 52 hours

BIO	233	Anatomy & Physiology for Human Service Majors (4)
EDU/PED	486	Teaching Physical Education and Wellness in Secondary Schools (3)
PED	121	Foundations of Physical Education and Wellness (3)
PED	200	Introduction to Leading Physical Activity (3)
PED	201	Outdoor/Experimental Learning in Physical Education (2)
PED	202	Fundamental Movement, Rhythms, and Gymnastics (3)
PED	203	Concepts and Skills of Racquet Sports (2)
PED	204	Concepts and Skills of Physical Fitness (2)
PED	205	Concepts and Skills of Invasion Games (2)
PED	206	Concepts and Skills of Non-Invasion Games (2)
PED	232	Motor Learning (3)
PED	240	Psychosocial Aspects of Physical Education (3)

PED	341	Kinesiology (3)
PED	348	Measurement and Evaluation in Physical Education and Wellness (3)
PED	368	Physiology of Exercise (3)
PED	380	Applying Physical Activity Theory into Practice (3)
PED	386	Teaching Physical Education and Wellness in Elementary Schools (3)
PED	410	Organization and Administration of Physical Education and Wellness (3)
PED	417	Teaching Adapted Physical Education (3)

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU	311	Foundations of Literacy: Teaching and Learning	30 clock hours
EDU	440	Secondary Curriculum and Instructional Technology	40 clock hours
EDU	441	Developing Literacy in Secondary School	30 clock hours
Total Field Experience Hours			100 clock hours

Summary of requirements

General studies courses	40 hours
Pre-major courses	18 hours
Major and related courses	34-37 hours
Content major courses	52 hours
Total	144-147 hours

The Combined Undergraduate Education Major and Masters in Arts in Teaching: 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.

Admission Requirements

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 (ASL-PI).
- 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 recommendation 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.

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), and 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.

Courses Offered**EDU 250 Introduction to Education and Teaching (3)**

An overview and study of contemporary trends, problems, and issues in general education in terms of educational philosophies, types of educational programs, the relation of education to the individual and society, and curriculum and instruction. Some consideration of the relevance of regular education to special education and education of deaf and hard of hearing students. Discussion of organizations and agencies related to education.

EDU 311 Foundations of Literacy Teaching and Learning (3)

This course is designed to provide students with a foundational understanding of the theories, research and literature in the area of language and literacy acquisition and learning. Students will examine their own beliefs and processes related to language and literacy acquisition and learning. This course will prepare students for subsequent courses that address literacy teaching and learning in the classroom and the home courses.

Prerequisites: EDU 250, LIN 101

Prerequisite or corequisite: EDF 323

EDU 320 Early Childhood Environments (3)

The focus of this course is on the interactions between young learners and the physical and social environments encountered in parent-infant programs, preschool, kindergarten, and primary settings. Students will learn how to organize, plan, create, and modify environments for optimal learning. 40 clock hours of related practicum experience are required.

Prerequisite: EDU 250 or permission of the program director

EDU 350 Observing, Documenting and Assessing Young Children (3)

The course presents basic techniques of observing, recording, and interpreting the development and behavior of young children, documenting teaching and learning, and using child study records for educational guidance.

Prerequisite: EDU 250 or permission of the program director

EDU 420 Curricular Foundations of Early Childhood Education (3)

This course provides a broad background in curriculum design, implementation and evaluation. Students will trace philosophical and theoretical frameworks on which the contemporary early childhood field is based. They will also plan and evaluate developmentally appropriate curricula based in varying philosophical frameworks.

Prerequisites: EDU 250; EDF 323; admission to the program or permission of the program director

EDU 421 Emergent Literacy (3)

This course provides an integrated approach to the study of theory, curriculum, methods and materials for emergent literacy instruction, with particular emphasis on birth through preschool. Relationships among the language arts and reading are examined. 30 hours of related practicum experience is required.

Prerequisites: EDU 320 and admission to the program; or permission of the program director

EDU 424 Integrative Methods for Early Childhood Education: Preprimary (3)

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, birth through preschool. Focus will be on curriculum based in home-school interactions, as well as the integration of language arts, reading, science, social studies, mathematics, and creative expression. 30 hours of related field experience required.

Prerequisites: EDU 320, 420; or permission of the program director

EDU 426 Integrative Methods for Early Childhood Education: Primary (3)

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, 6 to 8 years of age. Focus will be on curriculum based in home-school interactions, as well as the integration of all subject areas (social studies, mathematics, language arts, reading, arts, science, and physical education). 30 hours of related field experience is required.

Prerequisites: EDU 320, 420; or permission of the program director

EDU 428 Student Teaching in Early Childhood Education (6)

This course is the final professional experience in the early childhood education program and is a required field experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program, including five days of full-time responsibility for the class. A required noncredit seminar is given weekly on campus for purposes of discussion of common problems and/or concerns and exchange of useful teaching experiences.

Prerequisites: An approved student teaching application and permission of the program director

Corequisite: EDU 494

EDU 430 Elementary Curriculum and Instructional Technology (4)

This course will familiarize majors with the nature and importance of curriculum in elementary education. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Field experience in a school setting is a required part of this course.

Prerequisites: EDU 250, EDF 323, admission to the program; or permission of the program director

Course fee: \$75

EDU 431 Developing Literacy in Elementary School (3)

This course provides the required theoretical and methodological basis in the teaching of reading and writing to K-6 grade students for majors who are about to embark upon the student teaching practicum experience in elementary school settings. 30 hours of related practicum experience is required.

Prerequisites: EDU 311, EDF 323, admission to the program; or permission of the program director

Prerequisites or corequisites: EDU 430, 665

EDU 433 Language Arts in Elementary Education (3)

Students will acquire the necessary content and methodology for developing a complete language arts program at the elementary school level, including writing, listening, and speaking.

Prerequisites: EDU 430, 431, 665; or permission of the program director

EDU 435 Methods of Teaching Elementary Social Studies (3)

Students will learn about curriculum trends, teaching techniques, and appropriate media for teaching social studies in today's elementary schools. Topics will include the social science disciplines in relation to social studies, simulation, multicultural education, inquiry skills, and how to deal with controversial issues in the classroom.

Prerequisites: EDU 430, 431; or permission of the program director

EDU 437 Methods of Teaching Elementary Science (3)

Students will learn about the current curriculum, methods, and materials for teaching science in the elementary school, including organization of the science curriculum, the learning environment, and laboratory experiences.

Prerequisites: EDU 430, 431; or permission of the program director

EDU 438 Student Teaching in Elementary School (6)

This course is the final professional experience in the elementary education program and is a required field

experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program, including five days of full-time responsibility for the class. A required noncredit seminar is given weekly on campus for purposes of discussion of common problems and/or concerns and exchange of useful teaching experiences.

Prerequisites: An approved student teaching application and permission of the program director

Corequisite: EDU 494

EDU 439 Methods of Teaching Elementary Math (3)

In this course students are familiarized with the content of typical mathematics curricula in elementary schools. Strategies and materials for presenting math concepts and skills are discussed and demonstrated. Procedures for diagnosing pupils' skill needs are described.

Prerequisites: EDU 430, 431; or permission of the program director

EDU 440 Secondary Curriculum and Instructional Technology (4)

This course will familiarize majors with the nature and importance of curriculum in secondary education. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Field experience in a school setting is a required part of this course.

Prerequisites: EDU 250, EDF 323, admission to the program; or permission of the program director

Course fee: \$75

EDU 441 Developing Literacy in Secondary School (3)

This course provides the required methodological basis in the teaching of reading to secondary students for majors who are about to embark upon the student teaching practicum experience in secondary school settings. 30 hours of related practicum experience is required.

Prerequisites: EDU 311, admission to the program; or permission of the program director

Prerequisite or corequisite: EDU 440

EDU 448 Student Teaching in the Secondary School (6)

This course is the final professional experience in the secondary education program and is a required field experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University supervisor. During the course, the

student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program, including five days of full-time responsibility for the class. A required noncredit seminar is given weekly on campus for purposes of discussion of common problems and/or concerns and exchange of useful teaching experiences.

Prerequisites: An approved student teaching application and permission of the program director

Corequisite: EDU 494

EDU 458 Student Teaching in K – 12 Physical Education (9)

This course is the final professional experience in the K- 12 Physical Education program and is a required field experience in two school placements for a period of at least 7 weeks each under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program, including at least five days of full-time responsibility for the class. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisites: An approved student teaching application and permission of the program director

Corequisite: EDU 494

EDU 470 Introduction to Education of the Exceptional Child (3)

This course introduces students to the needs of exceptional children and the specialized school programs and services needed to serve them. Students will become familiar with the major areas of exceptionality in terms of developmental needs, diagnosis assessment, educational programs, and classroom management, including the legal framework of special education.

Prerequisites: EDU 420 or 430 or 440, admission to the education program; or permission of the program director

EDU 483 Methods of Teaching English (3)

Students will study curriculum trends in the teaching of English in the high school, including teaching techniques, evaluation methods, and unit development involving the fields of English language, various forms of expression, and literature.

Prerequisites: EDU 440, 441; or permission of the program director

EDU 484 Methods of Teaching Health Education (3)

An introduction to the philosophy of health education and the methods of instructing children and youth in health. Access to films and other visual aids, printed materials, and other aids to learning in health are provided

Prerequisites: EDU 440, 441; or permission of the program director

EDU 485 Secondary School Teaching Methods in Math (3)

Students will learn about the methods and materials of teaching mathematics to high school students, including curriculum trends, learning experiences, evaluation, and unit development in teaching mathematics in secondary schools.

Prerequisites: EDU 440, 441; or permission of the program director

EDU 486 Teaching Physical Education and Wellness in Secondary Schools (3)

This course is cross-listed and is otherwise known as PED 486. An application of educational philosophy and principles to class organization, techniques of teaching, and the preparation of lesson and unit plans. This course includes methods for teaching on the middle school and secondary levels. In addition to class participation and peer teaching, teaching high school and/or intermediate/middle school physical education class(es) are planned. Field trips to various schools are planned. Students will also have opportunities to evaluate their teaching and the teaching of others using various evaluative tools and measures.

Prerequisite: EDU 440 or PED 380 or permission of the instructor

EDU 487 Secondary School Teaching Methods in Science (3)

Students will learn about trends in the teaching of science in high schools, including appropriate learning experiences, evaluation methods, and unit development involving the physical, life, and earth science areas.

Prerequisites: EDU 440, 441; or permission of the program director

EDU 488 Secondary School Teaching Methods in Social Studies (3)

Students will study current curriculum trends in the high school social studies program, including methods of teaching, evaluation techniques, and unit development involving the fields of history, economics, geography, sociology, and government.

Prerequisites: EDU 440, 441; or permission of the program director

EDU 493 Integrative Practicum and Seminar in Teaching I (3)

In this course, the Undergraduate Education program students spend at least 36 hours serving and aiding teachers in a public school program. This course will address integrating content (Language Arts and Social Studies) and require students to apply what is learned in the previous coursework to practicum situations in school sites. Regular group seminars are held to discuss, analyze, and reflect on educational topics related to teaching. This course prepares students for a subsequent student teaching experience.

Prerequisites: Approved application for student aiding; and permission of the program director

EDU 494 Integrative Practicum and Seminar in Teaching II (3)

In this course, the Undergraduate Education program students spend at least 36 hours observing and aiding teachers in a public school program. The course will address integrating content (Science and Mathematics) and require students to apply what is learned in previous coursework to practicum situations in school sites. Regular group seminars are held to discuss, analyze, and reflect on educational topics related to teaching. This course prepares students for a subsequent student teaching experience.

Prerequisites: Approved application for student aiding; and permission of the program director

EDU 495 Special Topics (1-3)

Prerequisites: Senior standing (juniors with permission of their advisors) and permission of the instructor

EDU 499 Independent Study (1-3)

Intensive supervised study and research on topics of the individual student's selection. The specific project, title, and the number of credits to be given must be mutually agreed upon by the student and instructor prior to registration.

Prerequisites: Senior standing and permission of the student's advisor, the instructor, program director, and the department chair

EDU 603 ASL/English Bilingual Education: Level 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.

Prerequisites: Students must be admitted to the Education or Deaf Education Program and in good standing.

EDU 604 ASL/English Bilingual Education: Level II Methodology and Applications (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.

Prerequisites: Students must be admitted to the Masters of Arts in Teaching program; EDU 603, 713

EDU 605 ASL/English Bilingual Education: Level 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 program director

EDU 665 Children's Literature (3)

An in-depth study of children's literature primarily for early childhood and elementary education majors. Focuses on the evaluation, selection, and sharing of children's 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 literature in schools.

A Summary of Gallaudet University's Title II Report for the Academic Year 2006-07 Cohort, and a Summary of the Follow-Up Report for the Academic Year 2003-04 Cohort

Title II of the federal government's Higher Education Act requires institutions of higher education that receive federal funding to report each year to their state education agency and to the general public about the performance of their teacher preparation program completers on the state teacher licensure tests that are required for the jurisdiction in which they are located.

Although the stated goal of this Title II legislation is to shed light on the quality of teacher preparation programs by demonstrating performance of their program completers on state-required teacher licensure tests, many standardized testing experts in the field of education, including the Committee on Assessment and Teacher Quality, a 17-member panel of testing experts convened in 2001 by the prestigious National Research Council, believe that the quality of teacher preparation programs cannot be judged solely by performance on teacher licensure tests, and many of these experts question the appropriateness of using teacher licensure test scores and institutional pass rates for that purpose. A more in-depth discussion concerning the validity of using teacher licensure test scores and pass rates as a measure of the quality of a teacher preparation program, as well as some important and unique considerations concerning the performance of Gallaudet University's program completers on these required state teacher licensure tests, may be found at the following web site, which includes the full April 2008 Gallaudet University Title II Institutional Report for Academic Year Cohort 2006-2007, and the Title II Follow-Up Report for Academic Year Cohort 2003-2004, that were submitted to the District of Columbia in April 2008: gradschool.gallaudet.edu/gradschool.

Gallaudet University is the world's leading university educating deaf and hard of hearing students and the professionals who serve them. In accordance with its federally-mandated mission to provide access to a

postsecondary education for deaf and hard of hearing students, Gallaudet offers a unique teacher preparation program for undergraduate deaf and hard of hearing students who wish to become teachers in regular education settings. Gallaudet also prepares graduate students (who may be deaf, hard of hearing or hearing) to become teachers of deaf and hard of hearing students. The university is unique and especially suited for its role because it provides the educational opportunities in a setting that values American Sign Language and English, Deaf culture, and a diverse, multicultural community.

The concept of "unparalleled access for deaf and hard of hearing students" has served to build and maintain Gallaudet's worldwide reputation as a leader in the field of education of deaf and hard of hearing students. Unlike at most other teacher education programs in the country that prepare teachers to work with deaf and hard of hearing students, at Gallaudet instruction in the classroom is bilingual (classroom interactions in ASL with written English accessible to all through the use of electronic technologies) in a setting where all but a few undergraduate students, a large number of graduate students, and many faculty and staff are themselves deaf or hard of hearing, thus providing on one campus the largest number of deaf and hard of hearing professional role models found anywhere in the world. It is imperative that this concept of "unparalleled access for deaf and hard of hearing students" – which is at the core of Gallaudet's federally mandated mission – be kept in mind when one attempts to interpret the institutional pass rates found in Gallaudet University's Title II Reports each year.

A Note about the Absence of Institutional Pass Rates for Some Assessments for the 2006-2007 Title II Report Cohort and for the 2003-2004 Title II Follow-Up Report Cohort:

The Title II reporting procedures that are used in calculating institutional and state pass rates for how well program completers performed on state licensure assessments is mandated by the U.S. government. According to Title II legislation, if the number of test-takers for an individual assessment is fewer than 10, then that number of test-takers is not statistically significant, and therefore no pass rate will be calculated for that assessment, in that report year. For the 2006-2007 Title II Report Year at Gallaudet, the cohort (number of test-takers) for nearly every assessment was fewer than 10. The same was true for the 2003-2004 Follow Up Report cohort. For these reasons, the individual assessments and some of the aggregate or summary assessments do not have a calculated pass rate for these two report years.

FROM GALLAUDET UNIVERSITY'S TITLE II REPORTS, <i>Submitted April 2008</i> TABLE C-1 <i>Single-Assessment Institution-Level Pass-Rate Data: Regular Teacher Preparation Program</i> Total Number of Program Completers Title II Report for Cohort AY 2006-07 = 11 Follow-Up Report for Cohort 2003-04 = 14 TYPE OF ASSESSMENT	Assessment Code Number	# Taking Assessment for Current Report Year Cohort AY 2006-07	# Passing Assessment for Current Report Year Cohort AY 2006-07	Institutional Pass Rate for Current Report Year Cohort AY 2006-07	Statewide Pass Rate for Current Report Year Cohort AY 2006-07	# Taking Assessment -- Follow-Up Report for Cohort AY 2003-04	# Passing Assessment -- Follow-Up Report for Cohort AY 2003-04	Institutional Pass Rate -- Follow-Up Report for Cohort AY 2003-04	Statewide Pass Rate -- Follow-Up Report for Cohort AY 2003-04
<i>Basic Skills</i>									
PPST Reading	710	6	***	***	97%	10	8	80%	98%
PPST Writing	720	7	***	***	98%	10	10	100%	99%
PPST Mathematics	730	7	***	***	94%	11	10	91%	92%
Computerized PPST Reading	5710	4	***	***	99%				
Computerized PPST Writing	5720	3	***	***	99%				
Computerized PPST Mathematics	5730	3	***	***	96%				
<i>Professional Knowledge</i>									
Mathematics Pedagogy	065	1	***	***	***				
<i>Academic Content Areas</i>									
Elem. Education: Curriculum, Instruction, Assessment	011					2	***	***	100%
Elementary Education: Content Area Exercises	012	4	***	***	94%	5	***	***	93%
Elementary Education: Content Knowledge	014	4	***	***	93%				
Early Childhood Education	020	1	***	***	100%	3	***	***	100%
Education of Young Children	021	1	***	***	100%				
Mathematics Content Knowledge	061	1	***	***	***				
Math Proofs Models Problems Part I	063	1	***	***	***				
<i>Teaching Special Populations</i>									
Ed Exceptional Students: Core Content Knowledge	353	3	***	***	98%				
Special Education	350					3	***	***	96%

FROM GALLAUDET UNIVERSITY TITLE II REPORTS, <i>Submitted April 2008</i> TABLE C-2 <i>Aggregate and Summary Institution- Level Pass-Rate Data: Regular Teacher Preparation Program</i> Total Number of Program Completers Title II Report for Cohort AY 2006-07 = 11 Follow-Up Report for Cohort 2003-04 = 14 TYPE OF ASSESSMENT	# Taking Assessment For Current Report Year Cohort AY 2006-07	# Passing Assessment For Current Report Year Cohort AY 2006-07	Institutional Pass Rate for Current Report Year Cohort AY 2006-07	Statewide Pass Rate for Current Report Year Cohort AY 2006-07	# Taking Assessment -- Follow-Up Report for Cohort AY 2003-04	# Passing Assessment -- Follow-Up Report for Cohort AY 2003-04	Institutional Pass Rate -- Follow-Up Report for Cohort AY 2003-04	Statewide Pass Rate -- Follow-Up Report for Cohort AY 2003-04
<i>Aggregate: Basic Skills*</i>	10	8	80%	95%	13	10	77%	94%
<i>Aggregate: Professional Knowledge*</i>	1	***	***	90%	1	***	***	90%
<i>Aggregate: Academic Content Areas*</i>	6	***	***	95%	8	***	***	94%
<i>Aggregate: Teaching Special Populations*</i>	3	***	***	98%	3	***	***	96%
SUMMARY OF INDIVIDUAL ASSESSMENTS**	11	9	82%	91%	14	10	71%	91%

* *Aggregate Pass Rate – Numerator:* Number who passed all the tests they took in a category (and within their area of specialization).
Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

** *Summary Pass Rate – Numerator:* Number who passed all the tests they took within their area of specialization. *Denominator:* Number of completers who took one or more tests used by the state (and within their area of specialization).

*** *Institutional Pass Rate* is not calculated if the cohort taking the assessment is fewer than 10.

EDUCATIONAL FOUNDATIONS AND RESEARCH

Dr. Barbara Gerner de Garcia, Chair
Fowler Hall, Room 410

The Department of Educational Foundations and Research offers coursework in educational foundations, statistics, and research methodology to students in Graduate School and Professional Programs and other departments.

Courses Offered

EDF 323 Educational Psychology (3)

The course addresses the application of psychological principles to the educational setting. Topics include learning theory, cognition and memory, individualized instruction, human development, intelligence, creativity, exceptionality, motivation, discipline, and measurement and evaluation.

Prerequisites: Junior or senior standing and PSY 201

EDF 495 Special Topics (1-3)

EDF 499 Independent Study (1-3)

ENGLISH

Dr. Jane Nickerson, Chair
Hall Memorial Building, Room W-212B

The study of language and literature is the heart of a liberal arts education. The major program at Gallaudet provides not only an understanding of our rich literary heritage, but also offers an opportunity to develop the advanced reading and writing abilities necessary for anyone wishing to participate fully in modern society. A major in English provides a basis for secondary school teaching, journalism, and graduate school and can help in the preparation for a variety of professional careers.

Honors in English

The English Department's Honors Major provides an opportunity for students with unusual academic ability and interest in English to devote extensive time and effort to a research project, or in the case of a creative writing specialization, a creative writing project. The Departmental Honors Program is not the same as the University's Honors Program; check under Honors Program for details about the latter. The University Honors Program has a specialization in creative writing. The requirements for Honors in English are the following:

Admission to the Honors major program

To qualify, students must have:

- A grade point average of at least 3.0
- A grade of B or better in ENG 206H or 204. Note: The program usually takes three years. To finish the degree in a timely manner, students should finish ENG204 or 206H in the fall semester of their sophomore year.
- An essay explaining why the student wants an honors degree in English and what the student's interests, strengths, and weaknesses in English are (see the chair or major level advisor for more information).

Continuation in the program

To remain in the program, students must achieve a 3.3 average in English major-level courses.

Curricular and Extracurricular Requirements

- A writing test score equivalent to a 4.0 or higher on the Gallaudet Writing Evaluation or its equivalent;
- Two letters of recommendation from English instructors;

- A copy of the applicant's transcript;
- Two essays written for an English class numbered 399 and above. These are to be sent to the major-level coordinator for inclusion in the application file;
- A letter of application; and
- An interview with the major level coordinator.

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

To continue in the program, English majors and minors must obtain a GPA average of "C" or better in their major/minor coursework.

Students who have not yet declared a major/minor in the English Department may take up to twelve credits of courses numbered 380 or above with permission of the English major coordinator; thereafter, admission to the major/minor program and a grade of C+ or better in ENG 399 are required.

Major Offered

English

Minors Offered

English

Journalism

Writing

Requirements for a Major in English

Required pre-major courses 6 hours

To be taken in freshman or sophomore years:

GSR	102	Critical Reading and Writing (3)
ENG	208	Introduction to Literature Studies for the Major (3)

Required English courses 21 hours

ENG	399	Introduction to Methods of Literary Study (3)
ENG	403	British Literature to the 19th Century (3)
ENG	404	British Literature from 19th Century to Present (3)
ENG	405	American Literature to 1865 (3)
ENG	406	American Literature from 1865 to Present (3)
ENG	408	Multicultural Literature and Perspectives (3)
ENG	493	Senior Seminar (3)

Elective English courses

15 hours

Choose one literature elective:

ENG	430	The History of the English Language (3)
ENG	433	Seminar in British Literature (3)
ENG	435	Seminar in American Literature (3)
ENG	441	Shakespeare (3)
ENG	442	Major Author (3)
ENG	495	Special Topics [literature focus] (3)
ENG	499	Independent Study [literature focus] (3)

Choose two writing electives:

ART	325	Scriptwriting (3)
ENG	380	Writing for the Business and Professional World (3)
ENG	381	Editing (3)
ENG	385	Fundamentals of Journalism (3)
ENG	390	Theories of Composition and Language Acquisition (3)
ENG	392	Creative Writing (3)
ENG	395	Advanced Composition (3)
ENG	396	Technical and Managerial Writing (3)
ENG	460	English Grammar for Writers and Future Teachers (3)
ENG	495	Special Topics [writing focus] (3)
ENG	499	Independent Study [writing focus] (3)
THE	342	Playwriting (3)

Choose two English electives:

ART	325	Scriptwriting (3)
ENG	375	Media Literacy (3)
ENG	380	Writing for the Business and Professional World (3)
ENG	381	Editing (3)
ENG	385	Fundamentals of Journalism (3)
ENG	390	Theories of Composition and Language Acquisition (3)
ENG	392	Creative Writing (3)
ENG	395	Advanced Composition (3)
ENG	396	Technical and Managerial Writing (3)
ENG	430	The History of the English Language (3)
ENG	433	Seminar in British Literature (3)
ENG	435	Seminar in American Literature (3)
ENG	441	Shakespeare (3)
ENG	442	Major Author (3)
ENG	460	English Grammar for Writers and Future Teachers (3)
ENG	495	Special Topics (3)
ENG	499	Independent Study (3)
THE	342	Playwriting (3)

Note: Students are free to choose from whatever upper level English electives are offered. Nevertheless, students with specific career goals or concentrations of study, such as education, are strongly encouraged to take courses such as Theories of Composition and Language Acquisition in consultation with both departments. Students who wish more writing are free to use electives for those, and may also minor in writing and/or journalism. CAP 320 Field Experience (3) or a consortium course (3 credit hours) may substitute for one elective.

Summary of requirements

General studies courses	40 hours
Pre-major courses	6-12 hours
Major and related courses	36 hours
Free elective courses	32-38 hours
Total	120 hours

Requirements for a Minor in English

Students planning to minor in English must complete ENG 204 or 204S or 206H.

Required course 3 hours

ENG 399	Introduction to Methods of Literary Study (3)
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Elective English courses 12 hours

Choose two elective literature courses:

ENG 375	Media Literacy (3)
ENG 403	British Literature to 19th Century (3)
ENG 404	British Literature from 19th Century to Present (3)
ENG 405	American Literature to 1865 (3)
ENG 406	American Literature from 1865 to Present (3)
ENG 408	Multicultural Literature and Perspectives (3)
ENG 430	The History of the English Language (3)
ENG 433	Seminar in British Literature (3)
ENG 435	Seminar in American Literature (3)
ENG 441	Shakespeare (3)
ENG 442	Major Author (3)
ENG 495	Special Topics [literature focus] (3)
ENG 499	Independent Study [literature focus] (3)

Choose two elective literature and/or writing courses:

ART 325	Scriptwriting (3)
ENG 380	Writing for the Business and Professional World (3)
ENG 381	Editing (3)
ENG 385	Fundamentals of Journalism (3)
ENG 390	Theories of Composition and Language Acquisition (3)

ENG 392	Creative Writing (3)
ENG 395	Advanced Composition (3)
ENG 396	Technical and Managerial Writing (3)
ENG 403	British Literature to 19th Century (3)
ENG 404	British Literature from 19th Century to Present (3)
ENG 405	American Literature to 1865 (3)
ENG 406	American Literature from 1865 to Present (3)
ENG 408	Multicultural Literature and Perspectives (3)
ENG 430	The History of the English Language (3)
ENG 433	Seminar in British Literature (3)
ENG 435	Seminar in American Literature (3)
ENG 441	Shakespeare (3)
ENG 442	Major Author (3)
ENG 460	English Grammar for Writers and Future Teachers (3)
ENG 495	Special Topics (3)
ENG 499	Independent Study (3)
THE 342	Playwriting (3)

Note: CAP 320 Field Experience (3) or a consortium course (3 credit hours) may substitute for one elective.

Total 15 hours

Requirements for a Minor in Journalism

Students planning to minor in journalism must complete either ENG 204 or the equivalent and provide evidence of writing effectiveness (a writing sample) to the English and Communication Studies department chairs. Courses taken to satisfy major requirements in either Communication Studies or English cannot be counted toward this minor.

Required courses 12 hours

COM 350	Introduction to Mass Communication (3)
COM 360	Introduction to Public Relations (3)
ENG 381	Editing (3)
ENG 385	Fundamentals of Journalism (3)

Elective courses 6 hours

Choose six hours:

COM 495	Special Topics (writing-related issues) (3)
ENG 375	Media Literacy (3)
BUS/PHI 341	Business Ethics (3)
ENG 395	Advanced Composition (3)
ENG 396	Technical and Managerial Writing (3)
ENG 495	Special Topics (writing-related issues) (3)
COM 495	Special Topics (writing-related issues) (3)

Total 18 hours

Requirements for a Minor in Writing

Students planning to minor in writing must complete ENG 204 or 204S or 206H and provide evidence of writing effectiveness (a writing sample) to the Junior/Senior Coordinator. Courses taken to satisfy major requirements in English cannot be counted toward this minor.

Required courses		15 hours
Choose five courses:		
ART	325	Scriptwriting (3)
ENG	375	Media Literacy (3)
ENG	380	Writing for the Business and Professional World (3)
ENG	381	Editing (3)
ENG	385	Fundamentals of Journalism (3)
ENG	390	Theories of Composition and Language Acquisition (3)
ENG	392	Creative Writing (3)
ENG	395	Advanced Composition (3)
ENG	396	Technical and Managerial Writing (3)
ENG	460	English Grammar for Writers and Future Teachers (3)
ENG	495	Special Topics [writing focus] (3)
ENG	499	Independent Study [writing focus] (3)
THE	342	Playwriting (3)
<i>Note: CAP 320 Field Experience (3) or a consortium course (3 credit hours) may substitute for one elective.</i>		
Total		15 hours

Courses Offered

ENG 100 English Language Skills (1-3)

An individualized course designed to develop skill in using the English language. Both expressive and receptive skills are included, and programs meet the specific needs of each individual. May be taken for a maximum of 12 hours. This course is not intended to be taken in lieu of ENG 102, 102S, 103, 103S, 203, 203S, 204, or 204S.

Prerequisite: Passing performance on the English Placement Test or its equivalent

Course fee: Varies by section

ENG 102 College Reading and Critical Thinking (3)

This course emphasizes instruction in reading comprehension, including the practices of skilled readers and proven techniques for improving reading comprehension, managing vocabulary, drawing and testing inferences, predicting, and evaluating comprehension and interpretation.

Intensive practice in comprehension techniques is balanced against sustained reading practice in and out of class.

Prerequisite: Attaining a score of 62 or higher on the Degrees of Reading Power (DRP) exam or the equivalent, and a score of 3 or higher on the Gallaudet Writing Evaluation or equivalent. May be taken concurrently with ENG 103 or ENG 103S.

ENG 102S College Reading and Critical Thinking: Alternative Approach (3)

This course emphasizes instruction in reading comprehension, including the practices of skilled readers and proven techniques for improving reading comprehension, managing vocabulary, drawing and testing inferences, predicting, and evaluating comprehension and interpretation. Intensive practice in comprehension techniques is balanced against sustained reading practice in and out of class. English 102S includes additional hours of instruction and practice to help students become more able readers and writers. Six hours of class work.

Prerequisite: Attaining a score of 56 or higher on the Degrees of Reading Power (DRP) exam or the equivalent, and a score of 3 or higher on the Gallaudet Writing Evaluation (GWE) or equivalent.

ENG 103 Essay Analysis and Composition I (3)

This course includes the study of the organization and development of ideas in short essays and other short writing assignments. It emphasizes the entire writing process, while reinforcing critical reading strategies and metacognitive skills. In order to pass this course, the student must demonstrate at least minimal competence in writing short essay

Prerequisite/corequisite: ENG 102

ENG 103S Essay Analysis and Composition I: Alternative Approach (3)

This course includes the study of the organization and development of ideas in short essays and other short writing assignments. It emphasizes the entire writing process, while reinforcing critical reading strategies and metacognitive skills. English 103S includes additional hours of instruction and practice focused on individual student needs with the goal of increasing a student's ability to communicate effectively in written English. In order to pass this course, the student must demonstrate at least minimal competence in writing short essays. Six hours of class work.

Prerequisite: ENG 102 or 102S or the equivalent

ENG 208 Introduction to Literature Studies (3)

This course is intended to prepare students planning to major or minor in English for literary analysis through the study of representative examples of different genres of literature. Students will also develop their critical thinking, writing, and research skills through multiple drafts of essays about literature.

Prerequisite: GSR 102 or the equivalent

ENG 120 Accelerated College English I (3)

This course will integrate reading, writing, research, and critical thinking skills. Reading and writing assignments will be based on various academic content areas and real-world issues.

Prerequisites: Attaining a score of 70 or higher on the Degrees of Reading Power (DRP) exam or the equivalent, and a score of 4 or higher on the Gallaudet Writing Evaluation (GWE) or equivalent.

ENG 121 Accelerated College English II (3)

This course will integrate reading, writing, research, and critical thinking skills. Reading and writing assignments will be based on various academic content areas and real-world issues.

Prerequisites: ENG 120

ENG 203 Essay Analysis and Composition II (3)

This course emphasizes the study of the organization and development of ideas in longer essays, including argumentative essays. Students will practice the use of library research for writing.

Prerequisites: ENG 103 or permission of the department

ENG 203S Essay Analysis and Composition II: Alternative Approach I (3)

This course emphasizes the study of the organization and development of ideas in longer essays, including argumentative essays. Students will practice the use of library research for writing. English 203S includes additional hours of instruction and practice geared to individual student needs with the goal of increasing the ability to think critically and communicate effectively in written English. Six hours of class work.

Prerequisites: ENG 103 or 103S, or the equivalent

ENG 204 Introduction to Literature (3)

The course emphasizes the study of representative examples of different forms of literature, and the writing of essays about literature.

Prerequisite: ENG 121, ENG 203 or permission of the department

ENG 204S Introduction to Literature: Alternative Approach (3)

This course emphasizes the study of representative examples of different forms of literature, and the writing of essays about literature. ENG 204S includes additional hours of instruction and practice to help students become more able readers and writers. Six hours of class work.

Prerequisites: ENG 203 or 203S, or the equivalent

ENG 205H Honors English I (3)

The major focus throughout the course is on the essay and how ideas are communicated in that particular form of writing. Various samples of essays are used as models for the students to emulate, and other forms of short literature are used to show how those forms differ from the essay. Once the organization and method of essay writing have been explored, students write essays on their own modeled on the sample essays used in class. This course satisfies the first year of the English requirement.

Prerequisite: Permission of the English Honors coordinator

ENG 206H Honors English II (3)

The major goals for the students are, first, to read literature with a more developed critical ability and, second, to be able to write a short research paper. (In both reading and writing, students are expected to do more than in 205H.) The students will read a number of different forms and genres of literature. This course satisfies the second year of the English requirement.

Prerequisite: Permission of the English Honors coordinator

ENG 208 Introduction to Literature Studies (3)

This course is intended to prepare students planning to major or minor in English for literary analysis through the study of representative examples of different genres of literature. Students will also develop their critical thinking, writing, and research skills through multiple drafts of essays about literature.

Prerequisite: GSR 102 or the equivalent

ENG 230 British Studies (1-5)

A survey, conducted in Great Britain, of its art, history, politics, literature, and contemporary society. Classroom instruction followed by guided visits to relevant museums, monuments, and other points of interest. Weekend excursions.

Prerequisite: Permission of the department

ENG 311 World Literature I (3)

This class is a survey of important and representative works of literature before the year 1600 with an emphasis on literatures other than British and American literature.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 312 World Literature II (3)

This class is a survey of important and representative works of literature after the year 1600 with an emphasis on literatures other than British and American literature.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 323 Literature and Film I (3)

This course is the study of narrative and dramatic works and captioned films with an emphasis on literature

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 324 Literature and Film II (3)

This course is the study of narrative and dramatic works with an emphasis on captioned films.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 325 Introduction to Deaf Literature (3)

This course covers literary works written by D/deaf authors.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 327 Masterpieces of American Literature (3)

This course is a study of selected masterpieces ranging from the Colonial period to the present. The emphasis of this course will be placed on the historical backgrounds and meanings of the works themselves.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 331H Honors Reading List

This is an independent reading course that all Honors students must take each semester up to five times while they are in the Honors Program. Students must read 15 selections from the list during their time in the English Honors program; readings each semester will be determined in conference with the Honors coordinator. Students will take an exam at the end of the semester based on their readings. Courses may be 1 or 2 credits each and students are permitted to take up to five credits total. Course may be repeated as topics vary.

Prerequisites: ENG 206H and permission of the English Honors coordinator.

ENG 338 Masterpieces of English Literature (3)

This course is a study of selected masterpieces ranging

from the Old English and Medieval periods to the present. The emphasis will be placed on the historical backgrounds and meanings of the works themselves.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 350 Introduction to African-American Literature (3)

The course is a survey of representative writers and literary forms that make up the African American literary tradition.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 355 Literature by Women (3)

The unifying theme of this course is the creative expression by women, in all genres and including journals, of their personal and cultural experiences. An introduction to feminist critical theory will be offered to provide a context for the works.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 373 Introduction to Hispanic-American Literature (3)

This course is a survey of representative writers and literary forms that make up the Hispanic-American literary tradition.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 375 Media Literacy (3)

This course provides students with an overview of media literacy. This course will focus on techniques and strategies used to analyze diverse media messages that inform, entertain, and sell. The course will survey diverse media messages included in advertisements, television, film, newspapers, magazines, and the Internet.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 380 Writing for the Business and Profession World (3)

This course is designed for those students who are preparing for a professional career in fields that require practical writing. The emphasis of the course will be on specific types of writing, such as effective resumes, business letters, and short and long reports encountered in the business/professional setting.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 381 Editing (3)

This course is designed for students who are preparing for a professional career in fields that require practical writing. The emphasis in the course will be on those skills needed for final revision of documents such as proposals, reports, and longer texts. The course will focus on writing in the business and professional world but will also include some information on the editing of fiction. Multimedia and desktop publishing skills will also be taught here.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 385 Fundamentals of Journalism (3)

This course will deal with these features: news, feature, and editorial writing; copy reading; headline writing; and make-up. Also included will be a study of the ethics of journalism and the responsibilities of the press.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 390 Theories of Composition and Language Acquisition (3)

This course is a survey of theories of composition and language acquisition, with the aim of providing a context for students interested in the profession. While this course is not primarily a history, the course will nevertheless provide background for the development of current cognitive studies of how people learn and use language. Students will write compositions following the different approaches discussed in the course. This course is especially applicable for students planning to teach.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 392 Creative Writing [topic to be specified] (3)

This course gives practice in the writing of fiction, drama, poetry, and other forms. There will be analysis and critique of students' writings held in group and individual conferences. The emphasis on specific genre(s) may vary semester to semester according to the instructor's writing specialty. The course focus will be announced in advance of registration. This course may also be taken for a maximum of nine credit hours as long as the focus varies.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 395 Advanced Composition (3)

This course is an intensive application of the major principles of good writing, such as choosing a topic that is specific and has reader appeal, organizing, using specific

detail to develop the topic, and writing clear, compact, and forceful sentences. Students are expected to produce eight to 10 essays of a type that fits their needs. There will be weekly or biweekly individual conferences.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 396 Technical and Managerial Writing (3)

This course is a study of the theory and practice of technical/managerial writing, with emphasis on adapting materials to various professional audiences and purposes. This course offers practical experience in composing reports, proposals, manuals, and other formats using casebook studies and students' own and group writing projects, using multimedia if applicable.

