



GRADUATE CATALOG  
2021-2022

.....



## On Campus

June 1	Business Registration begins
July 26	Deadline to submit Consortium Program Authorized Requests for Fall 2021
August 16-20	Professional Development Week
August 22-25	Pre-Orientation for New International Students (Arrival Day: August 22)
August 24	All residence halls open at 10 a.m. for <b>NEW</b> students
August 25-27	New Graduate Student Orientation (August 25: Arrival Day/Business Registration for new students)
August 28	All residence halls open at 10 a.m. for <b>RETURNING</b> students
August 30	Classes begin
August 30	ADD/DROP period begins (fee charged)/Deadline to waive health insurance charges
August 31	Late Business Registration begins (fee charged) / Faculty and Staff tuition waiver deadline
September 10	Last day to ADD/DROP/AUDIT courses / Last day for Business Registration
September 6	Labor Day Holiday (no classes)
October 1	Final payment for Fall 2021 charges due (charges must be paid in full in order to register for Spring 2022 courses)
October 1	Financial appeal application deadline for Spring 2021 courses
October 5	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
November 2	Last possible day to submit defensible dissertation to Graduate School Office
November 8	Course registration begins for Spring 2022 semester for currently enrolled students
November 22-26	Fall Break (No classes during the week. University open Monday-Wednesday)
November 23	Last possible day to defend dissertation for December 2021 graduation
November 30	Last possible day to submit final version of dissertation and post-defense paperwork
December 3	Graduation application deadline for December 2021 and May/August 2022 graduation
December 3	Deadline to submit OCICU/Consortium Program Authorized Requests for Spring 2022
December 4	Late graduation application begins (fee charged)
December 13	Last day to change Incomplete grades from the previous semester
December 13	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 13	Classes end
December 14	Study Day
December 15-17	Final examination period
December 19	All residence halls close at noon and Winter Break begins
December 20	All grades due from Faculty no later than noon
December 25-January 1	Winter Break (University closed)

## Online: 8 Week (Session 1)

June 1	Business Registration begins
August 29	Course Registration ends
August 30	Classes begin
August 30	ADD/DROP period begins (fee charged)
September 1	Last day to ADD/DROP courses
September 14	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.) courses
October 1	Final payment for Fall 2021 charges due (charges must be paid in full in order to register for Spring 2022 courses)
October 1	Financial appeal application deadline for Spring 2022 courses
October 22	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 22	Classes end
October 25	All grades due from Faculty no later than noon
November 8	Course Registration begins for Spring 2022 semester for currently enrolled students
December 13	Last day to change Incomplete grades from the previous semester

## Online: 8 Week (Session 2)

June 1	Business Registration begins
October 1	Final payment for Fall 2021 charges due (charges must be paid in full in order to register for Spring 2022 courses)
October 1	Financial appeal application deadline for Spring 2022 courses
October 25	Classes begin
October 27	Last day to ADD/DROP courses
November 8	Course Registration begins for Spring 2022 semester for currently enrolled students
November 9	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
November 30	Last day to change Incomplete grades from the previous semester
December 3	Graduation application deadline for December 2021 and May/August 2022 graduation
December 4	Late graduation application begins (fee charged)
December 13	Last day to change Incomplete grades from the previous semester
December 17	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 17	Classes end
December 20	All grades due from Faculty no later than noon
December 25-January 1	Winter Break (University closed)

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

## On Campus

January 2	Business Registration begins
January 10-14	Professional Development Week
January 15	All residence halls open at 10 a.m. for returning students
January 17	Martin Luther King, Jr. Holiday (no classes)
January 18	Classes begin
January 18	ADD/DROP period begins (fee charged) / Deadline to waive health insurance charges
January 19	Late Business Registration begins (fee charged) / Faculty and staff tuition waiver deadline
January 28	Last day to ADD/DROP/AUDIT/Business Registration
February 11	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 7	Final payment for Spring 2022 charges due (charges must be paid in full in order to register for Summer and Fall 2022 courses)
March 7	Financial appeal application deadline for Fall 2022 courses
March 8	Course registration begins for Summer School 2022 for currently enrolled students (Spring 2022 charges must be paid in full)
March 14–18	Spring Break
March 22	Last possible day to submit defensible dissertation to Graduate School Office
March 25	Financial appeal application deadline for Fall 2022 courses
April 1	Deadline submit Consortium/OCICU Program Authorized Requests for Summer 2022
April 11	Course registration begins for Fall 2021 semester for currently enrolled students
April 12	Last possible day to defend dissertation for May 2022 graduation
April 19	Last possible day to submit final version of dissertation and post-defense paperwork
May 2	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
May 2	Last day to change Incomplete grades from the previous semester
May 2	Classes end
May 3	Study Day
May 4 – 6	Final examination period
May 8	All residence halls close at noon
May 9	All grades due from Faculty no later than noon
May 13	Commencement exercises

## Online: 8 Week (Session 1)

January 2	Business Registration begins
January 17	Course Registration ends
January 18	Classes begin
January 18	ADD/DROP period begins (fee charged)
January 21	Late Business Registration (fee charged)/Faculty and Staff tuition waiver deadline
January 21	Last day to ADD/DROP courses/ Last day for Business Registration
February 1	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 2	Final payment for Spring 2022 charges due (charges must be paid in full in order to register for Summer and Fall 2022 courses)
March 11	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 11	Classes end
March 14	All grades due from Faculty no later than noon
March 25	Financial appeal application deadline for Fall 2022 courses
April 11	Course Registration for Fall 2022 semester for currently enrolled students
April 29	Last day to change Incomplete grades from the previous semester

## Online: 8 Week (Session 2)

January 2	Business Registration begins
January 17	Course Registration ends
March 4	Final payment for Spring 2022 charges due (charges must be paid in full in order to register for Summer and Fall 2022 courses)
March 14	Classes begin
March 16	Last day to ADD/DROP courses
March 25	Financial appeal application deadline for Fall 2022 courses
March 29	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
April 11	Course Registration for Fall 2022 semester for currently enrolled students
May 6	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
May 6	Classes end / Last day to change Incomplete grades from the previous semester
May 9	All grades due from Faculty no later than noon
May 13	Commencement exercises

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

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# Graduate Catalog

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

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

The Gallaudet University Catalog was prepared by the Council on Undergraduate Education; the Council on Graduate Education; the Provost's Office; the School of Arts and Humanities; the School of Human Services and Sciences; the School of Civic Leadership, Business, and Social Change; the School of Language, Education, and Culture; the School of Science, Technology, Accessibility, Mathematics, and Public Health; the Registrar's Office and the Office of Academic Quality.

Every effort was made to provide information accurate as of August 6, 2021.

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.

Publication Date: 8/9/2021

# About Gallaudet

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

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

Deaf and hard of hearing undergraduate students can choose from among more than 40 majors leading to a bachelor of arts or a bachelor of science degree. Undergraduate students also have the option of designing their own majors, called "self-directed majors," in which they select classes from a variety of programs. International students comprise seven percent of the degree seeking student body; other non-U.S. students who are not pursuing an academic degree at Gallaudet participate in the International Special Students Program to gain practical knowledge for personal enrichment. The University also admits a small number of hearing, degree-seeking undergraduate students--up to five percent of an entering class.

Gallaudet Online Degree Completion Program is available online for students who have accumulated 60 hours of college credits and are unable to be on campus full-time, but want to complete their undergraduate degree at Gallaudet. Eight-week online courses are offered throughout the year at Gallaudet University and from the Online Consortium of Independent Colleges and Universities (OCICU).

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

A member of the Consortium of Universities of the Washington Metropolitan Area, Gallaudet offers its students at both the undergraduate and graduate level the ability to take courses offered at the 15 other institutions of higher learning that comprise the consortium: American University, The Catholic University of America, George Mason University, Georgetown University, Howard

University, Marymount University, Montgomery College, National Defense University, National Intelligence University, Northern Virginia Community College, Prince George's Community College, Trinity Washington University, Uniformed Services University of the Health Sciences, the University of the District of Columbia, and the University of Maryland, College Park.

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

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

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

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

## Visiting Gallaudet

### Location

Gallaudet's campus is located in Washington, D.C., about one mile northeast of the U.S. Capitol. The 99-acre

campus, known as Kendall Green, is home to undergraduate and graduate students as well as the Laurent Clerc National Deaf Education Center, a federally-supported program for improving educational results for deaf and hard of hearing children across the nation. Clerc Center includes the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf.

Gallaudet University's mailing address is:  
800 Florida Avenue, NE  
Washington, DC 20002-3695

Admissions videophone numbers:  
202-250-2474 (undergraduate)  
202-524-8410 (graduate)

Maps and travel directions and additional information about visiting the Gallaudet University campus are located on the University's website: [www.gallaudet.edu](http://www.gallaudet.edu).

### **Undergraduate Open House**

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

### **Graduate Open House**

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

### **Maguire Welcome Center**

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

Guided campus tours are offered Monday through Friday. Tours begin at the Maguire Welcome Center, located in the lobby of the Edward Miner Gallaudet Memorial Building (EMG). Each tour lasts approximately one hour. Tours are conducted by Student Ambassadors in American Sign Language (ASL), and voice interpreters are provided for visitors who do not sign. Voice-interpreted tours must be requested at least three days in advance. Your Student Ambassador will provide you with general information about Gallaudet and its academic programs, residential and

commuter life, and extensive curricular and co-curricular activities.

For more information:  
Maguire Welcome Center website  
Email: [welcome.center@gallaudet.edu](mailto:welcome.center@gallaudet.edu)  
Videophone: 202-250-2474

### **Gallaudet University Kellogg Conference Hotel**

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

## **Ways to Learn**

### **Undergraduate and Graduate Programs of Study**

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

### **Online Learning**

Gallaudet University offers a selection of online courses and programs for undergraduate, graduate, or professional studies credit. These anytime, anywhere learning opportunities allow students at a distance to study and participate at the time and place of their choosing. Good time management skills are essential for success in these highly interactive and learner-centered courses. Readings, assignments, and activities are posted online and students are required to log in to submit assignments electronically and participate in course discussions. Students are responsible for obtaining their own Internet access and are expected to have basic computer and Internet literacy.

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

### **Online Degree Completion Program**

Students with at least 60 college credits can earn an undergraduate degree online through the Online Degree Completion Program. Most online courses are offered in an eight-week accelerated format throughout the year and are available through Gallaudet University and the Online Consortium of Independent Colleges and Universities (OCICU). Interested prospective students can apply through the Online Degree Completion Program.

### **Graduate Certificate Programs**

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

### **Center for Continuing and Online Education**

Gallaudet University's Center for Continuing and Online Education offers a wide variety of personal and professional development, leadership and outreach programs. These learning opportunities and services are provided year-round and address the needs and interests of deaf and hard of hearing individuals, their families, youth, communities, and professionals working with them across the globe. Our learning opportunities include both credit and noncredit offerings delivered within a flexible bilingual (ASL/English) learning environment via traditional classroom settings at Gallaudet University or at an extension site, in online learning environments, and a customized combination of online and face-to-face learning.

### **English Language Institute (ELI)**

The English Language Institute (ELI) provides an intensive English as a Second Language program for American and international deaf and hard-of-hearing students. Bilingual instruction in both American Sign Language and written English provides a multicultural environment for ELI students to achieve academic, professional, and personal

language goals.

### **International Students and Researchers**

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

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

# Admissions

Welcome to Gallaudet University!

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

## Graduate Admissions

### Office of Graduate Admissions

*Kendall Hall 101*

Web: [www.gallaudet.edu/graduate-admissions](http://www.gallaudet.edu/graduate-admissions)

Email: [graduate.school@gallaudet.edu](mailto:graduate.school@gallaudet.edu)

(202) 651-5400 (voice)

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

(202) 524-8410 (videophone)

[Note: In most cases, all supporting documents must be submitted to the Graduate Admissions Office before the application will be reviewed by the department. **Read the requirements carefully.** Each page you submit should be labeled with your name and a "page X of X" numbering system; that includes any materials you may send to us electronically.]

### Who Can Apply

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

### When to Apply

#### Admission for Fall Semester

Applicants are encouraged to apply early. Applications and all supporting documents should be received by the Graduate Admissions Office by **February 15** for Fall admits. Although many departments will accept applications later than this date, most begin to fill their incoming classes in late February. Completing your

application by February 15 assures consideration of your materials for placement in the next incoming class. (Note: Applications to the Clinical Psychology program must be received by **February 1st**. Applications from international applicants should be completed by the end of December to allow time for completing all the requirements involved in issuing a student visa. Applications to the Department of Linguistics must be received by **January 15th** for best consideration and funding opportunities when available.) Specific application deadlines and other requirements are listed with the information about each program in this catalog.

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

The Dean of the Graduate School will notify applicants when program recommendations are made regarding applications.

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

### January and Summer Admissions

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

### How to Apply

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

Should you be interested in one of our programs, please fill out our online application. Your information will be saved as you complete each page. Applicants for graduate special student status should also use this form and complete the section that pertains to Graduate Special Students.

## Applying to More than One Graduate Program

- Fill out an application form completely for each program to which you are applying.
- The fee for the first application is \$75, \$40 for each additional application submitted at the **same time**.
- Separate goal statements, letters of recommendation, and transcripts are required for each application and should focus on the program you are applying to.

## Applying to a Second Graduate Degree Program after Matriculation

- If you are interested in receiving two degrees, read the requirements for Dual Degrees under the heading "Requirements for Degrees" in the next section.
- Fill out a complete application form for the new program to which you are applying.
- The application fee for the second degree program is \$75.
- New goal statements, letters of recommendation, and transcripts may be required for the new application. (Check with the program advisor of the new program.)
- A written plan of study, including course schedule and timeline, must be developed by you and your advisors in both programs and submitted to the Graduate Admissions Office with the recommendation for admission to the second degree program.

## Sign Language and English Proficiency

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

For students whose home institution does not provide sufficient sign language training, Gallaudet offers a wide selection of sign language courses each summer as well as in the evenings during the regular school year. Contact [aslprograms@gallaudet.edu](mailto:aslprograms@gallaudet.edu) for more information.

All prospective graduate students are expected to have

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

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

For ASLPI scores and more information regarding the sign language proficiency, please visit the ASLPI website.

## Reapplication

Application materials for persons not accepted for a program of study will be kept for two years from the initial date of application. Within those two years, a person may reapply by submitting to Graduate Admissions a new online application and updated materials for academic and professional information that has changed since the original application. The fee for reapplying is \$75. The deadline for most programs is February 15th.

## Accepting our Offer of Graduate School Admissions

Students who are offered admission to the Graduate School must accept the offer online, through their self-service portal and pay the \$100 non-refundable admissions fee by the deadline stated in the letter of admission from the Dean.

## U.S. Graduate Student Admission Requirements

### Application Requirements for U.S. Degree-Seeking Students

- A completed Graduate School Application Form, including payment of the \$75 non-refundable application fee.
- Official transcripts of all previous undergraduate and graduate work, to be sent by the college or university directly to the Office of Graduate Admissions. An applicant whose bachelor's degree is not completed at the time of application must submit an official transcript showing the work completed through the most recent semester. If offered admission, the applicant must submit an official transcript showing completion of the degree prior to enrollment.

- All students under the age of 26 at Gallaudet University are required to submit proof of immunizations as required by the District of Columbia. Students will not be permitted to register for classes without the required immunizations. Additionally, all full time students are required to have health insurance that provides coverage in the District of Columbia metro area. Students must either waive or purchase Gallaudet's health insurance online through their student account. For more information concerning requirements for immunization and how to waive or purchase Gallaudet's health insurance, please visit the Student Health Services website.
- At least a B (3.0 on a 4.0 scale) cumulative grade point average (GPA) in undergraduate and previous graduate work. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department. Most such students will be admitted on the condition that they achieve and maintain an appropriate level of performance in their first year of graduate study).
- Official copies of scores indicating satisfactory performance on the General Test of the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), or the National Teachers Examination (NTE) (if applicable). Some programs do not require standardized tests; others accept only particular examinations. Please check the requirements of the program to which you are applying. GRE or MAT scores more than five years old are not acceptable.
- The requirements for references vary by graduate program. Most require three letters of recommendation. Please check the application requirements of the program to which you are applying regarding letters of recommendation.
- Applicant interviews and/or attendance at a Graduate School open house are highly desirable. Some academic programs require interviews.
- Several programs have other specific admission requirements. Refer to the application form or program descriptions, or contact the department for details.

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

### Where Do I Get More Information About Standardized Tests?

- GRE - Graduate Record Examinations
- MAT - Miller Analogies Test [MAT practice tests]

### U.S. Graduate Certificate Student Admission Requirements

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

#### Application Requirements for U.S. Graduate Certificate Students

- Completed Graduate Certificate Student Application Form, including payment of the \$75 non-refundable application fee.
- Official transcripts of all previous undergraduate and graduate work, to be sent by the college or university directly to the Office of Graduate Admissions. An applicant whose bachelor's degree is not completed at the time of application must submit an official transcript showing the work completed through the most recent semester. If offered admission, the applicant must submit official transcripts, electronically by the sending institution, showing completion of the degree prior to enrollment.
- Consult the program listing and the department to verify other program-specific requirements for applying to the certificate program.

#### Applying for a Graduate Certificate Program after Matriculation

- If you are interested in receiving a graduate certificate in addition to your degree, read the requirements for the certificate program.
- Talk with your advisor and the representatives of the certificate program to be sure that you will be able to meet all requirements of both programs and that your degree program will not be negatively affected by the additional coursework.
- Fill out an application form for the certificate program.

- The application fee for the certificate program for matriculated students is \$75.
- Certain new information may be required for the certificate application. Check with the program advisor of the certificate program.