Prerequisites: GSR 150 or ENG 204 or the equivalent; or permission of the instructor

ENG 399 Introduction to Methods of Literary Study (3)

This course examines the terminology and techniques of literary study, with an emphasis on in-depth methods pertaining to analytical and critical essay writing. Basic critical and theoretical methodologies required for the serious study of literature will be introduced. Documentation methods will also be covered.

Prerequisite: A grade of C or better in ENG 204, 204S, or 206H, or by permission of the department chair

Courses 400 and above are upper-division literature courses designed primarily for English majors. They presuppose a degree of critical acumen and the ability to write sustained expository commentary on the readings, as well as an ability to undertake literary research. ENG 399 is a prerequisite for most of these courses and highly recommended for others. A minimum grade of "C+" is required in ENG 399 for students to major in English.

ENG 403 British Literature to 19th Century (3)

This course is a survey of poetry, drama, and prose of Anglo-Saxon, Medieval, Renaissance, Restoration, and Neo-classical periods.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 404 British Literature from 19th Century to Present (3)

This course is a survey of major English poets and prose writers (fiction and nonfiction) since the end of the 18th century.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 405 American Literature to 1865 (3)

This course is a survey of colonial journals, native American literature, biography, political writings of the Revolutionary and Federalist periods, and works of the American Renaissance.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 406 American Literature from 1865 to Present (3)

This course is a study of post-Civil War and 20th century poets, playwrights, and novelists.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 408 Multicultural Literature and Perspectives (3)

This course provides students with an overview of multicultural literature in conjunction with the historical and contemporary issues facing each culture. The texts discussed in this course may include Hispanic/Chicano/Chicana literature, African American literature, American Indian literature, Deaf literature, Gay/Lesbian literature, English from the former colonies/postcolonial literature, and others. The course will focus on the techniques and strategies implemented by the authors to undermine and question mainstream attitudes and values through an investigation of questions such as these: What is “minority?” How is identity formulated in the margins?

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 430 The History of the English Language (3)

This course is a study of the development of the English language from its beginning to the present; examines English in each of its major periods and discusses the ways that language changes and the reasons for these changes.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 433 British Literature Seminar [topic to be specified] (3)

This specialized course provides majors with a more intensive study of British literature according to genre, within a specific time period, or with a specialized focus. Topics for this course will vary each semester and could include topics such as Medieval Women Writers, Gothic Literature of the 18th and 19th Centuries, and Romantic/Victorian Women Authors, among others.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 435 American Literature Seminar [topic to be specified] (3)

This specialized course provides majors with a more intensive study of American Literature according to genre, within a specific time period, or with a specialized focus. Topics for this course will vary and may include topics such as Colonial Literature, Slave Narratives, Modern American Drama, American Biography, Works from the American Renaissance, and so forth.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 441 Shakespeare (3)

This course is an analysis of the poetic and dramatic structure of some of Shakespeare’s major comedies, tragedies, romances, and history plays, with a consideration of the background of the plays.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 442 Major Author [topic to be specified] (3)

This course is a study of the life and works of a major author writing in the English language, such as Chaucer or Milton. The author to be studied in any given semester will be announced at registration.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 460 English Grammar for Writers and Future Teachers (3)

This course includes a thorough introduction to the principles of English grammar, structure, and usage. Classes are designed to reinforce students’ cognitive knowledge of English grammar. In addition, readings, discussion, and exercises focus on how to apply the principles of grammar in one’s own writing and in the teaching of writing.

Prerequisites: ENG 204 or 206

ENG 493 Senior Seminar [topic to be specified] (3)

This course is a seminar in an area chosen by the instructor; the chief work of the course will be the preparation of a seminar paper. Recommended to all senior English majors in their last or second-to-last semester before graduation.

Prerequisite/corequisite: ENG 399 or permission of the instructor

ENG 495 Special Topics [topic to be specified] (1-3)

Prerequisite: ENG 204 or 204S and permission of the instructor

ENG 498H Senior Project (3)

This course is required for all English Honors students and is usually taken in the senior year. Students must write a long, documented research paper, with the guidance of the instructor. The students will select their own topics and will spend most of the semester in independent research and writing.

Prerequisite: Permission of the English Honors coordinator

ENG 499 Independent Study (1-3)

This course consists of individual work for juniors and seniors in an area of special interest; designed and carried out by the student in consultation with the instructor.

Prerequisite: Permission of the department chair and the instructor

ENG 670 Comparative Poetics: ASL and English (3)

This course studies comparative poetics using poems in ASL and English. ASL poems on videotape are 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.

Prerequisites: Ability to understand ASL, though not necessarily to produce it, and ENG 204, 204S, or the equivalent, and permission of the instructor

FAMILY AND CHILD STUDIES

Dr. Deborah Krichbaum, Chair

Hall Memorial Building, Room S 131

A major in Family and Child Studies with a specialization in Child Development prepares students to work with young children and their families. Graduates are qualified to work in various programs, agencies, and organizations, including child development centers, private preschools, after-school programs, and community services. In addition, the minor in Family Studies offers students the opportunity to expand their professional preparation or to satisfy a personal interest.

There are many career paths and job possibilities for students with a Child Development specialization, depending on whether they choose to move directly into a work setting or attend graduate school. Required courses provide the foundation for understanding how children develop, learn, and behave and develop the competence needed to effectively guide children and work with their families. Field experiences permit students to apply this knowledge base and develop their professional skills.

Major Offered

Family and Child Studies with a specialization in Child Development

Minor Offered

Family Studies

Requirements for a Major in Family and Child Studies with a specialization in Child Development

GPA of 2.5 or above

Required pre-major courses 6 hours*

PSY 201 Introduction to Psychology (3)

PSY 311 Development I: Child Psychology (3)

**Three hours count toward the general studies requirements for students following a curriculum prior to Fall 2007.*

Requirements for Field Experience I (FCS 350) and Field Experience II (FCS 450):

- Must be a Family and Child Studies major;
- GPA of 2.5 or above;
- FCS 320, 361, 370 with a grade of C+ or above;
- Pay for and pass a criminal background investigation;
- Provide evidence student is free of tuberculosis and other communicable diseases;
- Permission of the instructor;
- (For FCS 450) All of above plus FCS 350 with a grade of C+ or above

Required courses		35 hours
FCS	251	Introduction to Family and Child Studies (1)
FCS	320	Infants and Toddlers (3)
FCS	324	Child Nutrition and Safety (3)
FCS	333	Child, Family, and Community (3)
FCS	350	Field Experience I (3)
FCS	361	Creative Activities for Children (3)
FCS	370	Preschool/Kindergarten Methods and Environments (3)
FCS	383	Practices and Programs for Early Childhood Care and Education (3)
FCS	450	Field Experience II (4)
PED	239	Professional Rescuer CPR/AED & First Aid (3)
PSY	319	The Psychology of Exceptional Children (3)
THE	470	Creative Movement and Drama, Preschool - Kindergarten (3)

Elective courses		12 hours
Choose 12 hours from the following:		
CAP	320	Field Experience (1-3)
COM	340	Business and Professional Communication (3)
EDU	665	Children's Literature (3)
FCS	306	Contemporary Families (3)
FCS	321	Introductory Nutrition (3)
FCS	334	Parent-Child Interactions (3)
PSY	441	Learning Theories and Applications (3)
SOC	407	Social Problems (3)
SWK	265	Child Welfare (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	6 hours
Major and related courses	47 hours
Free elective courses	27 hours
Total	120 hours

Requirements for a Minor in Family Studies

Choose 15 hours:

COM	470	Family Communication (3)
FCS	306	Contemporary Families (3)
FCS	309	Marriages and Families: Diversity and Change (3)
FCS	333	Child, Family, and Community (3)
FCS	334	Parent-Child Interactions (3)
PSY	313	Development II: The Psychology of Adolescence (3)

PSY	315	Development III: Adulthood and Aging (3)
PSY	457	Psychology of Human Sexuality (3)
SOC	210	Sociology of Death and Dying (3)
SWK	307	Human Behavior and the Social Environment I (3)

Total	15 hours
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Courses Offered**FCS 251 Introduction to Family and Child Studies (1)**

This course is designed for Family and Child Studies majors or students who are seriously considering becoming a FCS major. Because all FCS majors have a specialization in Child Development, students examine the careers and opportunities of professionals working in the child development field. A substantial portion of this course focuses on the field experience opportunities and requirements for FCS majors.

FCS 306 Contemporary Families (3)

This course focuses on present-day American families, comparing them to families throughout history and exploring implications for the future. Special attention is given to the racial and ethnic diversity of contemporary families and strengths and challenges these families confront. The impact families have on society along with the impact public policies have on families are examined throughout the course.

FCS 309 Marriages and Families: Diversity and Change (3)

Covering basic concepts and research in the areas of marriages, families, and intimate relationships, students address the challenges and opportunities individuals have in these areas as they move through the lifespan. Topics include family structures and functions, sex/gender roles, courtship and dating, cohabitation, unions and marriages, parenting, divorce, remarriage, and stepfamilies, with an emphasis on the diversity of relationships today and how they have changed from the past.

FCS 320 Infants and Toddlers (3)

This course explores the issues involved in providing infants and toddlers environments that are nurturing and developmentally appropriate. Special attention will be given to the principles involved in providing high quality programs and the characteristics of effective child-care professionals.

Prerequisite: Permission of the instructor**FCS 321 Introductory Nutrition (3)**

This course identifies the nutrients essential for good health and examines their role in the growth and

development of the individual. Emphasis is placed on nutrient functions, food sources, recommended intake levels, and the physiological effects of inadequate or excessive amounts on health. Special attention is paid to the role of diet in selected diseases, such as diabetes, heart disease, and cancer.

FCS 324 Child Nutrition and Safety (3)

This course focuses on the nutrition, health, and safety needs of children from birth to age eight and the role of child development centers and schools in satisfying those needs. Students learn to plan menus based on nutrition standards established for children's programs, to provide and maintain a safe environment for children in their care, and to teach and promote good eating, health, and safety practices among young children.

Prerequisite: Permission of the instructor

FCS 333 Child, Family, and Community (3)

This course uses an ecological approach to understanding the interactions of the child in the family and the community. Special emphasis is given to the ways that the family, community, and society can work together to provide the best environment for the development of children.

FCS 334 Parent-Child Interactions (3)

This course explores the influence of parents on children and children on parents. Special attention is given to how their roles and relationships change. Important issues confronting parents and children today are addressed and students learn a variety of positive discipline techniques.

Prerequisite: Permission of the instructor

FCS 350 Field Experience I (3)

In this course FCS majors work as interns in programs serving young children and/or their families. Students work on site under the supervision of professionals in the field. Students work ten or more hours each week during the semester and meet with the course instructor in a weekly seminar.

Prerequisite: Prearrangement and permission of the instructor required.

FCS 361 Creative Activities for Children (3)

A study of the natural creative processes found in all children. Through hands-on experience, students learn to plan and conduct activities that are creative, safe and age appropriate for young children from preschool and early elementary age through 5th grade.

Prerequisite: Permission of the instructor

Course fee: \$60

FCS 370 Preschool/Kindergarten Methods and Environments (3)

This course examines the principles involved in planning and implementing programs for children ages 3 – 5 years old. Developmentally appropriate guidance techniques are emphasized, along with sensitivity to individual needs and cultural diversity.

Prerequisite: Permission of the instructor

FCS 383 Practices and Programs for Early Childhood Care and Education (3)

This course examines the organization and administrative practices in child care programs. Topics include planning, program development, leadership and supervision, enrollment, public relations, staff management, financial management, facilities, regulations, and parent relations. Students visit a variety of child development programs to see first-hand the practices and methods used.

Prerequisite: Permission of the instructor

FCS 450 Field Experience II (4)

In this senior-level course FCS majors work as interns in programs serving young children and/or their families. Students work on-site for at least two days each week and are supervised by professionals in the field. Students must work a minimum of 160 hours and meet with the course instructor in a weekly seminar.

Prerequisites: Prearrangement and permission of the instructor required.

FCS 495 Special Topics (1-6)

FCS 499 Independent Study (1-4)

Supervised study or project in an area of the student's special interest.

Prerequisite: Permission of the instructor and the department chair.

FINANCE

Please see the Finance major information and course listing under the Business Department.

FOREIGN LANGUAGES, LITERATURES, AND CULTURES

Dr. Ian Sutherland, Chair
Hall Memorial Building, S-233

The Department offers instruction in three Romance fields (French, Italian, and Spanish) as well as in German and Latin. In addition to our first-year introductory sequence (numbered 111 and 112) that is required as part of the University general studies curriculum for all undergraduates, we offer intermediate and advanced language courses, courses in literature (both in the original language and in English translation), and courses in civilization and culture. Major programs are available in French and Spanish, with minors possible in French, German, and Spanish. Courses in building English vocabulary based on Latin and Greek roots (FLC 113, FLC 114) are also available and are strongly recommended to those students who wish to enhance their mastery of English.

While the department's primary mission is to ensure the acquisition of literacy in a foreign language, provision may be made, on an individual basis and by special arrangement, for students who want to acquire oral/aural skills in the language under study. Although the department does not offer formal instruction in foreign sign, it does introduce students to selected elements of foreign sign language.

Those with prior knowledge of a foreign language at the time of enrollment should contact the department regarding a possible full or partial waiver of the University General Studies graduation requirement. Foreign students whose native language is not English may also contact the department regarding a waiver. In all cases where the granting of a waiver is considered, the student must present appropriate documentation and/or pass, with distinction, a waiver exam.

Students enrolled in the department's basic language classes (numbered 111 and 112) will be required to attend a scheduled, weekly hour in the Culpeper Learning Laboratory, a multimedia computer-based facility that supports foreign language study and acquisition. Additionally, drop-in hours are made available to all Gallaudet students enrolled in foreign language programs who wish to use the lab to enhance or reinforce their study of the target language. The lab features a variety of foreign language applications and allows for multilingual word processing, Internet/Web access, and real-time computer-mediated interactive conversation in written form. Numerous video-based instructional materials, specifically designed for use by deaf or hard of hearing students, are accessible in our lab.

The department participates actively in the Foreign Studies Program, a unit of Gallaudet's Center for Global Education, and sponsors its own German Exchange Program. Study tours abroad are frequently planned and take place either during winter break or during summer session. Students who participate in one of these study tours may earn academic credit either for one of our regularly scheduled language courses or for a civilization course.

Majors Offered

French
Spanish

Minors Offered

French
German
Spanish

Requirements for a Major in French

Required pre-major courses 8 hours

FRE	111	Basic French I (4)
FRE	112	Basic French II (4)

Required internship or foreign study experience 1-5 hours

CAP	320	Field Experience (1-12)*
FLC	200	French Studies (1-5)

**A maximum of five hours count toward the requirements for the major*

Required major courses 25-29 hours

A minimum of twenty-five hours from courses numbered 200 and beyond in the French field of study, to be chosen in consultation with the departmental advisor in addition to the internship/foreign study experience requirement. Potential majors are encouraged to consider a second major in another department so as to enhance their marketability after graduation.

Under the auspices of the Self-Directed Major program, a customized major course of study with a foreign languages emphasis may be requested.

Summary of requirements

General studies courses	40 hours
Pre-major courses	8 hours
Major and related courses	30 hours
Free elective courses	42 hours
Total	120 hours

Requirements for a Major in Spanish**Required pre-major courses** 8 hours

SPA	111	Basic Spanish I (4)
SPA	112	Basic Spanish II (4)

Required internship or foreign study experience 1-5 hours

CAP	320	Field Experience (1-12)*
FLC	210	Spanish Studies (1-5)

*A maximum of five hours count toward the requirements for the major

Required major courses 25-29 hours

A minimum of twenty-five hours from courses numbered 200 and beyond in the Spanish field of study, to be chosen in consultation with the departmental advisor (in addition to the internship/foreign study experience requirement). A maximum of one Humanities literature in translation course offered by the department and in the major field may be counted toward the major as well as toward the humanities general studies requirement. Potential majors are encouraged to consider a second major in another department so as to enhance their marketability after graduation.

Under the auspices of the Self-Directed Major program, a customized major course of study with a foreign languages emphasis may be requested.

Summary of requirements

General studies courses	40 hours
Pre-major courses	8 hours
Major courses and related courses	30 hours
Free elective courses	42 hours
Total	120 hours

Requirements for a Minor in French, German, or Spanish

Minors are currently offered in French, German, and Spanish. A minimum of fifteen additional credits from courses numbered 200 and beyond are to be selected in consultation with the department. A maximum of one humanities literature in translation course offered by the department and in the minor field may be counted toward the minor as well as toward the humanities general studies requirement.

Foreign Languages, Literatures, and Cultures Courses Taught in English Offered**FLC 113 English Words from Latin (3)**

Learning the English meaning of Latin bases and affixes, followed by short exercises and the reading of English sentences in which these components appear in a meaningful

context. Brief exposure to various aspects of vocabulary such as folk etymology, euphemism, doublets based on words of Latin derivation.

FLC 114 English Words from Greek (3)

Learning the English meaning of Greek bases and affixes, followed by short exercises and the reading of English sentences in which these components appear in a meaningful context. Additional emphasis on Greek derived words commonly used in law, religion, the military, navigation, medicine, sports, art, and science.

FLC 200 French Studies (1-5)

A survey, conducted in France, any French-speaking city, or any other country where French is spoken, of its art, history, politics, literature, and contemporary society. Classroom instruction followed by guided visits to relevant museums, monuments, and other points of interest. Weekend excursions.

Prerequisite: Permission of the department

FLC 210 Spanish Studies (1-5)

A survey, conducted in Spain or any Spanish-speaking country, of its art, history, politics, literature, and contemporary society. Classroom instruction followed by guided visits to relevant museums, monuments, and other points of interest. Weekend excursions.

Prerequisite: Permission of the department

FLC 215 German Studies (1-5)

A survey, conducted in Germany, of its art, history, politics, literature, and contemporary society. Classroom instruction followed by guided visits to relevant museums, monuments, and other points of interest. Weekend excursions.

Prerequisite: Permission of the department

FLC 220 Italian Studies (1-5)

A survey, conducted in Italy, of its art, history, politics, literature, and contemporary society. Classroom instruction followed by guided visits to relevant museums, monuments, and other points of interest. Weekend excursions.

Prerequisite: Permission of the department

FLC 225 Russian Studies (1-5)

A survey, conducted in Russia, of its art, history, politics, literature, and contemporary society. Classroom instruction followed by guided visits to relevant museums, monuments, and other points of interest. Weekend excursions.

Prerequisite: Permission of the department

FLC 314 Topics in Language Diversity (3)

This course provides an introduction to the diversity of human language and the role of language in society. By studying the origins, the interrelationships, and the characteristics of several of the world's languages, students will gain an appreciation for language as an outgrowth of culture. Comparisons and contrasts will be drawn among several of the world's languages, with language-related issues studied from the perspective of different cultures.

FLC 351 Latin Literature in English Translation: The Republic (3)

This course examines Latin literature from its origins in mid-3rd century BCE to the accession of emperor Augustus in late 1st century BCE. Latin during this period developed from a language unaccustomed to literary applications into one of great creativity, flexibility, power, and nuance. Curriculum samples works in prose and verse, including drama; epic, lyric, and elegiac poetry; oratory; and narrative history. Authors may include Plautus, Terence, Lucretius, Cicero, Caesar, Tibullus, Catullus, and/or others.

Prerequisite: ENG 204 or the equivalent, or permission of the department

FLC 352 Latin Literature in English Translation: The Empire (3)

This course examines the development of Latin literature from the late 1st century BCE to the early 5th century CE, during which time Augustus established the imperial political regime, and the Roman Empire reached its maximum extent and experienced the rise of Christianity. Curriculum begins with the Aeneid of Vergil, and samples of other works of poetry, narrative history, natural history, the novel, satire, and early Christian writing. Authors may include Horace, Ovid, Livy, Tacitus, Juvenal, Petronius, Apuleius, Augustine, and/or others.

Prerequisite: ENG 204 or the equivalent, or permission of the department

FLC 361 Masterpieces of French Literature in English Translation I (3)

An analysis of the changing trends in the development of French literature and culture from the 12th century to the contemporary age through the reading and discussion of selected French masterpieces in English translation. Satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department

FLC 362 Masterpieces of French Literature in English Translation II (3)

An analysis of the changing trends in the development of French literature and culture from the 12th century to the contemporary age through the reading and discussion of selected French masterpieces in English translation. Satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department

FLC 363 Quebec Literature and Film in English Translation (3)

This course introduces students to the diverse culture of Quebec through the study of significant works of literature and film. Literary works are read in English translation and films are viewed with English captions. Works studied are placed in the context of the social, economic and political challenges faced by the largest population in North America that uses French as a primary mode of communication. Special emphasis is given to the concepts of otherness and the quest for identity as they apply to the evolution of gender roles and the interaction between differing ethnic groups. Satisfies the humanities literature requirement.

Prerequisite: ENG 204 or equivalent, or permission of the department

FLC 371 German Literature in English Translation I (3)

Readings from selected authors.

Prerequisite: ENG 204, or the equivalent; or permission of the department

FLC 372 German Literature in English Translation II (3)

Readings from selected authors.

Prerequisite: ENG 204, or the equivalent; or permission of the department

FLC 380 The Latino Presence in the United States (3)

Comparative study of three of the largest Latino communities in the United States: Chicanos, Cuban-Americans, and Puerto Ricans. Topics will include an exploration of the cultural identities of each of these communities, focusing notions of ethnicity, race, religion, as well as economic and social class distinctions. Taught in English.

FLC 381 Masterpieces of Spanish Literature in English Translation I (3)

This course covers readings from the Medieval and Renaissance periods to Spain's Golden Age plays, Cervantes' Don Quixote, and exemplary novels of the 17th century. This course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department

FLC 382 Masterpieces of Spanish Literature in English Translation II (3)

This course covers readings from the 18th century to the modern works of the 20th century by Pardo Bazan, Perez Galdos, Blasco Ibanez, and Garcia Lorca. This course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department

FLC 383 Spanish American Literature in English Translation I (3)

Readings from major writings of Argentina, Venezuela, Colombia, Mexico, Guatemala, Brazil, and Peru, among others. This course covers the Colonial period to 1950. The course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent; or permission of the department

FLC 384 Spanish American Literature in English Translation II (3)

Readings from major writings of Argentina, Venezuela, Colombia, Mexico, Guatemala, Brazil, and Peru, among others. This course concentrates on the literature since 1950. The course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent; or permission of the department

FLC 401 Methods, Technology and Research in Foreign Language Learning (3)

Students will learn foreign language teaching and learning techniques and research methods for classroom application. In addition to acquiring knowledge of past language learning theories and principle methodologies, comparisons and discussions of those theories will be applied to current best practices in foreign language teaching and research as guided by the discipline's National Standards for Foreign Language Learning developed by the national professional organization, The American Council on Foreign Languages. Learning outcomes include evaluation and assessment criteria, student review and the development of student-centered written class work through mentoring and collaboration with department faculty in the students' target language area.

Prerequisites: Open to students majoring in French or Spanish or minoring in French, German, or Spanish; permission of the department

FLC 495 Special Topics (1-3)**FLC 499 Independent Study (1-3)****French Courses Offered****FRE 111 Basic French I (4)**

This is the first part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

FRE 112 Basic French II (4)

This is the second semester of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

Prerequisites: FRE 111 and permission of the department if more than two semesters have elapsed since enrollment in FRE 111.

FRE 150 Conversational French (3)

Study of the spoken language, using dialogues and corrective drills. Students who can use speech are expected to do so, but speech skills are neither required for the course nor considered in grading.

Prerequisite/corequisite: FRE 111

FRE 211 Communicating in French (3)

Continuing study to complement the linguistic and cultural knowledge acquired in Basic French. Ongoing review; practice with newly taught structural patterns will provide a more comprehensive grasp of the language from an interactive perspective and will allow the student to gain facility in written expression and increased global awareness. Practice

sessions in the department's computer laboratory with regular use of computer-mediated conferencing will supplement classroom instruction.

Prerequisite: FRE 112

FRE 212 Readings in French (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic French to a variety of printed, Web-based, or captioned video materials in French. Readings will be chosen for their cultural value, interest, and accessibility. Emphasis on grammar recognition rather than on production. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: FRE 112

FRE 311 Advanced French I (3)

Composition and readings.

Prerequisite: FRE 211, 212; or the equivalent

FRE 312 Advanced French II (3)

Composition and readings.

Prerequisite: FRE 311

FRE 402 Translation of French to English: Theory and Practice (3)

This course is an introduction to the theory and practice of translating texts from French to English. Materials will be drawn from a variety of disciplines. Students will receive training in the use of the correct technical terminology for translation work, as well as practice in acquiring the necessary skills needed to perform translations that are both correct and idiomatic.

Prerequisite: FRE 312 or permission of the department; ENG 203

FRE 403 French Literature to 1700 (3)

A survey of French literature of the Middle Ages, Renaissance, and Classical period.

Prerequisite: FRE 211, 212; or the equivalent

FRE 406 French Literature since 1700 (3)

Prerequisite: FRE 211, 212; or the equivalent

FRE 437 French Civilization (3)

An introduction to the history, geography, art, and literature of France.

Prerequisite: FRE 211, 212; or the equivalent

FRE 438 Contemporary French Society (3)

A survey of important aspects of French society today, dealing with major political, economic, and social structures and their impact on the everyday life of the French people.

Prerequisite: FRE 211, 212; or the equivalent

FRE 495 Special Topics (1-3)

FRE 499 Independent Study (1-3)

Independent study.

Prerequisite: Permission of the department

German Courses Offered

GER 111 Basic German I (4)

This is the first part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

GER 112 Basic German II (4)

This is the second part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

Prerequisite: GER 111 and permission of the department if more than two semesters have elapsed since enrollment in GER 111.

GER 150 Conversational German (3)

Development of the ability to communicate in German by studying its pronunciation and practicing with expressions used in everyday conversation. Emphasis is on the ability to communicate readily and not on the ability to reproduce sounds.

Prerequisite: GER 111 or concurrent enrollment

GER 211 Communicating in German (3)

Continuing study to complement the linguistic and cultural knowledge acquired in Basic German. Ongoing review; practice with newly taught structural patterns will provide a more comprehensive grasp of the language from an interactive perspective and will allow the student to gain facility in written expression and increased global awareness. Practice sessions in the department's computer laboratory with regular use of computer-mediated conferencing will supplement classroom instruction.

Prerequisite: GER 112

GER 212 Readings in German (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic German to a variety of printed, Web-based, or captioned video materials in German. Readings will be chosen for their cultural value, interest, and accessibility. Emphasis on grammar recognition rather than on production. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: GER 112

GER 311 Advanced Composition I (3)

Practice on translating and advanced exercises; original compositions.

Prerequisites: GER 211, 212

GER 312 Advanced Composition II (3)

Practice on translating and advanced exercises; original compositions.

Prerequisites: GER 311

GER 403 Introduction to German Literature I (3)

Readings from the great writers; reports and outside reading.

Prerequisites: GER 211, 212

GER 404 Introduction to German Literature II (3)

Readings from the great writers; reports and outside reading.

Prerequisites: GER 403

GER 437 German Civilization I (3)

An introduction to the history, geography, art, and literature of Germany.

GER 438 German Civilization II (3)

An introduction to the history, geography, art, and literature of Germany.

Prerequisite: GER 437

GER 495 Special Topics (1-3)**GER 499 Independent Study (1-3)**

Independent study.

Prerequisite: Permission of the department

Italian Courses Offered**ITA 111 Basic Italian I (4)**

This is the first part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

ITA 112 Basic Italian I (4)

This is the second part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

Prerequisite: ITA 111 and permission of the department if more than two semesters have elapsed since enrollment in ITA 111.

ITA 211 Communicating in Italian (3)

Continuing study to complement the linguistic and cultural knowledge acquired in Basic Italian. Ongoing review; practice with newly taught structural patterns will provide a more comprehensive grasp of the language from an interactive perspective and will allow the student to gain facility in written expression and increased global awareness. Practice sessions in the department's computer laboratory with regular use of computer-mediated conferencing will supplement classroom instruction.

Prerequisite: ITA 112

ITA 212 Readings in Italian (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic Italian to a variety of printed, Web-based, or captioned video materials in Italian. Readings will be chosen for their cultural value, interest, and accessibility. Emphasis on grammar recognition rather than on production. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: ITA 112

ITA 495 Special Topics (1-3)**ITA 499 Independent Study (1-3)**

Independent study.

Prerequisite: Permission of the department

Latin Courses Offered**LAT 111 Basic Latin I (4)**

This is the first part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

LAT 112 Basic Latin II (4)

This is the second part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

Prerequisite: LAT 111 and permission of the department if more than two semesters have elapsed since enrollment in LAT 111.

LAT 211 Readings in Roman Culture (3)

More advanced study to complement knowledge acquired in Basic Latin. Review of first-year material followed by the introduction of additional elements of grammar and syntax. Emphasis will be on reading Latin texts in the original language. Practice sessions in the department's computer laboratory will supplement classroom instruction.

Prerequisite: LAT 112

LAT 212 Advanced Readings in Latin Literature (3)

Students will apply the knowledge of vocabulary and syntax acquired in LAT 211 to readings chosen for their cultural value and interest. Emphasis will be on in-depth reading and analysis. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Practice sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: LAT 211 or permission of the instructor

LAT 495 Special Topics (1-3)**LAT 499 Independent Study (1-3)**

Independent study.

Prerequisite: Permission of the department

Spanish Courses Offered**SPA 111 Basic Spanish I (4)**

This is the first part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

SPA 112 Basic Spanish II (4)

This is the second part of a two-semester course sequence. Intensive study of the principles of grammar and usage of the language. Basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Expressive use of the target language will be supported by real-time conferencing software and/or simple fingerspelling-based activities. While oral/aural skills are not normally taught, they may be incorporated optionally into the curriculum. Students will also be exposed to aspects of the target culture(s), including information on the deaf community abroad, where feasible. Four hours of classroom-based instruction will be supplemented by a required weekly session in the department's Learning Laboratory.

Prerequisite: SPA 111 and permission of the department if more than two semesters have elapsed since enrollment in SPA 111.

SPA 150 Conversational Spanish (3)

Study of the spoken language using dialogues and corrective drills. Students who can use speech are expected to do so, but speech skills are neither required for the course nor considered in grading.

Prerequisite/corequisite: SPA 111

SPA 211 Communicating in Spanish (3)

Continuing study to complement the linguistic and cultural knowledge acquired in Basic Spanish. Ongoing review; practice with newly taught structural patterns will provide a more comprehensive grasp of the language from an interactive perspective and will allow the student to gain facility in written expression and increased global awareness. Practice

sessions in the department's computer laboratory with regular use of computer-mediated conferencing will supplement classroom instruction.

Prerequisite: SPA 112

SPA 212 Readings in Spanish (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic Spanish to a variety of printed, Web-based, or captioned video materials in Spanish. Readings will be chosen for their cultural value, interest, and accessibility. Emphasis on grammar recognition rather than on production. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: SPA 112

SPA 311 Advanced Spanish I (3)

Composition and readings.

Prerequisite: SPA 211, 212; or the equivalent

SPA 312 Advanced Spanish II (3)

Composition and readings.

Prerequisite: SPA 311

SPA 403 Spanish Literature to 1700 (3)

A survey of Spanish literature from the 12th century through the Golden Age.

Prerequisite: SPA 211, 212; or the equivalent

SPA 406 Spanish Literature Since 1700 (3)

Prerequisite: SPA 211, 212; or the equivalent

SPA 437 Contemporary Latin American Society (3)

A survey of important aspects of Latin American society today, dealing with the major political, economic, and social structures of the various countries and areas and their impact on the everyday life of the people.

Prerequisite: SPA 211, 212; or the equivalent

SPA 438 Spanish Civilization (3)

An introduction to the history, geography, art, and literature of Spain.

Prerequisite: SPA 211, 212; or the equivalent

SPA 495 Special Topics (1-3)**SPA 499 Independent Study (1-3)**

Independent study.

Prerequisite: Permission of the department

FOREIGN STUDY PROGRAM

Dr. Asiah Mason
Hall Memorial Building

Gallaudet offers the Foreign Study Program (FSP) to students who are interested in traveling overseas to study the cultures, languages, and other areas in the humanities. The Center for Global Education (Office for International Programs and Services) 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 in specific European and Central American countries.

Courses offered in the Foreign Languages, Literatures, and Cultures department include: French Studies, Spanish Studies, German Studies, Italian Studies, Russian Studies, and Topics in Language Diversity. The English Department offers a British Studies course.

FRENCH

Please see French major information and course listing under the Foreign Languages, Literatures, and Cultures Department.

GERMAN

Please see German course listing under the Foreign Languages, Literatures, and Cultures Department.

GENERAL STUDIES

Kathryn Baldridge, Director

The General Studies Curriculum prepares students for successful learning in a complex world where traditional academic disciplines are interrelating, merging and overlapping. Instead of focusing on one subject or content area at a time, the General Studies Curriculum challenges students and faculty members to grapple with the complexities of an interdisciplinary academic setting that mirrors and prepares graduates for the complex world we live in—a world where technology provides instant access to an ever-growing body of information that weaves together the arts, sciences, and humanities.

GSR 101 First Year Seminar (3)

The purpose of this course is to help new college students make a successful transition to the intellectual and personal demands of college. In this course, students will complete a wide variety of experiences that will help them address these essential questions: Who am I, and how did I get here? What is college all about? Where am I going, and how do I get there? This course is offered as part of a Learning Cluster which integrates GSR 101 (First Year Seminar), GSR 102 (Critical Reading and Writing) and GSR 103, (American Sign Language and Deaf Studies). The professors will work together to design reading, writing, and ASL assignments that are meaningful and relevant to the students' lives as new college students.

Prerequisite: Qualifying performance on the English assessment or screening

Course fee: \$10

GSR 102 Critical Reading and Writing (3)

This course is offered as part of a Learning Cluster which integrates GSR 101 (First Year Seminar), GSR 102 (Critical Reading and Writing), and GSR 103 (American Sign Language and Deaf Studies). This course will focus on specific critical reading and writing skills that students need to succeed in their future coursework. Reading and writing activities and assignments will parallel First Year Seminar learning experiences.

Prerequisite: Qualifying performance on the English assessment

GSR 103 American Sign Language and Deaf Studies (3)

This course is offered as part of a Learning Cluster which integrates GSR 101 (First Year Seminar), GSR 102 (Critical Reading and Writing) and GSR 103, (American Sign Language and Deaf Studies). The purpose of the course is

to prepare students to engage in critical, academic thinking through American Sign Language. Students will be introduced to historical, linguistic, literary and academic dimensions of American Sign Language. Students will learn the differences between formal and informal uses of language and gain experiences in critical analysis of American Sign Language texts. This course will also explore the theme of “Deaf Lives” and engage students in thinking about the complexities involved in identity construction and what it means to live Deaf lives today.

Prerequisite: Qualifying performance on the English assessment or screening and passing ASL screening

GSR 104 Quantitative Reasoning Approach (3)

The Quantitative Reasoning Approach course is designed to achieve mathematical literacy among liberal arts students. It includes the mathematics, logic, and problem-solving skills needed to make informed judgments in the contexts of science, technology, and society. Topics include number sense, statistics, probability, geometry, linear and exponential modeling, graphing, and data analysis. This is not a traditional abstract math class, but focuses on using mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live.

Prerequisite: Qualifying performance on the English assessment or screening; passing ASL screening; high school algebra and passing the math screening test; or passing MAT 040

GSR 150 Introduction to Integrated Learning: [topic to be specified] (4)

This course is intended to help students transition from the basic skills courses of the first semester to the more challenging 200-level Integrated Learning Courses. This course will be team-taught by at least two faculty members from different disciplines and will focus on a central topic/question; topics/questions will vary from section to section and semester to semester. Whatever the topic, the goal will be to start building competency with regard to all five Undergraduate Learning Outcomes.

Prerequisites: GSR 101, 102

Prerequisite or Corequisite: GSR 103

GSR 210 Comparing Multicultural Perspectives: [topic to be specified] (4-6)

This is an Integrated Learning Course which emphasizes the third Undergraduate Learning Outcome: Identity and Culture. Thus, this course focuses enabling students to understand complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups. This course will be team-taught by at least two

faculty members from different disciplines and will focus on a central topic; topics will vary from section to section and semester to semester.

Prerequisites: GSR 150

GSR 211 Comparing Multicultural Perspectives, with Service Learning: [topic to be specified] (4-6)

This course is the same as GSR 210, but with a Service Learning focus. Students will perform community service activities that reinforce and enhance the academic content of the course.

Prerequisites: GSR 150

GSR 220 Methods of Multiple Disciplines: [topic to be specified] (4-6)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry. Thus, this course focuses enabling students to apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. This course will be team-taught by at least two faculty members from different disciplines and will focus on a central topic; topics will vary from section to section and semester to semester.

Prerequisites: GSR 150

GSR 221 Methods of Multiple Disciplines, with Service Learning: [topic to be specified] (4-6)

This course is the same as GSR 220, but with a Service Learning focus. Students will perform community service activities that reinforce and enhance the academic content of the course.

Prerequisites: GSR 150

GSR 230 Scientific and Quantitative Reasoning in Context: [topic to be specified] (4-6)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry, in particular scientific and quantitative approaches to understanding human experience and the natural world. This course will be team-taught by at least two faculty members from different disciplines and will focus on a central topic; topics will vary from section to section and semester to semester.

Prerequisites: GSR 104 or MAT 130, GSR 150

GSR 231 Scientific and Quantitative Reasoning in Context, with Service Learning: [topic to be specified] (4-6)

This course is the same as GSR 230, but with a Service Learning focus. Students will perform community service activities that reinforce and enhance the academic content of the course.

Prerequisites: GSR 104 or MAT 130, GSR 150

GSR 240 Ethical Evaluations and Actions:
[topic to be specified] (4-6)

This is an Integrated Learning Course which emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, this course focuses on enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. This course will be team-taught by at least two faculty members from different disciplines and will focus on a central topic; topics will vary from section to section and semester to semester.

Prerequisites: GSR 150

GSR 241 Ethical Evaluations and Actions, with Service Learning: [topic to be specified] (4-6)

This course is the same as GSR 240, but with a Service Learning focus. Students will perform community service activities that reinforce and enhance the academic content of the course.

Prerequisites: GSR 150

GSR 300 General Studies Capstone (4)

This course is a culminating experience that ties together all of the Undergraduate Learning Outcomes. Community groups, both local and more far-flung, will present us with problems/needs. Students from various majors will sign up for a specific problem, forming project teams, each of which will be facilitated by a faculty member. Each project team will then devise and implement an innovative solution to their problem.

Prerequisite: Completion of all other General Studies requirements

Applied Literacy Courses Offered**ALT 050 English Language Study (6)***

The emphasis in this course will be on the development and reinforcement of English grammar and vocabulary skills through reading and writing. Students will attend a tutoring program for at least six hours per week. If students do not achieve the necessary placement test scores to advance to ALT 070 by the end of the semester, they may elect to repeat ALT 050 or take ALT 060. A grade of IP (In Progress) may be given to any student who has made satisfactory progress but who has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to qualify to take the placement test, students must receive a passing grade in the course or permission of the department chair.

Prerequisite: Permission of the department chair

Course fee: \$50

ALT 060 Intensive English Language Study I (12)*

This semi-intensive English language course meets 15 hours per week. Students work to achieve the English language skills necessary to succeed in an academic environment. Emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. (Twelve class hours and three hours of lab work.) A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to qualify to take the placement test, students must receive a passing grade in the course or permission of the department chair.

Prerequisite: Permission of the department chair

Course fee: \$50

ALT 065 Intensive English Language Study II (12)*

This semi-intensive English language course meets 15 hours per week. Students work to achieve the English language skills necessary to succeed in an academic environment. Emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. (Twelve class hours and three hours of lab work.) A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to qualify to take the placement test, students must receive a passing grade in the course or permission of the department chair.

Prerequisite: ALT 060 and permission of the department chair

Course fee: \$50

ALT 070 English Language Study: Reading and Writing Skills (6)*

This English language course meets for a total of eight hours each week. Students work to achieve the English skills necessary to succeed in an academic environment. The emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. This course is limited to students who have demonstrated a specific level of basic English skill. (Six class hours and two hours of lab work.) A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to qualify to take the placement test, students must receive a passing grade in the course or permission of the department chair.

Prerequisite: Qualifying performance on the English Placement Test or equivalent, or permission of the department chair

Course fee: \$50

ALT 080 English Language Study: Writing Emphasis (6)*

This is an English language course designed for students who have demonstrated the required minimal skill in reading English but who need more focused work on written English before beginning college-level composition work. Students will write paragraphs and short essays, review basic grammar, and continue to reinforce their reading and vocabulary skills. The course may be individualized to meet the needs of students with a variety of linguistic backgrounds. A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to qualify to take the placement test, students must receive a passing grade in the course or permission of the department chair.

Prerequisite: Passing performance on the reading section of the English Placement Test or the equivalent and permission of the department chair

Course fee: \$50

**Institutional credit hours.*

CAP Courses Offered**CAP 101 First Year Seminar (3)**

This course is designed to help first-year students make a successful transition to the intellectual challenges of college. Students develop skills in technology while exploring major fields of study, career choices, and University resources. The course also emphasizes study skills, time management, goal setting, and writing in various contexts. The course is taught by faculty members from a variety of disciplines, assisted by upperclassmen students as Teaching Assistants. Students who fail First Year Seminar are required to take it again during the next consecutive semester.

Course fee: \$10

CAP 111 Introduction to Careers and Life Planning (2)

This course provides structured and individualized opportunities for students to gain theoretical knowledge of career development and to explore career options that relate to their particular personalities and aptitudes. From this base, students are guided to make informed choices about academic majors and university training. Following this process, students explore the current issues and trends in the workplace, including issues directly related to deafness, and relate this information to their own personal career choices. Finally, students are introduced to the beginning steps for obtaining work experience and actually entering the world of work.

Prerequisite or corequisite: ENG 102 or equivalent

CAP 195 Special Topics (1-3)

An interdisciplinary study of special topics of interest; designed primarily for freshmen.

Prerequisite: Permission of the instructor

CAP 295 Special Topics (1-3)

An interdisciplinary study of special topics of interest; designed primarily for sophomores.

Prerequisite: Permission of the instructor

CAP 310 Seminar for First Year Teaching Assistants (3)

This course is designed to prepare and support junior or senior students who are selected to be teaching assistants in First Year Seminar (FYS) classes. Content includes development of lesson plans and actual instruction, integration of theories and practices of problem-based learning, learning styles, critical thinking, and needs of first-year students. The course consists of a weekly seminar, weekly three-hour FYS classes, and weekly appointments with the FYS lead instructor.

Prerequisites: ENG 103, GPA of 3.0 or higher, recommendation by a current or former instructor, junior class standing, and interview with FYS director.

CAP 320 Field Experience (1-12)

Students will go off campus to learning sites approved by the academic unit. The sites will be used as laboratories to investigate, evaluate, analyze, and apply classroom teachings. The course will include pre-established written learning objectives, strategies for meeting the objectives, and evaluation criteria formulated jointly by the faculty sponsor (instructor), student, and the supervisor at the learning site, where appropriate. An on-site supervisor will be designated in all cases. Criteria for receiving credit will include in each case a written analysis, research paper, or other appropriate document completed by the student. Substantial tangible evidence of achievement may supplement the written work. Up to three Career Center credit hours are allowed for approved on-campus work experiences.

Prerequisites: (1) Students must have chosen their majors and (2) have a cumulative average of 2.0 or better (Employers prefer a GPA of 3.0 or higher); (3) Completion of all conditional English and/or math courses; (4) Students must have previous courses or experience appropriate to their individual projects, including the development of a portfolio and learning contract, as determined by their faculty sponsors and/or Employment/Internship Advisors. Exceptions to prerequisites 1 and 2 may be made by concurrence of the student's faculty advisor, faculty sponsor, or Employment/Internship Advisor.

CAP 480 Cooperative Internship Program (EPOC) Interdisciplinary Seminar: Exploring Issues and Practices in the Workplace (4)

An internship experience combined with a weekly seminar that provides an opportunity to develop critical thinking skills, observation skills, creative responses to challenges in the workplace, and the ability to integrate theory and practice. Students will perform three hours' worth of credit in the

seminar and three hours' worth of credit in the internship. Internships will be arranged by the Career Center according to their already established academic requirements. The internship will be used as a laboratory to investigate, evaluate, analyze, and apply classroom teachings. The seminar will provide a structured process to consider specific, relevant topics such as ethics in the workplace, conflict resolution, understanding actual and theoretical organizational structures, women in the workplace, special concerns of deaf people in the workplace, and effective communication of ideas. From time to time, selected on-site supervisors and deaf professionals will be invited to participate in classroom discussions. This course is not repeatable; students may not earn Career Center credits and credit for this course simultaneously.

Prerequisites: Completion of sophomore year; satisfaction of other Career Center requirements for participation in internships (GPA of 2.0; completion of all conditional English and/or math courses); completion of Career Center information file (resume, letters of recommendation, transcript, information release forms, etc.) and the development of a portfolio.

CAP 495 Special Topics (1-3)

An interdisciplinary study of special topics of interest; designed primarily for juniors and seniors.

Prerequisite: Permission of the instructor

CAP 499 Independent Study (1-3)

Intensive supervised study and research on topics related to Center for Academic Programs and Student Services (CAPSS) programs.

Prerequisites: Junior or senior standing; permission of the Associate Dean.

Continuous Education Enrollment Courses

UCE 499 Undergraduate Continuous Enrollment (0)

This course provides continuous enrollment for undergraduate students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Registrar's Office to enroll in this course.

Course fee: \$100

GOVERNMENT AND HISTORY

Dr. Barry H. Bergen, Chair

Hall Memorial Building, Room S-235

This department houses two disciplines and majors: government and history.

Government

Government or political science in the broadest sense is the study of how governments work and how they affect people (and how people affect them) on the local, national, and international levels. Political scientists are concerned with the structures of governments, the decision-making process in governments, the policy governments make, and the cultures in which governments function. Some specific topics that can be studied at Gallaudet include political parties, the legislature, political theory, the presidency, interest groups, civil rights and liberties, the governments of Europe and developing nations, international relations, American foreign policy, and others. The department emphasizes both knowledge in the area of government and current events, and skills in research, communication, and critical thinking.

A government major is often seen as a useful preparation for law and teaching, journalism, federal government service, state and local government, and good citizenship. The skills and knowledge emphasized are useful in many other fields. Washington, D.C., is an ideal place to study politics, and students are helped and encouraged to make extensive use of the city's academic, cultural, and governmental resources. The department also uses the University's work-study program to find work placements that will broaden students classroom experience. Pre-law advising is offered to students who wish to attend law school.

History

The study of history helps students discover and interpret the innately complex and fascinating past. It broadens and enlightens minds and prepares students to become more active and effective participants in the future. Only an informed awareness of the past can provide the key to understanding what we are today and to influence what we will be tomorrow. Students majoring in history will find many fields open to them. Skills developed from this study, such as organization of diverse facts and opinions, and a clear presentation of conclusions drawn from those facts and opinions, are of fundamental importance in many professions. Researchers, librarians, lawyers, teachers, and others all benefit from the skills acquired through using methods of historical study.

Majors Offered

Government, with specializations:
 General track
 International concentration track
 History

Minors Offered

Government, with specializations:
 General track
 International concentration track
 History

Requirements for a Major in Government with a General track

Required pre-major courses		6 hours
GOV 101	American Government and Contemporary Affairs I (3)	
GOV 102	American Government and Contemporary Affairs II (3)	

Required government courses		9 hours
GOV 301	Political Theory I (3)	
GOV 410	Introduction to Research Methods in Political Science (3)	
GOV 493	Senior Seminar (3)	

Elective government courses 21 hours

A government major will be allowed to substitute one history course for a government elective in the major, and a history major will be allowed to substitute one government course for a history elective in the major. Such substitution must be done with the approval of academic advisors.

American Government Concentration

Choose two courses:

GOV 346	Political Parties (3)
GOV 350	Constitutional Law (3)
GOV 356	Legislative Process (3)
GOV 370	Human Rights (3)
GOV 384	American Foreign Policy (3)
GOV 401	The Presidency (3)

International Concentration

Choose two courses:

GOV 328	Comparative European Governments (3)
GOV 329	Comparative Governments of Asia, Africa and Latin America (3)
GOV 330	Introduction to the European Union (3)
GOV 387	Nationalism and Developing Nations (3)
GOV 391	International Relations (3)
GOV 395	International Law and Organization (3)

And choose the remainder of the 21 credits in consultation with the department. Any elective course listed above or below may be taken.

Other elective government courses

GOV 495	Special Topics (1-3)
GOV 499	Independent Study (1-3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	6 hours
Major courses	30 hours
Free elective courses	44 hours
Total	120 hours

Requirements for a Major in Government with a International concentration track

Required pre-major courses		6 hours
GOV 101	American Government and Contemporary Affairs I (3)	
GOV 102	American Government and Contemporary Affairs II (3)	

Required core courses		18 hours
GOV 301	Political Theory I (3)	
GOV 328	Comparative European Governments (3)	
GOV 329	Comparative Governments of Asia, Africa and Latin America (3)	
GOV 391	International Relations (3)	
GOV 395	International Law and Organization (3)	
GOV 410	Introduction to Research Methods in Political Science (3)	
GOV 493	Senior Seminar (3)	

Elective courses 12 hours

Choose 12 credits from the courses below or from appropriate special topics courses:

GOV 330	Introduction to the European Union (3)
GOV 370	Human Rights (3)
GOV 384	American Foreign Policy (3)
GOV 387	Nationalism and Developing Nations (3)
HIS 300	Nazi Germany and World War II Through Film (3)
HIS 343	Modern Russia (3)
HIS 344	History of the Modern Middle East (3)
HIS 345	Nineteenth-Century Europe (3)
HIS 346	Twentieth-Century Europe (3)
HIS 351	History of Africa (3)
HIS 362	The Far East (3)
HIS 430	History of Latin America

Summary of requirements

General studies courses	40 hours
Pre-major courses	6 hours
Major courses	30 hours
Free elective courses	44 hours
Total	120 hours

Requirements for a Major in History**Required pre-major courses** 12 hours

To be taken in the freshman or sophomore year:

HIS	101	World Civilization I (3)
HIS	102	World Civilization II (3)
HIS	111	American History I (3)
HIS	112	American History II (3)

Required history courses 6 hours

HIS	287	Research Methods in History (3)
HIS	493	Senior Seminar (3)

Elective history courses 18 hours

A history major will be allowed to substitute one government course for a history elective in the major. Such substitution must be done with the approval of academic advisors.

U.S. history courses

Choose one course:

HIS	331	History of the American Deaf Community (3)
HIS	332	History of Mass Media and the Deaf Community (3)
HIS	340	Nineteenth Century American Deaf History (3)
HIS	377	The United States in the Twentieth Century (3)
HIS	378	U.S. Women's History (3)
HIS	400	Deaf Women's History (3)
HIS	460	American Colonial History (3)

European history courses

Choose one course:

HIS	300	Nazi Germany and World War II Through Film (3)
HIS	345	Nineteenth-Century Europe (3)
HIS	346	Twentieth-Century Europe (3)
HIS	380	The History of Sexuality (3)
HIS	435	The Renaissance (3)
HIS	440	The Era of the French Revolution and Napoleon (3)

Africa, Asia, Russia, Middle East, and Latin America

Choose one course:

HIS	343	Modern Russia (3)
HIS	344	History of the Modern Middle East (3)
HIS	351	History of Africa (3)
HIS	362	The Far East (3)
HIS	430	History of Latin America (3)

Choose the remainder of the 18 credits in consultation with the department. Any elective course listed above or below may be taken.

Other elective history courses

HIS	321	Introduction to Physical Geography (3)
HIS	322	Cultural Geography (3)
HIS	495	Special Topics (1-3)
HIS	499	Independent Study (1-3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	12 hours
Major courses	24 hours
Free elective courses	44 hours
Total	120 hours

Requirements for Minor in Government with a General track**Required pre-minor courses** 6 hours

GOV	101	American Government and Contemporary Affairs I (3)
GOV	102	American Government and Contemporary Affairs II (3)

Required government course 3 hours

GOV	301	Political Theory I (3)
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Elective government courses 12 hours

Choose one of the following:

GOV	346	Political Parties (3)
GOV	356	Legislative Process (3)
GOV	401	The Presidency (3)

Choose one of the following:

GOV	328	Comparative European Governments (3)
GOV	329	Comparative Governments of Asia, Africa and Latin America (3)
GOV	391	International Relations (3)

Choose any two government courses (six hours) above the 200 level.

Total	21 hours
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Requirements for a Minor in Government with a International concentration track**Required pre-minor courses** 6 hours

GOV 101 American Government and Contemporary Affairs I (3)

GOV 102 American Government and Contemporary Affairs II (3)

Required core courses 6 hours

GOV 328 Comparative European Governments (3)
or

GOV 329 Comparative Governments of Asia, Africa and Latin America (3)

GOV 391 International Relations (3)

Elective courses 9 hours

Choose from any of the other required or elective courses included under the international major track, or from appropriate special topics courses.

Total 21 hours

Requirements for a Minor in History**Required pre-minor courses** 6 hours

HIS 101 World Civilization I (3)

HIS 102 World Civilization II (3)

or

HIS 111 American History I (3)

HIS 112 American History II (3)

Required history course 3 hours

HIS 287 Research Methods in History (3)

Elective courses 9 hours

Choose any three history courses from any of the other required or elective courses under the history major track.

Total 18 hours

Government Courses Offered**GOV 101 American Government and Contemporary Affairs (3)**

The first of a two-semester sequence on American national politics, this course covers the origins of the political system, the Constitution, federalism, civil rights and civil liberties, and the institutions of Congress, the Presidency, the court system and the federal bureaucracy. Contemporary national and international political events are emphasized throughout.

GOV 102 American Government and Contemporary Affairs (3)

The second of a two-semester sequence on American national politics, this course covers public opinion formation and measurement, political socialization, political parties, campaigns, voting and elections, the media, interest groups, and a variety of public policy issues. Contemporary national and international political events are emphasized throughout.

Prerequisite: GOV 101 or permission of the instructor

GOV 301 Political Theory I (3)

In this course, students will be introduced to the questions that traditionally concern political theorists. In light of these questions, students will examine democratic theories of classical liberalism, conservatism, socialism, and contemporary liberalism; fascism; Marxism; communism; and nationalism.

GOV 302 Political Theory II (3)

In this course, students will use their knowledge of those ideologies studied in GOV 301 to explore American political theory, feminism, environmentalism, and radical religious libertarian philosophy and religious fundamentalism. Students will identify theories that are present in current national or world events and assess the relevance of the theories to their own thinking.

Prerequisite: GOV 301

GOV 328 Comparative European Governments (3)

This course will focus on comparative political systems in Europe, with an emphasis on the democracies of western Europe, especially the United Kingdom, France, and Germany, as well as a selection of topics on the countries of southern Europe, the Nordic countries, and the more successful of the former Communist eastern European states.

GOV 329 Comparative Governments of Asia, Africa and Latin America (3)

This course will explore the diverse political systems of the non-Western world. Study will include established democracies such as India and Japan, political systems in transition to democracy such as Brazil, Mexico, and South Africa, and more authoritarian systems such as China. Students will be introduced to both theory and practice in these areas.

GOV 330 Introduction to the European Union (3)

This course will introduce students to the history, politics and legal structure of the European Union. Among the

topics to be covered will be: EU institutions, social policy, CAP, EU expansion, the Euro, the single market, EU foreign policy, and immigration policy.

GOV 346 Political Parties (3)

A study of major and minor parties in the United States, their history, composition, organization, leadership, resources, policies, distribution of power, and influence on the formation and execution of public policy. The role of pressure groups.

GOV 350 Constitutional Law (3)

A study of the American Constitution in the light of judicial interpretation. Major decisions of the Supreme Court are analyzed and discussed using the case law approach. Basic Constitutional principles that control the exercise of government power in the political system are examined with special consideration given to the rulings and doctrines of the Court in the field of political and civil liberties.

GOV 356 Legislative Process (3)

A study of the formal and informal procedures of Congress and the relation between the legislature, the presidency, and the Supreme Court.

GOV 360 Public Policy (3)

An intensive examination of relationships among policy goals, policy strategies, and policy outcomes that lead to the allocation of societal resources (who gets what, when, where, and how). This course will identify the relationship between policy outcomes and the political institutions, political parties, interest groups, lobbyists, and the political environment.

Prerequisites: GOV 102

GOV 370 Human Rights (3)

The diverse beliefs of nations and classes, world divisions, and the racial rivalry reflected in various systems of law and politics all give changing meaning to such phrases as human rights and fundamental freedoms. This course will look at these rights and freedoms within the different belief systems, world divisions, and racial rivalries. Special attention will be given to the deaf communities in United States and their struggle to achieve full human rights and freedom.

Prerequisites: GOV 102, HIS 112

GOV 384 American Foreign Policy (3)

An introduction to American foreign policy from 1778 to the present, its major forms, problems, and mutations. Special emphasis on the period since 1898, role of the

United States as a world leader, and the future direction of U.S. foreign policy after the Cold War. Focus is put on changing international circumstances and American capabilities and their implications for policy.

Prerequisites: GOV 102, 302

GOV 387 Nationalism and Developing Nations (3)

A study of the historical development and present role of nationalism and nation-state in both theory and practice. The course deals with the growth of nationalist conceptions and movements in the 19th century, the transition from liberal to totalitarian nationalism, the principle of self-determination, and Marxist treatment of the national problem.

Prerequisites: GOV 102, 302

GOV 391 International Relations (3)

An introduction to the basic factors, concepts, and theory of international relations. The objectives, methods, and capabilities of modern states and other international actors will be surveyed. A study will be made of the institutional forms of international relations, ideological orientations, and objectives. Emphasis will be on the trends and transformation of the international system during and after the Cold War.

Prerequisites: GOV 102, 302

GOV 395 International Law and Organization (3)

This course is a basic introduction to international law and organization. Students will learn how international law is different from municipal law, how international law is made, the role of international law in domestic legal systems, specific rules of international law regarding sovereignty, recognition, nationality, human rights, war, and the law of the sea. The role of international organizations relating to the making of international law, the uniqueness of the European Union as a law-making body, and a brief introduction to the role of the UN, generally in the international system, will be discussed.

GOV 401 The Presidency (3)

To be offered every other year. During a nonelection year this course will focus on the presidency and constitutional development along with historical perspectives. During an election year it will focus on the major facets of presidential elections, the nominating process, general election activities, and campaigns.

Prerequisites: GOV 102 or HIS 112

GOV 410 Introduction to Research Methods in Political Science (3)

A course that introduces majors to methods and techniques of research in political science. Topics covered will

include: the scientific method, comparative analysis, types of research and papers, library and Internet resources, and emphasis on statistical methods and survey design.

Prerequisites: GOV 102; majors only or by permission of the instructor

GOV 493 Senior Seminar (3)

This course will require government majors to integrate the skills and knowledge developed in their major courses. The thematic focus of the course will vary, but discussion will be centered on the major choices presented to political systems and political actors. A substantial research component of the course will enable students to produce an appropriate literature survey, research proposal, and research thesis.

Prerequisite: Permission of the instructor

GOV 495 Special Topics (1-3)

Advanced or special topics in government or the law depending on the needs and interests of students. May be repeated for different content areas.

Prerequisite: Permission of the instructor

GOV 499 Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

History Courses Offered

HIS 101 World Civilization I (3)

A survey of the history of world civilizations from pre-history to approximately 1500. Topics usually include the ancient civilizations of Mesopotamia and the Near East, Persia, Egypt, India, and China; pre-modern Africa; ancient Greece and Rome; the development of Christianity; the development of Islam; Byzantium; Medieval China and Southeast Asia; Medieval Europe; the European Renaissance and Reformation.

HIS 102 World Civilization II (3)

A survey of the history of world civilizations from approximately 1500 to the present. Topics usually include the European Age of Exploration; early-modern Europe; the Scientific Revolution and the Enlightenment; the Agricultural and Industrial Revolutions; early-modern Asia and Southeast Asia; the early-modern Muslim Empires; early-modern Africa; democratic and liberal revolutions of the 18th century; the ideologies (Liberalism, Conservatism, Socialism); late 19th century Imperialism; Latin America in the 19th century; the First World War and Russian Revolution; 20th century

Asia; 20th century dictatorships and the Second World War; post-war America and Europe; contemporary Asia and Africa; the emergence of the Third World.

Prerequisite: HIS 101 or permission of the instructor

HIS 111 American History I (3)

This general survey of American history examines the colonial period through the end of the Civil War. Issues covered include: slavery, Native American experiences, women's history, and westward expansion. Students will examine America's change from a colony into an independent nation and the factors leading to America's Civil War.

HIS 112 American History II (3)

This is a general survey of American history since the Civil War. Topics in this course include: Reconstruction, foreign policy, political reforms, women's history, technological and economic growth, immigration, civil rights, and America's complex identity in the 20th century.

Prerequisite: HIS 111 or permission of the instructor

HIS 287 Research Methods in History (3)

An introduction to the principles of historical research, with an emphasis on the use of research tools and source materials. Several supervised written assignments will be required; most will be based on American source materials.

HIS 300 Nazi Germany and World War II Through Film (3)

This course combines traditional book learning with the study of documentary and dramatic films. Three major topics will be covered: Hitler's rise to power and domestic policies, Hitler's foreign policy and the war, the Holocaust.

Prerequisites: Two semesters of history or permission of the instructor.

HIS 321 Introduction to Physical Geography (3)

Physical geography introduces the major systems of the earth. Lectures include the atmosphere, the structure of the earth, the hydrosphere, climate zones, and the processes of change in all of the systems. Special attention is given to the influence of the environment upon people and the impact of people upon that environment.

HIS 322 Cultural Geography (3)

A survey of the way in which the physical environment influenced the development of cultures in the major regions of the world. Special stress will be given to the varieties of land use, current environmental threats, and cultural adaptations to modern world problems.

HIS 331 History of the American Deaf Community (3)

An examination of the people and the historical processes that brought together deaf individuals to form a cohesive community in the United States.

Prerequisite: HIS 112; or permission of the instructor

HIS 332 History of Mass Media and the Deaf Community (3)

A survey of the mass media (print, radio, film, and television) as sources and interpreters of deafness and deaf people within the context of U.S. social and cultural history. The class will also examine historical changes in the products of mass media within the deaf community.

Prerequisite: HIS 112; or permission of the instructor

HIS 340: Nineteenth Century American Deaf History (3)

This course offers a close study of the birth and early evolution of America's Deaf community, with particular attention to historical context. Incorporating recent scholarship in the field, this course will examine central topics, including education, organizations, regional identities, class, and eugenics. This class also will closely study several subcultures, in addition to general American Deaf history, including African American, European American, and Native American experiences. Economic, social, religious, and cultural factors also will be addressed.

Prerequisite: HIS 331; or permission of instructor.

HIS 343 Modern Russia (3)

A history of Russia since Peter the Great, with special emphasis on Communist Russia.

Prerequisites: HIS 102

HIS 344 History of the Modern Middle East (3)

An examination of the major forces that have influenced the development of the Middle East since 1800. Emphasis will be on Islamic society's response to the challenges of modernization, the modernization of Egypt, the Arab-Israeli conflict, and the role of the Middle East in the contemporary world.

HIS 345 Nineteenth-Century Europe (3)

This course explores the major developments in European social, political, and economic history in the 19th century. Topics include liberalism, conservatism, nationalism, revolutions, industrialization, socialism, suffrage, national unification, women's rights, and imperialism.

Prerequisites: HIS 102

HIS 346 Twentieth-Century Europe (3)

This course explores the major developments in European social, political, and economic history in the 20th century. Topics include the world wars, the Russian Revolution, the Depression, fascism and Nazism, the Holocaust, the Cold War, the European Community, Eurocommunism, the Welfare State, and the fall of communism.

Prerequisites: HIS 102

HIS 351 History of Africa (3)

A survey of the history of African civilizations from earliest times to the present. The course emphasizes political, social, economic, and cultural developments within sub-Saharan Africa, particularly during the modern period.

HIS 362 The Far East (3)

A survey of the history of the Far East from ancient to present times, covering India and the countries of East Asia and Southeast Asia. The course emphasizes political, social, economic, and cultural developments, especially in the modern period.

HIS 377 The United States in the Twentieth Century (3)

A study of the social, economic, and political changes in America since 1890, with emphasis on the relationship of these changes to present-day conditions.

Prerequisites: HIS 112

HIS 378 U.S. Women's History (3)

An examination of the role of women in American history from colonial times to the present. Emphasis will be placed on the role of race, gender, class, disability, and deafness in the historical experiences of American women.

HIS 380 The History of Sexuality (3)

This course will explore the history of sexuality in Europe and America in the modern era. Topics may include: essentialist and constructionist views of sexuality and sexual identity, changing social norms of sexuality, changing patterns of courtship and marriage, the development of homosexuality and heterosexuality, prostitution, transvestism, hermaphroditism, pornography, the sexual revolutions of the 20th century.

HIS 382 American Intellectual History (3)

A historical evolution of the most influential thinkers, theorists, and publicists from the Colonial period to the present.

Prerequisite: HIS 112 or permission of the instructor

HIS 400 Deaf Women's History (3)

By studying deaf women's history, students will enhance their understanding of this minority group, as well as the broader fields of deaf history and women's history. Students will be introduced to recent scholarship that directly examines this topic. In order to place such works in a broader context, students also will be exposed to vital works in related historical fields. This class will include close study of multiple minority groups, including Deaf Americans, European Americans, African Americans, and Native Americans. The important role of economic, social, religious, and cultural factors be considered throughout this course.

This class emphasizes various historical methods of study, building analytical skills and critical thinking. Exploring the changing meaning of gender and deafness in history will provide students with tools for independent research. Ultimately, this focused study of identity challenges students to reconsider traditional notions of gender, disability, cultural Deaf identity, beauty, normalcy, citizenship, and status.

Prerequisites: DST 402, HIS 378, WMS 101; or by permission of instructor

HIS 430 History of Latin America (3)

A survey of the history of Latin America from the Indian and Iberian background through the 1970s. Emphasis will be placed on the national histories of the region's traditionally dominant countries Mexico, Chile, Argentina, Brazil and Latin America's relationship to and contracts with the United States.

Prerequisite: HIS 102

HIS 435 The Renaissance (3)

European civilization from the High Middle Ages to the Reformation.

Prerequisite: HIS 101

HIS 440 The Era of the French Revolution and Napoleon (3)

France on the eve of 1789, the revolution, the empire of Napoleon, the peace settlements of 1814-1815. Internal developments and international repercussions.

Prerequisite: HIS 101

HIS 460 American Colonial History (3)

A history of the English colonies in America and the American Revolution.

HIS 493 Senior Seminar (3)

The seminar will be devoted to a topic determined by the department for each term. Students will cover various aspects of different interpretations of the topic. Application of historical methods by discussion, extensive reading, and writing. One seminar is given each term; no more than two seminars are to be counted for major credit.

Prerequisite: HIS 287 or permission of the instructor

HIS 495 Special Topics (1-3)**HIS 499 Independent Study (1-3)**

Open to exceptional majors only. Intensive supervised study and research on topics of the student's selection.

Prerequisite: Permission of the department chair

HEARING, SPEECH, AND LANGUAGE SCIENCES

Dr. James Mahshie, Chair

Mary Thornberry Building, Room 216

Department of Audiology and Speech-Language Pathology offers a number of undergraduate courses. The curricula are designed to develop understanding and skills in the areas of personal and interpersonal communication. Cultural and consumer considerations are integrated into the course content to help students meet current and future social and vocational communication needs. The laboratory courses are appropriate for all students who wish to improve their communication skills but will especially benefit those who anticipate working in multicultural or hearing environments.

Courses Offered

HSL 101 Communication, Culture, and Consumerism (3)

This course will introduce students to the interrelated aspects of communication, culture, and consumerism. Cultural and medical-legal perspectives on communication and communication-related issues will be compared. To empower students, consumer issues related to use of communication professionals, interpreting, assistive technology, and related laws will be explored.

HSL 120 Communication Science and Deafness (1)

Fundamental information required to understand aspects of hearing impairment and its effect on the communication process; a study of the nature of communication and the role of the communicator.

HSL 210 Speechreading and Communication Strategies (1)

This laboratory course is designed for both oral/aural students and those who use sign as a primary mode. Students will gain an understanding of the principles and techniques of speechreading and have the opportunity to improve their receptive communication skills. The course explores analytical and synthetic approaches to speechreading, effective communication approaches, and strategies used to maximize receptive communication abilities.

HSL 211 Pronunciation Skills (1)

This laboratory course is designed for students for whom oral communication is a primary mode and for culturally deaf students for whom oral communication functions as a second language. Course content explores the complexities of the English sound system (phonemes)

relative to the graphemic system. Students learn about evolution of pronunciation rules that govern the changes from the written word to speech. A joint curriculum with NTID is used.

HSL 213 Communication Technology (1)

This laboratory course is designed for students who are interested in increasing their knowledge of communication technologies. A consumer approach to surveying, selecting, and using communication technologies is employed. Technology areas include auditory, visual, and tactile alerting devices; telecommunication systems; and personal and group amplification systems. The controversial topic of cochlear implants is explored. Finally, students will examine the rights and responsibilities of consumers when using legal support (ADA and PL 504) for the acquisition of communication technologies.

Prerequisite: HSL 120

HSL 330 Implication of Hearing Impairment (3)

An advanced course dealing with the effects of varying levels of hearing loss on communication. This includes consideration of the anatomy and physiology of the auditory mechanism and the measurement of hearing. Medical, psychological, educational, and social aspects of deafness are explored. Observations and demonstrations are included.

Prerequisite: HSL 120

HSL 420 Introduction to Communication Disorders (3)

Study of the speech and hearing mechanisms, the normal process of speech and language development, and the nature and causes of communication disorders.

Prerequisite: HSL 120

HSL 495 Special Topics (1-3)

HSL 499 Independent Study (1-3)

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.

HONORS PROGRAM

Dr. Shirley Shultz Myers, Director
Student Academic Center, Room 1226

Mission

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

All students with ACT English and Reading scores of 22 and above (freshman status) may apply for admission to University Honors. New students are admitted provisionally to either the General Studies Honors or University Capstone Honors based on the following criteria:

- Review of high school or previous postsecondary school transcripts.
- ACT Mathematics Subtest scores or SAT Math score reviewed on an individual basis.
- Interview with the Director of the Honors Program and Honors faculty via videoteleconferencing, video relay, or in person.
- Completion of the Honors summer reading and participation in the online discussion of that reading (for exceptions or alternative means of participation, the student should notify the Honors Director as soon as possible).

After meeting established criteria and performing well academically the first semester (as determined by first semester Honors faculty and the Honors Director), new students may move from provisional to full status as Honors students.

Honors Program

Good Standing

The Gallaudet Honors Program is a learning community for the most academically capable and motivated students. The overall goal is to foster skills, work habits, and attitudes conducive to future achievement and lifelong learning. To this end, the program currently focuses on rigorous, challenging, and innovative interdisciplinary curricular offerings

as well as connections between curricular and co-curricular activities such as service learning and civic life. The successes of the program's innovations may be replicated for all students.

A Two-Tier University Honors Program

General Studies Honors

To complete General Studies Honors, students must take the fall learning community of GSR 101/102 for Honors (6 hours) plus three of the four to six 200-level courses (12 hours, 14 hours if one involves service learning) plus the General Studies Capstone course (4 hours) for a total minimum of 24 Honors GSR credits.

Those entering Honors after the first semester of the fall learning community, must take a mix of four 200-level Honors sections of GSR integrative courses totaling 24 credits.

Note: Those completing these requirements will have "General Studies Honors" noted on their transcripts.

University Capstone Honors

To graduate with University Capstone Honors, students must have a minimum cumulative GPA of 3.4 and a grade of B or better in the following courses:

- Three upper-level Honors courses (9 credits) chosen from either upper-level interdisciplinary seminars, Honors Options in major courses, cross-listed graduate courses, Consortium courses, or independent study courses.
- HON 487 (3 credits) (during spring of junior year)
- HON 488 (3 credits)

Total: 15 credits

Note: Students graduating with University Capstone Honors will also be expected to give a presentation to the campus community on their Capstone project. Those students who have met the requirements will also have "University Capstone Honors" noted on their transcripts.

Honors Course Offerings

Honors course offerings fall into three categories:

- Honors Sections of general education or interdisciplinary Honors general education courses: The Honors sections, limited to Honors students, meet general education requirements or elective requirements. Sometimes linked, they are more demanding than regular sections in terms of content and performance required. In Interdisciplinary Honors general education courses (4 credits), attention is paid not only to multiple disciplinary contributions to a topic (as in linked

courses) but also to explicit integration of those disciplinary insights for a fuller understanding of the central topic of the course.

- Honors Option (H-option): Honors students may earn Honors credit for a regular course by contracting with the instructor (with approval of the Honors Director) to complete more challenging and in-depth work than in the regular course.
- Honors Seminars: These seminars are of two types:
- One-time special topic multi-disciplinary topics led by a single professor but involving guest speakers and/or off-campus campus excursions.
- Fully interdisciplinary upper-level seminars that count as a major elective in the disciplines involved and resemble the interdisciplinary Honors general education courses except that these seminars carry three credits and assume basic disciplinary knowledge acquired in general education courses.

Honors Program Courses Offered

HON 200 Self and Nature (5)

This course is an interdisciplinary alternative to two current General Studies requirements. It involves a natural science course and one other course, either from another natural science discipline or from the humanities or social sciences, and focuses on a topic, issue, or problem with the dimension of real world complexity.

Prerequisite: Permission of the Honors director

HON 300 Honors Multidisciplinary Seminar (2-3)

A multidisciplinary study of a given topic. A variety of academic disciplines and/or professions contribute to an examination of a single but complex topic in order to gain a broader perspective than is possible through the lens of one discipline. Although one professor will coordinate the course, there will be frequent guest lecturers from other disciplines or specialties and field trips where appropriate. Topics vary each semester.

Prerequisite: Permission of the Honors director. Additional prerequisites may be required for given topics.

HON 487 Preparation for Senior Honors Project (3)

Intensive development of an approved idea for a project conducted under the supervision of a project director. While the prime example of a project is a thesis, other projects include a creative work, technical innovation, or other work of originality, depth, and rigor that prepares the student for graduate or professional work. Successful completion of the course requires submission of a project proposal acceptable to the project director, a second advisor,

and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisites: Good standing in the University Capstone Honors Program, junior/senior status, permission of appropriate department(s), and permission of the Honors Council.

HON 488 Senior Capstone Seminar (1)

Continue work on project proposed in HON 487. Modification of the project may be made with the consent of the project director, a second advisor, the Capstone Coordinator, and the Honors Council. Successful completion of the course requires approval by the Honors Council, the project director, and a second advisor, the Capstone Coordinator, and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisites: Good standing in University Capstone Honors Program, senior status, permission of appropriate departments, permission of the Honors Council, and successful completion of HON 487, permission of the instructor.

HON 489 Capstone Completion Course (2)

Completion of project proposed in HON 487. Modification of the project may be made with the consent of the project director, a second advisor, the Capstone Coordinator, and the Honors Council. Successful completion of the course requires approval by the Honors Council, the project director, and a second advisor, the Capstone Coordinator, and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisites: Good standing in University Capstone Honors Program, senior status, permission of appropriate departments, permission of the Honors Council, successful completion of HON 487 and HON 488, and permission of the instructor.

HON 495 Special Topics (1-5)

In-depth study on special topics, current issues, or areas of interest not included in other courses and not necessarily interdisciplinary as Honors Seminars are.

Prerequisites: Permission of the Honors Director. Additional prerequisites may be required for given topics.

HON 499 Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection.

Prerequisites: Permission of the Honors Director. Additional prerequisites may be required for given topics.

INTERPRETATION

Dr. Steven Collins, Chair

Kellogg Conference Hotel, Room 3143

The department offers undergraduate and graduate programs in interpretation to prepare hearing, deaf, and hard of hearing students for entry-level interpreting work in a variety of settings. Settings include medical, educational, business, mental health, and legal interactions where there may be also direct, relay, and/or Deaf/Blind interpretation. The department prepares graduates to interact and communicate fluently with deaf, hard of hearing, and hearing people, with an appreciation of diversity in deaf and hearing communities.

The BA in Interpretation (BAI) and MA in Interpretation (MAI) programs provide an interdisciplinary approach to interpretation, accompanied by a state-of-the-art interpreting laboratory and extensive fieldwork. The BA program focuses on face-to-face, interactive, community interpreting, and thus a dialogic approach to interpreting. The MA program focuses on both interactive and monologic approaches to interpreting with an increased emphasis on theory and research. Seven experienced full-time faculty members with national and international reputations teach and advise students in the program.

Major Offered

Interpretation

Requirements for a Major in Interpretation

Students apply for admission to the BA in Interpretation major as freshmen or after acceptance to Gallaudet University as a transfer student. Criteria considered for admission in the BA in Interpretation include:

1. Submission of a minimum of two letters of recommendation by current and former teachers/professors/employers. One letter should cite sign language skills.
2. On-campus ASL and English interviews with the program faculty.

Required pre-major courses 26 hours

BIO	105	Introduction to Human Biology (4)
BUS	211	Management and Organizational Behavior (3)
BIO	233	Human Anatomy and Physiology for Human Service Majors (4)
COM	290	Public Speaking (3)

DST	101	Introduction to Deaf Studies (3)
EDU	250	Introduction to Education and Teaching (3)
PSY	201	Introduction to Psychology (3)
SOC	151	Introduction to Criminal Justice System (3)

Required major courses 30 hours

INT	101	Introduction to Interpreting (3)
INT	223	Interactive Discourse Analysis (3)
INT	325	Fundamentals of Interpreting (3)
INT	342	Interpreting Interaction: Legal (3)
INT	346	Discourse and Field Applications I (3)
INT	443	Interpreting Interaction: Education (3)
INT	453	Interpreting Interaction: Business-Government (3)
INT	455	Discourse and Field Applications II (3)
INT	462	Interpreting Interaction: Medical (3)
INT	494	Senior Seminar (3)

Required related courses 18 hours

ASL	301	ASL and English: Comparative Analysis (3)
ASL	303	Classifiers: Theory and Applications (3)
COM	340	Business and Professional Communication (3)
DST	201	Deaf Culture (3)
DST	311	Dynamics of Oppression (3)
LIN	263	Introduction to the Structure of American Sign Language (3)

Summary of requirements:

General studies courses	40 hours
Pre-major courses	26 hours
Major and related courses	48 hours
Free and elective courses	6 hours
Total	120 hours

Interpretation Courses Offered

INT 101 Introduction to Interpreting (3)

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

INT 223 Interactive Discourse Analysis (3)

This course focuses on the analysis of discourse in dialogic genres of English and American Sign Language (ASL) so that interpreting students become explicitly aware of the features of language use in everyday life. Students transcribe and analyze interaction discourse features of conversations, explanations, interviews, discussions, and other types of dialogue genres while reading and discussing theoretical notions underlying language use.