## International Student Graduate Admission Requirements

### Application Requirements for Degree-Seeking International Students

- Applicants from countries where B.A.-level training is available in the area for which application is being made to Gallaudet should have a bachelor's degree to be considered for admission. In addition, applicants must meet the admission requirements stated previously.
- Applicants from countries where no bachelor's level training is available in the fields applied for should have completed postsecondary training that would qualify them for professional employment or advanced study in their own countries. In addition, applicants must meet the admission requirements stated previously.
- Prospective students from countries that do not have B.A.-level training in their fields must have completed the highest level training available in their countries.
- Educational qualifications that allow individuals to teach in their countries will be considered and reviewed by the appropriate departments and/or the Office of the Dean of the Graduate School.
- Competence in the English language must be demonstrated on the Test of English as a Foreign Language (TOEFL) examination. The TOEFL is not required for applicants from English-speaking countries. Other exceptions to the exam may be considered on an individual basis. We also accept IETS.
- Acceptable evaluation agencies for foreign transcripts:
  - AACRAO International Education Services (fee: varies by organization)
  - World Education Services (fee: \$160)

### Regulations

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

### *Admission as a Graduate Special Student for International Students*

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

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

### International Special Scholar Programs

The International Special Scholar Program is designed for international school personnel, researchers, professionals, and students from other countries who are not pursuing and who do not desire to pursue an academic degree program at Gallaudet University. The program is individually designed to meet the needs of each scholar, allowing participants to audit courses, gain practical experience by being exposed to what is happening at Gallaudet, and visit schools, organizations, and agencies. There are great opportunities to do intensive data collection and acquire

specific information and skills relating to deafness. This is a one- or two-semester, non-degree program.

If you are interested in applying for this program, please contact the Research Support and International Affairs at (202) 651-5815 Voice or (202) 448-6954 via facsimile.

## Veterans Admission Requirements

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



**Gallaudet University is committed to America's Veterans and has a long history of serving them**

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

- To see which major programs of study are approved by the VA and if Gallaudet University is participating in the Yellow Ribbon Program.
- Applicants must apply, if they are eligible, for educational benefits under the Post-9/11 GI Bill® with the U.S. Department of Veterans Affairs.
- Applicants must submit official transcripts from all prior colleges attended.
- All veteran education beneficiary applicants must obtain the VA Certificate of Eligibility (COE). The COE must be given to the VA School Certifying Official (SCO) for university student VA records. The COE includes a veteran's status, information for educational benefit eligibility and the required classifications used for VA educational certifications.
- Students may only apply for the Yellow Ribbon program in an academic year that Gallaudet is participating.
- Students eligible for VA educational benefits will need to request semester enrollment and program certification processing with the university VA listed SCO.
- As semester academic program compliance must be on record - each student will be required to have their advisor submit a record copy of the student's annual program evaluation and checklist or complete the “Student Advisory Program Compliance Form for VA Educational Certification”

- Certifications of any type including VA certifications require a student to have active term status.

Certifications to the VA must be submitted within 30 days of the start of a semester. Students are therefore required to submit VA certification requests by the end of add/drop periods each semester. If an initial certification is submitted on behalf of the student by the SCO- the official certification in the ‘dual certification’ process can be updated to official enrollment status but can only be submitted when a student has completed both course registration and their business registration by university policy.

- Audited courses cannot be certified. Students requiring full-time status should have a full credit load for their program which excludes ‘audited course credits’.
- Students are required to notify the VA School Certifying Official of any changes in status with Gallaudet University regarding their major program of study or course schedule.
  - Seeking to be a ‘GUEST student’ at another institution while attending Gallaudet
  - WITHDRAW from a course or AUDIT a course (changes can impact your tuition rate)
  - If withdrawing from the university (i.e. transferring or ending college studies)
  - When a campus judicial matter is pending and/or determined
  - When charged or incarcerated for a crime

Additional information about the Post-9/11 GI Bill® and Yellow Ribbon Program, as well as the VA's other educational benefit programs, can be obtained by visiting the VA's website - [https://www.benefits.va.gov/gibill/post911\\_gibill.asp](https://www.benefits.va.gov/gibill/post911_gibill.asp) or by calling 1(888) GIBILL-1 (or 1(888)442-4551).

## Graduate Special Student Admission Requirements

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

Individuals who are not currently enrolled in a graduate or certificate program at Gallaudet University (including Gallaudet employees) who wish to register for any graduate course(s) must apply and be accepted as a graduate special student. Typically graduate special

students are not eligible for financial support from Gallaudet University; however, Gallaudet employees may qualify for a tuition waiver.

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

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

## **3. How long does graduate special student status last?**

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

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

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

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

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

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

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

## ***For veteran applicants:***

### **Certification of GI Bill Education Benefits for Veteran Non-Matriculated Students**

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

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

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

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

To request a **“Parent School Letter”** to be sent to the secondary School Certifying Official, submit the following information to your GU School Certifying Official via email to [Registrar.Officer@gallaudet.edu](mailto:Registrar.Officer@gallaudet.edu):

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

## **Dual Degree Graduate Admissions Requirements**

Each applicant wishing to pursue two master's degrees at the same time must be admitted to each program through normal application procedures. Such programs are not offered as a matter of general practice, but rather meet the unique needs of specific applicants who wish to receive training in two fields.

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

intent to pursue two degrees.

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

## Equal Opportunity/Non-Discrimination

As an equal opportunity educational institution, Gallaudet encourages applications from racial and ethnic minorities. Gallaudet is committed to a barrier-free environment and provides students who have physical disabilities (in addition to hearing loss) the assistance they need to participate fully in campus programs and activities.

## Student Right to Know Act

The Student Right to Know and Campus Security Act, Public Law 101-542, is a federal law that requires that Gallaudet University make readily available to its students and prospective students the information listed below:

- Academic programs of the institution including a description of the facilities, faculty, and other instructional personnel, and accreditation information (Consumer Information)
- Financial assistance available to students (Financial Aid)
- Cost of attending the institution (Tuition and Fees) and (Refund policy)
- Description of any special facilities available to disabled students (Office for Students with Disabilities)
- Institutional security policies and crime statistics (Annual Security Report)
- Completion/graduation rate of freshmen (Retention)

Additional information provided under the Higher

Education Opportunity Act of 2008 (HEOO) can be accessed from the Consumer Information page of the University website. This information can also be obtained by clicking the links above or sending a letter to the following address:

Gallaudet University  
Edward Miner Gallaudet Building  
Office of Admissions  
800 Florida Ave NE  
Washington DC 20002-3695

## Professional Studies Course Admissions

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

To register for professional studies (PST/PSG) courses, follow the procedures outlined on the website of the Center for Continuing and Online Education at <https://www.gallaudet.edu/center-for-continuing-and-online-education>.

# Tuition, Fees and Aid

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

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

## Tuition and Fees

### Student Financial Services

#### *College Hall, Room B-04*

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

### Tuition and Fee Schedules

Graduate Fall 2021 and Spring 2022

For Undergraduates, please refer to the Tuition & Fees section in the Undergraduate Catalog.

ELI students

### Explanation of Basic Costs:

#### Tuition:

**Graduate:** Amount indicated is for full-time graduate students for two semesters (Fall 2021 and Spring 2022). A full-time course load for graduate student is 9 to 18 credits. Additional credits above 18 credits will incur additional part-time tuition rate per credit.

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

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

**\*\*Health Service Fee:** Required for all full-time undergraduate and graduate students for fall and spring semesters. Every current registered student is eligible to use the Student Health Service. The purpose for this fee is for educational material and office visits.

**\*\*\*Health Insurance Fee:** This subject-to-change annual fee is \$3,914 for U.S. and international students. It applies only to full-time and residential students enrolled during the full-year unless a proof of adequate insurance coverage is submitted to the Student Financial Services. The annual fee is billed as a one-time charge in the fall semester for coverage from August 1, 2021 at 12:01 a.m. to July 31, 2022 at 12:01 a.m.

Students enrolling in spring semester 2022 are billed \$2,291 for coverage from January 1, 2022 to July 31, 2022. Students enrolling in summer session 2022 are billed \$993 for coverage from May 1, 2022 to July 31, 2022. The health insurance fees for 2021-2022 are subject to change at policy renewal.

For additional details about the Health Insurance coverage offered by Gallaudet University, please see Student Health Insurance.

**Room:** Room rates for on-campus housing, please see Room Rates for On-Campus Housing.

**Meal Plans:** please see Meal Plans.

## Veteran Education Benefits

### Veteran's Benefits -- Student's Financial Responsibilities

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

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

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

Once a student has begun using VA education benefits at the university it is their responsibility to check in with a School Certifying Official (SCO) in the Registrar's Office every semester for re-certification of benefits.

Additionally, students making changes to their enrollment after they have been certified for a semester are responsible for contacting the SCO in the Registrar's Office so that any necessary adjustment to benefits can be processed.

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

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

In the event that the amount of pending veteran's education benefits for the current or prior term(s) does not cover the entirety of the balance due on the student account, the portion of the balance that are to be covered by the pending benefits can be exempted from financial penalties as described above.

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

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

## Room and Board

### Room

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

be required to purchase meal plans. Room rates vary depending on the residence hall and the type of room\*\*.

**\*\*Room:** Room rates in the residence halls are for one semester (fall or spring). Variable room rate options are:

1. Single rooms with community bathroom in Ballard West: **\$4,469**,
2. Standard double-occupancy rooms in Benson, Ballard West, and Peet residence halls: **\$3,597**,
3. Standard double-occupancy rooms in LLRH6 and Carlin Hall: **\$3,831**; Clerc Hall **\$3,984**,

Note: Students with special housing accommodations approved by OSWD will follow the standard room rate of **\$3,831**.

### Room and Board Changes or Cancellations

If a student moves out of Gallaudet housing within the first five weeks during the semester, refunds will be made using the same criteria as for withdrawals. If a student moves into Gallaudet housing on or after the 6th week of the semester, charges will be made based on the number of weeks remaining in the semester.

### Board Plans

Three meals per day are provided seven days a week in the University cafeteria (Cafe Bon Appetit). Meal plans do not include spring and winter recesses. However, students can use their "Dining Dollars" anytime any of the eateries are open. Board plans for Fall 2021/Spring 2022 are:

**250 Block Plan = 250 Block Meals + \$50 Dining Dollars Per Semester Cost: \$3,480**

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

**220 Block Plan = 220 Block Meals + \$50 Dining Dollars Per Semester Cost: \$3,345**

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

at the Rathskeller or Marketplace.

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

**Dollars**

**Per Semester Cost: \$3,345**

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

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

**Dollars**

**Per Semester Cost: \$3,230**

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.

## Additional Fees

Graduate Application Fee	\$75	Required for all new graduate applicants and students applying for readmission, \$40 for each additional application
Graduate Enrollment Fee	\$100	Required for admissions process
Master's Thesis Fee	\$600	Required for all thesis publications
Each Additional Thesis Copies	\$80	Required at time of request for publication
Graduate Dissertation Fee	\$750	Required for each doctoral student at time of defense
Each Additional Dissertation Copy	\$90	Required at time of defense
International Student Orientation Fee	\$100	Required for all new International students
Parking Fee	\$54	Required each semester for students who register their cars to park on campus
Book, Supplies and Class Materials Fee	Varies	Estimated amount a student needs each semester is approximately \$500 for undergraduate students and \$1,000 for graduate students. Some classes charge additional fees to cover the cost of special services or class materials. Estimate amount for ELI students is \$250 each semester.
Late Registration Fee	\$50	Required of all students who complete registration after the official registration dates
Add/Drop Fee	\$5	Required for each add/drop transaction
Graduation Fee	\$50	Required for all degree candidates during the semester of graduation
International Special Student Program Application Fee	\$100	Required for all international non-degree student applicants
International Special Student Program Enrollment Fee	\$100	Required for all international non-degree students accepting admission to the program
International Visiting Research Program Application Fee	\$100	Required for all international research applicants
International Visiting Research Program Enrollment Fee	\$100	Required for all international researchers accepting admission to the program

### Dissertation and Master's Thesis Fees

When submitting a master's thesis or doctoral dissertation for publication, student authors will pay a fee to cover the costs of publishing, copyright registration, and binding the final manuscript. This fee is not applied to the student account. Instead, payment will be made by credit card directly to ProQuest Dissertations & Theses Global at the

time of submission. Please contact the assistant dean for graduate education for more information on the current fee schedule.

### International Students

International students for the fall semester are required to participate in a three-day pre-orientation in addition to NSO/GSO. As of Fall semester 2015 all International Students will be required to pay an orientation fee of \$100

to cover the costs of room and board for these additional days.

## Living Expenses

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

## Financial Aid

*Chapel Hall, Room G02*

Web: Financial Aid Email: [financial.aid@gallaudet.edu](mailto:financial.aid@gallaudet.edu)

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

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

Financial assistance is based on the following calculation:

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

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

Parents and students may obtain estimates on college costs, savings plans and expected family contribution and other financial information at: [www.finaid.org/calculators/](http://www.finaid.org/calculators/) (external website, not affiliated with Gallaudet University)

## Educational Costs

The purpose of financial aid is to assist in covering educational costs. Costs include tuition, fees, room, books, board, transportation, and an average allowance for personal expenses (for the period of time the student is enrolled). Financial aid is not intended to meet all living costs and students need to be prepared to meet their own non-educational living needs while they attend school. The maximum financial aid cost of attendance for the 2019-2020 academic year is \$39,038 for undergraduate students and \$46,106 for graduate students. Financial aid from all sources cannot exceed this amount.

## Application

Prospective students may apply for financial aid; however, review of financial aid applications will occur only after admission is granted. Currently enrolled students can obtain financial aid applications, during the spring semester, for the following academic year at the Financial Aid Office or online (see below).

Initial Award Notifications are mailed to each applicant regarding the decisions made on his or her application. Revised award notices and all other Financial Aid notices are sent via campus email. Awards also may be viewed by accessing BISON ([bison.gallaudet.edu](http://bison.gallaudet.edu)).

All applications for financial aid may be accessed online at Financial Aid & Scholarships

## Application Deadlines

The Financial Aid Office accepts applications at any time before or during the academic year; however, there are priority deadlines that are enforced for the awarding of any institutional grants and scholarships. For the 2019-2020 academic year, these priority deadlines are May 1, 2019, and November 1, 2020. Funds are awarded on a first come, first-served basis; so it is important to apply long before the priority deadlines. Institutional funds may be exhausted before the priority deadline dates.

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

## Financial Aid Eligibility

In order to establish eligibility for Title IV Programs, such as Federal Pell Grant, Federal College Work-Study, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loans, and Federal (subsidized

and unsubsidized) Stafford Loans, a student must be enrolled in a degree-seeking program at Gallaudet. The student must meet the requirements of U.S. citizenship. With the exception of unsubsidized Stafford, Grad PLUS, and Parent PLUS loans, all of the federal programs are need-based.

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

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

<b>Eligibility for University and Federal Aid Programs</b>												
	<b>UG</b>	<b>GRD</b>	<b>U.S.</b>	<b>INT'L</b>	<b>F/T</b>	<b>H/T</b>	<b>P/T</b>	<b>REPAY</b>	<b>GIFT</b>	<b>DEG</b>	<b>SPEC</b>	
PELL	X		X		X	X	X		X	X		
FSEOG	X		X		X	X	X		X	X		
FWS	X	X	X		X	X	X			X		
PERKINS	X	X	X		X	X		X		X		
STAFFORD	X	X	X		X	X		X		X		
Parent PLUS	X		X		X	X		X		X		
GRAD PLUS		X	X		X	X		X		X		
Grant-In-Aid	X	X	X		X				X	X		
SCHOL	X	X	X	X	X				X	X		

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

## Loans

The following loan programs are available:

### **Federal Graduate Student PLUS Loan (Grad PLUS)**

Graduate Student PLUS Loans are intended to provide unsubsidized loan assistance to graduate students who do not qualify for Federal Stafford Loans, or who have borrowed the maximum Stafford Loans allowed annually and still have remaining unmet educational costs for the academic year (based on their Cost of Attendance).

Graduate PLUS Loan interest rate is fixed at 7.08% if the loan is disbursed on or after July 1, 2019 and before July 1, 2020, and payments may be deferred while enrolled upon request from your lender. See the Financial Aid Office for further information.

\*Loan Fees applies.

### **Private Loans**

Students who do not qualify for Federal Stafford or PLUS loans (or who have reached annual maximum limits) may consider applying for a Private Educational Loan (sometimes called Alternative Loans). These loans are not subsidized, but offer competitive interest rates and deferment options. These loans also may be used to cover previous outstanding balances to the University, depending

on the student's last enrollment period. All applications for private loans must be requested by the end of November for the fall semester and the end of April for the spring semester. Eligibility and guidelines will vary among private loan providers.

For more information, contact the Financial Aid Office.

## Other Resources

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

### **Vocational Rehabilitation**

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

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

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

If any agency is supplying funds or assistance directly to a student, rather than to Gallaudet, Gallaudet considers that

the student is paying for his or her expenses.

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

### **Federal Work Study (FWS)**

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

The FWS program is funded annually by the Federal government; however, the amount of funding varies year to year. FWS funds may become exhausted before the end of the year, depending on the number of students employed, the cumulative total of hours worked and the hourly rates paid. Department heads, supervisors and students should be aware that FWS funds may not provide support for the entire academic year, and that if FWS funds are exhausted continued employment will be at the full expense of the employing department. Departments and students will be notified if and when FWS funding will cease.

### **Graduate Assistantships**

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

### **Veterans Education Benefits**

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



**Gallaudet University is committed to America's**

### **Veterans and has a long history of serving them**

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

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

- Students are required to notify the VA School Certifying Official of any changes in status with Gallaudet University regarding their major program of study or course schedule.
- Seeking to be a 'GUEST student' at another institution while attending Gallaudet
- WITHDRAW from a course or AUDIT a course (changes can impact your tuition rate)
- If withdrawing from the university (i.e. transferring or ending college studies)
- When a campus judicial matter is pending and/or determined
- When charged or incarcerated for a crime

Additional information about the Post-9/11 GI Bill® and Yellow Ribbon Program, as well as the VA's other educational benefit programs, can be obtained by visiting the VA's website -

[https://www.benefits.va.gov/gibill/post911\\_gibill.asp](https://www.benefits.va.gov/gibill/post911_gibill.asp) or by calling 1 (888) GIBILL-1 (or 1(888) 442-4551).