Prerequisites: ENG 203 or the equivalent, INT 101; or permission of instructor

INT 325 Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. This class focuses specifically on analysis and restructuring in interactive settings e.g., ASL-spoken English interaction, ASL-TASL interaction, Intermediary interpreting teams. This course will help students increase their range of proficiency, comprehension and production of the ASL language, and use of contact signing for interpretation and shadowing techniques.

Prerequisites: ASL 301, COM 290, INT 223; permission of instructor

INT 342 Interpreting Interaction: Legal (3)

The course focuses on interpreting in one-on-one and small group interaction in legal settings. Students will explore the legal system including conventions, expectations, and protocol within which legal events occur. The course includes a critical analysis of the discourse strategies that guide the legal process, the social structure surrounding legal events, and the unique responsibilities inherent in interpreting in a legal setting. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to legal interaction.

Prerequisites: INT 325

INT 346 Discourse and Field Applications I (3)

Directed observation of interactive encounters in varied settings such as traffic court, classroom, and medical appointments in English-only, ASL-only, and interpreted situations as possible. These observations will be supplemented by in-class discussions related to logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will learn to follow a framework for predicting what happens in these interactions, observing what happens, and then reading current literature about what they observe followed by discussion, analysis and application of what happens in these types of encounters.

Prerequisites: INT 325

INT 443 Interpreting Interaction: Education (3)

The course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, the ways in which language attitudes and language policy affect participants in the educational setting, and issues of appropriate ethical behavior. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to educational interaction.

Prerequisites: INT 342, 346

INT 453 Interpreting Interaction: Business-Government (3)

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspective, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-related socio-political and technical considerations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to business and government encounters.

Prerequisites: INT 342, 346

INT 455 Discourse and Field Applications II (3)

This course is a sequel to INT 346, Discourse and Field Applications I, and emphasizes the continued development

of ethical behavior and the ability to analyze situations in accordance with principled reasoning. These observations will be supplemented by in-class discussions related to logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will learn to follow a framework for predicting what happens in these interactions, observing what happens, and then reading current literature about what they observe followed by discussion, analysis and application of what happens in these types of encounters.

Prerequisites: INT 342, 346

INT 462 Interpreting Interaction: Medical (3)

The course focuses on interpreting on one-on-one and small group interaction in medical settings. Students will explore the U.S. healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to medical encounters

Prerequisites: INT 443, 453, 455

INT 494 Senior Seminar (3)

This seminar enables interpretation majors to integrate, broaden and apply the skills and knowledge developed in their major courses. The course mainly will consist of an interpreting internship, field experience in an approved setting provides students with supervised experience at an introductory level. Students will be placed with deaf professionals in any of the five setting areas studied and engage in both observations and interactive interpretation of phone calls, one-on-one interactions and small group encounters. This is a field-based experience for students to expand their interpreting skills with a consumer-based perspective. The course includes assigned readings and discussion of advanced topics in interpretation. Students will develop portfolios of their interpreting skills for prospective employers. Minimum of 15 hours of interpreting internship per credit hour.

Prerequisites: INT 443, 453, 455

INT 495 Special Topics (1-3)

Advanced in-depth of special topics, current issues, or area of interest not included in other courses offered by the department. May be repeated with different content areas.

Prerequisite: Permission of the instructor

INT 499 Independent Study (1-3)

Reading, research, discussion, laboratory work or other project according to the interests and/or needs of the students.

Prerequisite: Permission of the instructor

INT 600 English Skills for Interpreters (1)

This course is designed for interpreters or future interpreters who have a good command of English and would like to further develop their English skills. Understanding the source message when it is in English is a crucial skill, often overlooked in interpreter education. The exercises deal with English only. Topics include finding the main point, outlining, abstracting, prediction skills, cloze skills, finding key words and propositions and text analysis. Also included will be exercises on figurative language, metaphors, and similes. This course is not included in the major.

INT 605 The U.S. Deaf-Blind Community (1)

This is an introductory course designed for deaf-blind people, parents, educators, interpreters, and other interested people who would like to learn about deaf-blind individuals and the U.S. Deaf-Blind community.

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.

INT 662 Introduction to Translation (1)

The practical and theoretical applications of translation to the development of sign language interpreters are 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.

INT 663 Introduction to Processing Skills (1)

This course 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.

INT 664 Introduction to Consecutive Interpretation (1)

This course is designed for interpreters who would like to develop consecutive interpretation skills. Consecutive interpretation can be used as a professional tool or as a training exercise. Consecutive interpretation of the message begins after the source message has paused or stopped. Development of consecutive interpretation skills enhances memory development, both visual and auditory. The development of this skill enhances self-confidence in interpreters, and it allows for the development of cognitive control of processes central to interpretation. Component skills are also addressed, such as abstraction, note taking, expansion, cloze, and prediction.

Prerequisites: Fluency in ASL and English and translation skills.

INT 665 Introduction to Simultaneous Interpretation of ASL Monologues (1)

This is an introductory course dealing with interpretation of ASL to English monologues. Emphasis is placed on comprehension of ASL prior to interpretation into English. Course topics include effort in interpretation, restructuring, coping skills, simultaneity, and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source text in either language.

INT 667 Introduction to Simultaneous Interpretation of English Monologues (1)

This is an introductory course dealing with interpretation of English to ASL monologues. Emphasis is placed on comprehension of English prior to interpretation into ASL. Course topics include effort in interpretation, restructuring, coping skills, simultaneity, and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source text in either language.

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.

Prerequisites: INT 605, fluency in ASL and English, and permission of the instructor

INT 680 Introduction to Interpreting in Legal Settings, Part I (1)

This is an introductory course designed for interpreters who are interested in or already working in the legal system. The course covers prerequisite skills and knowledge for legal interpreters, roles and protocol for legal interpreters, positioning of legal interpreters, roles of legal personnel, and ethics and the court code of conduct. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams.

Prerequisites: Hearing interpreters must hold national certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading packet is required.

INT 681 Introduction to Interpreting in Legal Settings, Part II (1)

This is the continuation of the course, INT 680. The course covers preparation for legal assignments, text analysis of a commonly encountered legal text, qualifying and testifying as an expert, and continued professional development resources. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams.

Prerequisite: INT 680

INT 691 Cognitive and Practical Aspects of Fingerspelled Word Recognition (1)

This graduate-level course is designed for interpreters who have experience interpreting from ASL to English and from English-based signing into English and who can usually understand most of the message but frequently miss fingerspelled words on the first try. Experiences designed to improve fingerspelled word recognition on the first try will be provided. Fingerspelled words will be studied in context and in isolation. A televised lecture by Robert E. Johnson, Ph.D., "The Structure of Fingerspelling," will be incorporated into the course. The 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)

ITALIAN

Please see Italian course listing under the Foreign Languages, Literatures, and Cultures Department.

LATIN

Please see Latin course listing under the Foreign Languages, Literatures, and Cultures Department.

LINGUISTICS

Dr. Ceil Lucas, Chair
Dawes House, Room 101

The Department of Linguistics offers both a minor in Linguistics as well as a masters-level and doctoral programs. The minor in Linguistics offers undergraduate students in many departments, including American Sign Language and Deaf Studies, Education, Foreign Languages, Literatures, and Cultures, English and Hearing, Speech and Language Sciences, to acquire a basic foundation in Linguistics and to explore a variety of topics in linguistics of direct relevance to their chosen fields of study.

Minor Offered

Linguistics

Requirements for a Minor in Linguistics

Required pre-minor courses		6 hours
LIN	101	Sign Language and Sign Systems (3)
LIN	263	Introduction to the Structure of American Sign Language (3)

Required minor courses		9 hours
LIN	301	Introduction to Phonology and Morphology (3)
LIN	302	Introduction to Syntax and Discourse (3)
LIN	480	Linguistics Research Experience (3)

Elective minor courses		3 hours
Choose one course:		
LIN	510	Introduction to First and Second Language Acquisition (3)
LIN	521	Introduction to Cognitive Linguistics (3)
LIN	522	Psycholinguistics of Sign Languages (3)
LIN	541	Introduction to Sociolinguistics (3)
LIN	543	Bilingualism (3)
LIN	585	Linguistics of Nonmanual Signals in ASL (3)

Total 18 hours

Linguistics Courses Offered

LIN 101 Sign Language and Sign Systems (3)

An introduction to the major features of languages and to the structure, use, and variation in the sign languages and sign systems commonly used in the United States. The course will cover four major topics: 1) Language: The nature and definition of languages, the uniqueness of language, and contrasts between language and other forms of communication; 2) Language and Culture: The role of language in human society, with special focus on language acquisition, language identity, and bilingualism; 3) American Sign Language Structure: A survey of the major features of the linguistic structure of ASL. Topics are: Phonology: the structure of the physical signals; Morphology: the basic structure and composition of meaningful units of ASL; Syntax: word order and nonmanual syntactic signals in ASL; 4) Language Variation: Language variation and language contact in the deaf community, including discussions of contact varieties of signing and systems for representing English.

Course fee: \$18

LIN 260 Structure of English (3)

An introduction to the linguistic study of English, including phonology, morphology, syntax, semantics, and discourse structure. The course emphasizes a practical, hands-on approach in which students are guided to discover patterns on their own; theoretical concepts will be introduced after the practical foundation has been laid. English structures that tend to be problematic for Deaf learners will be pursued in detail.

Prerequisite: ENG 204 or the equivalent, LIN 101; or permission of the instructor

LIN 263 Introduction to the Structure of American Sign Language (3)

An introduction to the "phonology," grammar, and semantics of American Sign Language, including studies of variations in structure related to factors of region, social class, ethnicity, age, and sex; studies of child language acquisition of American Sign Language; and studies of short-term memory processing in American Sign Language. Some comparisons with English and other languages will be offered.

Prerequisite: ENG 204 or the equivalent, or permission of the instructor

LIN 301 Introduction to Phonology and Morphology (3)

This course provides a broad introduction to the principles of the linguistic structure and analysis of the phonetics, phonology, and morphology of ASL, English and other languages, with a focus on the analysis and solution of

linguistic problems. The course will cover a number of topics in phonology, such as phonological contrast, phonotactics, phonological processes, and several topics in morphology, such as inflection, derivation, and lexicalization.

Prerequisites: LIN 101, 263

LIN 302 Introduction to Syntax and Discourse (3)

This course introduces students to theories and methods of two areas of study in linguistics: Syntax and Discourse. Syntax is concerned with the sentence as the unit of language, combining descriptions of events with communicative intentions, and grounding this into the reality of the here and now. The study of language in text and context is known in Linguistics as “discourse analysis.” This course provides an introduction to approaches to discourse analysis as well as tools used in the analysis of discourse.

Prerequisites: LIN 101, 263

LIN 480 Linguistics Research Experience (3)

This course will cover the different research traditions in linguistics, as well as the methodological issues involved in doing linguistic research. Students will learn how to access and summarize scholarly publications and how research findings are disseminated. Students will conduct a research project based on library resources or publicly available data, write up and present their findings. Students will also learn about the ethical conduct of research.

Prerequisites: LIN 301, 302

LIN 495 Special Topics (1-3)

Special topics in linguistics depending on the needs and interests of the students. May be repeated for different topics.

LIN 499 Independent Study (1-3)

Supervised study or research project in an area of the student's special interest. Title indicating the content must be available at registration.

Prerequisites: Independent study form and permission of the department

LIN 510 Introduction to First and Second Language Acquisition (3)

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition). The first part of the course covers the important milestones of normal L1 development in phonology, morphology, syntax and pragmatics for both spoken and signed languages. The course then explores how delays in exposure affect the acquisition process, leading to the main

topics of the second part of the course: critical period effects and L2 acquisition. Readings and discussion throughout the course will reflect the perspective that acquisition studies on a broad variety of languages, both signed and spoken, are crucial for developing accurate theories of language structure and use. Application of concepts from lectures and discussion is encouraged through student collection and analysis of L1 and L2 data.

Prerequisites: Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

LIN 521 Introduction to Introduction to Cognitive Linguistics (3)

This course is an introduction to the cognitivist approach to linguistics, in which language and thought are taken to be grounded in basic human experiences and to grow out of the nature of the physical brain and body. Unlike some linguistic approaches, cognitive linguistics treats form and meaning as interrelated on all levels of linguistic structure. Topics include conceptual blending, metaphor, frame semantics, prototypes and human categorization, mental spaces, and cognitive/construction grammar.

Prerequisites: Undergraduate students: LIN 101, 263, 301, 302

LIN 522 Psycholinguistics of Sign Languages (3)

Deaf and hearing people around the world acquire, produce and perceive sign languages. This course takes an in-depth look at how they acquire, produce and perceive sign languages. Psycholinguistics generally covers three domains: acquisition, use (perception and production) and brain studies. This course focuses on perception and production, as well as brain studies (aka neurolinguistics). With respect to production, we will examine studies that focus on “slips of the hands”, both spontaneous and induced. With respect to perception, we will look at both online and offline cases. For brain studies, we will discuss both behavioral and imaging studies.

Prerequisites: Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

LIN 541 Introduction to Sociolinguistics (3)

Sociolinguistics is the discipline that studies the interaction of language and social life. This course will examine the major areas of sociolinguistics, including multilingualism, language contact, variation, language policy and planning and language attitudes. Methodological issues pertaining to the collection of sociolinguistic data will also be examined. The application of sociolinguistics to education, the law, medicine and sign language interpretation will be covered.

All issues will be considered as they pertain to both spoken and signed languages.

Prerequisites: Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

LIN 543 Bilingualism (3)

This course explores bilingualism, with a special emphasis on bilingualism in the Gallaudet community. We will examine the place of bilingualism and multilingualism in the world, both historically and currently; the linguistic structure and features of bilingualism; social constructions of bilingualism; the acquisition of bilinguality, from the perspectives of both first- and second-language acquisition; and we will explore the functions and meanings of bilingualism in communities. For each topic, we will examine the current state of the field, first from the perspective of spoken language bilingualism and then from the perspective of signed language (mixed modality) bilingualism, with special emphasis on the situation at Gallaudet University.

Prerequisites: Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the 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.

Prerequisites: Undergraduate students: LIN 101, 263, 301, 302; graduate students: permission of the instructor

LIN 661 Brief Introduction to the Structure of American Sign Language (1)

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: 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 discussion of word creation, compounding, borrowing, affixation, and 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: Building Sentences and Longer Structures, 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.

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;0. 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 non-manuals 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)

LIN 699 Independent Study (1-3)

Prerequisite: Permission of the instructor

MATHEMATICS AND COMPUTER SCIENCE

Dr. James Nickerson, Chair

Hall Memorial Building, Room S-340

The Department of Mathematics and Computer Science offers courses and majors in two disciplines, mathematics and computer science.

The department recognizes that computers have become more and more pervasive in all aspects of human life and that knowledge of mathematics is desirable and necessary in many disciplines. For that reason a variety of service courses in both mathematics and computer science directed toward the needs of non-majors who will use computers or mathematics as tools in their chosen career areas are offered.

Students may pursue either a bachelor of art or a bachelor of science degree in mathematics or computer science. Students who are thinking of a major in either area must begin their preparation as early as possible, preferably during their freshman year.

The department maintains a computer laboratory with personal computers and several high-performance workstations.

Computer Science

Computer science is the study of the application of computers to people’s needs. Computer science involves problem-solving methods and processes that manipulate and transform information. It is the study of the theory, analysis, design, development, and application of computer programs as well as computer systems. Computer science is an interdisciplinary field with roots in mathematics and engineering with applications in many other academic disciplines such as business, science, and art.

The computer science major at Gallaudet offers a student several options. The major is made up of nine core computer science courses that are required of all majors and two computer science electives. The major also requires that the student pick a concentration from mathematics, business, art, psychology, or science. The concentration will depend on a student’s needs and interests. However, with the mathematics concentration, the major most closely matches the recommendations of the Association of Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE) Computer Society and provides the student with the broadest range of opportunities and the best possibility of entering graduate programs in computer science.

Graduates of this program can obtain employment as programmers/analysts, and as scientific or business applications programmers in government or industry. They may

also pursue further graduate study and research. Opportunities for computer science students to obtain summer internships are widely available.

Mathematics

One of the oldest academic subjects, mathematics plays an indispensable role in many fields, and new applications of mathematics are continuously being developed. A strong background in mathematics is a requirement for advancement in a large and increasing number of jobs and will give students more flexibility in choosing their careers. A major in mathematics may lead to opportunities in many diverse fields, such as the sciences, engineering, finance, insurance, and education. Opportunities for mathematics majors to obtain summer internships are widely available.

Majors Offered

Computer Science with a B.A. Degree
Computer Science with a B.S. Degree
Mathematics with a B.A. Degree
Mathematics with a B.S. Degree

Minors Offered

Computer Science
Mathematics

Requirements for a Major in Computer Science with a B.A. Degree

Required pre-major course 3 hours

MAT 140 Discrete Structures (3)

Required computer science courses 27 hours

CSC 130 Computer Programming I (3)
CSC 150 Computer Programming II (3)
CSC 201 Introduction to Computer Organization (3)
CSC 202 Assembly Language Programming (3)
CSC 305 Introduction to File Processing (3)
CSC 315 Data Structures and Algorithm Analysis (3)
CSC 326 Operating Systems and Computer Architecture (3)
CSC 336 Organization of Programming Languages (3)
CSC 341 Software Engineering (3)

Elective computer science courses 6 hours

Choose two courses:

CSC 352 Computer Graphics (3)
CSC 401 Analysis of Algorithms (3)
CSC 402 Artificial Intelligence (3)
CSC 403 Computer Networking (3)
CSC 406 Object Oriented Programming (3)

CSC 407 Database Design (3)
CSC 409 Parallel Processing (3)
CSC 495 Special Topics (3)

Required related courses

Students are required to select a minor. If a minor is not listed, take 15 credits from one other department based on students' needs and interests and consultation of the department.

Summary of requirements

General studies courses	40 hours
Pre-major course	3 hours
Major and related courses	48 hours
Free elective courses	29 hours
Total	120 hours

Requirements for a Major in Computer Science with a B.S. Degree

Required pre-major course 19 hours*

BIO 401 Research Methods in Biology (3)
MAT 130 Precalculus (4)*

*Three hours count toward the general studies requirement, replacing GSR 104.

Choose a two-semester course and laboratory sequence in one laboratory science and one additional semester (course and laboratory) in another laboratory science.

BIO	107	Principles of Biology for Science Majors I (3)
BIO	108	Principles of Biology for Science Majors II (3)
BIO	109	Principles of Biology Laboratory for Science Majors I (1)
BIO	110	Principles of Biology Laboratory for Science Majors II (1)
CHE	107	General Chemistry I (3)
CHE	108	General Chemistry II (3)
CHE	109	General Chemistry Laboratory I (1)
CHE	110	General Chemistry Laboratory II (1)
PHY	151	Physics I (3)
PHY	152	Physics II (3)
PHY	153	Physics I Laboratory (1)
PHY	154	Physics II Laboratory (1)

Note: Lab sections should be taken concurrently.

Required courses		27 hours
CSC	130	Computer Programming I (3)
CSC	150	Computer Programming II (3)
CSC	201	Introduction to Computer Organization (3)
CSC	202	Assembly Language Programming (3)
CSC	305	Introduction to File Processing (3)
CSC	315	Data Structures and Algorithm Analysis (3)
CSC	326	Operating Systems and Computer Architecture (3)
CSC	336	Organization of Programming Languages (3)
CSC	341	Software Engineering (3)

Elective courses		6 hours
Choose two courses:		
CSC	352	Computer Graphics (3)
CSC	401	Analysis of Algorithms (3)
CSC	402	Artificial Intelligence (3)
CSC	403	Computer Networking (3)
CSC	406	Object Oriented Programming (3)
CSC	407	Database Design (3)
CSC	409	Parallel Processing (3)
CSC	495	Special Topics (3)

Required related courses		17 hours
MAT	140	Discrete Structures (3)
MAT	150	Calculus I (4)
MAT	205	Calculus II (4)
MAT	307	Linear Algebra (3)
MAT	313	Probability and Statistics I (3)

Elective related course		3-4 hours
Choose one course:		
MAT	206	Calculus III (4)
MAT	314	Probability & Statistics II (3)
MAT	328	Differential Equations (3)
MAT	361	Numerical Analysis (3)
MAT	410	Foundations of Geometry (3)
MAT	434	Abstract Algebra (3)
MAT	455	Advanced Calculus I (3)
MAT	456	Advanced Calculus II (3)

Summary of requirements		
General studies courses	40 hours	
Pre-major course	16 hours	
Major and related courses	53-54 hours	
Free elective courses	10-11 hours	
Total	120 hours	

Requirements for a Major in Mathematics with a B.A. Degree

Required pre-major course 4 hours*

To be taken during freshman year:

MAT 130 Precalculus (4)*

*Three hours count toward the general studies requirement, replacing GSR 104.

Required mathematics courses 30 hours

MAT	150	Calculus I (4)*
MAT	205	Calculus II (4)
MAT	206	Calculus III (4)
MAT	210	Mathematical Proofs (3)
MAT	307	Linear Algebra (3)
MAT	313	Probability and Statistics I (3)
MAT	328	Differential Equations (3)
MAT	434	Abstract Algebra (3)
MAT	455	Advanced Calculus I (3)

Elective mathematics courses 6 hours

Choose two courses:

MAT	314	Probability and Statistics II (3)
MAT	320	History of Mathematics (3)
MAT	361	Numerical Analysis (3)
MAT	410	Foundations of Geometry (3)
MAT	456	Advanced Calculus II (3)
MAT	495	Special Topics (1-3)

Summary of requirements

General studies courses	40 hours
Pre-major course	1 hour
Major and related courses	36 hours
Free elective courses	43 hours
Total	120 hours

Requirements for a Major in Mathematics with a B.S. Degree

The Bachelor of Science degree in Mathematics will prepare students for graduate school. The Bachelor of Science degree is geared toward a more science-intensive curriculum than the Bachelor of Arts degree in Mathematics.

Required pre-major courses 23 hours*

To be taken during freshman year:

MAT	130	Precalculus (4)*
MAT	150	Calculus I (4)
BIO	401	Research Methods in Biology I (3)

*Three hours count toward the general studies requirement, replacing GSR 104.

Choose a two-semester course and laboratory sequence in one laboratory science and one additional semester (course and laboratory) in another laboratory science.

BIO	107	Principles of Biology for Science Majors I (3)
BIO	108	Principles of Biology for Science Majors II (3)
BIO	109	Principles of Biology Laboratory for Science Majors I (1)
BIO	110	Principles of Biology Laboratory for Science Majors II (1)
CHE	107	General Chemistry I (3)
CHE	108	General Chemistry II (3)
CHE	109	General Chemistry Laboratory I (1)
CHE	110	General Chemistry Laboratory II (1)
PHY	151	Physics I (3)
PHY	152	Physics II (3)
PHY	153	Physics I Laboratory (1)
PHY	154	Physics II Laboratory (1)

Note: Lab sections should be taken concurrently.

Required mathematics courses		26 hours
MAT	205	Calculus II (4)
MAT	206	Calculus III (4)
MAT	210	Mathematical Proofs (3)
MAT	307	Linear Algebra (3)
MAT	313	Probability and Statistics I (3)
MAT	328	Differential Equations (3)
MAT	434	Abstract Algebra (3)
MAT	455	Advanced Calculus I (3)

Elective mathematics courses		6 hours
Choose two courses:		
MAT	314	Probability and Statistics II (3)
MAT	361	Numerical Analysis (3)
MAT	410	Foundations of Geometry (3)
MAT	456	Advanced Calculus II (3)
MAT	495	Special Topics (1-3)

Required related course		3 hours
CSC	130	Computer Programming I (3)

Summary of requirements

General studies courses	40 hours
Pre-major course	20 hours
Major courses and related courses	35 hours
Free elective courses	25 hours
Total	120 hours

Requirements for a Minor in Computer Science

Required courses		15 hours
CSC	130	Computer Programming I (3)
CSC	150	Computer Programming II (3)
CSC	201	Introduction to Computer Organization (3)
CSC	305	Introduction to File Processing (3)
CSC	315	Data Structures and Algorithm Analysis (3)
Total		15 hours

Requirements for a Minor in Mathematics

Required mathematics courses		12 hours
MAT	150	Calculus I (4)
MAT	205	Calculus II (4)
MAT	206	Calculus III (4)

Elective mathematics courses

		6 hours
Choose two courses:		
MAT	307	Linear Algebra (3)
MAT	313	Probability and Statistics I (3)
MAT	314	Probability and Statistics II (3)
MAT	320	History of Mathematics (3)
MAT	328	Differential Equations (3)
MAT	361	Numerical Analysis (3)
MAT	410	Foundations of Geometry (3)
MAT	434	Abstract Algebra (3)
MAT	455	Advanced Calculus I (3)
MAT	456	Advanced Calculus II (3)
MAT	495	Special Topics (1-3)
Total		18 hours

Computer Science Courses Offered

CSC 100 Computer Literacy (3)

Introduction to computers, computer use, and computers impact on society. Hands-on introduction to a text editor, document processor, and BASIC.

Prerequisites: MAT 013 or the equivalent, and ENG 102

CSC 110 Introduction to Programming with C (3)

This course covers basic computing concepts in programming with C, data types, operators, expressions, and control structures and the design and development of computer applications.

Prerequisite: MAT 013 or the equivalent

CSC 130 Computer Programming I (3)

This course will introduce problem-solving methods, a text editor and algorithm development, a high-level programming language, and techniques to design, code, and debug document programs.

Prerequisite: MAT 013 or the equivalent

CSC 150 Computer Programming II (3)

This course will continue the development of discipline in program design, in style and expression, and in debugging and testing, especially for larger programs. It will also introduce algorithms analysis and basic aspects of string processing, recursion, internal search/sort methods, and simple data structures.

Prerequisite: CSC 130

CSC 201 Introduction to Computer Organization (3)

This course gives the organization and structuring of the major hardware components of computers. It provides the fundamentals of logic design and the mechanics of information transfer and control within a digital computer system.

Prerequisites: CSC 150; MAT 140 recommended

CSC 202 Assembly Language Programming (3)

This course will provide basic concepts of programming systems, introduce computer architecture, and introduce an assembly language.

Prerequisites: CSC 150; MAT 140

CSC 295 Special Topics (1-3)

Topics in computer science depending on the needs and interests of the student.

Prerequisite: Permission of the instructor

CSC 305 Introduction to File Processing (3)

This course will introduce concepts and techniques of structuring data on bulk storage devices, provide experience in the use of bulk storage devices, and provide the foundation for applications of data structures and file processing techniques.

Prerequisites: CSC 150; MAT 140

CSC 315 Data Structures and Algorithm Analysis (3)

This course will apply analysis and design techniques to nonnumeric algorithms that act on data structures. It will also use algorithmic analysis and design criteria in the selection of methods for data manipulation in the environment of a database management system.

Prerequisites: CSC 150; MAT 140; CSC 305 recommended

CSC 326 Operating Systems and Computer Architecture (3)

The course will introduce the major concept areas of operating systems principles, develop an understanding of both the organization and architecture of computer systems at the register-transfer and programming levels of system description, and study interrelationships between the operating system and the architecture of computer systems.

Prerequisites: CSC 150, 315; MAT 140; CSC 202 recommended

CSC 336 Organization of Programming Languages (3)

This course will develop an understanding of the organization of programming languages, especially the run time behavior of programs. It will also introduce the formal study of programming language specification and analysis and will continue the development of problem solution and programming skills introduced in the elementary level material.

Prerequisites: CSC 150, 315; MAT 140; CSC 202, 305 recommended

CSC 341 Software Engineering (3)

This course will present a formal approach to state-of-the-art techniques in software design and development. It will expose students to the entire software life cycle, which includes feasibility studies, the problem specification, the software requirements, the program design, the coding phase, debugging, testing and verification, benchmarking, documentation, and maintenance. An integral part of the course will be involvement of students working in teams in the development of a large scale software project.

Prerequisites: CSC 150; MAT 140

CSC 352 Computer Graphics (3)

Windowing environments and graphical user interfaces will be discussed. Experience will be provided with programming graphical interfaces. Transformations including windowing, clipping, geometrics, and perspectives. Computer graphics applications.

Prerequisite: CSC 150

CSC 401 Analysis of Algorithms (3)

Fundamental data structures and algorithms are reviewed: arrays, pointers, trees, and recursion. Sorting techniques such as quicksort, radix sort, heapsort, and mergesort are analyzed in relation to their computational complexity and memory requirements. Searching methods, including binary, balanced trees, hashing, radix, and external are analyzed for computational complexity and memory requirements. String processing, pattern matching, cryptology, simple closed path, convex, hall, depth-first and breadth-first searches, connectivity, polynomial, Gaussian, and curve fitting algorithms will be applied to basic data sets.

Prerequisite: CSC 150

CSC 402 Artificial Intelligence (3)

Artificial intelligence studies ways of making computers do intelligent tasks. These tasks include playing games, expertly solving problems, understanding natural language, and proving theorems. The theoretical background of artificial intelligence, artificial intelligence programming paradigms, and some applications of artificial intelligence are introduced.

Prerequisite: CSC 150

CSC 403 Computer Networking (3)

The fundamental principles of computer communications. The Open Systems Interconnection Model is used to provide a framework for organizing computer communications. Local area and wide area networks are discussed. The principles of Internetworking are introduced. Communications software is used to illustrate the principles of the course.

Prerequisite: CSC 150

CSC 406 Object Oriented Programming (3)

This course will cover all of the major features of a selected Object Oriented programming language as well as Object Oriented design principles such as: reusability of code, data abstraction, encapsulation, and inheritance.

Prerequisite: CSC 150

CSC 407 Database Design (3)

Fundamentals of database systems. Database models and languages, database design, and system implementation techniques. Current trends in database systems and several examples of commercial database systems.

Prerequisite: CSC 315

CSC 409 Parallel Processing (3)

Parallel processing systems and supercomputers. A combination of theory and practice using supercomputers and parallel processors available on the Internet. Emphasis on parallel algorithms, parallel language constructs, message passing libraries, and high-level tools for creating parallel programs from serial programs.

Prerequisite: CSC 150

CSC 495 Special Topics (1-3)

Advanced topics in computer science depending on the needs and interests of the student.

CSC 499 Independent Study (1-3)**Mathematics Courses Offered****MAT 100 Basic Study Skills for Math (1)**

This course is designed to help students learn the strategies and skills that can be used to help them succeed in math. The course will focus on strategies for reading math books, test-taking preparation and strategies, increasing learning while doing homework assignments and more. The course will also emphasize the need for understanding math language as well as providing essential vocabulary to the students. In addition, students will be exposed to some of the latest tools and technology available to aid their studying and understanding.

MAT 101 Introductory Mathematical Applications (3)

Linear, quadratic, exponential, and logarithmic functions. Ratios, percentages, matrices, and linear programming emphasizing applications to various branches of the sciences, social studies, and management. Credit will not be allowed if student has passed Math 130. This course will not be counted toward a major in the department.

Prerequisite: MAT 013 or the equivalent

MAT 102 Introductory Probability and Statistics (3)

Basic concepts of probability and statistics, and applications to the sciences, social sciences, and management. Probability, conditional probability, Bayes Formula, Bernoulli trials, expected value, frequency distributions, and measures of central tendency. Credit will not be allowed for MAT 102 if student has previously passed MAT 130; 102 will not be counted toward a major in the department.

Prerequisite: MAT 013 or the equivalent

MAT 125 College Algebra (3)

This course provides an survey of the algebra topics necessary for Calculus. Topics covered include the analysis of graphs of basic functions, transformations of graphs, composition of functions, inverse functions, quadratic functions and their graphs, polynomial functions, rational functions, including partial fractions, polynomial and rational inequalities, absolute value inequalities, radicals and fractional exponents, exponential and logarithmic functions and equations, exponential growth and decay problems, and the analysis of circles, parabolas, ellipses, and hyperbolas.

Prerequisite: MAT 013 or the equivalent

MAT 126 Trigonometry (3)

This course covers the basic trigonometry needed for Calculus. Topics covered include angles, radian and degree measure, terminal points, coterminal angles, trigonometric functions and graphs, including phase shifts and vertical shifts of graphs, right triangle trigonometry, arc length, trigonometric identities, addition, subtraction, double-angle identities, Laws of Sines and Cosines, inverse trigonometric functions, and the trigonometric forms of complex numbers.

Prerequisite: MAT 125 or the equivalent

MAT 130 Precalculus (4)

This course emphasizes the meaning and application of the concept of function. It covers polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs, trigonometric identities, and sequences and series.

Prerequisite: MAT 013 or the equivalent

MAT 140 Discrete Structures (3)

Number systems, set theory, functions, combinatorics, algorithms and complexity, and graph theory. Applications to computer science are emphasized.

Prerequisite: MAT 013 or the equivalent

MAT 150 Calculus I (4)

Limit processes, including the concepts of limits, continuity, differentiation, and integration of functions. Applications to physical problems will be discussed.

Prerequisite: A grade of C or better in either MAT 126 or MAT 130

MAT 171 Basic Concepts of Mathematics for Elementary School Teachers I (3)

This course is the first part of a two-semester course sequence with MAT 172. This course is designed for prospective preschool and elementary school teachers. The contents of this course are concepts and theories underlying elementary school mathematics. The students will explore the “why” behind the mathematical concepts, ideas, and procedures. Topics include problem solving, whole numbers and numeration, whole number operations and properties, number theory, fractions, decimals, ratio and proportion, and integers.

Prerequisites: MAT 013 or the equivalent. This course is not open to mathematics majors.

MAT 172 Basic Concepts of Mathematics for Elementary School Teachers II (3)

This course is the second part of a two-semester course sequence with MAT 171. This course is designed for prospective preschool and elementary school teachers. The contents of this course are concepts and theories underlying elementary school mathematics. The students will explore the “why” behind the mathematical concepts, ideas, and procedures. Topics include rational and real numbers, introduction to algebra, Euclidean and solid geometry, statistics, and probability.

Prerequisites: MAT 171. This course is not open to mathematics majors.

MAT 205 Calculus II (4)

Applications of integration, inverse functions, the natural logarithm and exponential functions, and hyperbolic functions. Techniques of integration, sequences, series of numbers and functions, and Taylor series.

Prerequisite: A grade of C or better in MAT 150

MAT 206 Calculus III (4)

Vectors, partial derivatives, multiple integrals, line integrals, Green's Theorem, the Divergence Theorem, and Stokes Theorem. Applications to physical problems will be given.

Prerequisite: MAT 205

MAT 210 Mathematical Proofs (3)

A study of functional principles and proof techniques. Topics will include statements, consequence, proof, sufficient and necessary conditions, contraposition, induction, sets, relations, functions, cardinality, divisibility, prime numbers, congruence, Fermat's Theorem, counting principles, permutations, variations, combinations, binomial coefficients, graphs, planar and directed graphs, and graph coloring.

Prerequisite: A grade of C or better in MAT 150

MAT 295 Special Topics I (1-3)

Topics in mathematics depending on the interests of the student.

Prerequisite: Permission of the instructor

MAT 307 Linear Algebra (3)

This course covers the fundamental concepts of vector spaces, linear transformations, systems of linear equations, and matrix algebra from a theoretical and a practical point of view. Results will be illustrated by mathematical and physical examples. Important algebraic (e.g., determinants and eigenvalues), geometric (e.g., orthogonality and the Spectral Theorem), and computational (e.g., Gauss elimination and matrix factorization) aspects will be studied.

Prerequisite: MAT 205 or permission of the department chair

MAT 313 Probability and Statistics I (3)

This course is the first part of a two-semester course sequence with MAT 314. This course covers probability, continuous and discrete random variables, distribution and density functions, jointly distributed random variables, sampling, statistical inference, least squares, and regression theory.

Prerequisite: MAT 150

MAT 314 Probability and Statistics II (3)

This course is the second part of a two-semester sequence with MAT 313. This course covers probability, continuous and discrete random variables, distribution and density functions, jointly distributed random variables, sampling, statistical inference, least squares, and regression theory

Prerequisite: MAT 313

MAT 320 History of Mathematics (3)

A survey of the history of mathematics from antiquity through modern times.

Prerequisite: MAT 205

MAT 328 Differential Equations (3)

Ordinary differential equations of first-order and first-degree, high order linear ordinary differential equations with constant coefficients, and properties of solutions.

Prerequisite: MAT 206, 307

MAT 361 Numerical Analysis (3)

Numerical differentiation, integration, interpolation, approximation of data, approximation of functions, iterative methods of solving nonlinear equations, and numerical solutions of ordinary and partial differential equations. Students are expected to be able to write simple computer programs.

Prerequisites: CSC 130 or the equivalent; MAT 206; or permission of the department chair

MAT 410 Foundations of Geometry (3)

A survey of Euclidean, non-Euclidean, and other geometries. The emphasis will be on formal axiomatic systems.

Prerequisite: MAT 150, 210; or permission of the instructor

MAT 434 Abstract Algebra (3)

An axiomatic treatment of groups, rings, and fields that bridges the gap between concrete examples and abstraction of concepts to general cases.

Prerequisites: MAT 206, 210, 307, or permission of the department chair

MAT 455 Advanced Calculus I (3)

This course is the first part of a two-semester course sequence with MAT 456. This course covers a theoretical approach to calculus of functions of one and several variables. Limits, continuity, differentiability, Riemann integrability, sequences, series, and contour integration.

Prerequisite: MAT 206, 210, 307

MAT 456 Advanced Calculus II (3)

This course is the second part of a two-semester course sequence with MAT 455. The course covers a theoretical approach to calculus of functions of one and several variables. Limits, continuity, differentiability, Riemann integrability, sequences, series, and contour integration.

Prerequisite: MAT 455

MAT 495 Special Topics (1-3)

Advanced topics in mathematics depending on the interests of the student.

MAT 499 Independent Study (1-3)***Developmental Courses Offered*****MAT 011 Basic Mathematics (4)***

This course is a review of arithmetic concepts and skills in basic operations, absolute value, integer exponents, order of operations, prime factors. Problem solving includes geometrical, statistical, and financial applications involving percent, ratio, and proportion. Signed numbers and equations in one variable are introduced. Basic concepts of geometry include length and perimeter, area, volume, triangles, and angles.

MAT 012 Elementary Algebra (4)*

This course covers basic operations with algebraic expressions, solving equations in one variable, linear equations and their graphs, linear inequalities, exponents, and multiplying and dividing polynomials, and factoring polynomials. Applications are included throughout. A graphing calculator is required.