# The Graduate School

## Graduate Degree Requirements

Students are responsible for knowing all policies and procedures contained in this catalog and those procedures and requirements specific to the program of study. (Student handbooks are available in most academic departments.) All requirements for the master's degree must be met within five years from the date of matriculation in the program of study. The time limits of doctoral programs vary.

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

Students must complete a minimum number of credit hours of graduate work as defined in the program of study and be in good standing.

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

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

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

## Catalog Year Requirements

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

Students must complete the requirements of a graduate degree program based on the catalog year requirements in effect for that program at the time of admission. Transfer

and readmitted students are expected to follow the catalog year requirements in effect at the time of readmission. Rare exceptions to the above policies may be considered with approval of the program director, department chair, and Dean of the Graduate School.

## Progress Toward a Graduate Degree

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

- **Residency:** In honoring the university's bilingual mission and vision, the Graduate School's residency policy requires at least 70% of any degree program's coursework to be taken at or through\* Gallaudet University. Each graduate degree program may impose additional residency requirements, which must be specified in its program of study.

\*"Through" can mean onsite, online, or through other technology-dependent delivery formats. \*Through can also mean via consortium cross-registration.

- Students must also successfully complete the examination requirements of the program of study. Candidacy examinations are required in all doctoral-level programs and in many master's specialist degree programs. All programs requiring a candidacy examination must specify the conditions, including timelines, for advancement to candidacy in the current catalog and/or in the program's graduate handbook. Master's and specialist-level programs that do not require a candidacy examination must determine a student's eligibility to advance to degree status with a clearly defined alternative approach.
- Degree candidacy is the benchmark by which departmental decisions are made regarding a student's continuation in a degree program. Acceptance into a graduate program does not imply admission to degree candidacy. Each program specifies the conditions to be met for advancement to candidacy. Typically, these conditions must be met before the end of the first year of study. Students who have met these conditions must file an Application for Degree Candidacy with the Dean of the Graduate School. Although advancement to candidacy is not a guarantee of a degree, it does indicate that the student is considered capable of meeting degree requirements.
- Timelines for satisfying this approach must also be

specified for both full-time and part-time students (if applicable) in the current catalog and/or in the program's graduate handbook and disseminated to students.

- **Comprehensive examination:** This is required for doctoral and specialist-level degree programs. Near the end of the entire degree program, the student is asked to demonstrate mastery of the subject matter. The nature and extent of the examination are up to the department, but it is expected to be substantial. The comprehensive examination should also include a professional self- assessment and a program review by the student. The Dean of the Graduate School may participate in comprehensive examinations in any department at his or her option.
- **Proficiency in ASL:** Graduates of Gallaudet University graduate programs are expected to have proficiency in American Sign Language. The Graduate School recognizes that professionals in different fields will be expected to demonstrate different levels of skill, depending on their professional setting. Therefore, each graduate department sets its own requirements for its candidates for graduate degrees, based upon these requirements. Students are encouraged to check with individual departments for the most current proficiency levels required for the particular program of interest.

### **Graduate Thesis/Dissertation**

- **Thesis option at the masters level:** Each masters-level program shall make explicit provision for a thesis option unless the program includes a required masters thesis. Specific requirements for design and format are available from the Office of the Dean of the Graduate School.
- **Dissertation/doctoral research paper:** Each Ph.D. program shall require a formal research-based dissertation. Specific requirements for design and format are available from the Office of the Dean of the Graduate School.

### **Graduate Requirements for Dual Degrees**

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

wish to receive training in two fields.

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

### **Creation of Advisory Committee**

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

### **Reduction of Credit Totals Resulting from Overlapping Core Courses**

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

One such situation results from identical core course requirements for each program or from core course requirements that are sufficiently close in content to justify the taking of only one. Such overlapping core courses will reduce the total number of hours the student must take by the number of credits of the course. These credits need not be substituted with additional credits. Some elective courses may also overlap with approval of each advisor. In all cases, the student's program must be approved by the chair of each department. Denial of approval by either chair constitutes denial of the pursuit of two simultaneous degrees.

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

## Graduate-Level Inclusion and Diversity Education GLIDE Program Requirement

The Graduate-Level Inclusion and Diversity Education (GLIDE) Program capitalizes on the rich diversity in culture, language, worldview, race/ethnicity, values, and beliefs that make up the Gallaudet Community. This program is intended to ensure that graduate students are exposed to and engaged with learning experiences related to equity, diversity, and inclusion that align with Gallaudet University's unique Deaf cultural and bilingual educational mission within a multicultural setting. The GLIDE program empowers our graduates to fully embrace and appreciate human diversity, acknowledge and effectively work with the complexities of intersectionality, and moreover become culturally competent and responsive leaders.

Cultivating this level of understanding requires specific and intentional exposure and learning that upholds Gallaudet University's Principles of Community, cultivates introspection, shares responsibility and engages community, builds critical multicultural competency, and affirms diversity in deaf identities and cultures.

By Fall 2023, all graduate students will be required to participate in a GLIDE program as part of their graduation requirements. Successful completion of the GLIDE requirement will be documented in graduate students' academic records and officially noted on student transcripts.

## Schools

### School of Arts and Humanities

Dr. Roberto Sanchez, School Director

The *School of Arts and Humanities* houses the following programs:

Art and Digital Media  
Deaf Studies  
History  
Philosophy & Religion  
Theatre

### School of Human Services and Sciences

Dr. Daniel Koo, School Director

The *School of Human Services and Sciences* houses the following programs:

Counseling  
Hearing, Speech, and Language Sciences  
Graduate Certificate in Deaf and Hard of Hearing Infants, Toddlers, and their Families: Collaboration and Leadership  
Physical Education and Recreation  
Psychology

### School of Language, Education, & Culture

Dr. Helen Thumann, School Director

The *School of Language, Education, & Culture* houses the following programs:

American Sign Language  
Education  
English  
Honors  
International Development  
Interpretation and Translation  
Linguistics  
World Languages and Cultures

### School of Civic Leadership, Business, and Social Change

Dr. Emilia Chukwuma, School Director

The *School of Civic Leadership, Business, and Social Change* houses the following programs:

Business  
 Communication Studies  
 Government & Public Affairs  
 Social Work  
 Sociology

## School of Science, Technology, Accessibility, Mathematics, and Public Health

Dr. Caroline Solomon, School Director

Faculty and students collaborate on exciting interdisciplinary and innovative learning and research activities across STEM fields: biology, chemistry, information technology, data science, mathematics, and public health in state-of-the-art laboratories specifically designed for visual learning and communication. In addition to equipping students with strong skills that qualify them to compete for a variety of jobs, or pursue graduate studies, our school provides students with an extensive portfolio of STAMP internship opportunities in industry and government; and hosts workshops and mentoring events to prepare students for graduate school and professional careers that leverages a vast network of deaf and hard-of-hearing role mentors and alumni.

The *School of Science, Technology, Accessibility, Mathematics, and Public Health* houses the following programs:

Biology  
 Chemistry & Physics  
 Information Technology  
 Mathematics  
 Public Health

## Graduate School, Research & Continuing and Online Education

Dr. Gaurav Mathur, Dean

The *Graduate School, Research & Continuing and Online Education* houses the following interdisciplinary graduate programs:

Ph.D. in Educational Neuroscience

## Programs

### Sign Language Education

The Department of American Sign Language offers a M.A. degree in Sign Language Education. This program is designed to prepare future sign language teachers, who will provide exemplary leadership in the sign language teaching field. Students will be introduced to key theoretical and methodological issues involved in sign language instruction including curriculum development, assessment, and incorporating Deaf culture into the language curriculum. In addition, students will undertake a teaching practicum and internship under the supervision of a cooperating teacher. An electronic portfolio is required at the completion of the program, which represents the culmination of the student's academic performance.

#### Masters Program Student Learning Outcomes

*Graduates from the MA program in Sign Language Education*

1. Will demonstrate theoretical knowledge and display competence in classroom settings regarding methodological and socio-political issues involved in sign language teaching, curriculum development, and assessment.
2. Will produce graduate level Sign Language and English texts that demonstrate knowledge of and critical inquiry into key concepts in the Sign Language teaching field.
3. Will recognize the importance of the Sign Language teacher as a system change agent and apply this in practice utilizing effective leadership, advocacy, consultation, and collaboration to influence change on the individual, group, and organizational and systemic levels.
4. Will demonstrate preparedness to seek and obtain employment as a teaching professional in the field of sign language education.

#### Program Overview

The Masters in Sign Language Education (MASLED) is a 15-month Summer/Online program. In typical 2-year graduate programs, there are four consecutive semesters of study. The MASLED program's four semesters of study begin with the first semester occurring during the Summer, the second semester during the Fall, third semester during the Spring, and the fourth and final semester during the following Summer.

*\*The Masters in Sign Language Education program is not a state approved licensure program nor part of the Educator Preparation Provider accredited by the Council for the Accreditation of Educator Preparation (CAEP). Gallaudet University has not yet determined whether the MASLED program meets professional licensure requirements in other states. If you are seeking employment in K-12 school settings, you are advised to contact your state office of licensure and certification to see if our program meets their requirements.*

**Graduate Programs offered:**

**M.A. in Sign Language Education**

**Admissions Procedures and Requirements**

Applicants for the M.A. in Sign Language Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

Please complete the following requirements as outlined on the Graduate Admissions website:

- Online graduate application
- Goal statements
- Submission of all official postsecondary transcript(s)
- Three names of references

Mail the official transcript(s) to:

Graduate Admissions  
Kendall Hall 101  
Gallaudet University  
800 Florida Avenue NE  
Washington DC 20002

Application opens: August 1st

Deadline for Application Review/Screening: January 15th

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

**Program Specific Requirements:**

- Online Video interview. The direct link for the online video interview will be sent to you after you have officially applied to the program. The interview can be taken at any day or time and location with

high-speed internet.

**ASLPI Requirement**

Students who teach ASL will be required to receive a level of 4 from the ASLPI in order to graduate.

Students who teach other signed languages will be required to receive a level of 3+ on the ASLPI in order to graduate.

**Plan of Study**

**Program Equipment**

Studying in the MASLED program involves two important components:

- online study, which requires high-speed internet and equipment (e.g. laptop or computer) allowing you to access high-speed internet on a consistent and regular basis, and
- intensive high definition filming and editing using Final Cut Pro X, iMovie, QuickTime and other types of Apple-based software. Please contact the program for an updated list of required and recommended equipment at [masled@gallaudet.edu](mailto:masled@gallaudet.edu).

\*Equipment specifications subject to change.

**Typical Program Schedule**

- 9 core courses
- 4 required elective courses
- 2 field experiences (practicum and internship)

**Summer I (Hybrid - Online, then On Campus) (15 Credits)**

ASL 709	Sign Language Media Production	3
ASL 724	Sign Language Linguistics for Sign Language Professionals	3
ASL 741	Methods of Sign Language Teaching	3
ASL 743	Curriculum Development for Sign Language Education	3
ASL 750	Assessing Sign Language Skills	3

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

	DST 743	Community Organizing for Social Change	3
<i>Note: Candidates with extensive ASL teaching experience and full-time employment in the ASL teaching field may apply for a practicum and/or internship waiver. Contact masled@gallaudet.edu for more details.</i>			
Fall I (Online) (7 Credits)			
ASL 752	Sign Language Practicum	3	
ASL 761	Seminar in Sign Language Education - Professional Preparation	1	
LIN 510	Introduction to First and Second Language Acquisition	3	
Spring I (Online) (7 Credits)			
ASL 762	Seminar in Sign Language Education - e-Portfolio	1	
ASL 770	Sign Language Planning and Advocacy	3	
ASL 790	Sign Language Teaching Internship	3	
Summer II (Hybrid - Online, then On Campus) (12 Credits)			
Elective		3	
Program Electives			
ASL 745	Sign Language Teaching, Culture and History	3	
ASL 760	Connecting Sign Language Research to Practice	3	
ASL 777	Digital Pedagogy in the Sign Language Field	3	
DST 700	Deaf Studies Research Methods I	3	
DST 701	Deaf Studies Research Methods II	3	
DST 703	Foundations in Deaf Cultural Studies	3	
DST 705	Language, Culture, and Power	3	
DST 710	Cultural Practices in the Deaf Community	3	
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3	
DST 714	Critical Pedagogy	3	
DST 733	Theorizing the Contemporary	3	
DST 735	Sensory Studies	3	
DST 737	Law and Public Policy: The Deaf Community	3	
DST 740	Studies in the Human Rights of Deaf People	3	
DST 741	Development of the Transnational Deaf Public Sphere	3	

## Counseling

Web: Counseling

*School of Human Services and Sciences*

Dr. Gabriel I. Lomas, Program Director

**\*\*Currently not accepting new students\*\***

Gallaudet University's Department of Counseling, founded in 1971, prepares highly qualified M.A.-level counselors eligible for licensure as professional counselors in most states. The training provided in this department uniquely prepares graduates to work with individuals who are deaf, deaf-blind, and hard of hearing, with or without additional disabilities, by developing a core set of competencies in all students with specializations in school and mental health counseling. Since 1971, the department has graduated and placed more than 700 outstanding counselors now working in a wide range of counseling settings throughout the United States.

The programs of study are broadly designed to include formal classes and extensive supervised practicum and internship experiences leading to the master of arts degree. The curriculum includes courses from the departments of Counseling; ASL and Deaf Studies; and Hearing, Speech, and Language Sciences. Elective courses are also available through the Consortium of Universities of the Washington Metropolitan Area. All counseling programs are open to deaf, hard of hearing, hearing, physically disabled, and physically able people who are eligible for admission to the Graduate School. Provisions are made to facilitate participation of deaf and hard of hearing students in all phases of the programs, via the use of sign language and notetakers.

In addition to the teaching faculty, a large number of outstanding professionals from the Washington, D.C., area lecture and participate in the training programs. Practicum sites are available on and off campus. They include mainstream, day, and residential schools for deaf students as well as public and private agencies serving deaf people. Internship sites are located around the country and include residential schools and postsecondary programs, community-based counseling centers, and mental health agencies.

Successful communication with deaf, deaf-blind and hard of hearing clients who utilize sign language as their preferred mode of communication requires professional counselors to achieve a minimum ASL proficiency level. Therefore, all Department of Counseling students are expected to demonstrate a required level of proficiency in

American Sign Language on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before being allowed to begin fieldwork.

**Graduate Programs offered:**

### M.A. in Clinical Mental Health Counseling

#### Overview

Web: Department of Counseling

Professor SooHyun Tak, Program Director  
Fowler Hall, Room 118

**\*\*Currently not accepting new students\*\***

The Clinical Mental Health Counseling Program prepares graduates to be multiculturally competent professional counselors, able to work skillfully with deaf, hard of hearing, deaf-blind, and hearing clients of diverse backgrounds in a variety of mental health settings. Our training model emphasizes the development of cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners who are able to promote health and well being for all persons in the context of social justice and multiculturalism.

The Clinical Mental Health Counseling program offers students the opportunity to have a clinical or community counseling emphasis through the fieldwork placement. Practicum and internship opportunities typically include state, local, and private mental health agencies, addictions programs, psychiatric hospitals, and educational programs serving the mental health needs of deaf and hard of hearing persons and their hearing family members. The program is a hybrid program with the first year (including the summer session) being in residence at Gallaudet with courses taught primarily in the traditional classroom setting and the second year being a fieldwork placement out of the DC metropolitan area with continued coursework online.

The master's degree in Clinical Mental Health Counseling consists of a minimum of 71 credit hours and requires two academic years, including one summer to complete. The program of study is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Students are eligible to take the National Counselor Examination for Licensure and Certification (NCE) during their last semester of studies.

**Plan of Study****Subtotal: 69**

Semester I – Fall (16 Credits)		
COU 708	Counseling for Wellness and Human Development	3
COU 710	Orientation to the Profession of Mental Health Counseling	3
COU 721	Foundations in Helping Skills I	4
COU 730	Social and Cultural Diversity Foundations & Multicultural Counseling	3
COU 732	Theories and Approaches in Counseling and Psychotherapy	3
Semester II – Spring (17 Credits)		
COU 709	Culture, Identity & the American Deaf Community	3
COU 714	Emotional & Behavioral Disorders Across the Lifespan	3
COU 715	Family Therapy	3
COU 731	SIMSOC: Simulated Society	1
COU 742	Practicum in Clinical Mental Health Counseling	4
COU 768	Techniques and Skills in Psychotherapy	3
<i>Note: Qualifying Exam at end of Spring</i>		
Summer Session (10 Credits)		
COU 716	Psychopharmacology for Counselors	1
COU 736	Organization and Administration of Human Service Programs	3
COU 753	Group Psychotherapy	4
COU 765	Crisis and Trauma Counseling	2
Semester III – Fall (14 Credits)		
COU 728	The Cycle of Substance Abuse	3
COU 734	Lifestyles and Career Development	3
COU 792	Internship I in Clinical Mental Health Counseling	8
Semester IV – Spring (11 Credits)		
COU 720	Introduction to Research for Counselors	3
COU 748	Principles of Assessment in Counseling	3
COU 794	Internship II in Clinical Mental Health Counseling	8

**M.A. in School Counseling****Overview**

Web: Department of Counseling

Dr. Cheryl Wu, Program Director  
Fowler Hall, Room 104**\*\*Currently not accepting new students\*\***

The School Counseling Programs (full-time) prepares graduates to be multiculturally competent professional school counselors with the cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners, leaders, and advocates to promote social justice, equity and academic excellence for all deaf, hard of hearing, and hearing students in a variety of K-12 educational settings.

The master's degree consists of a minimum of 75 credit hours and requires two academic years to complete, including the summer between the first and second year of study.

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

**Plan of Study**

Students usually take 12-15 credit hours per semester

**Semester I - Fall**

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

<b>Semester II - Spring</b>		
COU 709	Culture, Identity & the American Deaf Community	3
COU 714	Emotional & Behavioral Disorders Across the Lifespan	3
COU 720	Introduction to Research for Counselors	3
COU 731	SIMSOC: Simulated Society	1
COU 740	Practicum in School Counseling	4
COU 751	School Based Group Counseling	4
<i>COU 740: Each student will be required to take a Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) and attain a rating of Intermediate before being allowed to enter COU 740</i>		
<b>Summer Session</b>		
COU 702	Play Therapy	3
COU 703	Substance Prevention For Children and Youth	3
COU 716	Psychopharmacology for Counselors	1
COU 765	Crisis and Trauma Counseling	2
<b>Semester III - Fall</b>		
COU 715	Family Therapy	3
COU 734	Lifestyles and Career Development	3
COU 737	Organization and Administration of School Programs	3
COU 741	Internship I in School Counseling	4
COU 748	Principles of Assessment in Counseling	3
HSL 507	Audiology and Communication Access for Service Providers and Professionals	3
<b>Semester IV - Spring</b>		
COU 790	Internship II in School Counseling	12
<b>Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate</b>		
<i>School of Human Services and Sciences</i>		
Dr. Daniel Koo, School Director		
<b>Overview</b>		
Dr. Julie Mitchiner, Program Director		
The Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program is a hybrid program (online and on-campus instruction) that provides professionals from a wide range of disciplines with current evidence-based knowledge and skills for working with families and their very young children who are deaf or hard of hearing. The content and teaching of the program is interdisciplinary and provides an overview of professional and ethical practices, communication and language(s), families, and developmental assessment and programming. Candidates will acquire leadership, advocacy and collaboration skills that promote age and developmentally appropriate outcomes for infants and toddlers. All coursework and experiences reflect principles of diversity including understanding and appreciation of language diversity (ASL and English, as well as other home languages). This 7-course graduate certificate can be taken in conjunction with another graduate program at Gallaudet or another university, or as a post graduate program for professionals who have current or prospective employment in a program for deaf and hard of hearing infants, toddlers and their families.		
The program focuses on the acquisition of knowledge and skills in four broad content areas. These areas include: 1) Professional and Ethical Practices, 2) Communication and Language, 3) Families, Cultures and Communities, and 4) Development, Assessment and Programming. Units of instruction are developed and taught by professionals with expertise in working with infants, toddlers and their families from a wide array of disciplinary backgrounds including, ASL and Deaf studies, communication studies, counseling, education, linguistics, psychology, speech-language-hearing, and social work. Bilingual (ASL - English) principles and philosophical perspectives are infused into the curriculum content and delivery of coursework and experiences. Each course will be offered for graduate or professional studies credits and will be co-taught by faculty from different disciplines. Units of instruction are developed and taught by professionals with		

expertise in working with infants, toddlers and their families from a wide array of disciplinary backgrounds including, ASL and Deaf studies, communication studies, counseling, education, linguistics, psychology, speech-language-hearing, and social work. Bilingual (ASL - English) principles and philosophical perspectives are infused into the curriculum content and delivery of coursework and experiences. Each course will be offered for graduate or professional studies credits and will be co-taught by faculty from different disciplines.

The program consists of 18 credit hours. The first course is a hybrid summer course of three-days on campus followed by online coursework. The second course is also during the first summer and is completely online. The next four courses are online during the fall and spring semesters. The seventh and final course begins with an online portion and concludes with a three-day on-campus seminar. The program includes an individually designed capstone project. The capstone project must be completed before the awarding of the certificate.

Online courses provide access to information through American Sign Language and English (e.g., presentations will be available through American Sign Language and spoken English or English captions).

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

### Admissions Procedures

Applicants for the Interdisciplinary Graduate Certificate in Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership may apply for either graduate or professional studies training (PST) credits. All applicants must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Applicants for professional studies training credit should visit the Center for Continuing Studies website and applicants for graduate studies should visit the Graduate Admissions website for more information and a checklist of application requirements.

DEADLINE	DATE
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	March 15 or until all possible slots are filled.

### Program Specific Requirements

- Evidence of professional program, certificate, or license held or in process of obtaining OR evidence of current or prospective employment related to deaf and hard of hearing infants, toddlers and families.
- In lieu of the goal statements, applicants must attach a one page written essay (or 5 minute signed video) to their application that discusses why they are interested in obtaining a certificate focused on deaf and hard of hearing infants, toddlers and their families.
- One letter of recommendation.

### Plan of study

Summer 1			
ITF 700	Socio-Cltr & Political Cxts for DHH Infants, Toddlers and their Families		3
ITF 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers		3
Fall 1			
ITF 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm		3
ITF 705	DHH Infants Toddlers and their Families: Capstone Project Part 1		1
Spring 1			
ITF 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers		3
ITF 706	DHH Infants Toddlers and their Families: Capstone Project Part II		2

Summer 2		
ITF 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3

## Deaf Studies

Web: Deaf Studies  
*School of Arts and Humanities*

Dr. Erin Moriarty Harrelson, DST-MA Program Coordinator  
 Sorenson Language and Communication Center, Room 1210

The Department of Deaf Studies offers an M.A. degree that provides an interdisciplinary approach to the field of Deaf Studies. Students engage Deaf Studies through a critical exchange with related fields, including cultural studies, policy studies, anthropology, history, literature, critical theory, linguistics, philosophy, sensory studies. Students can choose from three concentrations: Cultural Studies, Language and Human Rights, and Early Language Advocacy.

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

### ***Graduate Programs and Certificate offered:***

### **M.A. in Deaf Studies: Cultural Studies**

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

### ***Admissions Procedures and Requirements***

Applicants for the M.A. in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions web site for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses (p. 97)' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	November 15
<b>Due Date for Completed Application:</b>	February 15

### **Program Specific Requirements:**

- Three letters of reference
- ASL Essay: Personal Statement. In video format, submit a personal statement of interest in the program. This essay will be used for 2 purposes. It will give help us understand your personal interest in our program and will also be used to determine your proficiency in ASL. Why are you applying for this degree? What do you hope to gain from the degree? What are your professional interests after you graduate?
- Transcripts
- ASLPI 3 or above (*suspended for 2021 admissions cycle*).
- GPA 3.0 or above.

### **Recommended Prior Coursework:**

- Introduction to Deaf Culture
- Introduction to ASL Structure

### **Plan of Study**

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

#### **Semester I (Fall)**

DST 700	Deaf Studies Research Methods I	3
DST 703	Foundations in Deaf Cultural Studies	3
DST 705	Language, Culture, and Power	3
DST 745	At the Intersections: Deaf Studies, Race, Disability, and	3

Empire		
Semester II (Spring)		
DST 701	Deaf Studies Research Methods II	3
DST 710	Cultural Practices in the Deaf Community	3
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 733	Theorizing the Contemporary	3
Semester III (Fall)		
DST 735	Sensory Studies	3
DST 741	Development of the Transnational Deaf Public Sphere	3
DST 743	Community Organizing for Social Change	3
DST 780	Deaf Studies Master's Project I	3
Semester IV (Spring)		
DST 750	Seminar in Deaf Cultural Studies [Topics to be specified]	3
DST 781	Deaf Studies Master's Project II	1-3
Electives		
Choose one from the following:		
DST 714	Critical Pedagogy	3
DST 725	Literary Practices for Deaf Children	3
DST 737	Law and Public Policy: The Deaf Community	3
DST 740	Studies in the Human Rights of Deaf People	3
DST 742	Linguistic Human Rights and Deaf Communities	3
DST 790	Deaf Studies Internship	3
HIS 731	History of the American Deaf Community	3
<b>Total Credit Hours: 38</b>		

## M.A. in Deaf Studies: Early Language Advocacy

The Concentration in Early Language Advocacy is designed to train students in front-line language advocacy work within the fields of education and deaf community

advocacy organizations. Knowledge of Deaf studies lens, advocacy tools, educational approaches, policy-making and legal mechanisms all are an integral part of the curriculum. At the heart of the program is an interdisciplinary curriculum focused on socio-cultural, political and educational aspects of how deaf children acquire language from birth. Students will gain a hands-on understanding of the dynamics of advocacy and policy-making in education through field-based projects.

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

### ***Admissions Procedures and Requirements***

Applicants for the M.A. in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions web site for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	November 15
<b>Due Date for Completed Application:</b>	February 15

### **Program Specific Requirements:**

- Three letters of reference
- ASL Essay: Personal Statement. In video format, submit a personal statement of interest in the program. This essay will be used for 2 purposes. It will give help us understand your personal interest in our program and will also be used to determine your proficiency in ASL. Why are you applying for this degree? What do you hope to gain from the degree? What are your professional interests after you graduate?
- Transcripts
- ASLPI 3 or above (*suspended for 2021 admissions cycle*).
- GPA 3.0 or above.

**Recommended Prior Coursework:**

- Introduction to Deaf Culture
- Introduction to ASL Structure

**Plan of study**

Fall I			
DST 700	Deaf Studies Research Methods I	3	
DST 703	Foundations in Deaf Cultural Studies	3	
DST 705	Language, Culture, and Power	3	
DST 740	Studies in the Human Rights of Deaf People	3	
Spring I			
DST 701	Deaf Studies Research Methods II	3	
DST 710	Cultural Practices in the Deaf Community	3	
DST 712	Enforcing Normalcy:Deaf and Disability Studies	3	
DST 725	Literary Practices for Deaf Children	3	
Summer I			
ITF 700	Socio-Cltral & Political Cxts for DHH Infants, Toddlers and their Families	3	
ITF 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3	
Fall II			
DST 743	Community Organizing for Social Change	3	
DST 780	Deaf Studies Master's Project I	3	
ITF 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3	
Spring II			
DST 737	Law and Public Policy: The Deaf Community	3	
DST 781	Deaf Studies Master's Project II	1-3	
ITF 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3	

Summer II			
ITF 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3	

**Subtotal: 45****M.A. in Deaf Studies: Language and Human Rights****Overview**

Dr. Erin Moriarty Harrelson, Program Coordinator

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

**Admissions Procedures and Requirements**

Applicants for the M.A. in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions web site for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses (p. 97)' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	November 15
<b>Due Date for Completed Application:</b>	February 15

**Program Specific Requirements:**

- Three letters of reference
- ASL Essay: Personal Statement. In video format, submit a personal statement of interest in the program. This essay will be used for 2 purposes. It will give help us understand your personal interest in our program and will also be used to determine your proficiency in ASL. Why are you applying for this

degree? What do you hope to gain from the degree? What are your professional interests after you graduate?

- On your application (on page A1), please ensure that you note which concentration you are considering: Cultural Studies or Language and Human Rights.
- Transcripts
- ASLPI 3 or above (*suspended for 2021 admissions cycle*).
- GPA 3.0 or above.

#### Recommended Prior Coursework:

- Introduction to Deaf Culture
- Introduction to ASL Structure

#### Plan of Study

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

#### Semester I (Fall)

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

#### Semester II (Spring)

DST 701	Deaf Studies Research Methods II	3
DST 712	Enforcing Normalcy: Deaf and Disability Studies	3
DST 733	Theorizing the Contemporary	3
DST 742	Linguistic Human Rights and Deaf Communities	3

#### Semester III (Fall)

DST 741	Development of the Transnational Deaf Public Sphere	3
DST 743	Community Organizing for Social Change	3
DST 780	Deaf Studies Master's Project I Elective	1-3

#### Semester IV (Spring)

DST 744	International Connections and International Sign Among Deaf People	3
DST 750	Seminar in Deaf Cultural Studies [Topics to be specified]	3
DST 781	Deaf Studies Master's Project II	1-3

**Total Credit Hours: 38**

## Certificate in Deaf Cultural Studies

#### Overview

Dr. Erin Moriarty Harrelson, Program Coordinator

The Graduate Certificate Program in Deaf Cultural Studies provides students with historical and theoretical foundations in Deaf Studies. Students may select courses from an interdisciplinary curriculum in the areas of cultural studies, history, critical theory, philosophy, literature, disability studies, visual culture, critical pedagogy, public policy and advocacy. This 18-credit program will enhance students' knowledge of Deaf Studies, better preparing them to work in fields relating to Deaf communities.

#### Admissions Procedures and Requirements

Applicants for the Graduate Certificate in Deaf Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions web site for more information and a checklist of application requirements.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Due Date for Completed Application:</b>	No set date

#### Program Specific Requirements:

- ASLPI result: 3 or above (*suspended for 2021 admissions cycle*)
- GPA 3.0 or above
- Signed (ASL) Digital Video Statement of Interest: Applicants must submit a signed (ASL) video indicating why they want to pursue a Graduate Certificate in Deaf Studies. Signed video essays

should be limited to three minutes and should provide a sense of how the Certificate will support the professional and academic interests of the applicant.

### Plan of Study

*Graduate Certificate students may take the following courses, adding up to 18 credits. They may take any courses totaling 18 credits from this list. All courses are three credits.*

*(Note: a student must take all 18 credits from the Certificate Program, and cannot use these credits toward another degree.)*

#### Courses

DST 703	Foundations in Deaf Cultural Studies	3
DST 705	Language, Culture, and Power	3
DST 710	Cultural Practices in the Deaf Community	3
DST 712	Enforcing Normalcy:Deaf and Disability Studies	3
DST 725	Literary Practices for Deaf Children	3
DST 733	Theorizing the Contemporary	3
DST 735	Sensory Studies	3
DST 737	Law and Public Policy: The Deaf Community	3
DST 741	Development of the Transnational Deaf Public Sphere	3
DST 742	Linguistic Human Rights and Deaf Communities	3
DST 743	Community Organizing for Social Change	3
DST 744	International Connections and International Sign Among Deaf People	3
DST 745	At the Intersections: Deaf Studies, Race, Disability, and Empire	3
DST 750	Seminar in Deaf Cultural Studies [Topics to be specified]	3
HIS 731	History of the American Deaf Community	3

## Education

Web: Education

*School of Language, Education, and Culture*

Dr. Christi Batamula, Chair  
Fowler Hall, Room 302C

The history of Gallaudet University's Department of Education dates back to 1891 when a "Normal Department" was established on campus to train teachers of deaf children. Although the department values its history, it prides itself primarily on its ability to adapt to changing times and new challenges in the field of educating deaf and hard of hearing students.

The department today offers graduate and postgraduate programs to prepare professional personnel to work with all ages of deaf and hard of hearing children in various kinds of educational programs and settings. Programs are designed to meet students' individual needs and interests and are open to hearing, deaf, and hard of hearing individuals.

Both coursework and practicum experiences are important preparation components. All programs involve exposure to professional organizations, agencies, and educational facilities related to the education of deaf and hard of hearing students, and provide for involvement in schools and classes. The department strongly recommends that students have both a car and a computer in order to benefit fully from course work and field experiences.

The department has highly qualified and experienced full-time faculty members with national and international reputations in the education of deaf and hard of hearing students. Publications and presentations based on faculty research and other scholarly activities contribute to the advancement of knowledge and techniques for working with deaf and hard of hearing children and youth.

The department's conceptual framework reflects an overall theme of excellence and appreciation of diversity; emphasizes the right of deaf individuals to maximum participation and leadership in all aspects of life as well as the right to access language, communication, and education which will enhance the development of the necessary knowledge, skills, and dispositions for decision-making and assuming responsibilities in all aspects of society.

*Connection is at the heart of Gallaudet's education programs. At Gallaudet we emphasize that all of our professional work in deaf education is embedded in*

*multiple contexts, and we promote connections to and among these contexts. These contexts include: Cultures, Communities, Families, Schools, Universities, and Professions. Graduates of our programs are able to communicate with, respond to and build on lives in and out of schools to assure that all students learn to their highest potentials.*

The Department of Education's model of professional preparation and development values American Sign Language and English as equally important for facilitating curriculum content and cultural literacy; the model supports the development of reflective professionals who review the teaching-learning process and engage in critical appraisal and problem-solving. The Department of Education prepares professionals to interact and communicate fluently with deaf and hard of hearing people and with children and youth with diverse family backgrounds and learning characteristics. The department's programs prepare graduates for advocacy and leadership roles, and to establish partnerships with deaf adults, parents, colleagues from multiple disciplines, and community and professional organizations.

Students desiring licensure by state education agencies should seek advisement about meeting the requirements for a particular state. These requirements vary, and it is the responsibility of the students to be familiar with them and to develop a plan for meeting them. Students who complete the Department of Education's state-approved programs of preparation are eligible for District of Columbia licensure with reciprocity in most states.

Financial assistance may be available to qualified applicants through both the Department of Education and the Office of Financial Aid at Gallaudet. Students are responsible for practicum-related costs. These costs vary, but it is recommended that students be prepared to spend an average of \$1,000 for expenses related to practicum activities. Many opportunities for part-time employment on campus are available to graduate students.

All teacher preparation programs at Gallaudet University are approved by the District of Columbia State Board of Education under the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The graduate programs are also approved by the Council on Education of the Deaf (CED) and recognized by the Council for Exceptional Children (CEC).

There is a one-time fee of \$125 for access to TK20, the Professional Education Programs Unit's online assessment management system. This fee is required for all candidates in programs leading to professional licenses. This fee will be charged during the first semester of enrollment in an educational program.

***Graduate Programs and Certificate offered:***

**Ph.D. in Critical Studies in the Education of Deaf Learners**

**Overview**

Web: Education

Dr. Christina Yuknis, Program Director  
Fowler Hall 409B

The Doctor of Philosophy (Ph.D.) in Critical Studies in the Education of the Deaf Learner emphasizes critical pedagogy as the foundation for advocacy in the education of deaf individuals. Graduates are prepared to be agents of change in their roles as practitioners, administrators, teacher educators, and researchers through a critical examination of educational, social, and political issues. Our doctoral program provides a balance between a required core program of study and an individualized study in a concentration area in which the student plans a course of study with the guidance of the faculty advisor. In completing the concentration area requirements, the student engages in independent study courses, seminars, and research internships directly applicable to the area of research pursued. To succeed in the doctoral program in education, students must possess a high degree of initiative, self-direction, and commitment to inquiry.

Upon completion of all program requirements except the dissertation, students in the doctoral program may apply to be awarded an Education Specialist in Education (Ed.S.) degree. The Ed.S. degree is typically awarded after passing the comprehensive examination, and is not a terminal degree. The Ph.D. is a terminal degree and is awarded upon successful completion of the dissertation requirements.