Prerequisite: MAT 011 or equivalent

MAT 013 Intermediate Algebra (4)*

This course covers rational expressions, systems of linear equations in two variables, radicals and complex numbers, quadratic equations, graphs of quadratic functions, exponential and logarithmic functions. Applications are included throughout. A graphing calculator is required.

Prerequisite: MAT 012 or equivalent

MAT 040 Pre-College Mathematics (4)*

This course is designed to promote mathematical literacy among liberal arts students and to prepare students for GSR 104. The approach in this course helps students increase their knowledge of mathematics, sharpen their problem-solving skills, and enhance their ability to learn and communicate mathematics. Technology is integrated throughout to help students interpret real-life data algebraically, numerically, symbolically, and graphically. Topics include calculator skills, number sense, basic algebraic manipulation, solving linear equations, graphing of linear equations, and their applications.

**Institutional credit hours*

PHILOSOPHY AND RELIGION

Dr. Jane Hurst, Chair

Hall Memorial Building, Room S-135

The department offers a major in philosophy and minors in philosophy and religion. The major is 30 hours, the minor is 15 hours

Whether concentrating in philosophy or religion, students in the department develop: (1) the ability to think critically, especially with respect to problem solving and analyzing arguments; (2) the ability to express themselves clearly and persuasively in signed/oral and written form; and (3) knowledge of the literature, major figures, and issues of the discipline. Students completing a major in philosophy are expected to know the major problems, concepts, terms, writings, and movements in the history of Western philosophy. The program concentrates on the major subdivisions of philosophy - logic, ethics, theory of knowledge, and metaphysics - and on major figures in the history of philosophy (Plato, Aristotle, Descartes, Kant, etc.), as well as on problems arising in contemporary movements, such as analytic philosophy. At the senior level students will take a capstone research-intensive course in which they will do creative work on a philosophical problem using the research and critical skills developed in the program.

Students who minor in philosophy or religion will take five courses in either discipline. These courses will be chosen in consultation with a departmental advisor, based on the interest and objectives of the student. The fundamental goal of the minor will be to develop the student's critical and expressive abilities in conjunction with a basic knowledge of the literature, major figures, and issues of the discipline.

Career Opportunities

It is commonly believed that majoring in philosophy serves primarily as preparation for graduate study in the discipline. But the philosophy major is prepared also to enter graduate school in a number of other areas, such as education, psychology, and political science. For students who do not intend to pursue graduate studies, however, there are many other career opportunities. The skills developed through the major are useful in almost every work environment and are attractive to employers. Employers seek employees with the ability to organize ideas and issues, to assess pros and cons, to solve problems, and to communicate effectively. Together with the department and the Career Center, these students will be guided to suitable employment.

Students planning to attend law school should consider majoring or minoring in philosophy. At the national level,

philosophy majors have scored very well on the LSAT (Law School Admission Test). Philosophy courses emphasize the skills which prepare students for both the LSAT and the typical law school curriculum: comprehending and analyzing complex texts; synthesizing information; drawing inferences; analyzing and evaluating arguments; and researching and writing essays and papers. Moreover, law schools recommend that students choose an undergraduate major which challenges them and which provides an understanding of the factors shaping human experience - both of which philosophy does.

Major Offered

Philosophy

Minors Offered

Philosophy
Religion

Requirements for a Major in Philosophy

Required philosophy courses			15 hours
PHI	201	Introduction to Logic (3)	
PHI	311	History of Ancient and Medieval Philosophy (3)	
PHI	312	History of Renaissance and Early Modern Philosophy (3)	
PHI	313	History of Late Modern and Contemporary Philosophy (3)	
PHI	494	Senior Thesis (3)	

Elective philosophy courses			15 hours
PHI	150	Introduction to Philosophy (3)	
PHI	257	Moral Philosophy (3)	
PHI	290	Ethics and Health Care (3)	
PHI	302	Logic and Scientific Method (3)	
PHI	310	Topics in Philosophy (3)	
PHI	318	Social and Political Philosophy (3)	
PHI	325	Philosophy of Religion (3)	
PHI	400	Knowledge and Reality (3)	
PHI	410	American Philosophy (3)	
PHI	415	Great Thinkers in Philosophy (3)	
PHI	499	Independent Study (1-3)	

Summary of requirements

General studies courses	40 hours
Major courses	30 hours
Free elective courses	50 hours
Total	120 hours

Requirements for a Minor in Philosophy or Religion

The minor in philosophy consists of a minimum of 15 hours of philosophy courses. A minor in religion consists of a minimum of 15 hours of religion courses.

Philosophy Courses Offered**PHI 104 Critical Reasoning (3)**

The purpose of this course is to help students learn how to analyze, critique, and construct arguments. It will enhance the student's ability to read, reason, and write clearly. In this course we will look at visual media, including TV news, newspapers, and short essays by philosophers and analyze them according to what constitutes a well-reasoned argument and what does not.

PHI 150 Introduction to Philosophy (3)

Introductory study of the principal areas and problems of philosophy, including the nature and methods of philosophical analysis, mind and matter, meaning and knowledge, appearance and reality, the existence of God, and moral responsibility.

Prerequisite: ENG 103 or the equivalent

PHI 201 Introduction to Logic (3)

Introductory study of the basic concepts of logic, the rules of valid inference, formal and informal fallacies, and basic symbolic logic.

Prerequisite: ENG 102 or the equivalent, MAT 013

PHI 257 Moral Philosophy (3)

Introductory study of the principles and methods of moral reasoning, with application to selected moral problems.

Prerequisite: ENG 103 or the equivalent

PHI 290 Ethics and Health Care (3)

This course is an introduction to the field of medical ethics and the kinds of decisions individuals and families make about health care and treatment options. Students will look at current issues such as kinds of treatment and their effects, allocation of health care resources, ethical issues of health care professionals, managed care decisions, and end of life decisions. Students will apply philosophical theories of ethics to these issues and develop perspectives on health care decision making.

Prerequisite: ENG 103 or the equivalent

PHI 302 Logic and Scientific Method (3)

Study of the principles of induction and scientific method, the structure and function of scientific theories, confirmation of scientific hypotheses, probability, and the

appraisal of evidential adequacy. This course may be taken to satisfy the philosophy requirement. It is recommended for students majoring in the natural and social sciences.

Prerequisite: ENG 103 or the equivalent

PHI 310 Topics in Philosophy (3)

Study of topics in philosophy that are not covered in the regular departmental course offerings.

Prerequisites: ENG 103 or the equivalent, one course in philosophy

PHI 311 History of Ancient and Medieval Philosophy (3)

Survey of Western philosophical thought from the pre-Socratics to Thomas Aquinas.

Prerequisite: ENG 103 or the equivalent

PHI 312 History of Renaissance and Early Modern Philosophy (3)

Survey of Western philosophical thought from Bacon to Kant.

Prerequisite: ENG 103 or the equivalent

PHI 313 History of Late Modern and Contemporary Philosophy (3)

A survey of Western philosophical thought from Hegel to Wittgenstein.

Prerequisite: ENG 103 or the equivalent

PHI 318 Social and Political Philosophy (3)

Study of major social and political philosophies, including explanation and discussion of the principal ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Hegel, Marx, and the Founding Fathers.

Prerequisite: ENG 103 or the equivalent

PHI 325 Philosophy of Religion (3)

Study of the nature of religious knowledge, grounds for belief in God, immortality, the problem of evil, and morality and religion.

Prerequisites: ENG 103 or the equivalent; one course in philosophy

PHI 341 Business Ethics (3)

This course is cross-listed and is otherwise known as BUS 341. A study of the major ethical issues involved in business. Different ethical theories are presented, evaluated, and applied to specific problems. Topics discussed are the social responsibilities of business practice; the ethics of hiring, firing, and promotion; professional and managerial ethical codes; employee loyalty; environmental responsibility; and truth in advertising. Lectures are supplemented by class discussion, presentation and evaluation of case studies, and formal panel discussions.

Prerequisite: ENG 102 or the equivalent

PHI 359 Philosophy of Punishment: Moral and Legal Aspects (3)

A study of the major theories of punishment (i.e., retribution, deterrence, compensation or restitution, and reform) and the arguments surrounding the question of justifying the punishment of criminals. Issues will be viewed from the diverse perspectives of psychology, sociology, criminal law, and philosophy, with guest speakers from these fields being featured when available. Emphasis will be on critical reading, expository writing, discussion, and debate.

Prerequisites: ENG 103 or the equivalent; one course in philosophy

PHI 400 Knowledge and Reality (3)

Study of the nature of knowledge, evidential judgment, appearance and reality, theories of human nature, and the nature of truth.

Prerequisites: ENG 103 or the equivalent; one course in philosophy

PHI 410 American Philosophy (3)

Survey of American philosophy, including basic ideas of Edwards, the Founding Fathers, Emerson, Thoreau, Peirce, James, Dewey, Whitehead, and representatives of contemporary thought.

Prerequisite: ENG 103 or the equivalent

PHI 415 Great Thinkers in Philosophy (3)

An in-depth study of one or two related major philosophers. The scientific thinkers will vary by semester. This course will include analyzing the philosopher's own works as well as commentaries and criticisms by others.

Prerequisites: PHI 311 or 312 or 313; or permission of the instructor

PHI 494 Senior Thesis (3)

A course of intensified research and the writing of a thesis on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

Prerequisites: Major in philosophy, 15 credit hours in philosophy, senior status, permission of the department chair

PHI 495 Special Topics (1-3)

This course deals with subject matter not covered under regular department offerings. Topics will vary each semester as determined by the department.

Prerequisite: Permission of the instructor

PHI 499 Independent Study (1-3)

For majors in philosophy only. Study of special problems in philosophy through extensive reading, independent research, and writing. Problems to be considered and materials to be covered will be determined in consultation with the instructor.

Prerequisites: 18 hours of philosophy and permission of the department chair

Religion Courses Offered**REL 200 Introduction to Religion (3)**

A survey of major ways to study religion. The survey includes the approaches of history of religions, religion in relation to culture, the study of sacred texts, and religion as individual experience.

REL 210 Religion and Literature (3)

A study of the religious elements of various kinds of literature, including scripture, drama, poetry, essays, inspirational writing, and the novel. Students will be expected both to analyze the literature they read and to think about it from their own point of view.

REL 300 Comparative Religion (3)

The study of the world's great living religions. Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, and Confucianism will be presented and discussed in their historical and sociocultural perspectives.

REL 303 Early Hebrew Bible: The Torah (3)

An introductory study of the first five books of the Hebrew Bible focusing on historical context, authorship, the Bible as literature, and the influence of these books on both Jewish and Christian life and thought.

REL 304 Later Hebrew Bible: The Prophets and Writings (3)

A study of the Hebrew Bible from the formation of Ancient Israel to the Maccabean era focusing on historical context, authorship, the Bible as literature, and the influence of these works on both Jewish and Christian life and thought.

REL 310 Native American Religion and Culture (3)

When the Europeans arrived, Native Americans were living in 500 tribal groups and spoke more than 20 major languages. Native American Religion and Culture is a study of the complexity of the religious way of life on Turtle Island (North America) and its implications in every aspect of culture. Special emphasis will be placed on the issue of the

European contact with Native American cultures and the mutual influence they have had on one another. To this end, we will look at Europe at the time of contact, the ways European and African influences have affected Native American culture, and vice versa.

Course fee: \$25

REL 321 Life of Jesus (3)

A study of the life and teachings of Jesus based mainly on the synoptic gospels. Considerable attention is given to how the gospels were written and chosen for inclusion in the New Testament. Gnostic gospels, non-Christian sources and archeological research about the historical Jesus are also reviewed.

REL 328 History and Literature of the New Testament (other than the Gospels) (3)

A study of the origins of the early church and the circumstances that caused the writing of the New Testament; an analysis of the content of each book. Particular emphasis is placed upon the life and contributions of the Apostle Paul.

REL 355 Religion and Society (3)

Religion and Society looks at religion as a social phenomenon that provides meaning, belonging, hope, personal ethics, and social cohesion. Questions of whether or not religion is true are not the issue; rather, in this course the impact of religion on special social issues such as culture contact, religion and politics, black religion, women and religion, new religious movements, and secularization are explored.

REL 400 Religion and Psychology (3)

This course will use the viewpoints of religion and of psychology to look at the basic issues of human existence, love, death, guilt, evil, suffering, healing, the meaning of life, and the possibility of personal transformation. Through knowledge of various theories on these issues, students will be encouraged to develop their own personal informed understanding of them.

REL 495 Special Topics (1-3)

This course deals with the study of subject matter not covered under regular department offerings. Topics will vary each semester as determined by the department.

Prerequisite: Permission of the instructor

REL 499 Independent Study (1-3)

Supervised study and/or research project in an area of the student's special interest. Title indicating the content must be available at registration.

Prerequisite: Permission of the department chair

PHYSICAL EDUCATION AND RECREATION

Dr. E. Ronald Dreher, Chair

Field House, Room 102D

Gallaudet offers majors in both Physical Education and Recreation at the undergraduate level. Both of these majors prepare students for entry level positions in their respective fields as well as for continuation of study at the graduate level.

The Physical Education major program offers a curriculum of study with two areas of emphasis. Students may choose a Physical Education major with an emphasis in Physical Education Teaching or an emphasis in Personal Training. The Physical Education Teaching emphasis is designed to prepare students to lead physical activities and to pursue professional teacher preparation coursework and state teacher certification requirements. The emphasis in Physical Education Teaching is accredited by the National Council on Accreditation of Teacher Education/National Association for Sport and Physical Education (NCATE/NASPE). Alternatively, students may choose a Physical Education major with an emphasis in Personal Training. A personal training career entails planning and leading strength and exercise programs in the health and fitness industry.

The Recreation and Leisure Studies majors prepares students for leading recreation programs for people of all ages and abilities in different environments. The Recreation and Leisure Studies program is accredited by the National Recreation and Park Association/American Association of Leisure and Recreation (NRPA/AALR) Council on Accreditation.

Students interested in pursuing a major should consult with the department as early as possible, preferably during their freshman year, for developing their program of study. The majors follow a specific and progressive course sequence which is necessary to prepare students for success in advanced coursework. Planning course sequencing is best accomplished with a departmental faculty member's assistance. Students who intend to prepare for a career in teaching physical education, and pursue teacher certification should also consult with the Gallaudet Department of Education as early as possible to become familiar with admission and coursework requirements.

Majors Offered

Physical Education with emphasis areas:

Physical Education Teaching

Personal Training

Recreation and Leisure Studies with emphasis areas:

Outdoor Recreation and Discovery
 Performing and Visual Arts
 Recreational Sports, Fitness, and Aquatics
 Management
 Recreation and Park Administration
 Therapeutic Recreation

Minors Offered

Athletic Coaching
 Dance
 Recreation

Requirements for a Admission to the Physical Education Major

Students must apply for admission in order to pursue either the Physical Education Teaching or the Personal Training major. Applicants must: (1) complete PED 121 with a grade of "C" or better; (2) submit an Application for Physical Education Major form to the Department of Physical Education and Recreation; (3) submit three recommendations from current or former professors (one of these recommendations must be from the professor teaching PED 121); (4) possess a cumulative grade point average of 2.0 or better; and (5) participate in an interview with the department faculty member. Applications are reviewed once each semester, two weeks before mid-semester. After an application is reviewed and accepted, an interview is scheduled. Students are notified of admission decisions at mid-semester. Students not admitted to the major may apply in the next semester.

For continuation in the program, students majoring in physical education must obtain a grade of "C" or better in each required major course. Students not receiving a grade of "C" or better in a required physical education course must repeat that course. Students must maintain a minimum cumulative grade point average of 2.0 to continue in the major.

Students who intend to prepare for a career leading strength and fitness exercise programs should follow the Personal Training emphasis curriculum.

Students who intend to prepare for a career in teaching Physical Education, must follow the Physical Education Teaching emphasis curriculum. In addition, to the Physical Education Teaching emphasis curriculum, it will be necessary for students who want to prepare for teacher certification, to pursue either the Gallaudet Undergraduate Teacher Education Program or plan on enrolling in an accredited teacher preparation undergraduate or graduate school program.

Students who intend to prepare for teacher certification by pursuing the Physical Education Teaching emphasis cur-

riculum and also pursue the Gallaudet Undergraduate Major in Education with a Specialization in K-12 Physical Education Teacher Education (P.E.T.E.) must also apply for admission to the Undergraduate Teacher Education Program in the Department of Education. To obtain information on the requirements for admission to the Teacher Education Program, look under the "Department of Education" section of the catalog.

Note: For physical education K-12 teacher education majors, PED 417 may substitute for EDU 470; EDU 486 must substitute for PED 486.

Requirements for a Physical Education Major with an Emphasis in Teaching

Required pre-major courses 21-23 hours

To be taken during the freshman or sophomore year:

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
HIS	111	American History I (3)
HIS	112	American History II (3)
PED	185	Wellness (3)
PSY	201	Introduction to Psychology (3)

Choose one course:

PED	223F	Basic Water Rescue (1)
PED	235	Lifeguard Training (3)

Required physical education major courses 48 hours

PED	121	Foundations of Physical Education and Wellness (3)
PED	200	Introduction to Leading Physical Activity (3)
PED	201	Outdoor/Experiential Learning in Physical Education (2)
PED	202	Fundamental Movement, Rhythms, and Gymnastics (3)
PED	203	Concepts and Skills of Racquet Sports (2)
PED	204	Concepts and Skills of Physical Fitness (2)
PED	205	Concepts and Skills of Invasion Games (2)
PED	206	Concepts and Skills of Non-Invasion Games (2)
PED	232	Motor Learning (3)
PED	240	Psychosocial Aspects of Physical Education (3)
PED	341	Kinesiology (3)
PED	348	Measurement and Evaluation in Physical Education and Wellness (3)
PED	368	Physiology of Exercise (3)
PED	380	Applying Physical Activity Theory into Practice (3)
PED	386	Teaching Physical Education and Wellness in Elementary Schools (3)

DEPARTMENTS AND PROGRAMS

PED	410	Organization and Administration of Physical Education and Wellness (3)
PED	417	Teaching Adapted Physical Education (3)
PED/EDU	486	Teaching Physical Education and Wellness in Secondary Schools (3)

Required related course 4 hours

BIO	233	Anatomy & Physiology for Human Service Majors (4)
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Summary of requirements

General studies courses	40 hours
Pre-major courses	21-23 hours
Major and related courses	52 hours
Free elective courses	7-9 hours
Total	120 hours

Note: For K-12 Physical Education Teacher Education Program requirements, see the Department of Education catalog section.

Requirements for a Physical Education Major with an Emphasis in Personal Training**Required pre-major courses** 22 hours

To be taken during the freshman or sophomore year:

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
GOV	101	American Government and Contemporary Affairs I (3)
GOV	102	American Government and Contemporary Affairs II (3)
PED	185	Wellness (3)
PED	221X	Weight Training (1)
PSY	201	Introduction to Psychology (3)
COM	280	Group Discussion (3)
COM	290	Public Speaking (3)

Choose one course:

PED	223M	Water Aerobics (1)
PED	224S	Pilates (1)
PED	221R	Physical Fitness (1)
PED	224E	Stretch and Tone Aerobics (1)
PED	224Y	Step and Tone Aerobics (1)
PED	224Z	Yoga (1)

Required physical education major courses 41 hours

PED	121	Foundations of Physical Education and Wellness (3)
PED	200	Introduction to Leading Physical Activity (3)

PED	204	Concepts and Skills of Physical Fitness (2)
PED	232	Motor Learning (3)
PED	240	Psychosocial Aspects of Physical Education (3)
PED	242	Advanced Weight Training (3)
PED	341	Kinesiology (3)
PED	348	Measurement and Evaluation in Physical Education and Wellness (3)
PED	368	Physiology of Exercise (3)
PED	370	Personal Training and Exercise Leadership (3)
PED	382	Theory to Practice in Personal Training (3)
PED	410	Organization and Administration of Physical Education and Wellness (3)
PED	417	Teaching Adapted Physical Education (3)
PED	462	Practicum in Personal Training (3)

Required related courses 10 hours

BIO	233	Anatomy & Physiology for Human Service Majors (4)
FCS	321	Introductory Nutrition (3)
COM	324	Interpersonal Communication (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	22 hours
Major and related courses	51 hours
Free elective courses	7 hours
Total	120 hours

Requirements for Admission to the Recreation and Leisure Studies Major

Students interested in majoring in recreation and leisure studies must be currently enrolled in ENG 102 or the equivalent prior to registering for REC 101 or 102. For continuation in the program, a student majoring in recreation and leisure studies must obtain a grade of "C" or better in each required major course. Students not receiving a "C" or better in a required recreation course must repeat the course. Students must maintain a minimum cumulative grade point average of 2.2 to register for either the Sophomore Fieldwork or Senior Internship courses.

Requirements for a Major in Recreation and Leisure Studies with an Emphasis in Outdoor Recreation and Discovery**Required pre-major courses** 14 hours

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
DST	101	Introduction to Deaf Studies (3)

Choose one course:

PSY	201	Introduction to Psychology (3)
SOC	101	Introduction to Sociology (3)

Required recreation major courses 39 hours

REC	101	Recreation and Leisure Studies (3)
REC	102	Therapeutic Recreation (3)
REC	210	Program Planning (3)
REC	212	Park Design and Maintenance (3)
REC	275	Sophomore Fieldwork (3)
REC	310	Leadership and Group Dynamics (3)
REC	311	Leisure Education and Analysis (3)
REC	312	Leisure in America: A Multicultural Analysis (3)
REC	420	Law and Liability (3)
REC	430	Measurement and Evaluation (3)
REC	491	Senior Internship (6)
REC	498	Senior Capstone in Recreation and Leisure Studies (3)

Required related course 3 hours

Choose one course:

PED	239	Professional Rescuer CPR/AED and First Aid (3)
PED	250	Sport Safety Training for Coaches (3)

Elective emphasis courses 15 hours

Choose fifteen hours:

HIS	321	Introduction to Physical Geography (3)
HIS	322	Cultural Geography (3)
PED	125	Map and Compass (3)
PED	195	Learning through Discovery (1)
PED	201	Outdoor/Experiential Learning (2)
PED	222A	Personal Discovery (1)
PED	222B	Advanced Discovery (1)
PED	222F	Rock Climbing (1)
PED	222H	Discovery through Nature (1)
PED	223K	Camping and Canoeing (1)
PED	495	Special Topics: Facilitating Outdoor Activities (3)
REC	230	Outdoor Recreation (3)
REC	372	Outdoor Environmental Education (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	14 hours
Major and related courses	57 hours
Free elective courses	9 hours
Total	120 hours

Requirements for a Major in Recreation and Leisure Studies with an Emphasis in Performing and Visual Arts

Required pre-major courses 14 hours

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
DST	101	Introduction to Deaf Studies (3)

Choose one course:

PSY	201	Introduction to Psychology (3)
SOC	101	Introduction to Sociology (3)

Required recreation major courses 39 hours

REC	101	Recreation and Leisure Studies (3)
REC	102	Therapeutic Recreation (3)
REC	210	Program Planning (3)
REC	212	Park Design and Maintenance (3)
REC	275	Sophomore Fieldwork (3)
REC	310	Leadership and Group Dynamics (3)
REC	311	Leisure Education and Analysis (3)
REC	312	Leisure in America: A Multicultural Analysis (3)
REC	420	Law and Liability (3)
REC	430	Measurement and Evaluation (3)
REC	491	Senior Internship (6)
REC	498	Senior Capstone in Recreation and Leisure Studies (3)

Required related course 3 hours

Choose one course:

PED	239	Professional Rescuer CPR/AED and First Aid (3)
PED	250	Sport Safety Training for Coaches (3)

Elective emphasis courses 15 hours

Choose fifteen hours:

ART	110	Introduction to Television, Film, and Photography (3)
ART	126	Ceramics: Basic Hand-Building Techniques (3)
ART	131	Beginning Photography (3)
ART	140	Art History (3)
ART	150	Fundamentals of Design in Art (3)
ART	160	Introduction to Computer Graphics (3)
ART	170	Introduction to Drawing (3)
PED	415	History and Philosophy of Dance (3)
PED	431	Sacred Dance (3)
THE	110	Introduction to Theatre (3)

DEPARTMENTS AND PROGRAMS

THE	470	Creative Movement and Drama, Preschool-Kindergarten (3)
THE	472	Educational Drama - Grades 1-6 (3)
THE	474	Educational Drama - Grades 6-12 (3)
THE	476	Theatre for Youth (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	14 hours
Major and related courses	57 hours
Free elective courses	9 hours
Total	120 hours

Requirements for a Major in Recreation and Leisure Studies with an Emphasis in Recreational Sports, Fitness, and Aquatics Management**Required pre-major courses** 14 hours

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
DST	101	Introduction to Deaf Studies (3)

Choose one course:

PSY	201	Introduction to Psychology (3)
SOC	101	Introduction to Sociology (3)

Required recreation major courses 39 hours

REC	101	Recreation and Leisure Studies (3)
REC	102	Therapeutic Recreation (3)
REC	210	Program Planning (3)
REC	212	Park Design and Maintenance (3)
REC	275	Sophomore Fieldwork (3)
REC	310	Leadership and Group Dynamics (3)
REC	311	Leisure Education and Analysis (3)
REC	312	Leisure in America: A Multicultural Analysis (3)
REC	420	Law and Liability (3)
REC	430	Measurement and Evaluation (3)
REC	491	Senior Internship (6)
REC	498	Senior Capstone in Recreation and Leisure Studies (3)

Required related course 3 hours

Choose one course:

PED	239	Professional Rescuer CPR/AED and First Aid (3)
PED	250	Sport Safety Training for Coaches (3)

Elective emphasis courses 15 hours

Choose fifteen hours:

BIO	233	Anatomy and Physiology for Human Service Majors (4)
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PED	185	Wellness (3)
PED	200	Introduction to Leading Physical Activity (3)
PED	230	Introduction to Athletic Coaching (3)
PED	235	Lifeguard Training (3)
PED	238	Water Safety Instruction (3)
PED	341	Kinesiology (3)
PED	345	Care & Prevention (3)
PED	368	Physiology of Exercise
PED	383	Intramurals and Officiating (3)
PED	417	Teaching Adapted Physical Education (3)
FCS	321	Introductory Nutrition (3)
FCS	361	Creative Activities for Children (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	14 hours
Major and related courses	57 hours
Free elective courses	9 hours
Total	120 hours

Requirements for a Major in Recreation and Leisure Studies with an Emphasis in Recreation and Park Administration**Required pre-major courses** 14 hours

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
DST	101	Introduction to Deaf Studies (3)

Choose one course:

PSY	201	Introduction to Psychology (3)
SOC	101	Introduction to Sociology (3)

Required recreation major courses 39 hours

REC	101	Recreation and Leisure Studies (3)
REC	102	Therapeutic Recreation (3)
REC	210	Program Planning (3)
REC	212	Park Design and Maintenance (3)
REC	275	Sophomore Fieldwork (3)
REC	310	Leadership and Group Dynamics (3)
REC	311	Leisure Education and Analysis (3)
REC	312	Leisure in America: A Multicultural Analysis (3)
REC	420	Law and Liability (3)
REC	430	Measurement and Evaluation (3)
REC	491	Senior Internship (6)
REC	498	Senior Capstone in Recreation and Leisure Studies (3)

Required related course		3 hours
Choose one course:		
PED	239	Professional Rescuer CPR/AED and First Aid (3)
PED	250	Sport Safety Training for Coaches (3)

Elective emphasis courses		15 hours
Choose fifteen hours:		
BUS	352	Management and Organizational Behavior (3)
BUS	356	Marketing (3)
CIS	201	Microcomputer Applications in Business (3)
CIS	203	Management Information Systems (3)
REC	309	Leisure in Later Life (3)
REC	431	Administration and Supervision (3)
PED	200	Introduction to Leading Physical Activity (3)
PED	417	Teaching Adapted Physical Education (3)
SWK	307	Human Behavior and the Social Environment (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	14 hours
Major and related courses	57 hours
Free elective courses	9 hours
Total	120 hours

Requirements for a Major in Recreation and Leisure Studies with an Emphasis in Therapeutic Recreation

Required pre-major courses		14 hours
BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
DST	101	Introduction to Deaf Studies (3)

Choose one course:		
PSY	201	Introduction to Psychology (3)
SOC	101	Introduction to Sociology (3)

Required recreation major courses		39 hours
REC	101	Recreation and Leisure Studies (3)
REC	102	Therapeutic Recreation (3)
REC	210	Program Planning (3)
REC	212	Park Design and Maintenance (3)
REC	275	Sophomore Fieldwork (3)
REC	310	Leadership and Group Dynamics (3)
REC	311	Leisure Education and Analysis (3)
REC	312	Leisure in America: A Multicultural Analysis (3)
REC	420	Law and Liability (3)

REC	430	Measurement and Evaluation (3)
REC	491	Senior Internship (6)
REC	498	Senior Capstone in Recreation and Leisure Studies (3)

Required related course		3 hours
Choose one course:		
PED	239	Professional Rescuer CPR/AED and First Aid (3)
PED	250	Sport Safety Training for Coaches (3)

Elective emphasis courses		15 hours
Choose fifteen hours:		
BIO	233	Anatomy and Physiology for Human Service Majors (4)
DST	201	Deaf Culture (3)
PSY	311	Development I: Child Psychology (3)
PSY	313	Development II: The Psychology of Adolescence (3)
PSY	315	Development III: Adulthood and Aging (3)
PSY	321	Abnormal Psychology (3)
REC	301	Systems Approach to Therapeutic Recreation (3)
REC	303	Principles and Practices in Therapeutic Recreation (3)
REC	307	Special Populations in Therapeutic Recreation (3)
REC	309	Leisure in Later Life (3)
PED	417	Teaching Adapted Physical Education (3)
SOC	225	Sociology of Deafness and Deaf People (3)
SWK	307	Human Behavior and the Social Environment (3)
SWK	318	Human Diversity (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	14 hours
Major and related courses	57 hours
Free elective courses	9 hours
Total	120 hours

Requirements for a Minor in Athletic Coaching

The program meets the curriculum guidelines established by the National Association of Sports and Physical Education (NASPE), for Athletic Coaching minor programs. The minor program provides students with the basic competencies to coach in youth sport environments and at the interscholastic level. Students must enroll in PED 230 and attain a grade of "C" or better to continue in the program.

Required physical education courses		21 hours
PED	230	Introduction to and Pedagogical Foundations of Athletic Coaching (3)
PED	232	Motor Learning (3)
PED	240	Psychosocial Aspects of Physical Education (3)
PED	250	Sport Safety Training for Coaches (3)
PED	330	Scientific Foundations of Athletic Performance (3)
PED	430	Athletic Coaching (3)
PED	460	Practicum in Athletic Coaching (3)
Total		21 hours

Requirements for a Minor in Dance

The minor in dance consists of a minimum of 15 credit hours. The first two years of the dance minor consist of four credits chosen from four dance or related activity courses. A student can meet this requirement with the same four activity courses required for graduation in the general requirements if the activity credits are in dance or a related activity course. The second two years of the dance minor consist of a minimum of nine credits from core courses (PED 401, 415, and 425), and two credits from an electives list.

Required pre-minor dance course 4 hours

To be taken during the freshman or sophomore year:

PED	224	Activities (1, 1, 1, 1)*
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**Tap dance, beginning ballet, modern dance, folk dance, ballroom dance, yoga, aerobic exercise, karate, gymnastics, body awareness, Swing dance, and Latin dance.*

Required dance courses 9 hours

To be taken during the junior and senior years:

PED	401	Introduction to Dance Therapy (3)
PED	415	History and Philosophy of Dance (3)
PED	425	Choreography (3)

Elective physical education courses 2 hours

Choose two hours:

PED	202	Fundamental Movement, Rhythms, and Gymnastics (2)
PED	353	Rhythmic Forms and Analysis (2)
PED	356	Methods and Techniques of Teaching Dance in Elementary and Secondary Schools (3)
PED	431	Sacred Dance (3)
PED	450	Field Experience in Dance (2)

Total 15 hours

Requirements for a Minor in Recreation

The minor program provides the student with the basic competencies to plan, implement and lead recreational programs in a variety of settings. Students who enroll in the minor must enroll in REC 101 and REC 102 as introductory courses, and they must receive a grade of "C" or above to continue in the minor program.

Required recreation courses 15 hours

REC	101	Recreation and Leisure Studies (3)
REC	102	Therapeutic Recreation (3)
REC	210	Program Planning (3)
REC	310	Leadership and Group Dynamics (3)

Total 15 hours

Physical Education Courses Offered

PED 121 Foundations of Physical Education and Wellness (3)

A study of the historical and philosophical bases of health and physical education. This course provides the knowledge and understanding of physical education and sport from a historical perspective and the knowledge of various philosophies of physical education, including philosophies of well-known physical educators, and their implications and consequences for the individual and society.

PED 125 Map and Compass (3)

This course is designed to give students the opportunity to gain the knowledge and skills necessary to read and interpret topographic maps, compensate for magnetic declination, and determine and follow compass bearings for the purpose of accurately navigating outdoor environments. Topics covered include longitude, magnetism, contour, elevation, map and personal orientation, grade, scale, map symbols, compass and map bearings, types of compasses, magnetic declination, triangulation, and the sport of orienteering.
Course fee: \$45

PED 185 Wellness (3)

A study of the quality of life to assist students in realizing their maximal personal potential and taking responsibility for maintaining and improving that quality of life through their life span. The course emphasizes both the acquisition of knowledge involving social, emotional, mental, and other considerations and the practical application through participation in a program of planned physical activity for the development of a healthy lifestyle.

PED 195 Learning Through Discovery (3)

This course is a study of how people use knowledge and resources to solve problems, make choices, and make adaptations; and of recognizing individual and group potential. Mental and physical activities are used to help individuals understand themselves, their personal values, and the members of the class.

PED 200 Introduction to Leading Physical Activity (3)

An introductory course focusing on the basic principles, concepts, and skills of leading physical activities for children, adolescents, and adults. The domains of learning (e.g. cognitive, affective, and psychomotor) are applied within the teaching/leading learning process.

Prerequisites: ENG 102 or the equivalent, PED 121, or permission of the instructor

PED 201 Outdoor/Experiential Learning in Physical Education (2)

This course is designed to introduce physical education majors to the theories of experiential learning, challenge, and adventure education through experiencing new games, outdoor initiatives and challenges, field trips (which include camping, canoeing, and rock climbing), creative development, leading groups, discussions, sharing quotes and stories, and personal and group writings. This class is designed to help each student personally learn about the gifts he/she brings to a group, improve his/her awareness of how to interact with people in a group; learn how to follow as well as to lead; learn the importance of taking educated risks in personal and group development; learn the importance of creating a safe environment; learn the importance of having diversity within a group and sharing the gifts brought by each so the group can become empowered; understand the values of competitive and noncompetitive activities; understand the importance of being involved with nature and the out-of-doors; and learn the importance and value of getting involved. Upon the completion of the course, the student will be able to infuse this knowledge and skill into a physical education curriculum program.

Course fee: \$45

PED 202 Fundamental Movement, Rhythms, and Gymnastics (2)

A theoretical and practical course designed for physical education majors to prepare them to teach fundamental motor skills in the areas of creative movement, folk dance, aerobics, and educational gymnastics either at the elementary or secondary level. Emphasis will be placed on a non-traditional approach to teaching dance and gymnastics by linking fundamental motor skills into routines so that students, with

diverse learning needs, can have a positive and successful experience. Upon completion of the course, the student will be able to incorporate appropriate teaching methodologies and have the opportunity to teach and assess skills.

PED 203 Concepts and Skills of Racquet Sports (2)

Tactics of racquet sports is a comprehensive introduction to the concepts, techniques, and skills inherent in tennis, badminton, pickle ball, table tennis, racquetball and handball. The course focuses on skills, strategies, and conceptual similarities and differences of the various racket sports. Students will develop an intermediate skill level; and will begin to utilize developmentally appropriate learning progressions, teaching cues, and assessment techniques.

Prerequisite: PED 200 or permission of the instructor

PED 204 Concepts and Skills of Physical Fitness (2)

The physical fitness class provides the prospective physical education teacher with the skill development, knowledge and understanding of the basic principles of physical fitness as applied to a school or community setting. The course will also focus on techniques for assessing and integrating Physical Fitness throughout a variety of activity program.

Prerequisite: PED 200 or permission of the instructor

Corequisite: Current Professional Rescuer CPR/AED and First Aid certifications are required by the completion of this course

PED 205 Concepts and Skills of Invasion Games (2)

Tactics of Invasion Games is a comprehensive introduction to the concepts, techniques, and skills inherent in a variety of invasion activities. The course is designed for physical education majors to prepare them to teach at the elementary through secondary level. The course will focus on teaching basic skills, strategies, and conceptual commonalities of basketball, soccer, speed-a-way, floor hockey, and team handball; and then explore the differences. Students will develop a minimum of intermediate skill level, have the opportunity to teach and assess skills, and analyze performance.

Prerequisite: PED 200 or permission of the instructor

PED 206 Concepts and Skills of Non-Invasion Games (2)

Tactics of Non-Invasion Games is a comprehensive introduction to the concepts, techniques, and skills inherent in a variety of non-invasion activities. The course is designed for physical education majors to prepare them to teach at either the elementary or secondary level. The course will focus on teaching basic skills, strategies, and conceptual common-

alities of softball, volleyball, wallyball, and track and field and then explore the differences. Students will develop a minimum of intermediate skill level, have the opportunity to teach and assess skills, and analyze performance.

Prerequisite: PED 200 or permission of the instructor

PED 221 Sports Activities (1)

Activities offered include team sports and individual sports. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

Course fee: Varies by sections

PED 222 Outdoor Activities (1)

Activities offered include rock climbing, discovery, and camping. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

Course fee: Varies by sections

PED 223 Aquatic Activities (1)

Activities offered include aquatic activities. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

Course fee: Varies by sections

PED 224 Activities (1)

Activities offered include dance and gymnastics. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

Course fee: Varies by sections

PED 230 Introduction to and Pedagogical Foundations of Athletic Coaching (3)

This course is designed to introduce the student to the essential competencies required for effective Athletic Coaching and the Athletic Coaching profession. This information is a synthesis of the athletic coaching knowledge base related to the science and art of athletic coaching. Pedagogical knowledge and skill competencies related to developing a "photographic eye," developing skills analysis proficiency, sport specific teaching methods, and constructing daily coaching and season plans will be gained.

Prerequisite: ENG 103 or the equivalent

PED 232 Motor Learning (3)

The study of three central factors making up the learning situation in physical education: the learning process, the learner, and the task. Topics include basic concepts of motor

learning, development of motor responses, the nature of motor learning, feedback, timing, information processing, transfer, perception, personality and performance, motivation, and practice conditions. For each major topic, guiding principles for the physical education teacher are presented.

Prerequisites: PED 121, PSY 201

PED 235 Lifeguard Training (3)

A comprehensive course focusing on the knowledge and skills necessary for an individual to effectively assume the responsibilities of a lifeguard at a swimming pool or protected open water beach. Topics include: overall patron safety, aquatic management responsibilities, physical conditioning, and rescue techniques.

Prerequisite: 500-yard continuous swim and permission of the instructor

Corequisite: Current Professional Rescuer CPR/AED and First Aid certifications are required by the completion of this course

PED 236 Community CPR and First Aid (3)

A course that provides knowledge and skill in adult, child, and infant CPR as well as first aid. Upon successful completion, the student will attain American Red Cross Certifications in Community CPR and First Aid and Safety.