***Admissions Procedures and Requirements***

Applicants for the Ph.D. in Critical Studies in the Education of Deaf Learners must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	As reviewed
<b>Last Date for Completed Application:</b>	April 15

### Program Specific Requirements

- Scholarly ASL Sample: Submit one or two videos showing your work in the field. Sample may be an ASL publication, a video essay or presentation from your previous graduate work, or a response to an article from your field\*.
- Scholarly English Sample: Submit one to two writing samples showing your work in the field. Sample may be a publication, a paper from previous graduate work, or a response to an article from your field\*.
- Interview
- MA in field related to professional goals
- Minimum 3 years experience with deaf children, youth, and/or adults

\*The program will identify articles to share with applicants.

### Prior Educational Background

MA in Field Related to Professional Goals

### Prior Professional Qualifications

Minimum of 3 years experience with deaf children and youth (preferred)

### Transfer Credit Hours

A maximum of 12 post-master's semester credit hours taken before admission to Gallaudet's Ph.D. program may be transferred to Gallaudet's Ph.D. program on the condition that:

1. course grades are B or better
2. courses are relevant to the planned program; and
3. credits have been earned within five years prior to admission into the doctoral program.
4. A maximum of 12 additional credits of coursework may be transferred into the Ph.D. program after

admission on the condition that: (1) the coursework was pre-planned and pre-approved by the Department of Doctoral Studies Committee, and (2) the sum of all transfer credits applied toward the P.D. core coursework does not exceed 24 credits.

### Plan of Study

#### Prerequisite course

EDU 720	Introduction to Research Or an introductory research course	3
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#### Core Competency Area I - Foundations of Critical Studies in Deaf Education (12 credits)

EDU 820	Proseminar I : Critical Pedagogy in Education	3
EDU 821	Proseminar II : Critical Pedagogy in Education	3
EDU 885	Critical Studies in Language, Culture and Literacy	3
EDU 889	Seminar in Critical Curriculum Studies	3

#### Core Competency Area II - Design, Research, and Implementation (19 credits)

#### Required Sequence:

EDU 801	Principles of Statistics I	3
EDU 810	Advanced Research Design I	3
EDU 812	Qualitative Research Methods	3
EDU 813	Mixed Methods Research: Integrating Qualitative and Quantitative Approaches	3
EDU 897 (2) - taken twice	for a total of 4 credits	
EDU 897 (2) - taken twice	A Course in Dissertation Methodology (3)	

#### Other Optional Courses

EDU 802	Principles of Statistics II	3
EDU 811	Advanced Research Design II	3

#### Core Competency Area III - Scholarly Development (21 credits minimum)

EDU 805	Doctoral Seminar in Scholarly Discourse	3
EDU 806	Seminar in Publishing, Grant, Writing, and Presentation Skills	3
EDU 844	Guided Studies:	

	Candidacy Preparation (1-2 credits; 3 total) EDU 900 Dissertation (1-3 credits; 12 minimum)			
	Core Competency Area 4 - Develop Expertise in Concentration Area			
	<i>Select an area:</i>			
	<ul style="list-style-type: none"> <li>• Early Childhood Education</li> <li>• Education Leadership &amp; Policy</li> <li>• Bilingual Education</li> <li>• Teacher Education</li> <li>• International Deaf Education</li> <li>• Deaf Students with Disabilities</li> <li>• Self-Designed Concentration (must get Program Advisory Committee approval)</li> </ul>			
	The following lists are rough outlines of courses that students in each Concentration area could select from. If students need to take courses at other universities for their Concentration area, they may transfer in up to 15 credits, per graduate school policy. Consortium courses do not count toward this limit.			
	<b>Early Childhood Education (18 credits)</b>			
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3		
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3		
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3		
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3		
EDU 764	Applications in ASL/English Bilingual Early Childhood Education for 0-5	3		
EDU 765	The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens	3		
ITF 700	Socio-Cltrl & Political Cxts for DHH Infants, Toddlers	3		
	Candidacy Preparation (1-2 credits; 3 total) EDU 900 Dissertation (1-3 credits; 12 minimum)			
ITF 701	and their Families Com, Language & Cognitive Dev: DHH Infants and Toddlers	3		
ITF 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3		
ITF 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3		
ITF 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3		
	<b>Education Leadership (18 credits, at least one from each category)</b>			
EDU 880	Curriculum and Instructional Leadership Doctoral Studies in Deaf Education	3		
EDU 881	Doctoral Studies in General and Special Education	3		
EDU 886	Theory and Research: Reading and Writing Instruction for Deaf Students	3		
EDU 831	<b>Professional Development and Supervision</b> Doctoral Seminar in Pre-Service Teacher Supervision	2		
	<b>Legal and Ethical Issues</b>			
EDU 735	Introduction to Special Education and the IEP Process	2		
EDU 860	Education Policy and Politics	3		
	<b>Resource Management, Public Relations, and Administration</b>			
	<i>Taken via consortium:</i>			
	<ul style="list-style-type: none"> <li>• American University: EDU 631 Educational Leadership and Organizational Change (3)</li> <li>• American University: EDU 694 School Improvement, Organization and Administration (3)</li> </ul>			
	<b>Internship</b>			
EDU 890	Internship	1-6		
	<b>Bilingual Education (18 credits)</b>			
EDU 701	Deaf Learners and Education in Bilingual Communities	3		
EDU 707	The Structures and	4		

	Application of American Sign Language and English in the Classroom			Education	
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3	EDU 831	Doctoral Seminar in Pre-Service Teacher Supervision	2
EDU 713	Language Acquisition and Cognitive Development	3	EDU 880	Doctoral Studies in Deaf Education	3
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3	EDU 881	Doctoral Studies in General and Special Education	3
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3	EDU 886	Theory and Research: Reading and Writing Instruction for Deaf Students	3
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3	EDU 893	Practicum in University Instruction	2
EDU 764	Applications in ASL/English Bilingual Early Childhood Education for 0-5	3		Deaf Students with Disabilities	
ITF 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3		<i>EDU 670 or equivalent is a prerequisite for this specialization</i>	
	International Education (18 credits)		EDU 735	Introduction to Special Education and the IEP Process	2
DST 741	Development of the Transnational Deaf Public Sphere	3	EDU 771	Introduction to Educating Deaf Students with Disabilities	3
IDP 770	Introduction to International Development	3	EDU 772	Classroom Management	3
IDP 771	International Development with Deaf People and People with Disabilities: Language and Inequality	3	EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
IDP 772	Micropolitics of International Development	3	EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3
IDP 773	Macropolitical Intersections of Race, Gender, Sexuality and Development	3	EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3
IDP 774	Program Development and Evaluation for Social Change	3	EDU 777	Differentiating Instruction in the Content Areas	3
IDP 775	Project Design and Implementation for Social Change	3	EDU 779	Assessment of Deaf Students with Disabilities	3
IDP 776	Research Methods and Ethics for International Development	3		Specialist (Ed.S.) in Deaf Education	
GOV 791	International Relations and Development	3		<b>Overview</b>	
	Teacher Education (18 credits)			Web: Department of Education	
EDU 830	Doctoral Seminar in University Teaching in	2		Dr. Christina Yuknis, Program Director Fowler Hall 409B	
				The Education Specialist (Ed.S.) in Education is designed for teachers who have a master's degree in education of deaf and hard of hearing students who seek advanced professional proficiency in an area of specialization. This is an online or hybrid program that offers several specialization areas. Specializations offered are related to topics in deaf education.	

### **Admissions Procedures**

Applicants for the Ed.S. in Deaf Education must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions web site for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses (p. 97)' tabs.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	No set date

### **Program Specific Requirements**

A master's degree from an accredited institution with a grade point average of 3.0 or better.

At least two years of successful experience with deaf and hard of hearing students (as shown in supporting documentation from applicant's supervisor). Evidence of satisfactory ASL proficiency (e.g., ASLPI scoring report, SCPI scoring report, or videotexts).

### **Program of Study**

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

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

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

### **M.A. in Education: Teacher Preparation Program**

Web: Department of Education

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

The Master of Arts in Education: Teacher Preparation Programs emphasize culturally relevant critical pedagogy as a foundation for preparing highly qualified teachers to work primarily with Deaf and hard-of-hearing children and youth. The programs focus is on the whole child, and merge general, bilingual, special, and deaf education

pedagogy and content through coursework and field experiences to prepare teacher candidates to work with a diverse group of children within a range of educational settings. Candidates will follow a merged course of study resulting in dual licensure in Deaf Education and one of the following areas of general education: Early Childhood Education, Elementary Education, Secondary Biology Education, Secondary Chemistry Education, Secondary English Education, Secondary General Science Education, Secondary Mathematics Education or Secondary Social Studies Education. Candidates who have previously completed a program and hold state licensure in general education may enroll directly into the Deaf Education program.

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

Degree	Credits	Typical Time Frame	Licensure and Certification
Master of Arts in Early Childhood Education and Deaf Education	61-81	Two and a half calendar years, including one summer	Dual state licensure in Early Childhood Education and Deaf Education (K-12)  Early Childhood Special Education Endorsement Council on Education for the Deaf (CED) certification
Master of Arts in Elementary Education and Deaf Education	61-78	Two and a half calendar years, including one summer	Dual state licensure in Elementary Education and Deaf Education (K-12)  CED certification
Master of Arts in Secondary Education and Deaf Education	54-66	Two and a half calendar years, including one summer	CED certification
Master of Arts in Deaf Education*	38-50	One and half calendar years, including one summer	State licensure in deaf education  CED certification

### Admissions Procedures and Requirements

Applicants for the Master of Arts in Education: Teacher Preparation Programs must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application

requirements.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	Feb 15th
<b>Last Date for Completed Application (including received test scores: Praxis and ASLPI results):</b>	June 30th

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

### Program Specific Requirements

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

### ASL Department Goal Statement

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

### 1. (In ASL):

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

### Prerequisite Coursework

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

### Programs of Study

## M.A. in Early Childhood Education and Deaf Education

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

### Additional Program Admission Requirement

Pass DC requirements for Praxis II Early Childhood Education Content Knowledge

### Program Requirements

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for dual licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

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

### Plan of Study

Fall 1			
EDU 600	K-12 Curriculum and Instructional Technology	3	
EDU 601	Reading and Writing for Teachers K-12	3	
EDU 620	Historical & Curricular Foundations of Early Childhood Education	2	
EDU 701	Deaf Learners and Education in Bilingual Communities	3	
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4	
EDU 785	Field Experience and Seminar: Deaf Education	1	

*EDU 600 and EDU 620: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.*

Spring 1			
EDU 621	Literacy Teaching and Learning: Early Childhood	3	
EDU 622	Observing, Documenting and Assessing Young Children's Development	3	
EDU 670	Teaching Students with Disabilities	3	
EDU 713	Language Acquisition and Cognitive Development	3	
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3	
EDU 787	Practicum I and Seminar: Deaf Education	1	

*EDU 621, EDU 622, and EDU 670: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.*

Summer 1			
EDU 665	Children's Literature	3	
EDU 720	Introduction to Research	3	

EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3
<i>EDU 665: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>		
<b>Fall 2</b>		
EDU 624	Integrative Methods for Early Childhood	3
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 735	Introduction to Special Education and the IEP Process	2
EDU 789	Practicum II and Seminar: Deaf Education	2
<i>EDU 624 and EDU 639: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>		
<b>Spring 2</b>		
EDU 626	Integrative Methods for Early Childhood Education: K-3	3
EDU 628	Student Teaching in Early Childhood Education	9
EDU 694	Student Teaching Seminar	3
<i>EDU 626: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>		
<b>Fall 3</b>		
EDU 797	Student Teaching in Deaf Education	7
<b>Subtotal: 61</b>		

## M.A. in Elementary Education and Deaf Education

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

### ***Additional Program Admission Requirement***

Pass DC requirements for Praxis II Elementary Education Multiple Subjects.

### **Program Requirements**

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for dual licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

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

### **Plan of Study**

<b>Fall 1</b>		
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 601	Reading and Writing for Teachers K-12	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English	4

EDU 785	in the Classroom Field Experience and Seminar: Deaf Education	1	EDU 735	Introduction to Special Education and the IEP Process	2
<i>EDU 600: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>			<i>EDU 637 and EDU 639: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>		
<b>Spring 1</b>			<b>Spring 2</b>		
EDU 631	Literacy Teaching and Learning: Elementary Grades	3	EDU 633	Language Arts in Elementary Education	3
EDU 635	Elementary School Teaching Methods in Social Studies	3	EDU 638	Student Teaching: Elementary Education	9
EDU 670	Teaching Students with Disabilities	3	EDU 694	Student Teaching Seminar	3
EDU 713	Language Acquisition and Cognitive Development	3	<i>EDU 633: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>		
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3			
EDU 787	Practicum I and Seminar: Deaf Education	1	<b>Fall 3</b>		
<i>EDU 631, EDU 635 and EDU 670: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>			EDU 797	Student Teaching in Deaf Education	7
<b>Summer 1</b>					
EDU 665	Children's Literature	3			
EDU 720	Introduction to Research	3			
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3			
<i>EDU 665: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher. Although most methods courses are indicated, at least two methods courses must be taken at Gallaudet.</i>					
<b>Fall 2</b>					
EDU 637	Elementary School Teaching Methods in Science	3			
EDU 639	Elementary School Teaching Methods in Mathematics	3			
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3			
EDU 719	K-12 Classroom-Based Assessment	3			

## M.A. in Secondary Education and Deaf Education

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

**You may apply for this program if your Bachelors degree is in:**

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

**If not, please contact Dr. Julie Mitchiner at [julie.mitchiner@gallaudet.edu](mailto:julie.mitchiner@gallaudet.edu).**

## Program of Study

### Additional Program Admission Requirement

Pass DC requirements for Praxis II Content Knowledge in the area of focus (Secondary Education: Biology, Chemistry, English, History, Mathematics or Physics)

### Program Requirements

To complete the Master of Arts in Education: Teacher Preparation Program and be recommended for dual licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

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

### Plan of Study

Fall 1		
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 601	Reading and Writing for Teachers K-12	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 785	Field Experience and Seminar: Deaf Education	1

*EDU 600: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher.*

Spring 1			
EDU 641	Literacy Teaching and Learning: Secondary Grades	3	
EDU 670	Teaching Students with Disabilities	3	
EDU 713	Language Acquisition and Cognitive Development	3	
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3	
EDU 787	Practicum I and Seminar: Deaf Education	1	

*EDU 641 and EDU 670: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher.*

Summer 1			
EDU 665	Children's Literature	3	
EDU 720	Introduction to Research	3	
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3	

*EDU 665: Denotes courses that are not required for students who have previously taken them (or their equivalents) and passed them with a grade of B or higher.*

Fall 2			
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3	
EDU 735	Introduction to Special Education and the IEP Process	2	
EDU 789	Practicum II and Seminar: Deaf Education	2	
Choose one based on your specialization:			
EDU 643	Secondary School Teaching Methods in English Language Arts	3	
EDU 645	Secondary School Teaching Methods in Social Studies	3	
EDU 647	Secondary School Teaching Methods in Science	3	
EDU 649	Secondary Teaching Methods in Mathematics	3	

Spring 2		
EDU 648	Student Teaching: Secondary Education	9
EDU 694	Student Teaching Seminar	3
Fall 3		
EDU 797	Student Teaching in Deaf Education	7
	<b>Subtotal: 54</b>	

## M.A. in Deaf Education

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

### Requirements

**You may apply for this program if your Bachelors degree is in education and you are eligible for general education licensure. If not, please contact Dr. Julie Mitchiner at [julie.mitchiner@gallaudet.edu](mailto:julie.mitchiner@gallaudet.edu).**

### Program of Study

To complete the Master of Arts in Deaf Education and be recommended for a licensure in the District of Columbia, candidates must satisfy the following requirements:

1. Completion of graduate degree requirements.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
3. Successful completion of all field experiences and student teaching.
4. Successful completion of all appropriate Praxis II examinations, and of program performance assessments aligned with courses, field experiences, and student teaching. [Candidates who successfully complete the degree program (i.e., grades of B or better in all coursework) but not the performance assessments may graduate from the program but are not recommended for licensure.]
5. American Sign Language Proficiency Interview (ASLPI) rating of 2+.

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

<b>Plan of Study</b>		
Fall 1		
EDU 600	K-12 Curriculum and Instructional Technology	3
EDU 701	Deaf Learners and Education in Bilingual Communities	3
EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 735	Introduction to Special Education and the IEP Process	2
EDU 785	Field Experience and Seminar: Deaf Education	1
Spring 1		
EDU 621	Literacy Teaching and Learning: Early Childhood Or	3
EDU 631	Literacy Teaching and Learning: Elementary Grades Or	3
EDU 641	Literacy Teaching and Learning: Secondary Grades	3
EDU 670	Teaching Students with Disabilities	3
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 713	Language Acquisition and Cognitive Development	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 731	Home, School, and Community Collaboration for Diverse Learners	3
EDU 789	Practicum II and Seminar: Deaf Education	2
<i>Literacy Course: EDU 621 or EDU 631 or EDU 641</i>		
Summer 1		
EDU 665	Children's Literature	3
EDU 720	Introduction to Research	3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3

Fall 2			
EDU 797	Student Teaching in Deaf Education		7

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

**Subtotal: 39-51**

### Field Experiences

Course work and field experiences are equally essential components of the Master of Arts in Education: Teacher Preparation Program. Coursework and field experiences are, in concert, geared to prepare candidates to become teacher as change agents who have significant impact on the academic success of their students through direct experiences with children and youth under the supervision of teacher-mentors in partner schools and university instructors. The candidate will complete field experiences each semester of enrollment, the first three semesters and summer in the form of practica in school and community settings, and the final two semesters through student teaching in general and deaf education. Field experiences are designed in ways that are integral to their program of studies, including meeting the requirements for licensure, and are directly linked with specific courses and/or a seminar each semester. They provide candidates with authentic experiences with which to apply content, concepts, and learning theory, and over time develop as critical thinkers, problem solvers, and agents of change. Over the course of five semesters and one summer, the candidate should expect to have a range of K-12 experiences, including experiences in deaf education and bilingual education as well as experiences in the area of general education focus (i.e., Early Childhood, Elementary, or Secondary). Reflection is an integral component of all field experiences, including student teaching, and candidates will be required to show evidence that they are able to critically reflect to improve as effective teachers. Weekly face-to-face and/or online seminars are conducted by university instructors to guide these reflections as well as to guide candidates in their practices and completion of required assessments for licensure. Additionally, during seminars, the candidates are guided in completion of the performance assessments that allow them to transition within the program, and ultimately be recommended for licensure through DC.