Course fee: \$15

PED 237 Principles of Health (3)

A course designed to introduce the students to the principles of health and to provide a comprehensive look at a wide range of health-related subjects. The health areas to be covered are mental and emotional health, drugs, physical and emotional aspects of sex, cardiovascular diseases, cancer, physical fitness/nutrition, weight control, communicable diseases, common physical and mental exceptionalities and degenerative diseases, the senses, functions of the body, and consumer health.

PED 238 Methods of Water Safety Instruction (3)

A comprehensive course designed to train water safety instructors to teach American Red Cross swimming and water safety courses. The course focuses on swimming skill development; methods of teaching; water safety techniques; and planning, conducting, and evaluating swimming and water safety courses.

Prerequisite: PED 235 or PED 223F

PED 239 Professional Rescuer CPR/AED and First Aid (3)

A course designed to prepare the professional rescuer, e.g., lifeguards, athletic trainers, and emergency services

personnel, with the knowledge and skills necessary to help sustain life in an emergency. Students will learn to recognize and care for life-threatening emergencies such as respiratory or cardiac problems; sudden illness; or injuries to infants, children, or adults. Upon successful completion, the student will attain American Red Cross certifications in the Professional Rescuer CPR/AED and First Aid.

Course fee: \$30

PED 240 Psychosocial Aspects of Physical Education (3)

Study of the psychosocial aspects of physical education relevant to programs in the schools.

Prerequisites: ENG 102 or the equivalent, PED 121; or permission of the instructor

PED 242 Advanced Weight Training (3)

The course provides content knowledge, and practical experiences for students interested in learning how to assess present levels of physical fitness, and to design and provide instruction in appropriate weight training programs for healthy adults and those with special needs. The course helps students acquire knowledge and develop skills for participation in advanced strength development, through progressive resistance exercise programs, for the purpose of improving strength and power while also enhancing self-image and sport performance. This course meets the standards of Advanced Weight Training through the American Council on Exercise (ACE).

Prerequisites: PED 200, 204, 221X

PED 250 Sport Safety Training for Coaches (3)

This course is concerned with acquisition of knowledge and techniques employed to maintain the safety of and provide immediate or temporary first aid care to athletes participating in sport activities.

Course fee: \$30

PED 286 Health in America: A Multicultural Perspective (3)

The course examines current health/wellness issues and focuses on the problems that ethnic minority populations face in the United States. The four ethnic groups studied include: African Americans, Native Americans, Hispanic Americans, and Asian and Pacific Islander Americans. The course is designed to help the student pursue a wellness lifestyle, to help make informed, responsible decisions affecting wellness, and to identify behavioral changes that can easily be incorporated into his/her lifestyle.

PED 330 Scientific Foundations of Athletic Performance (3)

This course presents information from the fields of human anatomy and physiology, kinesiology, exercise, physiology, nutrition, and principles of physical training and conditioning of athletes. This information is a synthesis of scientific theory and knowledge as applied to athletic coaching principles and practices.

Prerequisites: PED 121; PSY 201; and BIO 233

PED 341 Kinesiology (3)

A study of the movement potential of the human body, with sound anatomical and mechanical principles. Emphasis is given to the action of the joints and muscles, the basic mechanics of human motion, the analysis of movement, the major types of motor skills, and the application of kinesiology to sport and daily life activities.

Prerequisite: BIO 233, PED 185

PED 345 Care and Prevention of Athletic Injuries (3)

A course designed to combine theoretical and practical knowledge related to the care and prevention of athletic injuries. The purposes of this course are to develop a safety-conscious attitude when participating in or conducting sports activities; to develop knowledge and basic skills related to the care and prevention of common sports-related injuries, including immediate and follow-up care and rehabilitative techniques; and to develop basic knowledge and skills related to the administration of a high school training room.

Prerequisites: ENG 102 or the equivalent and Certification in ARC Standard First Aid and Community CPR (BIO 233 strongly recommended).

PED 348 Measurement and Evaluation in Physical Education and Wellness (3)

This course is designed to present the basic purposes and procedures used to measure and evaluate learning in the areas of physical education and wellness. Included will be the selection, construction, and administration of tests for both skill and knowledge evaluation and statistical techniques used to analyze and interpret data and methods of grading.

Prerequisites: PED 204; MAT 101 or the equivalent

PED 353 Rhythmic Forms and Analysis (2)

A study of basic rhythmic patterns and the exploration of suitable accompaniment.

PED 356 Methods and Techniques of Teaching Dance in Elementary and Secondary Schools (3)

A study of the application of various dance forms to meet the needs and interests of students in elementary and secondary schools.

PED 368 Physiology of Exercise (3)

A study of the immediate and long-range effects of physical activity on the functions of the human body. Special attention is focused on physical fitness, metabolism, training and conditioning, nutrition, environment, athletic aids, and the sex of the athlete.

Prerequisite: BIO 233, PED 204

PED 370 Personal Training and Exercise Leadership (3)

The course provides content knowledge, and practical experiences for students interested in learning how to assess present levels of physical fitness, and to design and provide instruction in appropriate weight training programs for healthy adults and those with special needs. The course helps students acquire knowledge and develop skills for participation in advanced strength development through progressive resistance exercise programs for the purpose of improving strength, and power while also enhancing self-image and sport performance. This course meets the standards of Advanced Weight Training through the American Council on Exercise (ACE).

Prerequisites: PED 242, 341, 368; ENG 102

PED 380 Applying Physical Activity Theory into Practice (3)

This course combines the science of physical education skill performance with the art of teaching to develop the physical education major's ability to teach physical activity concepts and skills relating them to the NASPE National Standards for K-12 Physical Education and using "Best Educational Practices." The course interweaves the knowledge from previous physical education theory classes and activity classes into an integrated whole. At the completion of this course, the student will be able to plan and deliver physical education activity content that results in a 'physically educated person.'

Prerequisites: PED 204, 232, 240, 341; ENG 103 or the equivalent; or permission of the instructor

PED 382 Theory to Practice in Personal Training (3)

This course will provide a field experience in personal training exercise science and health promotion. Knowledge and skill will be obtained in core course work will be applied in an exercise setting. Students will become familiar with the operational and procedural aspects of a clinically-based health promotion facility.

Prerequisite: PED 370

PED 383 Intramurals and Officiating (3)

This course is designed to introduce the students to the theoretical and practical aspects of intramural programming and officiating.

Prerequisite: ENG 102 or equivalent

PED 386 Teaching Physical Education and Wellness in Elementary Schools (3)

A course focusing on the basic theory and techniques of teaching physical education, health, and wellness to elementary school children. Emphasis is placed upon the principles involved in planning curricular activities for an elementary physical education and wellness program. Movement themes and concepts related to fundamental skills/motor development, fitness and wellness, movement education, games of low organization, adapted physical education activities, rhythmic activities, and lead-up games to more advanced games and activities are studied. Effective elementary physical education teaching strategies are identified and students have an opportunity to apply these principles in teaching-learning environments.

Prerequisite: PED 380 or permission of the instructor

PED 401 Introduction to Dance Therapy (3)

A basic survey course designed to provide the student with a theoretical and practical knowledge of dance therapy. Particular emphasis will be given to developing the student's repertoire of movement techniques that can be used with various disabled adults and children in hospitals, halfway houses, or recreational settings.

PED 410 Organization and Administration of Physical Education and Wellness (3)

The study of administration and management related to school physical education and wellness programs.

Prerequisites: PED 380

PED 415 History and Philosophy of Dance (3)

The evolution of western theatrical dance from antiquity to the present, with emphasis on the 16th through the 19th centuries.

PED 417 Teaching Adapted Physical Education (3)

A course designed to familiarize students with the knowledge, scientific principles, and teaching methodology necessary for the modification of physical education programs, sport, or recreational activities, to meet the developmental needs and capabilities of students with diverse abilities. Emphasis is given to the principles of motor development; assessment techniques; developmental needs; psychomotor, cognitive, psychological, and social characteristics

of individuals with various disabilities; legal educational requirements; resources for participation in community sport and recreation programs; and developing appropriate instructional and behavioral strategies for an inclusive or adapted physical education learning environment

Prerequisites: PED 200, 232, 341; or permission of the instructor

PED 425 Choreography (3)

Introduction to the techniques of choreography. Students will be required to choreograph one major dance piece.

PED 430 Athletic Coaching (3)

This course is an introduction to the full spectrum and experience of athletic coaching. This course will focus on the techniques of coaching; the psychological aspects of coaching; the growth, development, and learning of athletes; and the medical-legal aspects of coaching. In addition, it will provide the students with the practical application of these components in simulated and actual coaching situations.

Prerequisites: ENG 103 or the equivalent; PED 232, 345; and permission of the instructor

PED 431 Sacred Dance (3)

A historical and theological investigation of the image and role of dance from a cross-cultural perspective. Liturgical dances will be examined, compared, and performed.

PED 450 Field Experience in Dance (2)

A practical field experience for students minoring in dance. The course requires a successful completion of 37 hours of a professional dance experience. The practicum is divided into 30 hours of voluntary or paid field experience. A list of possible practicum opportunities will be provided to interested students.

PED 460 Practicum in Athletic Coaching (3)

This course offers practical field experiences in athletic coaching in an organized athletic program. The student will receive 3.0 credits for a minimum of 120 hours of practical field work and the analysis of that experience. The course is required of all athletic coaching minor students. This practicum is one of the most important steps a student takes in preparing to become an athletic coach. This experience in an organized athletic venue is essential for students to develop the leadership and appropriate knowledge essential to successful athletic coaching.

PED 462 Practicum in Personal Training (3)

This course offers practical field experiences in a health promoted/personal fitness training program/or corporate related fitness program. The student will receive 3.0 credits for a minimum of 120 hours of practical field work. These experiences will have to be recorded in an on-going journal. The format for doing these writings will be handed out to students at the beginning of the semester. The course is required of all Physical education majors with a personal training emphasis. This practicum is one of the critical steps a student takes in preparing to become a personal trainer. This experience is essential for students for applying the acquired knowledge and skills learned in class and in a college setting to a "real world" scenario.

Prerequisite: Complete all coursework for the Physical Education major curriculum with emphasis in Personal Training.

PED 486 Teaching Physical Education and Wellness in Secondary Schools (3)

This course is cross-listed and is otherwise known as EDU 486. An application of educational philosophy and principles of teaching, and the preparation of lesson and unit plans. The course includes methods for teaching on the middle school and secondary levels. In addition to class participation and peer teaching, teaching high school and/or intermediate/middle school physical education class(es) are planned. Field trips to various schools are planned. Students will also have opportunities to evaluate their teaching and the teaching of others using various evaluative tools and measures.

Prerequisite: EDU 440 or PED 380 or permission of the instructor

PED 495 Special Topics in Physical Education (1-3)

This course deals with the study of and preparation in a specific skill or subject matter area that is not provided under the regular department course offerings.

Prerequisite: Permission of the instructor

PED 499 Independent Study (1-3)

Reading, research, discussion, or laboratory work according to the instructor of the student.

Prerequisite: Permission of the department chair

Recreation Courses Offered**REC 101 Recreation and Leisure Studies (3)**

The course familiarizes the student with job opportunities and specifications, and demands self-analysis of individual student interest, limitations, and capabilities in light of these specifications and demands. The role of deaf individuals and their impact on parks and recreation will be explored, as well as their leisure patterns.

Prerequisite/corequisite: ENG 102 or the equivalent

REC 102 Therapeutic Recreation (3)

This course focuses upon ethical issues in dealing with human disabilities using recreation as a medium to enable people to function within as normative an environment as possible. Primary considerations will be placed upon philosophy, awareness, and understanding of disabilities; societal and environmental barriers confronting individuals with disabilities; and current trends and issues in disability rights.

Prerequisite/corequisite: ENG 102 or the equivalent

REC 210 Program Planning (3)

This course investigates the process of program planning, including assessing needs, defining objectives, and evaluation. Emphasis is placed on planning programs in a community setting.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 212 Park Design and Maintenance (3)

A study of the basic principles of planning, design, development, and maintenance of community recreation areas and facilities. The course will investigate the process of designing community recreational facilities from the initial tasks of gathering community input, determining goals, and securing architectural alternatives through the design process. Includes an actual site stakeout. Principles and methods of recreation facility maintenance will also be analyzed and practical exercises incorporated. This course uses experiential techniques for learning the components of park planning and design and maintenance.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 230 Outdoor Recreation (3)

A survey of the relationships between land, leisure, and people in American civilization. The course covers the mainstream of thoughts, methods, and policies on resource-based recreation, with special attention to the history of conservation and the significance of wilderness.

Prerequisites/corequisites: ENG 102 or the equivalent, or permission of the instructor or coordinator

REC 275 Sophomore Fieldwork (3)

This course offers practical field experience in developing recreation activity leadership skills in a recreation agency. The student will receive three credits for the successful completion of 120 hours of practical fieldwork and the analysis of that experience.

Prerequisites: REC 101 or 102, and permission of the instructor or coordinator

REC 301 Systems Approach to Therapeutic Recreation (3)

This course is designed to equip the student to systematically assess clients, develop treatment plans, design program plans, and evaluate all components of therapeutic recreation services. It extends basic recreation program planning skills by developing student competencies in using systems planning approaches, individual and group assessment techniques, formative program evaluation procedures, and documentation strategies and processes within both clinical and community settings.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 303 Principles and Practices in Therapeutic Recreation (3)

This course is a professional skills and issues course designed to equip the students with contemporary competencies and knowledge related to current practices in therapeutic recreation. Included in the course content are professional organizations, credentialing and accreditation standards, legislative and legal issues related to services for people with disabilities, multidisciplinary approaches, health care systems, interagency referral procedures, professional ethics, and major issues facing the field.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 307 Special Populations in Therapeutic Recreation (3)

This course is designed primarily for therapeutic recreation majors and those individuals majoring in related human service disciplines. The course focuses on helping students gain an understanding of recreation service delivery and intervention strategies used with people who have physical or sensory impairments or individuals who have developmental disabilities or demonstrate maladaptive behaviors related to mental disorders/outcomes.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 309 Leisure in Later Life (3)

This course explores the role of leisure in adult development, with specific focus on the aging process, leisure needs, leisure demand, and leisure services. Basic concepts associated with leisure, aging, targeting leisure services, research, and public policy are presented.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 310 Leadership and Group Dynamics (3)

A study of leadership definitions, theories, and philosophies. Theories of group dynamics will be explored. Leadership study will encompass the fields of management and social and recreational settings. The essence of leadership will also be explored. An experiential approach to learning is the basis of this course. The group work approach is emphasized.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 311 Leisure Education and Analysis (3)

This course focuses on concepts related to leisure education and group and individual facilitation techniques related to those processes.

Prerequisites/corequisites: REC 101 or 102, or permission of the instructor or coordinator

REC 312 Leisure in America: A Multicultural Analysis (3)

This course examines leisure involvements from a cultural perspective. It examines how different cultures perceive and influence the choosing of leisure activities. Students will develop an understanding of how humans perceive their own needs and particularly how they seek to fulfill these needs in their leisure time. The course provides significant focus on the leisure needs and involvements of deaf people (past and present). In addition, students will come to appreciate the critical role individual and collective leisure choices play in the development of communities and whole societies.

Prerequisite: DST 101, ENG 103 or the equivalent, or permission of the instructor or coordinator

REC 372 Outdoor Environmental Education (3)

Students are to be actively involved in a progression of field experiences that are designed for hands-on experience with our natural world. These adventure-oriented activities are designed to provide an emotional setting in which students become personally involved. Through lab and field experiences the students will develop an appreciation and feeling for the world and human impact on the natural environment. Ultimately the students will learn to

design and conduct a variety of mini field experiences for small student groups.

Prerequisites: ENG 103 or the equivalent; or permission of the instructor or coordinator

REC 420 Law and Liability (3)

This course introduces the student to three major areas of legal concerns: (1) Laws and Legislation, (2) Liability and Litigation, and (3) Risk Management and Accident Prevention. Specific issues to be addressed include: (a) tort negligence in sports, playground programs, and aquatics; (b) major pieces of legislation that have made an impact on recreation and leisure service delivery; (c) constitutional rights as they apply to parks, recreation, and leisure services; and (d) general legal principles.

Prerequisite: REC 275 or permission of the instructor or coordinator

REC 430 Measurement and Evaluation (3)

This course provides opportunities for recreation majors to develop appropriate language, knowledge, and skills for application of evaluation and measurement methods in actual service practice. The course will focus on measurement, evaluation, and statistics in the recreation profession.

Prerequisite: REC 275 or permission of the instructor or coordinator

REC 431 Administration and Supervision (3)

Objectives of recreational programs in various types of communities as reflected in administrative activities, including personnel management and budgeting, are examined. Students will become familiar with the principles and practices of recreation and park administration. Skills related to supervision in the urban and recreation delivery service system will also be addressed. Skills in group problem solving along with a simulated model of conducting a citizen advisory board meeting are included in this course. Techniques for supervision and analysis of work performance are included.

Prerequisites: REC 275 or permission of the instructor or coordinator

REC 491 Senior Internship (6)

The student will complete a minimum of 400 clock hours in a 10- to 15-week period at an approved cooperating fieldwork agency. The field experience may require direct face-to-face leadership, routine administrative responsibilities, and extramural activities.

Prerequisites: REC 275 or permission of the instructor or coordinator, completion of 24 hours of course work in recreation; demonstrate proof of current Professional Rescuer CPR/AED, and First Aid certifications prior to start of internship

REC 495 Special Topics (1-3)**REC 498 Senior Capstone in Recreation and Leisure Studies (3)**

This course guides students to synthesize the information they have learned in the major, particularly in their recreation emphasis courses. Guest lectures, and readings in all emphasis areas will provide opportunity for discussion of current issues and challenges in society that are related to the field of leisure studies. Students will prepare a paper and a presentation that elucidates comprehensively the various disciplines involved in the emphasis courses, providing a broad understanding of the interrelatedness of the core recreation major courses and the emphasis courses.

Prerequisites: Senior standing and permission of the instructor or coordinator

REC 499 Independent Study (1-3)

Reading, research, discussion, or laboratory work according to the instructor of the student.

Prerequisite: Permission of the department chair

PHYSICS

Please see Physics course listing under the Chemistry and Physics Department.

PSYCHOLOGY

Dr. Irene Leigh, Chair

Hall Memorial Building, Room W-312

Psychology is a scientific field concerned primarily with human behavior and related sensory, motor, cognitive, and physiological processes. The subject matter of psychology covers a wide range of topics related to many career objectives. As a major, it can prepare students for graduate study in various areas of psychology, education, or counseling, and for careers in teaching, counseling, research, and administration or supervision in educational or institutional settings. The department provides students with information in the various areas of psychology, which should increase their understanding of themselves and others and enable them to apply scientific methods to the solution of problems.

Honors in Psychology

The department offers a special honors program for majors that provides an opportunity for academically qualified students to graduate with distinction in psychology. The program consists of:

- At least three Honors Option courses in which the student does a special honors project in a regular course.
- A Senior Honors Seminar, and
- An independent research project under the supervision of a faculty member.

The honors program is open to students with junior class standing, an overall GPA of at least 3.3, and a GPA of 3.5 in psychology courses.

Psi Chi Honor Society

Psychology majors and minors are eligible to apply for membership in Psi Chi, the national honor society in psychology. A chapter of Psi Chi was established at Gallaudet in 1997. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship in all fields, particularly in psychology, and to advance the science of psychology. To receive the honor of Psi Chi membership, students must:

- Have a GPA of at least 3.0 in psychology courses as well as in their overall cumulative GPA, and be in the upper 35% of their class in general scholarship;

- Have completed at least three semesters of the college curriculum;
- Have completed nine semester hours of psychology courses;
- Have high standards of personal behavior;
- Have a two-thirds affirmative vote of those present at a regular meeting of the Psi Chi Chapter.

Major and Minor Offered

Psychology

Requirements for a Major in Psychology

Students must complete the following pre-major courses with a grade of "C" or better before declaring a major in psychology. A psychology major can have no more than one "D" or "D+" in his or her major courses. Psychology majors are allowed to take biology concurrently with PSY 201. Psychology majors are strongly encouraged to take more than one elective in each of the four main categories of courses

Required pre-major courses		14-15 hours*
BIO	105	Introduction to Human Biology (4)
ENG	103	Essay Analysis and Composition I (3)
or		
GSR	150	Introduction to Integrated Learning (4)*
PSY	201	Introduction to Psychology (3)

*Four hours count toward general studies requirement.

Required psychology courses		24 hours
PSY	311	Development I: Child Psychology (3)
PSY	321	Abnormal Psychology (3)
PSY	331	Statistics for the Behavioral Sciences (3)
PSY	332	Research Methods for the Behavioral Sciences (3)
PSY	410	Psychology and Deaf People (3)
PSY	450	Internship Seminar (3)
PSY	451	Internship I (3)
PSY	458	Social Psychology (3)

Elective psychology courses

21 hours

Clinical Psychology

Three hours required, but more may be taken:

PSY	317	The Psychology of Adjustment (3)
PSY	319	The Psychology of Exceptional Children (3)
PSY	411	Psychology of Personality (3)
PSY	434	Methods of Therapy in Emotional Disturbance (3)
PSY	447	Psychological Tests and Measurements (3)

Experimental and Psychological Foundations

Three hours required, but more may be taken:

PSY	351	Perception (3)
PSY	362	Motivation (3)
PSY	424	Physiological Psychology (3)
PSY	441	Learning Theories and Applications (3)
PSY	445	Field and Observational Studies of Human and Animal Behavior (3)
PSY	481H	History and Systems of Psychology (3)

Developmental Psychology

Three hours required, but more may be taken:

PSY	313	Development II: The Psychology of Adolescence (3)
PSY	315	Development III: Adulthood and Aging (3)

Socio-Cultural Psychology

Three hours required, but more may be taken:

PSY	448	Psycholinguistics (3)
PSY	457	Psychology of Human Sexuality (3)
PSY	459	Crime and Punishment (3)

Additional elective courses

Choose the remainder of the 21 hours in consultation with the department. Any elective course listed above or below may be taken.

PSY	452	Internship II (3)
PSY	486H	Honors Seminar: Current Issues in Psychology (3)
PSY	495	Special Topics (1-3)
PSY	499	Independent Study (1-3)

Recommended courses

6 hours

PSY	453	Internship III (3)
PSY	454	Internship IV (3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	11-14 hours
Major courses	45 hours
Free elective courses	21-24 hours
Total	120 hours

Requirements for a Minor in Psychology

Required pre-minor courses

10 hours

BIO	105	Introduction to Human Biology (4)
ENG	103	Essay Analysis and Composition I (3)
PSY	201	Introduction to Psychology (3)

Required psychology courses*			9 hours
PSY	311	Development I: Child Psychology (3)	
PSY	321	Abnormal Psychology (3)	
PSY	410	Psychology and Deaf People (3)	

**Minors may substitute a required course with another psychology course with written permission from the Director of the Undergraduate Program in Psychology.*

Electives psychology courses 6 hours
Choose any two psychology courses in consultation with the department.

Total 25 hours

Courses Offered

PSY 201 Introduction to Psychology (3)

An introduction to the scientific study of human behavior, providing an overview of the major problems, methods, and contributions of psychology. Content areas include development, language, learning, cognition, physiological psychology, motivation and emotion, perception, psychometrics, personality, and abnormal and social psychology. The course can be taken in one of two formats: traditional lecture or individualized instruction.

Prerequisite: ENG 102 or GSR 102, or the equivalent

PSY 311 Development I: Child Psychology (3)

The study of physical, psychological, social, and cognitive development from conception to the end of childhood. It will include discussion of the interaction of genetic and environmental factors in the shaping of personality. It will describe language development and social and emotional adjustment of the child.

Prerequisite: PSY 201

PSY 313 Development II: The Psychology of Adolescence (3)

A study of developmental processes in adolescence. Included is the study of puberty and the intellectual, social, moral, emotional, religious, sexual, personality, and family transitions occurring during this period. Emphasis is given to the influence of the above changes on personal identity and current problems of the adolescent in American society. Also included is a discussion of levels of aspiration and vocational choice.

Prerequisites: PSY 311 or the equivalent

PSY 315 Development III: Adulthood and Aging (3)

A study of the developmental process from adulthood until death. Includes the establishment of identity, vocational choices, marriage and the family, crisis of middle adulthood, problems of the aged, death, and bereavement.

Prerequisite: PSY 311 or the equivalent

PSY 317 The Psychology of Adjustment (3)

Discussion of the various techniques people use when confronted with the problems of daily living, e.g., aggression, defense mechanisms, etc. Although there will be some discussion of maladjustment, the emphasis will be on healthy people and how these patterns of behavior are learned. The course includes motivation, frustration, conflict, fear, anxiety, aggression, withdrawal, defense mechanisms, learning behavior, personality, and healthy and unwholesome therapy.

Prerequisite: PSY 201

PSY 319 The Psychology of Exceptional Children (3)

A study of methods of identification, diagnosis, and remediation of physical, psychological, and learning problems of exceptional children. The course will include discussion of the characteristics of exceptionality and indicate how these characteristics affect the total adjustment of the developing individual.

Prerequisite: PSY 311 or the equivalent

PSY 321 Abnormal Psychology (3)

This course serves as an introduction to psychopathology in adults and children. Students will be introduced to the classification used by psychologists, the Diagnostic Statistical Manual. Disorders such as anxiety disorders, mood disorders, schizophrenia, cognitive disorders, personality disorders and sexual and gender-identity disorders will be covered. Historical background, causes, and some treatment approaches will also be included.

Prerequisite: PSY 201

PSY 331 Statistics for Behavioral Sciences (3)

This course covers an introduction to statistical procedures for psychological research. Topics include distributions and graphs, measures of central tendency and variation, z-scores, probability, hypothesis testing, t-tests, Anova, correlation and regression, and Chi square. Students are introduced to the use of SPSS (or a similar program) for analysis and interpretation of data.

Prerequisites: PSY 20-1; MAT 013 or GSR 104 or the equivalent; or permission of the instructor

PSY 332 Research Methods for the Behavioral Sciences (3)

This course covers an introduction research methods. Topics include developing research question, ethical issues in research, reliability and validity, describing variables, using tables and graphs, experimental and non-experimental designs, and APA style. The students will read research reports, design and conduct a research project, use statistical

procedures and SPSS (or a similar program) introduced in Psy 331 for analysis and interpretation of their data and will write up the results using APA style.

Prerequisite: A minimum grade of C in PSY 331

PSY 351 Perception (3)

The characteristics and principles of the sensory and perceptual systems will be described and explained, with emphasis on vision. The course will include a consideration of the major theories of perception and the neurophysiology of vision. Topics to be covered will include sensory psychophysics, color vision, visual illusions, binocular depth perception, size and shape constancy, perceptual organization, stimulus determinants of perception, and perceptual learning and development. These topics will be explored in greater depth than the introductions provided in general and experimental psychology.

Prerequisites: Junior and senior standing (or consent of instructor) and PSY 201

PSY 362 Motivation (3)

The course will consider the biological drives and learned motives that have a determining influence on human behavior. This will include explanation and discussion of instinct and the neurophysiological processes in motivation, psychosocial needs, arousal, incentive, reinforcement, fear, anxiety, and achievement motivation. The course objective is to provide the student with a deeper understanding of the psychological, biological, and social forces involved in the determination of behavior.

Prerequisite: PSY 201

PSY 410 Psychology and Deaf People (3)

The course will consider the psychological development and psychosocial issues of Deaf people. Topics covered will include cognitive, linguistic, social and personality development, mental health, and interpersonal behavior.

Prerequisites: A minimum grade of C in PSY 201 and 311

PSY 411 Psychology of Personality (3)

A study of human personality from the standpoint of factors and influences that shape its development. Consideration will be given to current explanatory theories, current research approaches, and exemplary personality tests.

Prerequisites: PSY 201 and one additional psychology course

PSY 424 Physiological Psychology (3)

The study of neurological and physiological processes that affect behavior, emotions, thinking, perception, and learning. The course will indicate how psychological factors are related to neuroanatomy and neurophysiology.

Prerequisite: PSY 201

PSY 434 Methods of Therapy in Emotional Disturbance (3)

This course will involve discussions of the various techniques of therapy used with people with emotional problems. Topics will include the case history interview, professional ethics in therapy, behavior modification, eclectic therapy, psychosurgery, encounter groups, the school as a therapeutic community.

Prerequisites: PSY 321, and six additional hours in psychology

PSY 441 Learning Theories and Applications (3)

The major principles and theories of learning will be introduced and explained from a historical perspective to show how experimental research and theories in this area have evolved to the present time. The course will emphasize the applications of learning research to education and educational technology.

Prerequisites: PSY 201 and senior standing or permission of the instructor

PSY 445 Field and Observational Studies of Human and Animal Behavior (3)

Techniques of field observation will be taught and used in analyzing the behavior of humans and animals. Lecture topics will include human and animal ethology and child behavior. There will be regular trips to schools, zoos, hospitals, museums, and other public places for the purposes of using techniques learned in class.

Prerequisites: PSY 311, 331

PSY 447 Psychological Tests and Measurements (3)

A survey of the construction, content, uses, abuses, and problems of psychological tests. Students will be exposed to a wide variety of tests including intelligence, achievement, interest, aptitude, and personality. In addition, students will practice writing essay and objective test questions.

Prerequisites: PSY 321, 331

PSY 448 Psycholinguistics (3)

The psychological aspects of speech and language. An attempt to clarify the role of speech and language in human behavior, and how speech differs from language. The acquisition of language by children, the relationship between language and thought, and the biological basis of language. A linguistic introduction to sign language.

Prerequisites: PSY 201

PSY 450 Internship Seminar (3)

The course will prepare the student for the psychology internship experience. Topics covered include general issues in fieldwork in human services, agency systems and policies, general foundations of the helping process, diversity issues in human services settings, ethical and legal issues, interpersonal and professional relationships in psychology work settings, applications of psychological principles in applied settings, resume construction for internship applications, interviews with professionals in the field of psychology and orientation to the psychology internship.

Prerequisites: Psychology major or minor and permission of the instructor

PSY 451 Internship I (3)

A one semester psychology internship in which the student works 10-15 or more hours per week in an applied psychological setting such as a mental health program or an educational setting under the supervision and guidance of the psychology course instructor and on-site mental health professionals in the field.

Prerequisites: Psychology major or minor, PSY 450, and permission of the instructor

PSY 452 Internship II (3)

This course is an additional follow-up psychology internship for students who have successfully completed PSY 451 Internship I. The student works 10-15 or more hours per week in an applied psychological setting such as a mental health program or an educational setting under the supervision and guidance of the psychology course instructor and on-site mental health professionals in the field.

Prerequisites: PSY 451, and permission of the instructor

PSY 453 Internship III (3)

A one semester, advanced psychology internship in which the student works 10-20 or more hours per week (fall and spring semesters: 10 hours or more; summer session: 20 hours or more) in a variety of human services, research, psycho-educational, or professional association settings under the supervision of on-site professionals and with guidance and supervision from the psychology course instructor. Additionally, students are required to formally tie advanced psychological theories to current internship placement issues in a written format.

Prerequisites: PSY 452; permission of the instructor

PSY 454 Internship IV (3)

A one-semester, advanced psychology internship in which the student works 10-20 or more hours per week (fall

and spring semesters: 10 hours or more; summer session: 20 hours or more) in a variety of human services, research, psycho-educational, or professional association settings under the supervision of on-site professionals and with guidance and supervision from the psychology course instructor. Additionally, students are required to formally tie advanced psychological theories to current internship placement issues in a written format.

Prerequisites: PSY 453; permission of the instructor

PSY 457 Psychology of Human Sexuality (3)

A course on the developmental aspects of human sexuality in the context of human relationships. The course will include the social and learned influences on the development of gender identity and sexual orientation, a review of the anatomy and physiology of the reproductive system, human sexual response, modes of sexual expression, values clarification, sexual responsibility, human sexual dysfunction, and sexual adjustment during pregnancy, illness, and aging.

Prerequisites: PSY 201 and one of the following: PSY 311, 313, or 315

PSY 458 Social Psychology (3)

Study of the influence of groups on the behavior of the individual both within the American Culture and across other world cultures. Both theoretical and experimental approaches are presented. Topics include altruism, aggression, health, attitudes, personal space, jury behavior, prejudice, conformity and environmental issues.

Prerequisites: PSY 201 and one additional psychology course in consultation with the department

PSY 459 Crime and Punishment (3)

A psychological view of the legal system is presented with emphasis on personality and environmental characteristics of criminals. In addition, such topics as victimization, jury and judge characteristics, the psychology of persuasion, the psychologist as a witness, mental illness and crime and hypnosis as a memory enhancement technique are discussed. Experts in the field share their views and theories with students.

Prerequisite: PSY 201 or SOC 101

PSY 481H History and Systems of Psychology (3)

A study of the origins and development of modern psychological thought. The lives and contributions of leaders in psychology will be reviewed.

Prerequisites: PSY 201, admission to psychology honors program, and permission of the department

PSY 486H Honors Seminar: Current Issues in Psychology (3)

The course will consist of assigned readings and discussion of current topics in psychology, e.g., sensory deprivation, sleep and dreams, sex roles, effects of overcrowding, the psychological implications of death, influence of mass media on behavior, etc. Content will vary from term to term depending on what topics are of current interest at the time. Seminar will include student papers, class presentations, and preparation of a proposal for research to be conducted in Independent Study during the following semester.

Prerequisites: Admission to the Psychology Honors Program and permission of the department

PSY 495 Special Topics (1-3)

Advanced, in-depth study on special topics, current issues, or areas of interest not included in other courses offered by the Department of Psychology.

PSY 499 Independent Study (1-3)

Under supervision of a faculty member, a student will prepare a paper on a special topic or conduct a research project involving the collection of data and preparation of a report.

Prerequisites: Senior standing and permission of the instructor

RECREATION

Please see Recreation and Leisure Studies major information and course listing under the Physical Education and Recreation Department.

RELIGION

Please see Religion course listing under the Philosophy and Religion Department.

SELF-DIRECTED MAJOR PROGRAM

Dr. Jane Hurst, Contact Person

Hall Memorial Building, Room S-335

Any student may design a self-directed major if no other major or double major is offered at Gallaudet University that satisfies the student's academic interests. The student's process in selecting and justifying the major will follow a series of rigorous steps. Faculty advisors will monitor the academic direction and quality of work and effort with the major. The major will require between 30 and 45 credit hours, of which at least one-half must be from 300- and 400-level courses taken at Gallaudet University. No more than six hours may be independent study.

Summary of requirements

General studies courses	40 hours
Major courses	30-45 hours
Free elective courses	35-50 hours
Total	120 hours

SOCIAL WORK

Dr. Teresa Mason, Chair

Dr. Marquessa Brown, B.A. Program Director

Hall Memorial Building, Room S-334

The purpose of the social work major is to provide professional education and training to prepare graduates for employment as entry-level generalist social work practitioners. Students in the major acquire generalist social work practice knowledge and skills for work with individuals, families, groups, organizations, and communities. An important aspect of the social work major is its emphasis on application of knowledge, theory, and skills during internships in community programs and agencies. The Social Work Department develops internships that are designed to be responsive to students interests, abilities, and educational needs.

The Gallaudet social work major also prepares students for admission to graduate school in social work and related human service fields.

The undergraduate program in social work has been accredited by the Council on Social Work Education since 1976. The social work sequence consists of 47 credits in the major, which includes coursework and field practicum (internships). Prior to the major, students take supporting courses in sociology, psychology, economics, biology, and American government. The field practicum requirement consists of a two-semester internship in the senior year in a selected agency under professional social work supervision.

Major Offered

Social Work

Requirements for a Major in Social Work

For continuation in the major, a student must earn a grade of C or better in courses requiring mastery of principles, methodology, and practice and demonstration of professional values and ethics considered necessary for satisfactory performance in the profession (SWK 335, 337, 436, 482, 484, 486, and 494). Internships may be repeated only with permission of the department.

In major courses, students must also demonstrate English language skills commensurate with professional requirements. Students are encouraged to have completed ENG 103 or the equivalent before beginning the major and during the major are advised to use the services of the English Works!.

Required pre-major courses 26 hours

To be taken during freshman or sophomore year:

BIO	101	Introduction to Biology I (3)
BIO	102	Introduction to Biology II (3)
BIO	103	Introduction to Biology Laboratory I (1)
BIO	104	Introduction to Biology Laboratory II (1)
ECO	205	Economics for Social Workers (3)
GOV	101	American Government and Contemporary Affairs I (3)
GOV	102	American Government and Contemporary Affairs II (3)
MAT	102	Introductory Probability and Statistics (3)
PSY	201	Introduction to Psychology (3)
SOC	101	Introduction to Sociology (3)

Required social work courses 44 hours

SWK	203	The Field of Social Work (3)
SWK	304	Development of the American Social Welfare System (3)
SWK	307	Human Behavior and the Social Environment I (3)
SWK	308	Human Behavior and the Social Environment II (3)
SWK	318	Human Diversity (3)
SWK	335	Social Work Practice I: Individuals (3)
SWK	337	Case Management (3)
SWK	436	Social Work Practice II: Families and Groups (3)
SWK	441	Research Methods in Social Work I (3)
SWK	442	Research Methods in Social Work II Data Analysis (3)
SWK	482	Social Work Practice III: Organizations and Communities (3)
SWK	484	Social Work Practicum I: Internship (4)
SWK	486	Social Work Practicum II: Internship (4)
SWK	494	Senior Seminar (3)

Elective social work courses 3 hours

Choose three hours:

SWK	200	Contemporary Gender Issues (3)
SWK	201	Social Work Practice and AIDS (3)
SWK	202	Adoptive Family Systems (3)
SWK	265	Child Welfare (3)
SWK	267	Alcohol and Drug Addictions: Intervention Strategies (3)
SWK	495	Special Topics (1-3)
SWK	499	Independent Study (1-3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	26 hours
Major courses	47 hours
Free elective courses	7 hours
Total	120 hours

Courses Offered**SWK 200 Contemporary Gender Issues (3)**

This course is an elective that examines topics related to gender discrimination, and the traditional as well as the non-traditional roles assigned to females and males. Differences in communication patterns among women and men are also examined in terms of their expressions of emotions, closeness, intimacy, and autonomy. The course provides an opportunity for students to critically evaluate evidence for and against society's long held beliefs about acceptable behaviors and choices based on gender. More specifically, the variations in gender roles among Asian-American, Hispanic, Native American and African-American women and men are examined. A variety of writing assignments are included. Students complete weekly summaries of readings, critically evaluate contrasting perspectives on gender issues, and make presentations using handouts and overhead to convey their ideas about differences in values, copying styles and communication patterns among females and males.

Prerequisite: Sophomore standing

SWK 201 Social Work Practice and AIDS (3)

This course is an elective that examines topics related to understanding the psychosocial issues associated with HIV/AIDS and the various roles human service professionals assume for the delivery of services. The course provides an opportunity for students to explore personal and societal values related to HIV/AIDS and to gain a beginning knowledge of the types of assistance available to persons living with the illness. Particular attention is given to the impact of HIV/AIDS upon families and care givers in the context of coping strategies and the human service delivery system's response to their needs.

Prerequisite: Sophomore standing

SWK 202 Adoptive Family Systems (3)

The course explores the strengths and challenges of adoptive family life from a systems perspective and introduces current theory and research that informs social work practice in the field of adoption. The course addresses from a developmental perspective the life long impact of adoption on the adoption triad: birth parents, adoptive parents, and adopted children. Topics discussed include emotional processes involved with infertility and the decision to adopt, adoption and developmental stages, issues related to open adoption, and transracial adoptions.

Prerequisite: Sophomore standing

SWK 203 The Field of Social Work (3)

This course is an introduction to the profession of social work. It is the required first course for social work majors and is also open to students exploring the field of social work as a possible career. The course traces the historical development of the social work profession within the context of the social welfare system, introduces the generalist model of social work practice, surveys the major field of practice and populations served by social workers, and addresses the role of evaluation and research in the profession. Guest speakers from the community and field trips to community agencies provide exposure to programs and services and the roles of social workers.

Prerequisite: Sophomore standing

SWK 265 Child Welfare (3)

This course introduces the student to the fields of child welfare with an emphasis on child maltreatment. It looks at child abuse and neglect in all its forms (physical, sexual, emotional) in an ecological context (individual, familial, social, and cultural forces that interact with one another to cause abuse). Students are introduced to the historical context of child maltreatment, the current social policies that are in place that affect the protection of children, and the role of the social worker in child protection. Also covered are the procedures for child abuse investigation and reporting, interviewing the child and family, and the role of the court system. Controversial issues and opposing viewpoints are considered such as imprisonment of abusers, effectiveness of prevention programs, foster care, and proposed policy changes designed to reduce violence and harm to children.

Prerequisite: Sophomore standing

SWK 267 Alcohol and Drug Addictions: Intervention Strategies (3)

This course prepares the student in one of the helping professions to understand the primary issues related to the

use and abuse of alcohol and other drugs, including narcotics, depressants, stimulants, hallucinogens, and marijuana. The impact of drug use on the individual, the family, and society will be examined, including the psychological ramifications of children of alcoholics and drug abusers. Emphasis will be on the development of intervention skills and identifying the person who is abusing chemicals. Knowledge of community resources and programs, with attention given to accessibility to deaf substance abusers, will be covered.

SWK 304 Development of the American Social Welfare System (3)

This course explores the history and values of the social work profession in relation to the development of the social welfare system as well as traditional American values involved in the evolution of the current system. It also considers various conceptions of social welfare, their application in social welfare programs, and their implications in practice. Issues and policies that affect diverse populations who have experienced oppression and discrimination are examined.

Prerequisite: SWK 203

Prerequisites/corequisites: ECO 203; GOV 101, 102 or HIS 111, 112

SWK 307 Human Behavior and the Social Environment I (3)

The course examines human behavior from conception through very old age. Throughout the course, the physical, intellectual, social, an emotional growth of individuals and families (micro systems) are studied. Each aspect of development is examined in the context of the environment's influence upon optimal growth. Additionally, attention is given to the interplay among culture, socioeconomic status, and ethnicity upon human behavior through the life course.

Prerequisite: Junior standing or permission of the department

SWK 308 Human Behavior and the Social Environment II (3)

The course explores human behavior in communities, organizations and groups (macro systems). An overarching ecosystems perspective is emphasized for understanding how each macro system can enhance people's optimal health and well-being. Aspects of diversity are incorporated throughout the course in the form of issues that affect human behavior. Throughout the course, content about the macro social environment is directly related to generalist social work practice using case material.

Prerequisites: SWK 307; Junior standing or permission of the department

SWK 318 Human Diversity (3)

This course provides students an opportunity for examination of personal attitudes, stereotypes, biases, and misconceptions that affect ethnic-competent professional practice. Attention is given to increasing students' knowledge, understanding, appreciation, and sensitivity to diversity, oppression, and racism, and the implications of each for social work and other human services. While the course addresses the cognitive and conceptual aspects of learning, primary emphasis is on the affective process. In addition to learning about racism, discrimination, power/powerlessness, and ethnocentrism, students participate in experiential groups and role play. These exercises provide opportunities to explore new ways of thinking, feeling, and responding to people who experience discrimination or oppression because of their race, ethnic background, gender, age, disability, or sexual orientation, or because they are deaf or hard of hearing.

Prerequisite: Junior standing

SWK 335 Social Work Practice I: Individuals (3)

This is the first course in the social work practice sequence and emphasizes the generalist model as the framework for all social work practice using a problem-solving approach. A major focus of the course is on the development of skills for practice with individuals within the context of social work values and ethics. Cross-cultural considerations and other differences between social worker and client are addressed throughout the semester. The course includes a weekly lab that provides opportunities for learning interviewing skills through the use of videotapes and role play.

Prerequisites/corequisites: SWK 203, 307; open to social work majors only

SWK 337 Case Management (3)

Case Management is a required course in the practice sequence. It introduces students to case management and the various methods of intervention used with the process. Among the case management and the various methods of intervention used with the process. Among the case management processes discussed are assessment, intake interviews, and documentation. Specialized practice skills used by case managers are also discussed. Students are taught methods for determining benefit eligibility, learn the rules and principles for referral making, and acquire knowledge related to the major income and maintenance and support programs. Ethical and legal issues surrounding case management in the context of client autonomy, informed consent, and confidentiality are discussed and applied to case material. The course includes a pre-field experience that requires weekly visits to a human services organization for the purpose of observing the case management process

Prerequisites: Grade of C or better in SWK 203, 307, 335; open to social work majors only

SWK 436 Social Work Practice II: Families and Groups (3)

This course focuses on the development of knowledge and skills for social work practice with families and groups. Particular attention is given to families in which one or more members is deaf or hard of hearing, to other minority families, and to practice issues with groups of deaf people and groups of other minority people.

Prerequisite: Grade of C or better in SWK 335, 337

Corequisite: SWK 484

SWK 441 Research Methods in Social Work I (3)

The focus of this course is on the development of knowledge and skills for systematically monitoring and evaluating social work practice. The course covers quantitative and qualitative methods, ethical issues in research, special considerations in cross-cultural research, the value of single subject designs for evaluation of practice, critical analysis of research studies, and use of research findings in professional practice.

Prerequisite: SWK 335

SWK 442 Research Methods In Social Work II Data Analysis (3)

This course focuses on statistical and qualitative methods of data analysis that provide tools for social workers to evaluate their own practice and programs. Included are descriptive statistics, inferential statistics, content analysis of case studies, and inductive analysis of informant interviews and focus groups. The course also introduces students to the use of the computer in data analysis and provides hands-on experience with the Statistical Package for the Social Sciences and with the Ethnograph software package for qualitative data analysis.

Prerequisite: SWK 441

SWK 482 Social Work Practice III: Organizations and Communities (3)

This course focuses on the development of skills for planned change in organizations and communities. The problem-solving process learned in previous social work practice courses is applied to problem analysis, goal formulation, and implementation of change within organizations and communities. Field practicum agencies, human service organizations, and other programs and services in the community are assessed, needs and problems are identified, and strategies for planned change are developed. Specific attention is given to strategies for change that will benefit traditionally underserved populations such as deaf and hard of hearing people, racial and ethnic minorities, women, people with disabilities, gays and lesbians, and older people.

Prerequisite: Grade of C or better in SWK 436

SWK 484 Social Work Practicum I: Internship (4)

This course is part of a sequence with SWK 486. During the course, students spend two full days (16 hours) per week within a practicum agency carefully selected to provide educationally sound experiences supervised by professional social workers. During the internship, students develop skills working with individuals, families, groups, organizations, and communities. Students have approximately 250 hours of practicum during this semester.

Prerequisite: Grade of C or better in SWK 335, 337

Corequisites: SWK 436 and permission of the department

SWK 486 Social Work Practicum II: Internship (4)

During the second semester, students remain in the same practicum agency to ensure that there is sufficient time to develop plans and implement interventions at all levels in the attainment of skills for generalist social work practice. There are again approximately 250 hours of internship.

Prerequisite: SWK 484; grade of C or better in SWK 436

SWK 494 Senior Seminar (3)

This course taken in the final semester of the major focuses on furthering the process of integrating social work knowledge, values, and skills. Students draw upon and apply knowledge of generalist social work practice and the specific knowledge, values, and skills required for work with individuals, families, groups, organizations, and communities. The objective of this course is to enhance the students ability to practice social work in the internship and to be prepared as beginning professional level generalist social workers upon completion of the program.

Prerequisites: Grade of C or better in SWK 436 and 484

Corequisite: SWK 486

SWK 495 Special Topics (1-3)

Special topics in the field of social work.

SWK 499 Independent Study (1-3)

Prerequisite: Independent study form, permission of the department

SOCIOLOGY

Dr. Sharon Barnartt, Chair
Hall Memorial Building, S-134

The Department of Sociology provides a variety of courses to meet the needs of students majoring in sociology as well as students seeking to satisfy their general studies requirements. Sociology is an important part of a liberal arts education, and students interested in elective courses to complete their degree requirements will find many upper-division sociology courses that complement courses offered in other departments.

Sociology is a social science that is concerned primarily with studying social behavior and human groups. Among other things, sociology looks at how groups influence

individual behavior, how groups cooperate or conflict with one another, and how societies are established and change. Sociologists are also concerned with social problems that occur in societies such as crime, discrimination, poverty, and inadequate health care. Sociology emphasizes how society (rather than bad people) contribute to problems such as these.

The department offers a general major in sociology as well as a major in sociology with a concentration in criminology. Minors are available in sociology and criminology. A major in sociology provides a basis for graduate study in sociology, law, criminology, and related fields. Undergraduate training in sociology is also valuable for students interested in social work, secondary school teaching, business careers, and careers in public service.

Alpha Kappa Delta International Sociology Honor Society

Founded in 1920, the name Alpha Kappa Delta, was chosen because the letters represent the first letters of the three classical Greek words that embody the function of the society. They are anthropos, meaning mankind; katamanthano, meaning to examine more closely or acquire knowledge, and diakoneo meaning to do service. Thus, the motto of AKD is "To investigate humanity for the purpose of service." To be initiated into AKD a student majoring in sociology must be junior or senior, have completed at least four sociology courses, have a 3.0 overall GPA, be in the top 35% of their class, and have a 3.0 GPA in their sociology courses.

Majors Offered

Sociology
Sociology with a concentration in Criminology

Minors Offered

Criminology
Sociology

Requirements for a Major in Sociology

Students planning to major in sociology must have a grade of “C” or better in SOC 101. For continuation in the major, students can have no more than one grade of “D+” or lower in a major required course or major elective course.

Required pre-major course 3 hours
SOC 101 Introduction to Sociology (3)

Required Sociology courses 18 hours
SOC 334 Introduction to Methods of Social Research (3)
SOC 375 Statistics I (3)
SOC 423 Social Theory (3)
SOC 407 Social Problems (3)
SOC 491 Senior Capstone Seminar I (3)
SOC 492 Senior Capstone Seminar II (3)

Elective courses 15 hours
Choose five courses:
DST 201 Deaf Culture (3)
SOC 151 Introduction to the Criminal Justice System (3)
SOC 210 The Sociology of Death and Dying (3)
SOC 211 Race and Ethnic Relations (3)
SOC 225 Sociology of Deafness and Deaf People (3)
SOC 243 Sociology of Deviance (3)
SOC 268 Cultural Anthropology (3)
SOC 295 Special Topics (3)
SOC 313 Work and Globalization (3)
SOC 318 Medical Sociology (3)
SOC 351 Juvenile Delinquency (3)
SOC 376 Statistics II (3)
SOC 395 Special Topics (3)
SOC 405 Current Issues in Criminology [topic to be specified] (3)
SOC 436 Social Inequality: Race, Class, and Gender (3)
SOC 495 Special Topics (3)
SOC 499 Independent Study (1-3)

Note: Other courses may be taken to satisfy the elective requirements, from other departments or the Consortium, selected in consultation with the student's advisor.

Required related course 3 hours
CAP 320 Field Experience (3)

Summary of requirements
General studies courses 40 hours
Pre-major course 3 hours
Major and related courses 36 hours
Free elective courses 41 hours
Total 120 hours

Requirements for a Major in Sociology with a Concentration in Criminology

Students planning to major in sociology with a concentration in criminology must have a grade of “C” or better in SOC 101. For continuation in the major, students can have no more than one grade of “D+” or lower in a major required course or major elective course.

Required pre-major course 3 hours
SOC 101 Introduction to Sociology (3)

Required sociology courses 27 hours
SOC 151 Introduction to the Criminal Justice System (3)
SOC 243 Sociology of Deviance (3)
SOC 334 Introduction to Methods of Social Research (3)
SOC 351 Juvenile Delinquency (3)
SOC 375 Statistics I (3)
SOC 407 Social Problems (3)
SOC 423 Social Theory (3)
SOC 491 Senior Capstone Seminar I (3)
SOC 492 Senior Capstone Seminar II (3)

Required related course 3 hours
CAP 320 Field Experience (3)

Elective courses 6 hours
Choose two courses from the following:
CHE 250 Introduction to Forensic Science (3)
GOV 350 Constitutional Law (3)
PSY 321 Abnormal Psychology (3)
PSY 459 Crime and Punishment (3)
SOC 150 Saloshin Justice Seminar (3)
SOC 295 Special Topics (3)*
SOC 395 Special Topics (3)*
SOC 405 Current Issues in Criminology [topic to be specified] (3)
SOC 495 Special Topics (3)*

Note: Other courses may be taken to satisfy the elective requirements, from other departments or the Consortium, selected in consultation with the student's advisor.

**Special Topics courses must be related to criminology.*

Summary of requirements
General studies courses 40 hours
Pre-major course 3 hours
Major and related courses 36 hours
Free elective courses 43 hours
Total 120 hours

Requirements for a Minor in Sociology**Required pre-minor courses** 3 hours

SOC 101 Introduction to Sociology (3)

Required Sociology courses 12 hours

SOC 334 Introduction to Methods of Social Research (3)

Any one 200-level SOC course (3)

Any one 300-level SOC course (3)

Any one 400-level SOC course (3)

Elective Sociology courses 3 hours

One additional sociology or related course, any level, from this or another department or the Consortium, selected in consultation with the student's advisor.

Total 18 hours

Requirements for a Minor in Criminology**Required courses** 12 hours

SOC 150 Saloshin Justice Seminar (3)

SOC 151 Introduction to the Criminal Justice System (3)

SOC 243 Sociology of Deviance (3)

SOC 351 Juvenile Delinquency (3)

Elective course 3 hours

Choose one course:

GOV 350 Constitutional Law (3)

SOC 405 Current Issues in Criminology [topic to be specified] (3)

Or another criminology-related course from another department or the Consortium, selected in consultation with the student's advisor.

Total 15 hours

Courses Offered**Sociological Skills Taught at Each Level**

Sociology course numbers reflect the amount of work and difficulty of each class. Readings and assignments in a 100-level will generally be less demanding than those in a 400-level class. Additionally, higher-level classes build upon specific sociological knowledge and skills that are taught in lower-level classes. In general, 100-level courses focus on identifying key sociological concepts; 200-level courses focus on identifying important sociological theories; 300-level courses emphasize the ability to explain important sociological concepts and theories; and 400-level courses emphasize the ability to apply sociological theories in order to analyze social phenomena. For this reason, it is recommended that students start by taking 100-level classes and then progress

to 200-, 300-, and 400-level sociology classes. However, students who have strong reading and writing skills can register for some higher-level sociology classes, even if they have not taken lower-level sociology classes. For further clarification, students are encouraged to talk to any member of the Sociology faculty.

SOC 101 Introduction to Sociology (3)

Sociology attempts to understand how societies function. The course explores how social forces influence our lives and our chances for success. It also examines social groups, the relationships among social groups, and the ways groups get and maintain power.

Prerequisite: ENG 102 or the equivalent

SOC 150 Saloshin Justice Seminar (3)

This course is an experiential seminar. Students learn about the criminal justice system through a combination of weekly field trips, discussions with guest lecturers, and classroom discussions. Highly recommended as a first course in criminology for students who are considering working in the criminal justice system, as well as for students who would just like an insider's view of police departments, courts, and correctional institutions in the United States.

Prerequisite: Permission of the instructor

SOC 151 Introduction to the Criminal Justice System (3)

The course will examine each of the different parts of the American criminal justice system (policing, courts, and corrections), the procedural laws governing the system, and the ways the various parts of the system are interrelated and interdependent. The interaction between the Deaf community and the criminal justice system will be used as a special case, and students will learn about their rights as individuals and how to protect those rights.

Prerequisite: ENG 102 or the equivalent

SOC 210 Sociology of Death and Dying (3)

While our responses to death and dying would seem to be very personal and therefore individually determined, they are, in fact, greatly influenced by the beliefs of society. Therefore, this course will not only examine the physiology of death and dying, but will primarily emphasize the sociology of death and dying. Focus will be on social factors related to causes of death and routines and rituals related to dying, death, funeral and burial practices, and grieving.

SOC 211 Race and Ethnic Relations (3)

A study of racial and ethnic relations in the United States. The course focuses on the characteristics of various American racial and ethnic groups, some of the causes of racial/ethnic group oppression, and racial/ethnic group responses to oppression.

SOC 225 Sociology of Deafness and Deaf People (3)

A survey of selected sociological topics related to deafness and deaf people. Socialization, education, inequality, diversity, and disability-related issues are among the topics discussed in this course.

SOC 243 Sociology of Deviance (3)

This course examines the social construction of deviance. That is, it examines how society makes rules for behavior, how those rules change over time, and who tends to benefit (and who tends to be limited) because of society's rules. The question of whether deviance is "good" or "bad" for society will also be examined. Finally, the course will consider what happens to people who break society's rules, both in terms of how society views rule-breakers and how they view themselves.

SOC 268 Cultural Anthropology (3)

A study of the problems of human origin, the nature of race, the social structure of preliterate societies, and the development of social institutions.

SOC 295 Special Topics (3)

Prerequisite: SOC 101

SOC 313 Work and Globalization (3)

This course examines how work is related to societal and technological changes. Topics include long-term trends in the nature of work and the differences in work among major segments of the labor force, including differences by race, gender and disability. The course also examines how globalization is affecting work and workers in the U.S. as well as in selected other countries.

SOC 318 Medical Sociology (3)

The course considers social structure, cultural, and demographic components of physical and mental illness. Stages of illness behavior, from prevalence of symptoms and recognition of them to recovery or death, will be identified, and the social and cultural determinants of each stage will be discussed. The health care system and problem in health care delivery will be considered.

Prerequisite: SOC 101

SOC 334 Introduction to Methods of Social Research (3)

Problems of research planning; collection, analysis, and presentation of research data. Significant studies from various fields of sociology and related disciplines exemplifying different research approaches will be analyzed.

Prerequisite: SOC 101

SOC 351 Juvenile Delinquency (3)

This course examines how society treats young people who break the law, the social causes of juvenile delinquency, and rates of juvenile delinquency.

SOC 375 Statistics I (3)

An introduction to descriptive statistics and methods of organizing, presenting, and interpreting data. Covers measures of central tendency, measures of association for two variables, and some multivariate analyses. Includes computer analysis of real data.

Prerequisite: MAT 012 or the equivalent, SOC 334 or permission of the instructor

SOC 376 Statistics II (3)

Covers inferential statistics, hypothesis testing, and advanced topics in data analysis. Includes computer analysis of real data and emphasizes appropriate usage, presentation, and interpretation of results.

Prerequisite: SOC 375

SOC 395 Special Topics (3)

Prerequisite: SOC 101

SOC 405 Current Issues in Criminology [topic to be specified] (3)

This course will examine a specific issue that poses current problems in the criminal justice system. Examples include: the exploding prison population, the challenges of policing post-9/11, and deaf people in the criminal justice system. This course may be repeated as topics change.

Prerequisite: SOC 101

SOC 407 Social Problems (3)

This course will analyze the causes and consequences of major social problems of our time. Applying sociological theories, problems such as group conflict, family disorganization, poverty, violence, and hunger are examined.

SOC 423 Social Theory (3)

This course will cover major sociological and criminological theories, both from classical and contemporary writers. It will then consider whether these theories can help us better understand controversial situations, such as union organizing, the pro-choice/pro-life movement, and gang rape.

Prerequisites: SOC 101 and two additional sociology courses

SOC 436 Social Inequality: Race, Class, and Gender (3)

A study of gender and social class inequality. The course emphasizes theoretical and conceptual issues related to inequality, characteristics of various social stratification systems, and minority group responses to social inequality.

Prerequisite: SOC 101

SOC 491 Senior Capstone Seminar I (3)

This course is designed to integrate previous coursework into a research project. Students will develop a topic, discuss relevant theories, do a literature review and write a brief proposal which includes discussion of hypotheses, variables, methods and sampling techniques.

Prerequisite: SOC 334, 375, 423

SOC 492 Senior Capstone Seminar II (3)

This course continues the work of SOC 491. Students will collect data, do qualitative and quantitative analyses, and write a project report, and they will present their results to the class.

Prerequisite: SOC 491

SOC 495 Special Topics (3)

Prerequisite: SOC 101

SOC 499 Independent Study (1-3)

Intensive, supervised study and research on topics of the student's selection.

Prerequisite: Senior standing in the department

SPANISH

Pease see Spanish major and course listing under the Foreign Languages, Literatures, and Cultures Department.

THEATRE ARTS

Mr. Willy Conley, Chair

Elstad Annex

The Theatre Arts Department offers two majors covering a wide range of disciplines within theatre arts. The production/performance major prepares students in acting, design, and technical theatre and at the same time provides historical and theoretical perspectives of theatre. Students apply their developing skills in a production program that includes major productions and children's theatre.

The developmental drama major prepares students to integrate drama techniques, such as role play, improvisation, puppetry, and storytelling into educational, recreational, and social settings involving children. The major includes courses from the department as well as allied courses in psychology and education.

Major Offered

Theatre Arts with specializations in:

Educational Drama

Production/Performance

Minors Offered

Educational Drama

Production/Performance

Requirements for a Major in Theatre Arts with a Specialization in Educational Drama

Required pre-major courses 6 hours

PSY 201 Introduction to Psychology (3)

THE 110 Introduction to Theatre (3)

Required theatre courses 18 hours

THE 101 Visual Gestural Communication (3)

THE 470 Creative Movement and Drama, Preschool Kindergarten (3)

THE 472 Educational Drama - Grades 1-6 (3)

THE 474 Educational Drama - Grades 6-12 (3)

THE 476 Theatre for Youth (3)

THE 480 Practicum in Educational Drama (3)

Required related courses 12-15 hours

CAP 320 Field Experience (3-6)

EDF 323 Educational Psychology (3)

EDU 250 Introduction to Education and Teaching (3)

PSY 311 Development I: Child Psychology (3)

Elective courses		15 hours
Choose fifteen hours in consultation with the department:		
EDU	665	Children's Literature (3)
PSY	313	Development II: The Psychology of Adolescence (3)
THE	201	Fundamentals of Body Movement (3)
THE	281	Theatre Practicum (1-3)*
THE	341	Sign Language Translation for the Theatre (3)
THE	342	Introduction to Playwriting (3)
THE	348	Theatre History (3)
THE	353	Fundamentals of Acting (3)
THE	478	Fundamentals of Directing (3)
THE	495	Special Topics in Theatre Arts (3)
THE	499	Independent Study (1-3)

**Repeat as necessary for 3 credits.*

Summary of requirements

General studies courses	40 hours
Pre-major courses	6 hours
Major and related courses	45-48 hours
Free elective courses	26-29 hours
Total	120 hours

Requirements for a Major in Theatre Arts with a Specialization in Production/Performance

Required pre-major courses		6 hours
THE	101	Visual Gestural Communication (3)
THE	110	Introduction to Theatre (3)

Required theatre and related courses		27-30 hours
CAP	320	Field Experience (3-6)
ENG	441	Shakespeare (3)
THE	281	Theatre Practicum (1-3)*
THE	341	Sign Language Translation for the Theatre (3)
THE	348	Theatre History (3)
THE	350	Script Reading and Analysis (3)
THE	351	Contemporary Drama (3)
THE	353	Fundamentals of Acting (3)
THE	373	Theatre Production and Management (3)

**Repeat as necessary for a minimum of 6 credits.*

Elective theatre courses

Choose nine hours:		9 hours
THE	201	Fundamentals of Body Movement (3)
THE	336	Mime (3)
THE	342	Introduction to Playwriting (3)
THE	361	Fundamentals of Stagecraft (3)
THE	405	Fundamentals of Stage Lighting (3)
THE	461	History of Costume (3)

THE	464	Costume Design for the Theatre (3)
THE	466	Scenographic Techniques (3)
THE	470	Creative Movement and Drama, Preschool Kindergarten (3)
THE	472	Educational Drama - Grades 1-6 (3)
THE	474	Educational Drama - Grades 6-12 (3)
THE	476	Theatre for Youth (3)
THE	478	Fundamentals of Directing (3)
THE	480	Practicum in Educational Drama (3)
THE	499	Independent Study (1-3)

Summary of requirements

General studies courses	40 hours
Pre-major courses	6 hours
Major and related courses	36-39 hours
Free elective courses	35-38 hours
Total	120 hours

Requirements for a Minor in Educational Drama

Required courses		15 hours
THE	470	Creative Movement and Drama, Preschool - Kindergarten (3)
THE	472	Educational Drama - Grades 1-6 (3)
THE	474	Educational Drama - Grades 6-12 (3)
THE	476	Theatre for Youth (3)
THE	480	Practicum in Educational Drama (3)

Elective courses		6 hours
Choose two three-hour elective from Theatre Arts in consultation with the department.		

Total	21 hours
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Requirements for a Minor in Production/Performance

Required courses		15 hours
THE	110	Introduction to Theatre (3)
THE	281	Theatre Practicum (1-3)*
THE	350	Script Reading and Analysis (3)
THE	373	Theatre Production and Management (3)

**Repeat as necessary for a minimum of 6 credits.*

Elective courses		6 hours
Choose two three-hour electives from Theatre Arts in consultation with the department.		

Total	21 hours
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Courses Offered**THE 101 Visual Gestural Communication (3)**

A study of gestures as a form of communication and as a basis for visual language. Concentration on the ability to think in pictures and to develop expressive and receptive communication skills in gestures. This course develops artistic sign language translation skills and leads to better understanding of the basic structures of American Sign Language.

THE 110 Introduction to Theatre (3)

A survey of and introduction to the contemporary theatre; drama, dance, music, and film. This course is a basis for all drama courses and is required prior to declaring a major in theatre arts: production/performance. Lab hours required.

THE 201 Fundamentals of Body Movement (3)

This introductory course familiarizes students with theories of body movement and trains students in the use of physical space, rhythm, and balance for the purpose of creating mood and character through body movement within a theatrical context.

THE 281 Theatre Practicum (6)

A laboratory course designed to permit students to earn credit while participating in Theatre Arts Department activities. Students may select a practicum from the areas of acting, directing, technical theatre, costuming, design, or management.

Prerequisite: Permission of the instructor

THE 336 Mime (3)

A lecture/performance course focusing on varieties of mime ranging from traditional pantomime to modern mime and the relationship of mime to sign language.

Prerequisite: THE 201 or permission of the instructor

THE 341 Sign Language Translation for the Theatre (3)

This course covers creative work in different styles of signing, composed and selected from prose, poetry, and drama.

Prerequisite: THE 101 or permission of the instructor

THE 342 Introduction to Playwriting (3)

An introduction to the basic principles of creating plays for the stage. Various ways of making a play will be explored through writing, improvisations, collaboration with other writers and/or actors, videotapes, and adaptations of other literary forms (poetry, fiction, nonfiction) into dramatic forms.

Prerequisite: THE 101 or permission of the instructor

THE 348 Theatre History (3)

This course covers the development of theatre from its beginnings to the latest contemporary movements. Through lectures, demonstrations, discussions, and required attendance at theatre performances on and off campus, students will explore the contributions, characteristics, purposes, and influences of theatre as developed by a range of cultures in nonverbal, written, and signed forms.

Prerequisite: THE 110

THE 350 Script Reading and Analysis (3)

Whether written or videotaped, a script is the basis for the work of theatre directors, actors, designers, production managers, and publicists. During this course, students will read scripts representative of different historical periods, styles, and cultures. Students will also analyze these scripts as they relate to the functions of directors, actors, designers, production managers, and publicists.

Prerequisite: THE 110

THE 351 Contemporary Drama (3)

A study of the aesthetics inherent in a representative sampling of contemporary (20th century) drama: plays and current trends.

Prerequisite: THE 110 or permission of the instructor

THE 353 Fundamentals of Acting (3)

Study of pantomime and acting exercises; introduction to basic principles and techniques of acting; performance of laboratory scenes, readings, and exercises. Participation in an experimental production.

Prerequisites: THE 110 and 201, or permission of the instructor

THE 361 Fundamentals of Stagecraft (3)

A comprehensive practical course in scenery construction and painting, its properties, scenery storage, and use of backstage equipment. Production duties are assigned. Class and laboratory work required.

THE 373 Theatre Production and Management (3)

A comprehensive course designed to provide the student with a working knowledge of theatrical production practices and management skills required for successful theatre production. This course includes an in-depth study of the various theatre personnel, their related responsibilities, both in nonprofit and profit theatre organizations. Additionally, specific consideration is given to conventions pertinent to deaf theatre.

Prerequisite: THE 110 or permission of the instructor

THE 405 Fundamentals of Stage Lighting (3)

A comprehensive, practical course designed to acquaint the student with the basic theory, equipment, and use of stage lighting. Class and laboratory work required.

THE 461 History of Costume (3)

This course is designed to acquaint the student with major styles and periods of dress from Egyptian to pre-World War I European as a basis of later work in costume design. Viewed through slides, photographs, and actual historical documentation, a flow of design and change is seen.

THE 464 Costume Design for the Theatre (3)

A course aimed primarily at the beginning skills of the costumer through practical design experience, development of sound research habits, and basic patterning to create the desired period style. Work on production assigned.

Prerequisites: THE 461; or permission of the instructor

THE 466 Scenographic Techniques (3)

Practical work on basic principles and techniques of graphic communication for the stage. Included are methods of drafting, painting, and rendering the design concept. Materials supplied by the student; production crew work assigned.

Prerequisites: Junior or senior standing in the department, THE 361, or permission of the instructor

THE 470 Creative Movement and Drama, Preschool - Kindergarten (3)

This course will focus on methodology and practice of creative movement and drama for children ages 3 to 6 (preschool and kindergarten). Students will become familiar with the use of creative movement, mime, improvisation, story dramatization, storytelling, puppetry and the use of multisensory stimuli and learn how to adapt activities for children with special needs. Emphasis will be on the application of these techniques to language development, social learning, concept formation, emotional development, motor development, and creativity. Resources will include multi-ethnic themes, stories, and folklore.

Prerequisite: Junior or Senior standing

THE 472 Educational Drama - Grades 1-6 (3)

This course focuses on methodology and practice of educational drama applied to multidisciplinary learning within the first through sixth grade curricula. Students will be introduced to theme and story based improvisation, story dramatization, role play, and teacher-in-role strategies,

and learn how to adapt activities for children with special needs. Curricular areas include language arts, social studies, science, and math, with additional focus on examining emotional development, and creativity. Current trends in assessment of drama will also be explored. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or Senior standing

THE 474 Educational Drama - Grades 6-12 (3)

This course focuses on methodology and practice of educational drama applied to multidisciplinary learning within the sixth through twelfth grade curricula. Students explore the use of theme and literature based improvisation, role play, and teacher-in-role strategies applied primarily to language arts and social studies, including sociology, history, government, and current events. Additional emphasis will be placed on examining emotional development and creativity. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or Senior standing

THE 476 Theatre for Youth (3)

This course will begin with a review of the history, influences, and development of theatre for young audiences in the twentieth century. Particular emphasis will be placed on examining current trends in theatre for youth, including: standards for professional theatre, standards for in-school theatre programs, dramatic literature, and theatre-in-education. In addition to readings from the text: *Children's Theatre*, *Children and Youth* by Jed H. Davis and Mary Jane Evans, students will read selected plays from *Dramatic Literature for Children: A Century in Review* by Roger L. Bedard and *Spit in One Hand, Wish in the Other: Six Plays* by Susan Zeder for Young Audiences, by Susan Pearson-Davis. Students will attend theatre performances in the Washington, D.C. area.

Prerequisite: THE 110

THE 478 Fundamentals of Directing (3)

Theory and practice for the beginning director.

Prerequisites: Senior standing and permission of the department

THE 480 Practicum in Educational Drama (3)

This follow-up course to THE 470, 472, and 474 is designed to give students professional on-site experience and training with deaf and hard of hearing children and children who have special educational needs. Students will meet

with classroom teachers and prepare age appropriate drama lessons that support classroom long and short term objectives. Students will work in at least two different classrooms during the semester.

Prerequisites: THE 470, 472, 474; permission of the instructor

THE 495 Special Topics (1-3)

Special topics in theatre arts depending on the needs and interests of Gallaudet students.

Prerequisite: Permission of the instructor

THE 499 Independent Study (1-3)

A project in the field of the student's special interest, involving reading, research, discussion, and/or lab work. Title indicating content must be available at registration.

Prerequisite: Permission of the instructor

WOMEN'S STUDIES

Dr. Donna F. Ryan, Director

Hall Memorial Building,, Room S-235

A Women's Studies minor is an 18-credit interdisciplinary program to infuse feminist scholarship and perspectives into the curriculum and to examine and reinterpret knowledge about the social, political, economic, and cultural achievements of women. It will require students to integrate knowledge from several disciplines into their thinking, research and analytical skills. Women's Studies courses challenge students to question traditional knowledge about gender, while examining other issues of diversity related to class, race, ethnicity, ability, religion, age, or sexual orientation.

Minor Offered

Women's Studies

Requirements for Minor in Women's Studies

Students may complete a minor in Women's Studies by successfully completing 18 credits, including 6 hours of core courses and 12 hours of electives.

Required minor courses		6 hours
WMS	101	Introduction to Women's Studies (3)
WMS	493	Capstone Seminar in Women's Studies (3)

Required elective courses		12 hours
Choose four courses:		
ART	451	Women in Art (3)
COM	430	Gender and Communication (3)
DST	402	Deaf Women's Studies (3)
ENG	355	Literature by Women (3)
FCS	309	Marriage and the Family (3)
HIS	378	U.S. Women's History (3)
HIS	380	History of Sexuality (3)
SWK	200	Contemporary Gender Issues (3)

Note: Other courses are likely to be added to the curriculum that could be accepted as electives in women's studies. Likewise, special topics courses may be counted toward the minor. In both cases, permission of the director would be required.

Total		18 hours
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***Courses Offered*****WMS 101 Introduction to Women's Studies (3)**

Women's studies scholars and activists in women's issues have made it their work to examine the genesis, development, and impact of assumptions about women's nature. These assumptions underlie the belief systems and institutional practices of all cultures and have justified oppressions of women that interact in complex ways with class, racial and other oppressions. This interdisciplinary course is designed to open the field of Women's Studies to introductory level students. It will demonstrate how addressing questions from an interdisciplinary perspective can lead to complex understanding of the place of women in contemporary society.

WMS 493 Capstone Seminar in Women's Studies (3)

While the subject may change to mirror the interdisciplinary nature of the program, the course will require a research project and public presentation. This will be an opportunity for students to integrate their knowledge and demonstrate familiarity with Women's Studies theory and its application in research. Students will be expected to understand and apply theories from several disciplines to each of the sub-topics explored in order to construct an interdisciplinary understanding of the major topic.

Prerequisites: WMS 101 and 12 hours of electives, or permission of the director

WMS 495 Special Topics (1-3)

Advanced or special topics in Women's Studies, depending on the needs and interests of the students. May be repeated for different content areas.

Prerequisite: Permission of the director

WMS 499 Independent Study (1-3)

Intensive supervised study and research on topics of the student's selection

Prerequisites: Permission of the director and the instructor

Campus Life

LIVING ON CAMPUS

Campus Life

Ely Center, Room 132

Campus Life, a unit of Student Affairs, has the primary responsibility for the management of facilities and programs of the six residence halls and the Kendall apartment family complex. Student room assignments are made through a resident lottery system.

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 the campus community. By 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 several academic theme or special interest communities, tailored specifically to enhance the living and learning experiences of the students. Residence halls are staffed by teams of professional staff, graduate student paraprofessionals, and undergraduate student paraprofessionals.

Eligibility criteria for on-campus housing is that a student must be enrolled with a full-time course load in any academic program (defined as 12 credit hours for undergraduate students or 9 credit hours for graduate students per academic semester). Anyone carrying less than these number of credits must have permission from the Office of Campus Life 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.

Commuter Lounge

Ely Center, Ground Floor

The commuter lounge provides off-campus students with access to computers and e-mail, lockers for securing valuables, use of microwaves and vending machines, and a place to study and relax between classes.

Food Services

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 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.

Department of Public Safety

Carlin Hall, Lower Level

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 timely communication 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 dormitories, are prepared by the Department of Public Safety.

Vehicle Registration

The Department of Public Safety is also responsible for issuing parking permits. Visitors must obtain a short-term parking permit prior to parking on campus. Full- or part-time employees or students must register their vehicle and display a parking permit. There is a charge for parking on campus.

Transportation Services

Appleby Building

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 website.

CAMPUS SERVICES

Child Care - Gallaudet University Child Development Center

Kendall Demonstration Elementary School, Third Floor

The Gallaudet University Child Development Center (CDC) is one of the two early childhood programs at the Laurent Clerc National Deaf Education Center and is an accredited campus child care center. CDC serves children from 19 months through kindergarten, whose families work and study at Gallaudet, alumni parents, the deaf community, and the general metropolitan area community. CDC is a 12-month program which is inspired by the Reggio Emilia philosophy of education. Each classroom has deaf and hearing teaching team, who use American Sign Language and spoken and written English with the children. A special 8-week summer program serves children up to age 9. CDC is accredited by the National Academy of Accredited Programs, a division of the National Association for the Education of Young Children. For more information, contact (202) 651-5130 (tty/v).

Student Health Service

Peter J. Fine Building

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. SHS also works closely with the Health and Wellness Program in Student Affairs to help students learn about reducing the risks for illnesses and injuries.

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. Please contact Student Health Services for a complete listing of services that are included in the health fee.

Health insurance is required for all full-time students. Students must waive or purchase health insurance online through their bison account. To review the health insurance policy for Gallaudet University, please visit the following website at <http://af.gallaudet.edu/shs/shsins.asp>. Any questions, contact Student Health Services at 202-651-5090 or visit <http://gallaudet.edu/af/shs.xml>.

Mental Health Center

Gallaudet University Kellogg Conference Hotel, Room 3202

The Mental Health Center (MHC) is a unit of Student Affairs that offers students comprehensive mental health services, including counseling, assessment, and psychiatric services and prevention education. Through its training programs, it also provides mental health services to deaf and hard of hearing individuals and their family members in the Washington Metro area. Services are provided by supervised trainees and licensed staff, who communicate effectively in American Sign Language and other modes of communication used by deaf and hard of hearing people, in order to provide effective diagnostic and therapeutic services. Trainees are graduate students from the departments of Counseling, Psychology, and Social Work at Gallaudet University, as well as from other health care providers and programs outside of Gallaudet.

Hearing and Speech Center

Mary Thornberry Building, Room 121

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. For additional information, go to <http://hsls.gallaudet.edu/x2863.xml>.