The foci of the first semester (Fall-1) of field experiences is on the home, school, and community, and candidates are afforded a broad range of experiences with families and

community resources, and with visitation to various and diverse school settings with the DC Metro area. During the second semester of study (Spring-1), the focus of field experiences becomes the classroom. Candidates will have one 10-week field experience where they will work in a classroom under the direction of the teacher-mentor, observing and assisting the teacher by working one-on-one or in small groups with students. Semester three (Fall-2) consists of a second 10-week field experience, and the candidates begin to apply their content and pedagogical knowledge in specific areas of teaching within the K-12 deaf education framework. Candidates will actively participate in the schools, teach and assess students, and reflect on their teaching and the students' learning. In the second spring semester of study, candidates will student teach in their general education content area-the first of two capstone experiences. Finally, during the fifth semester (Fall 3) of study, the candidate will student teach in deaf education, and will have an on-the-job option for completing this requirement. For both student teaching experiences, the candidate must be prepared to set up learning goals taking contextual factors under consideration, plan and assess learning affectively, and show evidence of and reflect upon their impact on the learning of every child. (Candidates who enter the program with general education degrees will complete one field experience and one semester of classroom-focused practicum followed by one semester of student teaching in deaf education.)

## M.A. in Deaf Education Studies

### Overview

Web: Department of Education  
 Dr. Julie Mitchiner, Program Director  
 Fowler Hall, Room 302B

The MA in Deaf Education Studies is designed for teachers and other education professionals who seek the opportunity to acquire more in-depth knowledge in deaf education. The program is offered in online, hybrid, and onsite formats and may be completed in one year of full-time study or two years of part-time study.

Three specializations are offered at this time: Educating Students with Disabilities (online), ASL/English Bilingual Early Childhood Education (online), and Self-Designed (onsite or hybrid).

The MA in Deaf Education Studies program is not intended to lead to licensure and does not lead to licensure in Washington, D.C.

## Admissions Procedures

Applicants for the M.A. in Deaf Education: Advanced Studies must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses (p. 97)' tabs.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	Feb. 15 <sup>th</sup>
<b>Last Date for Completed Application:</b>	June 30

## Program Specific Requirements

- Minimum 3.0 GPA
- At least two of the following artifacts demonstrating ASL skills:
  - ASLPI result of 2 or above
  - Video goal statement
  - Video of yourself teaching
- A bachelor's degree in Education, Deaf Education, Special Education, Counseling, Social Work and/or any related fields or a bachelor's degree in another field with at least 2 years of experience teaching in an educational setting
- License/certificate of teaching (optional). If you wish to attach your license/certificate to your application, please email it to [gradapplications@gallaudet.edu](mailto:gradapplications@gallaudet.edu).
- One letter of recommendation must address: Evidence of successful paid or volunteer work with infants, children, or adolescents and/or families (at least two years).

## Program of Study

### Program Requirement

Candidates in the Deaf Education Studies program are required to complete a capstone project that will result in a product and presentation. Each candidate works with the advisor to identify members to serve on the capstone committee.

The capstone proposal must include: (1) a justification for the project; (2) goals and learning outcomes; (3) learning activities; and (4) assessments of the learning outcomes. The proposal must also specify the nature of the product

and a plan for the presentation.

The committee will meet with the candidate to review and approve the proposal within two weeks of the submission. An approved capstone proposal must be signed off by the MA program director. Final capstone projects must be submitted to the committee and to the MA program director at least one month prior to graduation.

## Self-Designed Program Concentration

Fall 1			
EDU 720	Introduction to Research	3	
EDU 767	Capstone I	1	
EDU	At least 12 credits to meet Topics and Specialization		
Spring 1			
EDU 768	Capstone II	1	
EDU	At least 15 credits to meet Topics and Specialization		
<b>Online: ASL/English Bilingual ECE Concentration</b>			
Fall 1			
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3	
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3	
EDU 767	Capstone I	1	
EDU 771	Introduction to Educating Deaf Students with Disabilities	3	
EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3	
Spring 1			
EDU 720	Introduction to Research	3	
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3	
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3	
EDU 768	Capstone II	1	
EDU	Specialization Course (3)		
Summer 1			
EDU 764	Applications in ASL/English Bilingual Early Childhood	3	

EDU 765	Education for 0-5 The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens	3
<b>Online: Deaf Students with Disabilities Concentration</b>		
<b>Fall 1</b>		
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3
EDU 767	Capstone I	1
EDU 771	Introduction to Educating Deaf Students with Disabilities	3
EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3
<b>Spring 1</b>		
EDU 720	Introduction to Research	3
EDU 768	Capstone II	1
EDU 772	Classroom Management	3
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
EDU 779	Assessment of Deaf Students with Disabilities	3
<b>Summer 1</b>		
EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3
EDU 777	Differentiating Instruction in the Content Areas	3

## Government and Public Affairs

Web: Government and Public Affairs

*School of Civic Leadership, Business, and Social Change*

Dr. David Penna, Chair

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

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

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

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

## Master of Public Administration

### Overview

Web: Master of Public Administration

Dr. Geoffrey Whitebread, Program Coordinator

The program is especially appropriate for deaf, hard of hearing, and hearing professionals working in federal government agencies. This level of appropriateness was validated by the Deaf in Government (DIG) support group in a letter of support for the program where Mark McKay (former DIG president) said:

*"DIG regards this program as a way to fill a need for Deaf and Hard of Hearing individuals seeking a professional graduate-level degree for managers and aspiring managers in the executive levels of Federal, state, and local government."*

The need for this program was also confirmed by the Federal Office of Personnel Management's Center for Leadership Development and its Eastern Management Development Center (EMDC). The OPM and the MPA program entered into a formal collaboration that allows Deaf federal employees to be accepted into the MPA program and then take elective courses through the OPM's Center for Leadership Development.

### Mission

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

### Vision

The Master of Public Administration Program is the premier graduate program in the United States and throughout the World for preparing deaf, hard of hearing, and hearing professionals who work with deaf and hard of hearing colleagues, to manage and lead in public sector organizations. Our vision for the program is driven by a set of core values. We value:

#### A culture of respect and dignity

Deaf, hard of hearing, and hearing students who work with deaf people are treated with respect and dignity in the MPA program. They are perceived as our most important stakeholders-our customers. As our most important customers students are welcomed into our program and courses with open arms and with emotional support for

those who may lack self-confidence in their ability to perform at the graduate-level.

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

#### A culture of sacrificial service

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

#### A culture of personal responsibility

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

We value the highest principles of professional and academic integrity among our faculty and students. We strictly enforce professional and academic codes of conduct, including academic integrity policies and procedures.

#### A culture of fun while learning

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

#### A culture of success and excellence

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

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

profit agencies. Some students also use the MPA degree as a starting point for a doctoral-level degree.

### A culture of teaching, learning, and scholarly activity

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

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

### Direct communication with our students

We seek to admit students who already possess sign communication skills so they can communicate directly with their peers in classes, on campus, at work, and in social events. However, we recognize that there are Deaf, hard of hearing, and hearing non-signers who may apply for admission to the program. Those non-signers who are admitted to the program will be required to learn ASL as a graduation requirement. Interpreters or CART services are provided in those courses with non-signers enrolled.

### Public Service Values

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

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

public interest.

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

**Ethical Values:** public administration professionals must act at all times in ways that uphold the public trust by complying with common standards of ethical behavior. We value the highest principles of professional and academic integrity among our faculty and students. We strictly enforce professional and academic codes of conduct, including academic integrity policies and procedures and we emphasize how these same standards apply to leadership positions

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

### Program-Level Student Learning Outcomes

The MPA degree program is designed to help students satisfy a set of "universal required competencies" developed by the National Association of Schools of Public Affairs and Administration (NASPAA). These competencies drive the program's mission and they clearly support public service values. The required competencies are organized as five domains.

**Domain 1 - Leadership and Management:** Students possess the knowledge needed to perform effectively as managers and leaders in their organizations;

**Domain 2 - Public Policy Process:** Students understand the public policy process at the federal, state, and local levels, including formulating, implementing, and evaluating policy;

**Domain 3 - Critical Thinking and Decision-Making:** Students are consumers of research data and use that data to make managerial decisions;

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

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

### Course-Specific Student Learning Outcomes

The program of study for the MPA degree is 39 credits.

Each course in the program will have 3-5 course-specific student learning outcomes with accompanying learning opportunities, and learning targets.

## Requirements

- Bachelor's degree from a university or college with a graduating GPA of 3.0 on a 4 point scale.
- A 500-word essay describing career goals and how this program will help achieve those goals.
- At least 1 year of paid professional experience in a public sector or non-profit organization is preferred.

## Admissions Procedures and Requirements

Applicants for the Master of Public Administration must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements. Detailed program information and course descriptions are also available under the 'Overview' and 'Courses (p. 97)' tabs.

DEADLINE	DATE
<b>Due Date for Completed Application:</b>	June 30
<b>First Date for Consideration of Application:</b>	after receiving complete application

## Program Specific Requirements

- Bachelor's degree from an university or college with a graduating GPA of 3.0 on a 4 point scale.
- A 500-word essay describing career goals and how this program will help achieve those goals.
- At least 1 year of paid professional experience in a public sector or non-profit organization is preferred.

## Graduation Requirement

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

## Career Opportunities for Graduates

Professionals enrolling in and graduating from the MPA program will be able to use their degree for professional development opportunities within their current organizations or agencies. The MPA degree will also be helpful for graduates who are seeking new leadership opportunities in governmental and non-profit agencies.

Examples of employment opportunities for our alumni include:

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

A recent poll of our alumni income ranges indicated:

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

## Plan of Study

MPA 715	Administration Economics for Managers Elective	3 1-3
Summer Year I		
	Elective	1-3
Fall Year 2		
MPA 713	Budgeting in Public Sector and Non-Profit Organizations	3
MPA 714	Strategic Leadership and Management	3
MPA 796	Communication in Public Administration	3
Spring Year I		
MPA 716	Quality Management in Public Sector and Non-Profit Organizations	3
MPA 760	Ethics in Public Administration Elective	3 1-3
Spring Year 2		
MPA 790	Capstone Experience in Public Administration	3
MPA 839	Organization Theory and Design Elective	3 1-3

## Hearing, Speech, and Language Sciences

Web: Hearing, Speech, and Language Sciences  
*School of Education, Business, and Human Services*

Dr. Karen Garrido-Nag, Chair  
 Sorenson Language and Communication Center, Room 3117

The Department of Hearing, Speech and Language Sciences has offered graduate courses since 1957. The department's M.S. degree program in speech-language pathology was established in 1987. A clinical doctorate in Audiology (Au.D.) was initiated in 1998 to replace a long-standing M.S. program in audiology. Both programs are accredited by the Council on Academic Accreditation in Audiology and Speech-language pathology. The programs prepare highly trained audiologists and speech-language pathologists for a variety of educational, clinical, and rehabilitative settings.

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

Each graduate program offers unique opportunities for instruction and independent study within a framework designed to meet the goals and needs of the individual student. Close interaction among students, clinical educators, and faculty is provided in a setting that offers a wide array of academic and clinical experiences.

The clinical practicum varies from student to student. On-campus sites include the University's Hearing and Speech Center, the Child Development Center, Kendall Demonstration Elementary School, and the Model Secondary School for the Deaf. Housed in the Hearing and Speech Center are the audiology, speech-language pathology, and aural rehabilitation clinics. The center's professional staff provides the highest quality supervision for students in audiology and speech-language pathology, while also providing services to the Gallaudet and metropolitan D.C. communities. In addition to the variety of on-campus sites, off-campus affiliations offer the student an opportunity to gain experience through exceptional clinical internships. Among those facilities available are Children's National Medical Center, the National Institute of Health, Walter Reed Military Medical Center, the Listening Center at Johns Hopkins University,

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

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

***Graduate Programs offered:***

## Au.D. in Audiology

### Overview

Dr. Chizuko Tamaki, Program Director  
Sorenson Language and Communication Center, Room 2217

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

The Au.D. program is designed to produce audiologists who are able to function independently in all diagnostic and rehabilitative settings, serving individuals of all ages, including individuals who are deaf or hard of hearing. The program offers an intensive, broadly based academic curriculum together with an integrated sequential clinical experience that starts in the first semester, culminating in the final year with a full-time immersive externship experience. The curriculum was developed in accordance with the recommendations and guidelines of the American Speech-Language-Hearing Association (ASHA), the American Academy of Audiology (AAA), and the Academy of Rehabilitative Audiology (ARA).

In addition to providing a strong academic and clinical experience, the Gallaudet University Au.D. program has the unique charge of training audiologists who are

proficient in American Sign Language (ASL) and are knowledgeable of Deaf Culture, and who have particular expertise in serving members of the Deaf community.

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

### Admissions Procedures

Applicants for the Au.D. in Audiology must complete the application process and meet the requirements for graduate study at Gallaudet University. Please visit the Graduate Admissions website for more information and a checklist of application requirements.

DEADLINE	DATE
<b>Last Date for Consideration of Application:</b>	February 1

### Program Specific Requirements

GRE (*suspended for 2021 admissions cycle*)  
Three Letters of reference  
Interview

### Recommended Undergraduate Major

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

### Prerequisite Coursework

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

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

## Plan of Study

Year I - Summer session (10+3 PST Credits)			
HSL 807	Research Methodology in Audiology	2	
HSL 815	Principles of Acoustic Perception	3	
HSL 817	Anatomy & Physiology of the Auditory & Vestibular System	3	
HSL 831	Foundations of Clinical Audiology	1	
HSL 871	Clinical Lab: Hearing Evaluation	1	
PST	American Sign Language	3	
Year I - Fall semester (16+3 PST Credits)			
HSL 800	Multicultural Issues	1	
HSL 809	Introduction to Research in Hearing, Speech, and Language Sciences	1	
HSL 814	Instrumentation Lab	1	
HSL 819	Neural Bases of Hearing, Speech, and Language	3	
HSL 822	Auditory (Re)habilitation Across the Lifespan I	2	
HSL 828	Clinical Applications of Sign Communication I	1-2	
HSL 832	Diagnostic Audiology	3	
HSL 842	Amplification I	2	
HSL 872	Clinical Practicum: Introduction	1-2	
PST	American Sign Language	3	
Candidacy Examination			
Year I - Spring semester (16+3 PST Credits)			
HSL 820	Counseling in Audiology	1	
HSL 829	Clinical Applications of Sign Communication II	1	
HSL 833	Pediatric Audiology	3	
HSL 835	Clinical Auditory Electrophysiology	2	
HSL 837	Vestibular Studies I	2	
HSL 843	Amplification II	2	
HSL 847	Cochlear Implants I	1	
HSL 870	Hearing, Speech, and Language Science Research Lab	1	
HSL 873	Clinical Practicum-Advanced	2	
HSL 874	Clinical Practicum-Specialty Areas	1	
PST	American Sign Language	3	
Year II - Summer session (9 Credits)			
HSL 823	Auditory (Re)habilitation Across the Lifespan II	2	
HSL 838	Vestibular Studies II	1	
HSL 844	Amplification III	1	
HSL 848	Cochlear Implants II	2	
HSL 870	Hearing, Speech, and Language Science Research Lab	1	
HSL 877	Internship in Audiology	2-6	
Year II - Fall semester (11-12 Credits)			
HSL 836	Advanced Auditory Electrophysiology	1	
HSL 845	Communication Technology	1	
HSL 860	Seminar in Medical Audiology	2	
HSL 870	Hearing, Speech, and Language Science Research Lab	1	
HSL 874	Clinical Practicum-Specialty Areas	1	
HSL 877	Internship in Audiology	2-6	
	Elective	2-3	
Comprehensive Exam (Oral and MC)			
Year II - Spring semester (14-15 Credits)			
HSL 851	Central Auditory Processing Disorders -- Evaluation and Remediation	3	
HSL 853	Community and Industrial Audiology	2	
HSL 854	Tinnitus and Hyperacusis	1	
HSL 865	Professional Issues	1	
HSL 870	Hearing, Speech, and Language Science Research Lab	1	
HSL 875	Clinical Supervision	1	
HSL 877	Internship in Audiology	2-6	
	Elective	2-3	
Year III - Summer Session (6 Credits)			
HSL 858	Introduction to Practice Management	1	
HSL 879	Externship	1-6	
Year III - Fall semester (6 Credits)			
HSL 859	Private Practice Development/Clinic Management II	2	
HSL 879	Externship	1-6	
Year III - Spring semester (6 Credits)			
HSL 869	Current Topics in Audiology	1-2	

HSL 879	Externship	1-6
Year IV - Summer session (1 Credit)		
HSL 879	Externship	1-6

#### Additional Requirements:

- Students must take a minimum of two elective courses, totaling 5-6 credits, following the first semester of the program.
- Students must successfully complete candidacy exams.
- Students must successfully complete comprehensive exams.
- Students must compile a research experience portfolio, gathered through 4 semesters of HSL870: Hearing Speech Language Research Lab enrollment.
- Students must successfully complete ASL III.
- Students must accrue 1820 clinical clock hours; 1520 hours must come from direct client contact.

## Ph.D. in Hearing, Speech, and Language Sciences

The Ph.D. program in Hearing, Speech, and Language Sciences prepares students with a masters or clinical doctorate in a related field (e.g., Au.D., M.S. in SLP) for faculty and research positions in universities and other research facilities. The Ph.D. program consists of coursework in research methods and statistics, professional issues (teaching, grant-writing), and advanced topics in hearing, speech, and language sciences. Students are also expected to be continuously enrolled in ASL classes until they have successfully completed (or tested out of) PST 303.