Campus Ministries

Ely Center, Rooms 114-118

The Office of Campus Ministries, staffed by volunteer and part-time religious workers (Assemblies of God, Baptist, Episcopal, Lutheran, Jewish, Latter Day Saints, Methodist, Roman Catholic, and Seventh Day Adventist) offers regular religious services as well as these activities: counseling on religious matters; special discussion groups dealing with moral issues, world problems, and premarital concerns; special community service projects with student involvement; vocational counseling for students interested in work as clergy, lay workers, or workers in religious schools for deaf students; internships; social activities; and student religious fellowship groups for the various denominations and faiths.

Office of Student Conduct

Ely Center, Room 103

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 violation violations by students of the established standards of behavior set forth in the Student Code of Conduct and other University policies, 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.

Postal Services

Student Union Building

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.

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.

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.

STUDENT DEVELOPMENT PROGRAMS

Campus Activities Office

Student Union Building, Room 1000

Campus Activities coordinates a variety of opportunities for paraprofessional, social, and educational growth; leadership seminars; college survival workshops; arts and crafts fairs; movie nights; and many other educational and social events. This unit also supports and provides guidelines for student organizations and operates the Information Desk in the Student Union Building.

Community Service Programs

Student Union Building, Room 1000

All undergraduate students entering the University are required to contribute a specified amount of approved community service hours. Undergraduates who entered Fall 2001 through Spring 2007 are required to contribute 80 hours of service prior to graduation. Student organizations are also required to complete at least two community service projects each year, one on-campus and one off-campus. The community service requirement promotes a positive involvement in the community and helps develop relationships as well as a sense of contributing to the community that exists outside our campus.

Multicultural Student Programs

Ely Center, Room 103

MSP is a cultural advocacy and resource unit under the Department of Student Affairs. It provides support to racial and ethnic minority students and their organizations. Resourceful with educational books, videotapes, and magazines focusing on race, culture and diversity issues, MSP also strives to educate our community through our student paraprofessionals (MSAs) and programs that we provide.

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.

Health and Wellness Programs

Ely Center, Room 103

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.

Don't Cancel That Class

This program encourages faculty who would otherwise cancel a class session to keep their students in class. HWP sends either PHAs or professional staff to conduct a workshop during the class time (with at least one week's notice), instead of cancelling it.

STUDENT ACTIVITIES

Athletics and Intramural Sports

Field House, Room 144

Gallaudet students have participated in intercollegiate sports since 1883. The University is a member of the Capital Athletic Conference and the National Collegiate Athletic Association (NCAA) Division III. Varsity sports at Gallaudet include men's and women's basketball, outdoor track and field, cross country, swimming, soccer, and cheerleading. Exclusive women's sports are softball and volleyball. Exclusive men's sports are baseball and football.

The Athletics department also offers an intramural sports program including: women/men flag football, women/men volleyball, coed Wallyball, coed racquetball, men/women basketball, women/men softball, women/men indoor soccer, 3 on 3 Basketball, women/men wall dodgeball, Ping Pong, Chess, Wrestling, and Floor Hockey.

Gallaudet Dance Company

Field House

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, both 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

Elstad Auditorium

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.

Productions for the 2007-08 school year included: *GOYA: En la quinta del sordo (in the house of the deaf man)* written and directed by Willy Conley and Iosif Schneiderman; *Deaf World Odyssey* written and directed by Angela V. Farrand; and Aeschylus', *Agamemnon*, adapted and directed by Ethan Sinnott.

Productions for the 2008-09 school year will be: "*Are Your Ears BLIND?*" directed by President Fellow, Monique Holt; August Wilson's *Fences* directed by Theatre Arts

Department faculty member Ethan Sinnott; *The 1st One-Act Play Festival*, a showcase of student directors; and *Urinetown, The Musical* directed by President Fellow, Monique Holt.

Fraternities and Sororities

Ely Center, Third Floor

There are nine registered Greek organizations on campus. Each stresses the importance of scholarship, leadership, and fellowship in selecting new members. All the organizations endorse a policy of no 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; and Zeta Sigma Psi, 2002.

Student Organizations

The Campus Activities unit supports a variety of student organizations including student government, student newspaper and yearbook, fraternities and sororities, and other organizations of students with similar interests or backgrounds. For a full list of organizations, please visit the web address above.

Student Body Government

Hall Memorial Building, Room S-141

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. Students automatically become members of the SBG when they enroll at the University. Undergraduate and graduate students are active, voting members. 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 academic, social, and cultural affairs, student welfare, athletics, and student media. Through SBG's efforts, students serve as active members with full voting privileges on several faculty committees.

Student Publications

Ely Center, Rooms 119-125

The Buff and Blue is an independent campus newspaper published weekly by University students from September to May. Students interested in reporting, writing, or editing can become members of the Buff and Blue staff. The Tower

Clock is the University yearbook and offers opportunities for students who are interested in layout, photography, or editing. The Campus Activities Office, along with a Student Publications Board work with these two organizations throughout the year to ensure adherence to journalism ethics and guidelines.

The University Community

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Paul Sabila, *Assistant Professor of Chemistry*; B.Sc., University of Nairobi; Ph.D., University of Connecticut

Tracey Salaway, *Professor of Art*; B.F.A., M.F.A., Rochester Institute of Technology

Robert Sanchez, *Instructor of Government and History*; B.A., M.A., California State University at Los Angeles; Ph.D., University of Illinois at Urbana-Champaign

Edna Sayers, *Professor of English*; B.A., Pennsylvania State University; M.A., St. Bonaventure University; Ph.D., State University of New York at Buffalo

James A. Schiller, *Instructor of Social Work*; B.A., University of Southern California; M.S.W., Adelphi University

Vicki Jo Shank, *Professor of Mathematics and Computer Science*; B.A., Gallaudet University; M.Ed., McDaniel College; Ph.D., George Mason University

Martha Sheridan, *Professor of Social Work*; B.A., Gallaudet University; M.S.W., University of Maryland; Ph.D., Ohio State University

Shirley E. Shultz Myers, *Professor of English*; B.A., University of Pittsburgh; M.A., Ph.D., Emory University

Ethan Sinnott, *Assistant Professor of Theatre Arts*; B.F.A., Rochester Institute of Technology; M.F.A., Boston University

David Snyder, *Professor of Chemistry and Physics*; B.S., Boston College; M.A., M.Phil., Ph.D., Columbia University

Caroline Solomon, *Associate Professor of Biology*; B.A., Harvard University; M.S., University of Washington; Ph.D., University of Maryland

Charlene Sorensen, *Professor of Chemistry and Physics*; B.S., St. Andrews Presbyterian College; Ph.D., University of Tennessee, Knoxville

Amy Stevens, *Assistant Professor of Art*; B.A., M.A., Wichita State University; M.F.A., Howard University

Barbara Stock, *Associate Professor of Philosophy and Religion*; B.S., State University of New York at Geneseo; Ph.D., Syracuse University

Tonya Stremlau, *Professor of English*; B.A., Oral Roberts University; M.A., University of Nebraska; Ph.D., Louisiana State University

Ian Sutherland, *Associate Professor of Foreign Languages, Literatures, and Cultures*; B.A., Johns Hopkins University; Ph.D., Duke University

Pia Taavila, *Professor of English*; B.A., M.A., Eastern Michigan University; Ph.D., Michigan State University

Judith Termini, *Associate Professor of Communication Studies*; B.S., Pennsylvania State University; M.A., George Washington University

Tania Thomas-Presswood, *Associate Professor of Psychology*; B.A., Long Island University; M.A., Ph.D., Hofstra University

Linda Thompson, *Assistant Professor of Foreign Languages, Literatures, and Cultures*; B.A., Oswego State University; M.A., Middlebury College

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Mairin Veith, *Instructor of Government and History*; B.A., Gallaudet University; M.A., University of Limerick

Florence Vold, *Assistant Professor of Education*; B.A., Gallaudet University; M.A., California State University, Northridge

Marta Vrbetic, *Assistant Professor of Government and History*; B.A., University of Zagreb; M.A., College of Europe; M.A., Ph.D., Tufts University

Samuel Weber, *Instructor of Family and Child Studies*; B.A., M.A., Gallaudet University

Mark Weinberg, *Associate Professor of Foreign Languages, Literatures, and Cultures*; C.E.L.G., Universite de Montpellier; B.A., Queens College; M. Phil., Yale University

Tammy Weiner, *Professor of Psychology*; B.A., Lenoir-Rhyne College; M.A., CAGS/Ed.S., Gallaudet University; Ph.D., University of Maryland

Stephen Weiner, *Associate Professor of Communication Studies*; B.A., M.A., Gallaudet University; Ed.D., American University

Barbara White, *Professor of Social Work*; B.A., Gallaudet University; M.S.W., University of Maryland; Ph.D., The Catholic University of America

Kathleen Wood, *Professor of English*; B.S., Ball State University; M.A., Indiana University; Ph.D., Georgetown University

Robert P. Zambrano, *Professor of English*; B.S., M.S., Georgetown University; D.A., The Catholic University of America

Graduate School and Professional Programs

Robert Ackley, *Professor of Hearing, Speech, and Language Sciences*; B.S., Cornell College; M.Ed., McDaniel College; Ph.D., University of Colorado

Isaac Agboola, *Professor of Business*; B.S., M.B.A., Gallaudet University; Ph.D., University of Maryland

Thomas E. Allen, *Professor of Educational Foundations and Research*; A.B., Kenyon College; Ph.D., University of Minnesota

David F. Armstrong, *Associate Professor of Business*; B.A., Ph.D., University of Pennsylvania

Cynthia Bailes, *Professor of Education*; B.A., Gallaudet University; M.A.T., Augustana College; Ph.D., University of Maryland

Matthew Bakke, *Associate Professor of Hearing, Speech, and Language Sciences*; B.S., Cathedral College; M.A., Teachers College Columbia University; M.S., Brooklyn College; Ph.D., City University of New York

Kathryn Baldridge, *Professor of Physical Education and Recreation*; B.S., Indiana University; M.A., California State University, Northridge

Thomas F. Baldridge, *Professor of Business*; A.B., Harvard University; M.B.A., J.D., University of California, Berkeley; M.F.A., University of Southern California

Scott J. Bally, *Professor of Hearing, Speech, and Language Sciences*; B.S., Truman State University; M.S., Colorado State University; M.S.W. Gallaudet University; Ph.D., The Union Institute

Roger Beach, *Professor of Counseling*; B.A., University of Northern Colorado; M.S., University of Arizona; Ed.D., University of Maryland

Jean S. Berube, *Assistant Professor of Physical Education and Recreation*; B.S., M.S., University of Maryland

Barbara A. Bodner-Johnson, *Professor of Education*; B.A., Creighton University; M.A., University of Iowa; Ph.D., Syracuse University

Andrew Brinks, *Assistant Professor of Physical Education and Recreation*; B.S., Gallaudet University; M.A., McDaniel College; Ph.D., Gallaudet University

Sarah Burton-Doleac, *Assistant Professor of Physical Education and Recreation*; B.A., Gallaudet University; M.Ed., McDaniel College

Robbie Carmichael, *Assistant Professor of Physical Education and Recreation*; B.S., M.A., Gallaudet University

Stephen Chaikind, *Professor of Business*; B.B.A., Baruch College; M.A., City College of New York; Ph.D., City University of New York Graduate School and University Center

Deborah Chen Pichler, *Associate Professor of Linguistics*; B.A., B.S., Pennsylvania State University; Ph.D., University of Connecticut

Emilia Chukwuma, *CPA, Associate Professor of Business*; B.A., Gallaudet University; M.S., University of Baltimore

M. Diane Clark, *Professor of Educational Foundations and Research*; B.A., Shippensburg State College; M.A., Marshall University; Ph.D., University of North Carolina

Steven Collins, *Assistant Professor of Interpretation*; B.A., M.A., Gallaudet University; Ph.D., The Union Institute and University

Cynthia Compton, *Professor of Hearing, Speech, and Language Sciences*; B.A., Douglass College, Rutgers University; M.S., Vanderbilt University; Ph.D., City University of New York

Valerie Dively, *Professor of Interpretation*; B.A., M.A., Gallaudet University; Ph.D. Union Institute

E. Ronald Dreher, *Professor of Physical Education and Recreation*; B.A., Western State College; M.S., Arizona State University; Ph.D., University of Utah

Francis M. Duffy, *Professor of Administration and Supervision*; B.S., Mansfield University; M.A.S., The Johns Hopkins University; M.Ed., Ph.D., University of Pittsburgh

Paul Dudis, *Associate Professor of Linguistics*; Hunter College, City University of New York; M.A., Gallaudet University; Ph.D., University of California, Berkeley

Carol Erting, *Professor of Education*; B.S., M.A., Northwestern University; Ph.D., American University

Peter J. Fitzgibbons, *Research Scientist, Hearing, Speech, and Language Sciences*; B.S., Tufts University; M.S., University of Massachusetts; Ph.D., Northwestern University

Maribel Garate, *Assistant Professor*; A.A., Texas Southmost College; B.S., University of Texas, Austin; M.A., Ph.D., Gallaudet University

Karen Garrido-Nag, *Instructor of Hearing, Speech, and Language Sciences*; B.S., University of the Philippines; M.S., Gallaudet University

Jeffrey Gauer, *Instructor of Business*; B.A., Virginia Tech; M.B.A., University of North Carolina

Barbara Gerner de Garcia, *Professor of Educational Foundations and Research*; B.A., Carnegie-Mellon University; Ed.M., Ed.D., Boston University

Reed Gershwind, *Instructor of Business*; B.S., California State University, Northridge; M.B.A., Rochester Institute of Technology

Ann E. Graziadei, *Professor of Physical Education and Recreation*; B.S.E., State University of New York, at Cortland; M.S., Indiana University; Ed.S., University of Georgia; Ph.D., University of Maryland

Simon Guteng, *Associate Professor of Education*; B.A., M.A., Gallaudet University; Ph.D., University of Arizona

Jan Hafer, *Professor of Education*; B.A., Shepherd College; M.Ed., McDaniel College; Ed.D., University of Maryland

Raychelle Harris, *Instructor of Interpretation*; B.A., Gallaudet University; M.S., McDaniel College

Amy E. Hile, *Instructor of Education*; B.A., Gallaudet University; M.S., McDaniel College

Diane Hottendorf, *Professor of Physical Education and Recreation*; B.A., California State University; M.S., Ph.D., University of Southern California

Patricia L. Hulsebosch, *Professor of Education*; B.A., M.A., University of South Florida; Ph.D., University of Illinois at Chicago

Jay Innes, *Professor of Education*; B.A., M.Ed., University of Massachusetts; Ph.D., Gallaudet University

Robert E. Johnson, *Professor of Linguistics*; B.A., Stanford University; Ph.D., Washington State University

Paul Kelly, *CPA, Professor of Business*; B.S., University of Massachusetts; M.B.A., Babson College; J.D., George Washington University

Cynthia King, *Professor of Educational Foundations and Research*; B.A., University of Delaware; M.Ed., McDaniel College; Ph.D., University of Illinois, Urbana-Champaign

Thomas N. Kluwin, *Professor of Educational Foundations and Research*; B.A., Marquette University; M.A., University of Wisconsin; Ph.D., Stanford University

Brenda Kruse-McConville, *Instructor of Education*; B.A., M.A., Gallaudet University

Carol J. LaSasso, *Professor of Hearing, Speech, and Language Sciences*; B.S., University of Colorado; M.A., University of Denver; Ph.D., University of Maryland

Jeffrey Lewis, *Professor of Counseling*; B.A., Gallaudet University; Ph.D., New York University

Linda Lytle, *Associate Professor of Counseling*; B.A., Gallaudet University; M.A., Ph.D., The Catholic University of America

Richard Lytle, *Professor of Education*; B.A., University of California at San Diego; M.Ed., Ph.D., University of Maryland

Ceil Lucas, *Professor of Linguistics*; B.A., Whitman College; M.A., University of Texas at Austin; M.S., Ph.D., Georgetown University

James Mahshie, *Professor of Hearing, Speech, and Language Sciences*; B.S., LeMoyne College; M.S., Ph.D., Syracuse University

Fred Mangrubang, *Associate Professor of Education*; A.A.S., Rochester Institute of Technology; B.S., M.A., East Carolina University; Ph.D., University of Maryland

Anita Marie Marchitelli, *Associate Professor of Physical Education and Recreation*; B.S., M.A., University of Maryland; Ed.S., Gallaudet University

William J. A. Marshall, *Professor of Administration and Supervision*; A.B., Stonehill College; M.S., Gallaudet University; Ed.D., University of Illinois

Susan Mather, *Professor of Linguistics*; B.A., M.A., Gallaudet University; Ph.D., Georgetown University

Gaurav Mathur, *Assistant Professor of Linguistics*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

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Donna Mertens, *Professor of Educational Foundations and Research*; B.A., Thomas Moore College; M.S., Ph.D., University of Kentucky

Melanie Metzger, *Professor of Interpretation*; B.S., University of Maryland, University College; M.A., Gallaudet University; Ph.D., Georgetown University

Julie Mitchiner, *Instructor of Education*; B.A., M.A., Gallaudet University

Mary June Moseley, *Professor of Hearing, Speech, and Language Sciences*; B.S., Phillips University; M.A., Ph.D., Kent State University

Kristin Jean Mulrooney, *Assistant Professor of Linguistics*; B.A., Brown University; M.A., Ph.D., Gallaudet University

Gina A. Oliva, *Professor of Physical Education and Recreation*; B.A., Washington College; M.A., Gallaudet University; Ph.D., University of Maryland

Marie Ogork, *Instructor of Business*; B.S., Gallaudet University; M.B.A., University of Phoenix

Barbara N. Pomeroy, *Associate Professor of Physical Education and Recreation*; B.S., West Chester State College; M.S., Pennsylvania State University

Khadijat Rashid, *Professor of Business*; B.S., Gallaudet University; M.B.A., University of Maryland; Ph.D., American University

Carol Cutler Riddick, *Professor of Physical Education and Recreation*; B.A., M.S., Florida State University; Ph.D., Pennsylvania State University

Cynthia Roy, *Professor of Interpretation*; B.S., Southwest Texas State University; M.A., Gallaudet University; Ph.D., Georgetown University

Marilyn A. Sass-Lehrer, *Professor of Education*; B.A., Queens College; M.A., New York University; Ph.D., University of Maryland

Risa Shaw, *Assistant Professor of Interpretation*; A.A., Gallaudet University; B.I.S., George Mason University; M.S., McDaniel College; Ph.D., Union Institute & University

Laurene E. Simms, *Professor of Education*; B.S., University of Nebraska; M.Ed., McDaniel College; Ph.D., University of Arizona

Anne Simonsen, *Professor of Physical Education and Recreation*; B.A., University of Iowa; M.A., George Washington University; Ph.D., University of Maryland

William P. Sloboda, *CDP, CPA, Associate Professor of Business*; B.S., Gallaudet University; M.B.A., George Washington University

Kendra Smith, *Assistant Professor of Counseling*; B.S., California Coast University; M.A., Gallaudet University; Ph.D., Union Institute and University

Helen Thumann, *Associate Professor of Education*; B.S., University of Texas at Austin; M.A., Gallaudet University; Ph.D., University of California Berkeley/San Francisco State University

Mary Thumann, *Instructor of Interpretation*; B.S., University of Texas; M.A., University of New Mexico; M.A., Gallaudet University

Lillian Marie Tompkins, *Professor of Education*; B.A., M.A., Ph.D., Gallaudet University

Miako Villanueva, *Instructor of Linguistics*; B.A., Colorado College; M.A., Gallaudet University

Qi Wang, *Associate Professor of Business*; B.A., Yunnan University; M.B.A., Pennsylvania State University; Ph.D., Nova Southeastern University

Maria T. Waters, *Associate Professor of Physical Education and Recreation*; B.S., James Madison University; M.A., University of Maryland

LaShaun Williams, *Assistant Professor of Counseling*; B.A., Stanford University; Ph.D., California School of Professional Psychology

Amy Wilson, *Associate Professor of Educational Foundations and Research*; B.A., Illinois State University; Ed.M., University of Illinois; Ph.D., Gallaudet University

Cheryl Wu, *Associate Professor of Counseling*; B.A., Brown University; M.A., Gallaudet University; Psy.D., California School of Professional Psychology

Christina Yuknis, *Instructor of Education*; B.S., State University of New York College at Buffalo; M.A., Gallaudet University

Frank R. Zieziula, *Professor of Counseling*; B.A., St. John Fisher College; M.S., State University of New York at Albany; Ph.D., New York University

Appendices

AWARDS AND SCHOLARSHIPS

Agatha T. Hanson Service Award

Conferred annually upon the woman in the senior class who during the year has shown the greatest promise of high character and leadership.

Algernon Sydney Sullivan Award

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

Alice M. Teegarden Memorial Award

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

Alpha Sigma Pi Fraternity Scholarships

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

Alumni Athletic Awards

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

Art Department Awards

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

Alpha Sigma Pi Fraternity Scholarships

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

Athlete-Scholar Award

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

Buff and Blue Merit Key Awards

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

Career Center Hall of Fame

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

Charles R. Ely Chemistry Award

A monetary award presented to a senior for excellence in chemistry.

Charles R. Ely Scholarship Award for Women

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

Daughters of Union Veterans of Civil War History Essay Award

Made in recognition of excellent work on an original paper written by a Gallaudet student on any topic related to American history.

Delta Epsilon Sorority Ideal Student Awards

Designed to give recognition to two serious students whom the members of the sorority have found to exemplify the ideal balance between academic pursuit and service to fellow students.

Delta Phi Epsilon Sorority “Outstanding Student of the Year”

Presented to one of the recipients of the “Outstanding Student of the Month” award for the current academic year who has demonstrated distinct leadership achievements.

Department of Business Award

Given annually to the most outstanding business major who is graduating. It recognizes the student’s achievements in school, at work, and in the campus community.

Dorothy Hamberg Memorial Award

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

Dorothy P. Polakoff Award for Academic Excellence

Awarded to the senior social work major with the highest academic achievement as measured by GPA in social work courses and performance in the social work internship.

Drama Awards

Best Actress, Best Actor, Best Supporting Actor, Most Versatile Performer, Most Promising Actress, Most Promising Actor, Technical Assistant, Outstanding Crew Member, Outstanding Contributor.

Earl F. Higgins Memorial Scholarship Fund

An award to perpetuate the memory of Earl F. Higgins, a pioneer in closed captioning, who died trying to rescue a small boy from drowning. (The boy survived.) The award is given to encourage educational and intellectual pursuits through international study.

Fannie Mae Scholarship Fund

Presented to students with Mathematics, Computer Science, Business, and CIS majors who demonstrate scholarship, community service, and participation in extra-curricular activities. This scholarship is an annual award with a five-year commitment from Fannie Mae to recognize the accomplishments of Gallaudet students. Awardees are selected by the Office of Diversity at Fannie Mae and are nominated by faculty, Academic Advisors, and Career Center Internship Advisors.

Foreign Study Scholarships

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

Gallaudet University Alumni Association Buff and Blue Awards

Established to encourage interest in the field of writing. The awards cover several categories: poetry, short stories, essays, and journalistic articles.

General Chemistry Award

Given to the outstanding first-year chemistry student in recognition of excellence and promise in the field.

German Embassy Award

This award goes to a student who has maintained the highest average throughout the first two years of German.

Harry M. and Margaret V. Evans Journalism Award

This award, created in 1995 by the parents of a Gallaudet professor, is designed to encourage undergraduate students to demonstrate exceptional skill and expertise in journalistic writing. Candidates must submit a portfolio of articles, an editorial, and an advertisement to the English Department. Winners are selected by a committee of professional writers and teachers.

Joseph L. Mattivi Memorial Scholarship Fund (Joe Fund)

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

Joseph M. Velez Memorial Award

The winner receives this award for artistic sign language.

Kappa Gamma Fraternity Marr Award, Fox Award, Hall Award, Drake Award

Awarded to four male students of respective classes who exhibited outstanding scholastic achievement and service to Gallaudet University through extracurricular activities.

Leon Auerbach Freshman Mathematics Award

Awarded annually for the best work done in this subject.

Lillian Gourley Rakow Creative Writing Award

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

MacDougall Creative Writing Award

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

Male and Female Athlete of the Year

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

National Fraternal Society of the Deaf Outstanding Student Awards

A \$100 savings bond is awarded to a man and a woman in the senior class in recognition of their outstanding leadership and service to the University.

Olof Hanson Service Award

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

Phi Alpha Pi Award

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

Phi Kappa Zeta Alumni Scholarship

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

Phi Kappa Zeta Leonard M. Elstad Scholarship for Total Performance

Presented annually to an incoming senior who has high qualities of leadership, scholarship, and personality. The recipient of this award receives \$50.

President’s Council Award

Presented to the student with the highest academic achievement.

Professional Development Award

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

Psychology Department Award

Presented each year to a graduating senior who has maintained a high grade point average over a period of four years at Gallaudet University and who is an exemplary major in psychology.

Ralph Miller Sr. Art Award

This award recognizes annually a promising art major at Gallaudet for displaying dedication and excellence in the field of art and providing an exemplary model to other aspiring deaf artists. This award was established by Dr. Harry Bornstein, professor emeritus, Lillian Hamilton, and Karen Saulnier in honor of Ralph Miller, Sr., an outstanding deaf artist in the field of commercial art.

Dr. Robert Weitbrecht Memorial Award

Honoring high academic achievement in the sciences at Gallaudet. The award is made possible by a gift from Dorothy and Stephen Brenner, president of Potomac Telecom, Inc.

Senior Service Award

Given to a senior who has been involved in drama for the past four years.

Sociology Department Award

The Sociology Department Annual Award is given to an exemplary graduating senior who has a consistently high GPA in all Sociology courses, as well as outstanding work in their internship, research, and/or leadership.

Student Body Government Andrew Lowitz Memorial Award

Awarded to a member of the sophomore, junior, or senior class on the basis of excellent service in the SBG.

Student Body Government Barbara Schell Award

Awarded to a deserving junior or senior woman for recognition of leadership ability in and out of the SBG.

Student Body Government Stanley Benowitz Award

Presented to a junior or senior man for leadership ability in and out of the SBG.

Student Body Government Student Worker of the Year Award

Given to a student not holding an official position in the SBG, but who is a dedicated worker.

Student Body Government Service Awards and Honorable Mention

Awarded to members of the SBG who have given their time and effort to the improvement of the organization.

Thomas S. Marr Awards

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

Who's Who in American Colleges and Universities

Included in this publication are the names of juniors and seniors in recognition of their outstanding leadership, scholastic achievement, character, and service to the University.

HONOR SOCIETIES

Alpha Kappa Delta International Sociology Honor Society

Founded in 1920, the name Alpha Kappa Delta, was chosen because the letters represent the first letters of the three classical Greek words that embody the function of the society. They are anthropos, meaning mankind; katamanthano, meaning to examine more closely or acquire knowledge, and diakoneo meaning to do service. Thus, the motto of AKD is "To investigate humanity for the purpose of service." To be initiated into AKD a student majoring in sociology must be junior or senior, have completed at least four sociology courses, have a 3.0 overall GPA, be in the top 35% of their class, and have a 3.0 GPA in their sociology courses.

Lambda Pi Eta National Honor Society in Communication Studies

Communication Studies majors and minors are eligible to apply for membership to Lambda Pi Eta, the official communication studies honor society of the National Communication Association. The purpose of Lambda Pi Eta is to encourage and recognize scholastic achievement, stimulate interest in communication, promote professional development, exchange ideas about the field, foster close relationships among faculty and students, and explore options for graduate study. The criteria for Lambda Pi Eta membership are described in the Communication Studies section in the catalog.

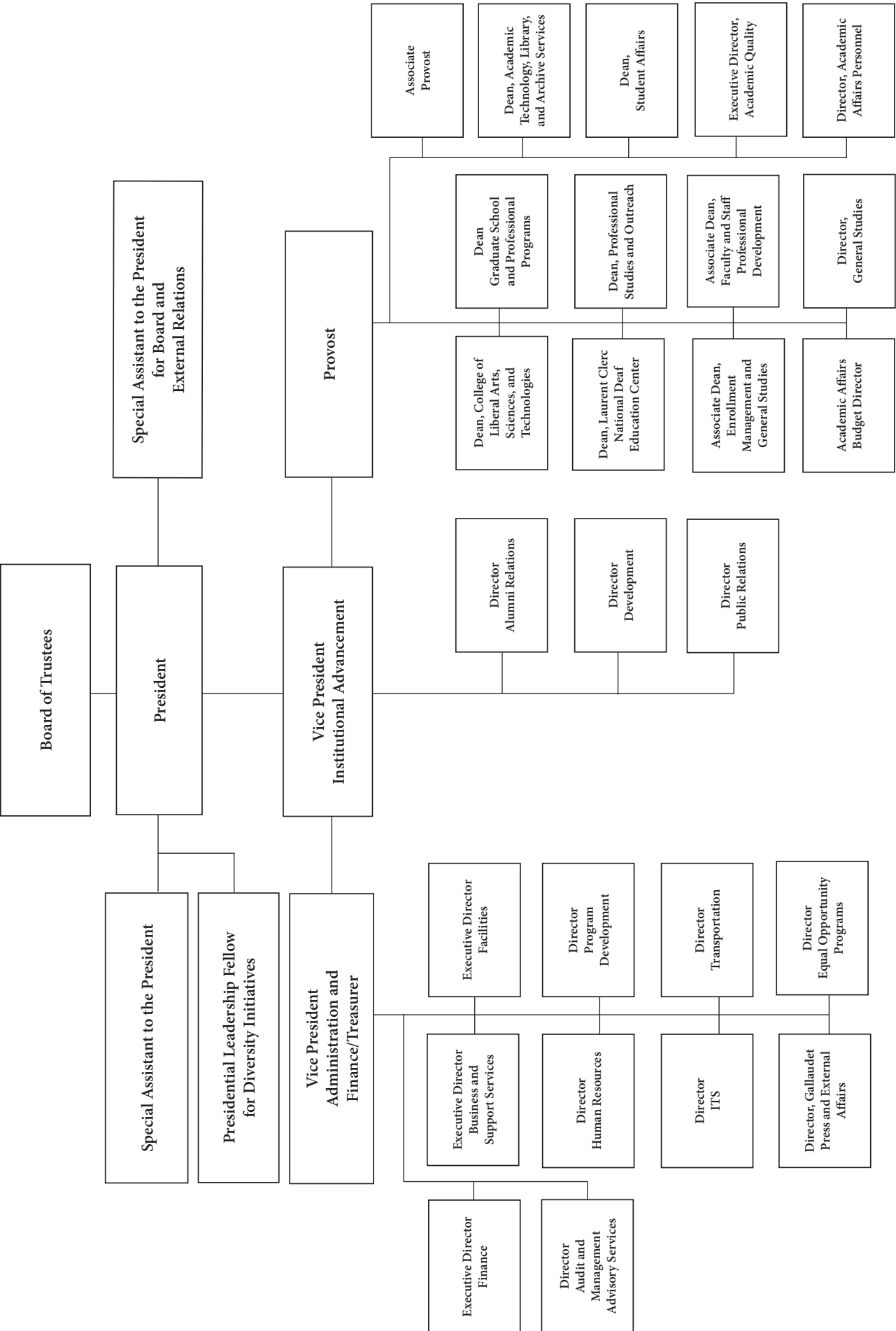
Phi Alpha Pi

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. Gallaudet has a chapter of the national foreign language honor society, Phi Sigma Iota. To qualify for admission, students must have an overall degree grade average of "B" and an average of "B+" or higher in all foreign language courses. Students do not have to major in a foreign language but must have enrolled in at least two advanced courses using texts in the foreign language.

**Psi Chi National Honor Society in Psychology**

Psychology majors and minors are eligible to apply for membership to Psi Chi, the national honor society in psychology. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship in all fields, particularly in psychology, and to advance the science of psychology. The criteria for Psi Chi membership are described in the Psychology Department section in the catalog.

Gallaudet University Organizational Chart



APPENDICES

UNDERGRADUATE ACADEMIC CALENDAR 2008 - 2009

July 17
July 17-18
July 21-August 15

August 17
August 17-19
August 20
August 21-23
August 21
August 21-22
August 22

August 24
August 24-25
August 25
August 25
August 25
August 26
August 28
August 29
September 1
October 6-10
October 13
October 13
October 14
October 17
October 21
October 31
November 3
November 26-28
December 5
December 5
December 8
December 9-12
December 13
December 15
December 15

January 14-16
January 15-16
January 16

January 19
January 20
January 21
January 21
January 21
January 22
January 23
January 23
March 2-6
March 9
March 9
March 9
March 16-20
March 24
March 27
April 10
April 13
May 1
May 4
May 5
May 6-9
May 10
May 11
May 15

May 18-June 5
May 25
June 8-26
May 18-June 26
June 26

JumpStart Program • Academic Success Track • New Signers Track

Arrival Day
Orientation
JumpStart Program

Fall Orientation

Arrival Day for New International Students, New Honors Students, and New Students with Disabilities
Pre-orientations for International Students, Honors Students, and Students with Disabilities
Arrival Day for New Students
New Student Orientation
Arrival Day for New Visiting Students
New Visiting Students orientation
Business Registration for new students

Fall Semester 2008

All dorms open at 10 a.m. for returning students
Business registration (payment of tuition, room and board)
Classes begin
Deadline to waive health insurance charges
ADD/DROP period begins (Fee charged)
Late Business registration (Fee charged) begins
Last Day to drop courses
Last day to add courses/AUDIT
Labor Day holiday (no classes)
Midterm week
All midterm grades due from faculty no later than 12 noon
Last day to change Incomplete grades from previous semester
Enrichment Day (no classes)
Financial appeal application deadline
Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
Final payment for Fall 2008 charges due (charges must be paid in full in order to register for Spring 2009 courses)
Course registration begins for Spring 2009 semester for currently enrolled students
Thanksgiving Holiday (the University is open Wednesday, but no classes are held)
Graduation application deadline for December 2008 and May 2009 graduation
Classes End
Study Day
Final examination period
All dorms close at noon and Winter Break begins
All grades due from faculty no later than 12 noon
Last day for Consortium registration for Spring 2009 semester

Orientation for New Freshmen and Transfer Students

Arrival Day and New Student Orientation
Visiting Student Orientation
Business Registration for new students

Spring Semester 2009

Martin Luther King Holiday and all dorms open at 10 a.m. for returning students
Inauguration Day (no classes) **
Classes begin
Business Registration (payment of tuition, room, and board)
ADD/DROP period Begins (Fee charged)
Late Business Registration (Fee charged) begins / Last day to drop courses
Last day to add courses/Audit
Midterm week
All midterm grades due from faculty no later than 12 noon
Last day to change Incomplete grades from previous semester
Course registration for Summer School 2009 for currently enrolled students begins
Spring Break
Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's office by 4:30 p.m.)
Financial appeal application deadline
Final payment for Spring 2009 charges due (charges must be paid in full in order to register for Fall 2009 courses)
Course registration begins for Fall 2009 semester for currently enrolled students
Last day for Consortium registration for Summer School (forms must be in Registrar's Office by 4:30 p.m.)
Classes end
Study Day
Final Examination period
All dorms close at noon
All grades due from faculty no later than 12 noon
Commencement exercises

Summer Sessions 2009

Undergraduate Summer School – 1st session
Memorial Day (no classes) **
Undergraduate Summer School – 2nd session
Undergraduate full Summer School
Last day for Consortium registration for Fall 2009

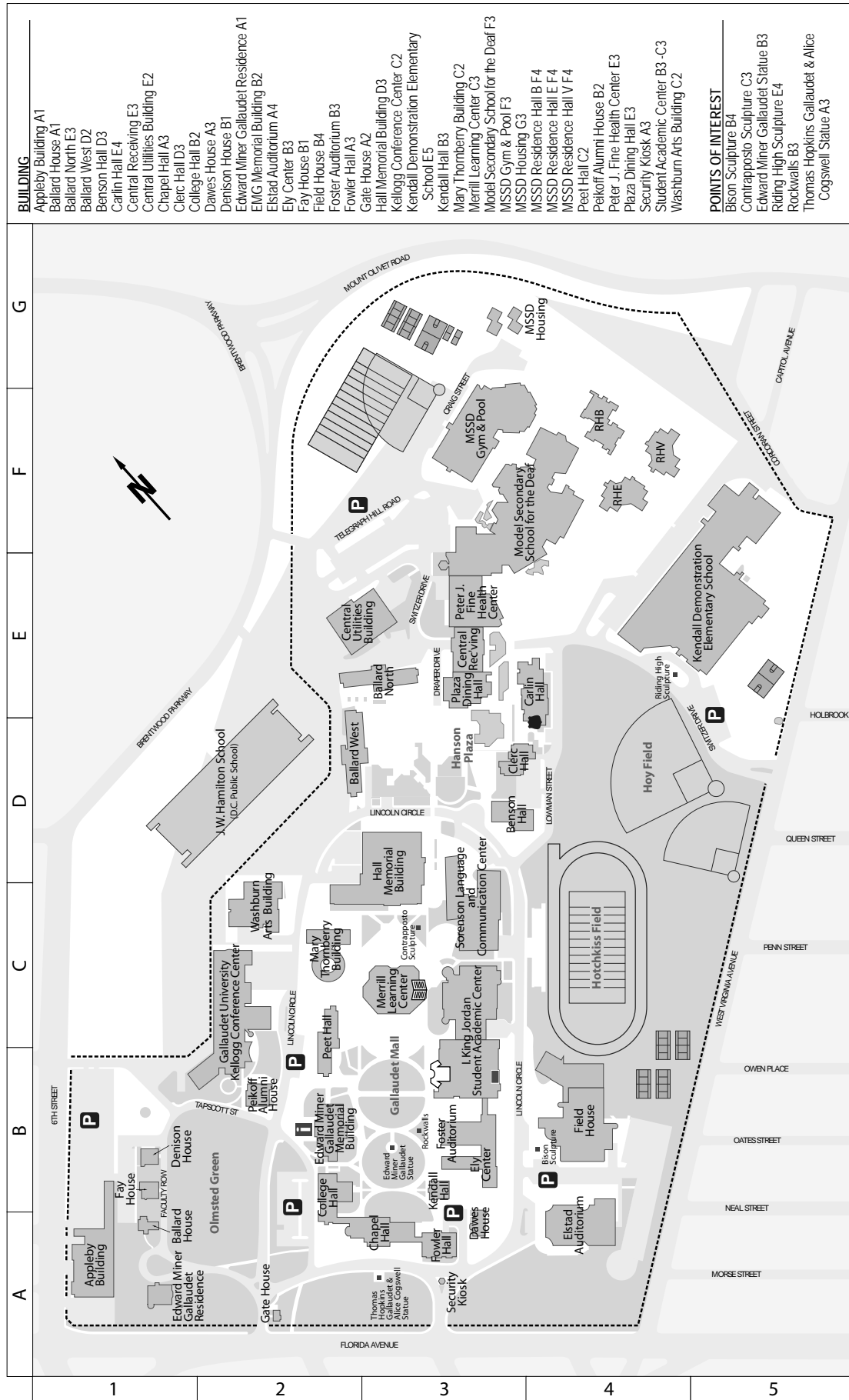
*** Instructor will use their discretion on scheduling make up classes for days lost to holidays.*

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.



Gallaudet University Campus Map

800 Florida Avenue, NE, Washington, D.C. 20002-3695



Map designed by the Office of Public Relations - June 9, 2008
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