Additional requirements include a qualifying examination, a supervised practicum in higher education teaching, a research internship leading to a pre-dissertation project, a candidacy examination, and a dissertation that addresses a critical question in hearing, speech, and language sciences. Students in the HSLS Ph.D. program have research opportunities within the department, as well as with other Gallaudet departments and affiliated programs in other universities and research sites.

If you have questions, contact us at  
phd.hsls@gallaudet.edu.

#### Admissions Procedures and Eligibility

Applicants for the Ph.D. in Hearing, Speech, and Language Sciences must meet the requirements for graduate study at Gallaudet University and have a masters or clinical doctorate in a related field. Individuals from traditionally under-represented groups (deaf or hard of hearing and individuals from underrepresented racial-ethnic groups) are especially encouraged to apply.

Prospective students are encouraged to explore the research interests of faculty in our department. Visit the Graduate Admissions website for more information and to apply.

#### Deadline to apply for this program:

Preferred deadline for international applicants: January 15  
Preferred deadline for domestic applicants: February 15

#### Admission Requirements

- Completed application (including application fee)
- CV
- Undergraduate and graduate transcripts, reflecting a GPA of 3.2 or higher and a master's or clinical doctorate in audiology, speech-language pathology, or a related field
- Three letters of recommendation
- Goals statement
- Writing sample
- Interview

#### Plan of study

##### Year I – Fall (12 Credits)

	PST ASL (3) American Sign Language	
EDU 801	Principles of Statistics I Or	3
PSY 711	Principles of Statistics	3
HSL 884	Advanced Topics: Speech Science	3
HSL 885	Advanced Topics: Language Science Cognate coursework	3

*Note: Excluding ASL from total credits*

Year I – Spring (13 Credits)			
	PST ASL (3) American Sign Language		
HSL 886	Advanced Topics: Hearing Science	3	
HSL 887	Lab Rotation	1	
HSL 888	Advanced Research Design I Cognate coursework	3 3	
	Cognate coursework	3	

*Note: Excluding ASL from total credits*

Qualifying Examination at end of semester

Year II – Fall (11-14 Credits)			
	PST ASL (3) American Sign Language		
HSL 889	Advanced Research Design II	3	
HSL 890	Instrumentation in Research	2	
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences	3	
HSL 897	Ph.D. Internship Cognate coursework	1-6 3	

*Note: Excluding ASL from total credits*

Year II – Spring (11-15 Credits)			
HSL 880	Guided Studies: Doctoral Candidacy Preparation 1	1	
HSL 881	Guided Studies: Doctoral Candidacy Preparation 2	1	
HSL 882	Guided Studies: Doctoral Candidacy Preparation 3	1	
HSL 891	Professional and Ethical Issues Seminar	2	
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences	3	
HSL 897	Ph.D. Internship Cognate coursework	1-6 3	

Year III – Fall (4 Credits)			
HSL 892	Dissertation Seminar	1	
HSL 896	Practicum in University Instruction	2-3	

### Year III - Spring and beyond

<i>I credit per semester until graduation</i>		
HSL 900	Dissertation	1-10

## M.S. in Speech-Language Pathology

### Overview

Dr. James McCann, Program Director  
Sorenson Language and Communication Center, Room 3202

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

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

The SLP program involves combined course, lab, and clinical work in speech, language, hearing and swallowing. Like other nationally-accredited speech-language pathology programs in the United States, Gallaudet's SLP curriculum is dedicated to speech sciences, research methods, language acquisition, clinical procedures, assistive technology, and multicultural experiences. It also includes instruction in and supervised clinical experiences with persons who have speech sound disorders, motor speech disorders, voice disorders, swallowing disorders, fluency disorders, language disorders, and neurogenic communication disorders. Unlike other accredited graduate programs, however, Gallaudet's program requires coursework or demonstrated competence in American Sign Language and competencies in working with children and adults who use ASL. Observation and practicum opportunities in the Hearing and Speech Center on campus are complemented with training experiences at a variety of hospitals, clinics, public and private schools, private practices, early childhood programs, and other acute and long-term care facilities in the Washington, DC metropolitan area.

Students accepted into the highly competitive SLP program also have opportunities to engage in research, not only through a dedicated master's thesis program, but also

with faculty mentors in the Department's research labs and clinic. Opportunities also exist for interprofessional collaboration (IPC), and for elective coursework in other departments and through the Consortium of Universities of the Washington Metropolitan Area.

#### Program specific requirements:

GRE preferred but MAT accepted (*suspended for 2021 admissions cycle*)

Three letters of reference

Goal Statement

Interview with SLP Program (Remote) (*for 2021 admissions cycle*)

#### Plan of study

##### Semester I - Fall

HSL 713	Language Development and Disorders I	3
HSL 714	Speech Science	3
HSL 744	Clinical Procedures in SLP	1
HSL 745	Clinical Statistics	1
HSL 746	Clinical Applications of Sign Communication	1
HSL 771	Clinical Practicum in SLP 1	1
HSL 824	Aural Rehabilitation: Adults	3
ASL	American Sign Language I	3

*American Sign Language I: or equivalent*

##### Semester II - Spring

HSL 723	Language Development and Disorders II	3
HSL 746	Clinical Applications of Sign Communication	1
HSL 753	Motor Speech Disorders	2
HSL 755	Neurogenic Speech and Language Disorders	3
HSL 772	Clinical Practicum in SLP 2	2
	Elective	1-3
ASL	American Sign Language II	3

*American Sign Language II: or equivalent*

##### Semester III - Summer

HSL 716	Audiology: Educational and Habilitative Implications	3
HSL 773	Clinical Practicum in SLP 3	1-4
HSL 826	Aural Rehabilitation: Pediatric	3
PST	American Sign Language	3

##### Semester IV - Fall

HSL 751	Stuttering	3
HSL 754	Speech Sound Disorders	3
HSL 760	Swallowing Disorders	3
HSL 774	Clinical Practicum in SLP 4	2-4
ASL	American Sign Language III	3

*American Sign Language III: or equivalent*

##### Semester V - Spring

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

**Subtotal: 57**

#### Additional Requirements

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

#### Department Requirements

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

#### Non-Clinical M.S. in Hearing, Speech and Language Sciences

The non-clinical M.S. in Hearing, Speech, and Language Sciences provides, at the discretion of the department, a degree in Hearing, Speech, and Language Sciences for full-time students who will not pursue the standard curriculum in audiology or speech-language pathology that would lead to obtaining the credentials required for clinical practice (e.g. ASHA certification, state licensure, etc.). Interested students should contact the department for details about this program.

## History

### *School of Arts and Humanities*

Dr. Roberto Sanchez, School Director

#### **Overview**

Dr. Brian Greenwald, Program Coordinator

**We are not accepting applications at this time. Please contact Brian Greenwald at [brian.greenwald@gallaudet.edu](mailto:brian.greenwald@gallaudet.edu) for more information.**

## Certificate in Deaf History

#### **Overview**

#### **Admissions suspended for the 2021-2022 academic year**

The Graduate Certificate Program in Deaf History offers training in the growing field of deaf history. It provides graduate level courses in a broad range of related topics, including Deaf American, European, Media, and Disability history. Our courses promote history research methods and content, emphasizing how techniques of social and cultural history can be applied to the history of deaf people and communities around the world. Professionals who learn about the history of deaf people will bring new insights and scholarship to their teaching, sign language interpreting, researching, writing, counseling, and social work.

#### **Admissions Procedures**

Applicants for the Graduate Certificate in Deaf History must complete the application procedures including a statement of goals and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	April 18

#### **Prerequisite Coursework**

Sign Language (or experience using Sign Language)

#### **Plan of study**

##### Required Courses for Certificate

HIS 731	History of the American Deaf Community	3
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#### **Electives**

HIS 732	One U.S. history course from the following electives	3
HIS 733	One European history course from the following electives	3
HIS 734	Two additional electives	6
HIS 735	History of Mass Media and the Deaf Community	3
HIS 736	Topics in European Deaf History	3
HIS 737	Deaf People in Hitler's Europe	3
HIS 738	History of Disability in the United States	3
HIS 739	Deaf Women's History	3
HIS 787	Introduction To Historical Methods and Research	3
HIS 793	History Research Project I	3
HIS 794	History Research Project II	3
HIS 795	Special Topics in History	1-3
HIS 799	Independent Study	1-3

# International Development

## M.A. in International Development

### Overview

Dr. Audrey C. Cooper, *Program Director*

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

### ***Admissions Procedures***

Applicants for the M.A. in International Development must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements. The International Development program has additional application requirements which are the following:

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

<b>DEADLINE</b>	<b>DATE</b>	MPA	Elective	3
<b>First Date for Consideration of Application:</b>	No Set Date		<i>MPA elective: or equivalent course as approved by academic advisor</i>	
<b>Last Date for Completed Application:</b>	No Set Date			
<b>Program Specific Requirements</b>				
A basic understanding of economics is necessary to complete coursework in Economic Development and Micropolitics. Therefore applicants must have passed an introductory course in economics.				
The ability to communicate across cultures in more than one language is both a distinguishing and expected skill of the international development professional. Therefore, novice ability in reading and writing another language or willingness to obtain novice ability in the first year.				
A videotaped response in American Sign Language to one of two questions asked by the department for review to demonstrate the ability to participate in discussion in a classroom setting.				
Three current letters of recommendation				
Interview with the Department				
<b>Plan of Study</b>				
<b>Year One - Fall</b>				
GOV 791	International Relations and Development	3		
IDP 770	Introduction to International Development	3		
IDP 772	Micropolitics of International Development	3		
IDP 779	Professional Seminar for International Development I	1		
MPA	Elective	3		
<i>MPA elective: or equivalent course as approved by academic advisor</i>				
<b>Year One - Spring</b>				
ECO 714	Economic Development	3		
IDP 771	International Development with Deaf People and People with Disabilities: Language and Inequality	3		
IDP 775	Project Design and Implementation for Social Change	3		
<b>Subtotal: 47</b>				

## Interpretation and Translation

Web: Interpretation and Translation  
*School of Language, Education, and Culture*

Dr. Paul Dudis, Interim Chair

Interpretation and Translation offers undergraduate and graduate programs in interpretation to educate Deaf, hard of hearing, and hearing students in the field of interpretation and prepare them for interpreting work in a variety of settings. Students learn and practice translation, consecutive interpretation, and simultaneous interpretation to apply in direct, relay and/or Deaf-Blind interactions. The department prepares graduates to interact and interpret effectively with Deaf, hard of hearing, deaf-blind, and hearing people, with an appreciation of diversity in a variety of communities in which they will work.

The faculty are highly qualified and experienced with national and international reputations in the fields of interpretation and interpreter education. Publications and presentations based on faculty research and development work contribute to the advancement of knowledge in interpretation and interpreter education and of quality interpreting services in Deaf and hearing communities. These endeavors also contribute to the advancement of knowledge in the fields of signed language and spoken language interpretation, translation, linguistics, and sociolinguistics.

### ***Graduate Programs offered:***

#### **Ph.D. in Translation and Interpreting Studies**

The Department of Interpretation and Translation offers a Ph.D. in Translation and Interpreting Studies with a focus on American Sign Language-English Interpretation. This program is available for experienced interpreters who meet the University's Graduate School and Department of Interpretation and Translation admission requirements. The program is designed to prepare future interpreter educators and researchers, who will provide exemplary leadership and scholarship in Translation and Interpreting Studies. The degree has a strong emphasis on research. A two-semester teaching residency completed on-campus is required, and a doctoral assistantship is required for the first 3 semesters of the program. Graduation from the MA:Combined Interpreting Practice and Research (MA:CIPR) or the MA:Interpreting Research (MA:IR) program at Gallaudet is encouraged. The program consists of two and a half years of coursework. Students advance to

doctoral candidacy through an examination after one year of coursework and take a comprehensive examination after 37 credits. Students complete a data-based research project and write a qualifying paper, followed by a dissertation proposal. After defending their proposal, students undertake a dissertation study and receive the Ph.D. after the successful completion of a dissertation.

### **Admissions Procedures**

Applicants for the Ph.D. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	January 15
<b>Last Date for Completed Application:</b>	February 15th or until all possible slots are filled. Students are accepted on a rolling basis.

### **Program Specific Requirements**

- MA in interpretation, translation or related field
- GRE or MAT
- TOEFL scores for international students
- A 15-20 page academic writing sample, or a 15-20 page essay, including references and citations (APA style) on the following: Please describe and assess three peer-reviewed articles or books in the field of Interpretation Studies that have shaped your thinking about the interpreting process and/or the role of the interpreter.
- Three letters of reference - at least one letter documenting your experience in the field and your potential for doctoral-level graduate study
- Evidence of professional certification as interpreter
- Minimum 3 years interpreting experience (five years strongly encouraged)
- ASLPI score of 4 for ASL users and an ASLPI score of 3 or the passing of a Department Screening for international students

### **Program of Study**

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

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

### **Doctoral Assistantship**

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

### **Research Internship**

For the research internship, students will work on all aspects of the research cycle with data-based interpreting research projects run by an experienced scholar or group of scholars. Students will also devote time to discussion of the internship with the instructor related to their research experiences, focusing both on the process and product of their work, in either independent meetings or a regularly scheduled seminar with other interns.

### **Teaching Internship**

The teaching internship site will be in the Department of Interpretation and Translation at Gallaudet University; preparation for the teaching internship occurs in the two preceding courses in which students examine the Gallaudet curricula at the Undergraduate and Graduate levels (our department is the only institution to offer both levels of interpreter education), compare and contrast it with other curriculums, and observe and assist in teaching with department faculty in the BA and perhaps the MA courses. This prepares the student to teach independently within the department for their internship.

### **Candidacy Examination**

After the first two semesters of coursework for full-time students, or 20 credit hours for part-time students, students

must successfully complete a written examination designed to evaluate a student's understanding, knowledge, and application of the approaches that underlie interpretation studies and pedagogical approaches. This examination will be in written English and requires a written response or a written translation of a signed response.

### **Comprehensive Examination**

Comprehensive examinations serve to assess that a doctoral student's knowledge and understanding of Interpreting Studies (IS) is at a sufficiently high level to begin dissertation research. Upon completion of 37 credit hours, students must successfully present a demonstration in ASL of their theoretical and methodological knowledge of IS and their grasp of the fundamental studies and works in IS. Students will also create a presentation on pedagogy including curriculum and course development, evidence-based teaching practices, assessment practices, and the instruction of specific interpreting skills.

### **Qualifying Paper**

Students are required to conduct a substantial data-based research project related to interpretation or translation, which results in a written qualifying paper. The process will be guided by a faculty advisor and will include conducting a review of relevant literature, writing a proposal (including IRB approval and/or small grants applications), collecting data, coding and analyzing data and creating drafts, which culminate in the completion of the final paper ready for submission to a journal.

### **Dissertation Proposal and Defense**

Students will prepare a proposal which includes an introduction to the study and the research question(s), a preliminary review of the relevant literature, a detailed research plan including a description of the methodology and plan for analysis, working references, an outline of the dissertation, and a timeline. Once the dissertation advisor deems the proposal ready for review by the committee, the candidate distributes copies to the committee members. When the proposal is ready for a defense, the chair of the dissertation committee will schedule a formal defense, and will notify both the Department Chair and the Ph.D. Coordinator.

### **Dissertation and Defense**

The dissertation is a professional product that not only represents the student's level of achievement, but also the scholarship generated by the program, the department, and Gallaudet University. The dissertation chair and committee members work to ensure the project demonstrates original

research that contributes to new knowledge and/or a reinterpretation of existing knowledge to the area of investigation. Students work closely with their chair, and occasionally with their committee members, throughout the proposal, research, and writing process.

### Plan of study

#### Semester I - Fall

INT 810	Interpreting Studies: Linguistic and Translation Dimensions	3
INT 812	Research Internship I Elective in linguistics or translation studies	1 3
	Elective in curriculum or assessment	3

#### Semester II - Spring

INT 813	Research Internship II	1
INT 820	Interpreting Studies: Socio-Cultural Dimensions	3
INT 821	Interpreting Pedagogy I Elective in curriculum, assessment, sociology, anthropology, or sociolinguistics	3 3

#### Semester III - Fall

INT 830	Interpreting Studies: Cognitive and Psychological Dimensions	3
INT 831	Interpreting Pedagogy II	3
INT 832	Research Internship III Elective in research methods, statistics, cognitive linguistics, cognitive science, or psycholinguistics Complete Candidacy examination	1 3

#### Semester IV - Spring

INT 833	Research Internship IV	1
INT 845	Guided Research Project	3
INT 841	Doctoral Teaching Internship I Complete Qualifying Paper	3

#### Semester V - Fall

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

#### Semester VI - Spring

INT 900	Dissertation Research Defend Dissertation Proposal	1-9
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#### Semester VII - Fall

INT 900	Dissertation Research	1-9
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#### Semester VIII - Spring

INT 900	Dissertation Research Defend Dissertation	1-9
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**Subtotal: 49-58**

### M.A. in Interpretation: Combined Interpreting Practice and Research

The concentration in Combined Interpreting Practice and Research is designed to prepare and educate Deaf, hard of hearing, and hearing persons in working as interpreters in Deaf and hearing communities. The program provides a multidisciplinary and interdisciplinary approach to interpretation instruction. The M.A. in Interpretation program consists of a comprehensive, sequenced, and integrated series of courses and experiences in five core areas: education, business and government, medical, mental health, and legal settings. These courses and experiences are intended to provide students with the necessary mastery of knowledge, techniques, and skills required for entry to professional work in the field of interpretation or advanced graduate study. Close interaction among students, mentors, and faculty is provided in a setting that offers a wide array of academic and interpreting experiences. This includes an interpreting practicum and rotation, along with an internship, which is developed on an individual basis for each student. This degree includes an overview research course followed by two semesters of guided research courses in which students conduct original research with the goal of producing a solid study in publishable form. This concentration follows a two-year format, consisting of four semesters followed by a summer internship. The program requires the completion of 48 credit hours of course work. An accelerated program is also available for students with a Gallaudet B.A. in Interpretation degree, requiring the completion of 33 credit hours of course work. The program also is available in a three-year format for students who need an additional year of advanced language classes. Part-time study is also available.

### Admissions Procedures

Applicants for the M.A. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate

Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	January 15th
<b>Last Date for Completed Application:</b>	March 15th or until all possible slots are filled. Students are accepted on a rolling basis.

### **Program Specific Requirements**

- Official transcript of all college work
- TOEFL score (international applicants)
- Three letters of reference - one letter should cite sign language skills
- An ASLPI result of 3 or higher
- After beginning the application process, the Department will send a one-time use only link to an online language screening. This screening is required as part of the application packet.

### **Graduation Requirements**

#### **NIC Knowledge Exam or CDI Written Exam**

Students are required to successfully pass RID's National Interpreter Certification (NIC) Knowledge Exam or RID's Certified Deaf Interpreter (CDI) Written Exam by December 1st during their last academic year in the MA in Interpretation program.

### **Practicum and Internship**

Practical classroom-based experiences are incorporated into each semester of the program. These experiences include directed observation in interpreting events on the university campus and in Washington, D.C., Maryland, and Virginia. Internship experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the M.A. in Interpretation program. Students and the internship coordinator will agree upon a suitable site, supervision, and plan of activity. Internship sites can be in any state in the U.S. and/or in other countries.

### **Examinations**

#### **Qualifying Examination**

At the end of the first year (in the two-year format), all students must successfully complete a qualifying examination including a conceptual component and a skills component. Students unable to achieve a passing score will be asked either to retake the examination or to withdraw from the program. Failure on this examination will be grounds for dismissal.

#### **Comprehensive Examination**

During the final year of full-time coursework, all students must successfully complete a comprehensive examination that will include a conceptual component and a skills evaluation. The conceptual component is offered to students in the final fall semester of the program and the skills evaluation in the final spring semester of the program. Students must take the skills exam in the semester immediately preceding internship with enrollment in the internship contingent on passing the skills exam.

### **Plan of study**

#### **Semester I (Fall)**

INT 701	History of Interpreting	3
INT 707	Structure of Language for Interpreters: American Sign Language and English	3
INT 720	Discourse Analysis for Interpreters	3
INT 726	Fundamentals of Interpreting	3

#### **Semester II (Spring)**

INT 734	Interpreting Legal Discourse	3
INT 735	Interpreting Mental Health Discourse	3
INT 736	Professional Practice I	3
INT 750	Research Methods in Interpretation	3

### **Qualifying Exam**

#### **Semester III (Fall)**

INT 744	Interpreting the Discourse of Education	3
INT 746	Interpreting Business and Government Discourse	3
INT 749	Professional Practice II	3
INT 777	Guided Research Project I	3

## RID NIC Knowledge Exam or CDI Written Exam

Semester IV (Spring)		
INT 754	Interpreting Medical Discourse	3
INT 778	Guided Research Project II	3
INT 781	Field Rotation	3
Comprehensive Exam		
Semester V (Summer)		
INT 785	Internship	3

## M.A. in Interpretation: Interpreting Research

The concentration in Interpreting Research is designed to educate Deaf, hard of hearing, and hearing persons who have demonstrated competence in interpreting and who wish to further their education and knowledge with an advanced degree. This degree is designed to respond to the professional development needs of professional interpreters and interpreter educators. The program provides a multidisciplinary and interdisciplinary approach to interpretation instruction. Education focuses on current academic knowledge in areas that include discourse analysis, comparative ASL and English for interpreters, analysis of interactions, and research. The first three areas of knowledge will also provide foundational knowledge and skills for conducting research. This degree includes an overview research course followed by two semesters of guided research courses in which students conduct original research with the goal of producing a solid study in publishable form. With this experience, graduates can continue their investigative interests through further education and study. This degree also prepares students to enter the Ph.D. in Interpretation program. The program follows a one year full-time format consisting of three semesters or a two-year part-time format consisting of four semesters. The program requires the completion of 30 credit hours of coursework.

### Admissions Procedures

Applicants for the M.A. in Interpretation must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	January 15th
<b>Last Date for Completed Application:</b>	March 15th or until all possible slots are filled. Students are accepted on a rolling basis.

### Program Specific Requirements

- Official transcript of all college work
- TOEFL score (international applicants)
- Three letters of reference - one letter should be from a consumer citing competence in interpreting
- Resume/Curriculum Vitae
- Valid certification from RID (CSC, NIC, CI/CT, CDI), NAD (III, IV, or V), AVLIC (COI), or documented equivalent for international applicants
- ASLPI result of 4 or higher for ASL users
- ASLPI result of 3 or higher for international students who are non-ASL users
- Portfolio of unrehearsed interpreting samples in applicants' working languages
- One additional goals statement relating to ethics and professional practice

### Graduation Requirements

#### Qualifying Paper

During the final year of coursework, all students must successfully complete a research-based paper. This paper will represent a substantial data-based research project related to interpretation. The research should address an important problem of manageable scope in the chosen field of study, and should make a significant contribution to the profession's theory or practice. The literature review for this research will be submitted separately for evaluation as a qualifying paper.

### Typical Program of Study (Two Years)

Semester I (Fall)		
INT 701	History of Interpreting	3
INT 707	Structure of Language for Interpreters: American Sign	3

INT 720	Language and English Discourse Analysis for Interpreters	3
INT 726	Fundamentals of Interpreting	3
<b>Semester II (Spring)</b>		
INT 750	Research Methods in Interpretation	3
	Elective	3
	Elective	3
<b>Semester III (Fall)</b>		
INT 777	Guided Research Project I	3
	Elective	3
Candidacy paper		
<b>Semester IV (Spring)</b>		
INT 778	Guided Research Project II	3

#### **Typical Program of Study (One Year - Full-time Only)**

<b>Semester I (Summer conducted ONLINE)</b>		
INT 701	History of Interpreting	3
INT 707	Structure of Language for Interpreters: American Sign Language and English	3
INT 750	Research Methods in Interpretation	3
<b>Semester II (Fall)</b>		
INT 720	Discourse Analysis for Interpreters	3
INT 726	Fundamentals of Interpreting	3
INT 777	Guided Research Project I	3
	Elective	3
Candidacy paper		
<b>Semester III (Spring)</b>		
INT 778	Guided Research Project II	3
	Elective	3
	Elective	3

## **Linguistics**

Web: Linguistics  
*School of Language, Education, and Culture*

Dr. Paul Dudis, Chair

The department is unique in that all students and faculty in the department share an abiding interest in the study of American Sign Language (ASL) and its use. The ongoing, innovative research carried out by the linguistics faculty is contributing substantially to what is known about the structure and use of sign languages. ASL and other sign languages are not only the subject of faculty and student research, but ASL is also the language of communication in the classroom.

### **500-Level Elective Courses**

Except for LIN 521 and LIN 541, Linguistics graduate students (both M.A. and Ph.D.) may take 500-level linguistics courses as electives. These 500-level courses are also offered to students in the undergraduate Linguistics minor and graduate students in other programs.

### **Graduate Special Students**

Non-degree graduate special students may take courses in the linguistics program provided that they meet the course pre-requisites, have the necessary sign language skill, and have the permission of the instructor. Completion of courses as a special student does not guarantee later admission to a degree program.

### **Graduate Programs offered:**

#### **M.A. in Linguistics**

##### **Overview**

Dr. Debbie Chen Pichler, Graduate Program Coordinator

Students may seek an M.A. in Linguistics either as their terminal degree or as a prerequisite for the Ph.D. program in Linguistics. However, students should note that successful completion of the M.A. program does not guarantee entry into the Ph.D. program; students must also submit a Ph.D. application portfolio which must be reviewed and unanimously approved by the Linguistics faculty.

The M.A. program is appropriate for students seeking linguistic knowledge as a foundation for work in such allied professional fields as language teaching, interpreter education, language planning, bilingual education, and

language assessment. Graduates of this program are sought for positions in interpreter training programs, faculty teaching posts at the college level, or, given the appropriate educational background, for positions as teachers of Deaf children.

Students pursuing the M.A. in Linguistics at Gallaudet receive solid grounding in linguistic theory, methods, and research with a special emphasis on sign language linguistics. The program begins with foundational courses in linguistic theory, centered on phonology, cognitive linguistics, and generative linguistics, focusing on both spoken and signed languages. Additionally, students receive training in working with new sign languages (Field Methods) and in various professional skills related to being a linguist (e.g. linguistic technical writing, use of video and software resources for analyzing sign data, applying for doctoral programs and jobs, etc.). In their second year, students select elective courses according to their interests; topics vary from year to year. The M.A. program requires 41 credit hours of coursework. Full-time graduate students normally complete the program in four semesters. The program is designed to be completed during the fall and spring semesters, without weekend or summer classes.

*\*NOTE: Students with prior coursework in linguistics from another institution may request course transfers and/or waivers for one or more courses, but these requests are approved on a case by case basis by the linguistics faculty.*

## Program Specific Requirements

### Sign Language Fluency

All applicants to the program must have sufficient fluency in American Sign Language (ASL) to participate fully in classroom discussions conducted in ASL. Applicants are requested to provide an ASL sample.

### Elective Courses in Linguistics

Students must complete at least 15 credit hours of elective graduate courses in linguistics. Elective courses may be taken through the consortium and should focus on aspects of linguistic theory or research related to the student's professional goals.

### Qualifying Examination

All students must take a qualification exam after the first semester of coursework. Students who do not achieve a passing score will be dismissed from the program.

### MA Viva Exam

The LIN MA Viva Exam is a program level assessment that occurs in students' final year of the LIN MA program. This examination is conducted in ASL. LIN faculty members will pre-select test questions related to course content for (a) Field Methods (LIN 571), (b) two of the three core areas of the LIN MA program (Phonology, Generative Linguistics and Cognitive Linguistics; the student chooses which two to include), and (c) one of the elective courses the student has taken (the student chooses which elective course to include). Students will be evaluated by a subset of the LIN faculty for accuracy, clarity and organization of their signed responses. Failure to pass the Viva Exam may be grounds for dismissal from the program.

### Plan of study

#### Core Courses

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

#### Semester I - Fall

LIN 701	Phonology I	4
LIN 702	Generative Linguistics I	4
LIN 721	Cognitive Linguistics I	4

#### Semester II - Spring

LIN 703	Proseminar	1
LIN 731	Phonology II	3
LIN 732	Cognitive Linguistics II	3
LIN 733	Generative Linguistics II	3

#### Semester III - Fall

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

#### Semester IV - Spring

	Elective #3	3
	Elective #4	3
	Elective #5	3

#### Sample of potential elective courses offered:

LIN 510	Introduction to First and Second Language Acquisition	3
LIN 537	Depiction, Iconicity, and	3

	Gesture	
LIN 543	Bilingualism	3
LIN 585	Prosody in Sign and Spoken Languages	3
LIN 741	Sociolinguistics in Deaf Communities	3
LIN 745	Languages and Cultures in Deaf Communities	3
LIN 801	Phonology III	3
LIN 802	Generative Linguistics III	3
LIN 811	First Language Acquisition	3
LIN 812	Second Language Acquisition	3
LIN 827	Cognitive Linguistics III	3
LIN 841	Discourse Analysis	3
LIN 842	Discourse Analysis: Conversation	3
LIN 843	Discourse Analysis: Narrative	3
LIN 860	Language Variation	3

## Ph.D. in Linguistics

### Overview

Dr. Debbie Chen Pichler, Graduate Program Coordinator

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

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

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

### Program of Study

Students who enter the LIN Ph.D. program with a Gallaudet LIN M.A. are required to have a minimum of 36 credits to complete the LIN Ph.D. followed by dissertation research. For these students, the doctoral curriculum consists of a total of 77 credits of coursework plus dissertation research. This means that those who have taken the 41 credits required by the M.A. curriculum must complete another 36 credits of advanced linguistics courses.

Students who enter the LIN Ph.D. program without a Gallaudet LIN M.A. are required to have a minimum of 62 credits to complete the LIN Ph.D., followed by dissertation research. This includes 22 credits of core courses to be taken in the first year, plus 4 credits to be taken in the second year. These students must also successfully complete the Qualifying Exam and Compendium, in addition to other Ph.D. program requirements.

All students must complete the following advanced courses, totaling 24 credit hours: Sociolinguistics in Deaf Communities (LIN 741), Guided Research Project (LIN 880, taken twice), Phonology III (LIN 801), Generative Linguistics III (LIN 802), Cognitive Linguistics III (LIN 827), Concept Paper (LIN 883) and Dissertation Proposal Development (LIN 890). An additional 12 credits of elective courses must also be completed, to be chosen by the student in consultation with the student's advisor. These courses should focus on aspects of linguistic theory, application, or research related to the student's professional or academic goals. Some electives may also be taken through the Consortium of Colleges and Universities.

### Guided Research Project (LIN 883) and GRP Presentation

Guided Research Project (GRP) LIN 880, 2 semesters. Students design and conduct an independent research project under the guidance of their dissertation advisor. Course requirements include a final paper and the following components, as applicable: development of an appropriate research plan, completion of the IRB human subjects review, and collection and analysis of data. The GRP typically is related to the student's dissertation topic, but is not required to be. The work done in the GRP is intended to lead to the independence necessary to complete dissertation research. Successful completion of LIN 880 is a prerequisite for LIN 883: Concept Paper. LIN 880 is typically taken during the first and second semesters of the first year.

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

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

LIN 883: Concept Paper serves as a transition from students' preparatory coursework to their dissertation proposal. Students will complete a concept paper on their proposed dissertation topic. This paper will include a statement of the research question(s) and a review of relevant literature, while it will focus primarily on (a) defining the key concepts relevant to the student's anticipated research plans and (b) making explicit any underlying theoretical assumptions.

LIN 883 is typically taken during the first semester of the second year. The concept paper must be completed in the first 10 weeks of the semester in order to provide time for the Field Exam and Concept Paper Presentation to occur. Students may register for a second semester of LIN 883 at the discretion of the Linguistics faculty (e.g. in cases where the student has selected a particularly complex topic and is making steady progress, or scores an Unsatisfactory on their Field Exam and is required to revisit and strengthen their Concept Paper).

The Field Exam is administered after the first 10 weeks of LIN 883 and prior to the end of the semester. Content of the exam will be determined by the student's Concept Paper. Three examiners (the LIN dissertation advisor who led the student's Concept Paper, a second LIN faculty member with expertise in some area relevant to the student's Concept Paper, and a third LIN faculty member who does not work in the area of the student's Concept Paper) will conduct in-depth questioning in areas pertinent to the student's Concept Paper topic. Student responses will be evaluated by all three examiners together as a Pass with Distinction, Pass, Unsatisfactory or Fail. Students who receive an Unsatisfactory score on the Field Exam will be required to retake the exam; students who Fail the Field Exam will be terminated from the program. Students who retake the Field Exam and receive either a score of Unsatisfactory or Fail will be terminated from the program.

After successful completion of the Field Exam the student will give a presentation on their Concept Paper. This is a

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

### **Dissertation Proposal Development (LIN 890) and Proposal Defense**

Each student seeking a Ph.D. will be required to complete a research-based dissertation on a topic acceptable to his or her doctoral committee. Students are expected to complete their dissertation proposal in one semester (LIN 890 Dissertation Proposal Development). However, those who fail to do so will be permitted to register for additional semesters of LIN 890 Dissertation Proposal Development, provided they maintain a passing grade each semester.

LIN 890 is the course in which students will develop their dissertation proposal, producing a research plan for answering the research questions posed in their Concept Paper. Emphasis will be on defining a project of appropriate scope, extending the literature review and selecting an appropriate research design and methodology. Students will meet regularly with their dissertation advisor for guidance and discussion, but are expected to pursue the bulk of the work independently. They may receive input from doctoral committee members. Once the full committee deems the proposal defendable, a defense date is set. The dissertation proposal defense is expected to happen at the end of the semester in which LIN 890 is taken. Students may not register for LIN 900: Dissertation Research until the proposal is successfully defended. All Ph.D. coursework must be completed or be on track to be completed by the semester the proposal defense occurs.

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

### **Dissertation (LIN 900) and Dissertation Defense**

Once students have successfully completed and defended their dissertation proposal, they advance to LIN 900 Dissertation Research. LIN 900 may be taken multiple times, provided students earn a passing grade each semester.

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

### Core Courses (Ph.D.)

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

#### Required

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

#### Elective Courses in Linguistics (selected sample)

EDU 801	Principles of Statistics I	3
EDU 802	Principles of Statistics II	3
LIN 510	Introduction to First and Second Language Acquisition	3
LIN 537	Depiction, Iconicity, and Gesture	3
LIN 543	Bilingualism	3
LIN 585	Prosody in Sign and Spoken Languages	3
LIN 745	Languages and Cultures in Deaf Communities	3
LIN 811	First Language Acquisition	3

LIN 812	Second Language Acquisition	3
LIN 841	Discourse Analysis	3
LIN 842	Discourse Analysis: Conversation	3
LIN 843	Discourse Analysis: Narrative	3
LIN 860	Language Variation	3

#### Core Courses in Statistics

#### Core Courses in Statistics: Ph.D.

*Core Courses in Statistics: These courses are required for students whose Ph.D. specialization requires statistical work. If taken, they replace two elective courses.*

### Core Courses (Ph.D.)

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

#### Required

LIN 571	Field Methods	4
LIN 701	Phonology I	4
LIN 702	Generative Linguistics I	4
LIN 703	Proseminar	1
LIN 721	Cognitive Linguistics I	4
LIN 731	Phonology II	3
LIN 732	Cognitive Linguistics II	3
LIN 733	Generative Linguistics II	3
LIN 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 802	Generative Linguistics III	3
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3
LIN 883	Dissertation Concept Paper	3
LIN 890	Dissertation Proposal Development	3

### Typical Program of Study (Ph.D.)

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

#### Year III - Fall

LIN 741	Sociolinguistics in Deaf Communities	3
LIN 801	Phonology III	3
LIN 880	Guided Research Project	3

#### Year III - Spring

LIN 802	Generative Linguistics III	3
LIN 827	Cognitive Linguistics III	3
LIN 880	Guided Research Project	3
	Present Guided Research	3

Project	LIN 880	Guided Research Project	3
Complete Qualifying Paper		Elective #1	3
Present Qualifying Paper		Compendium II	
<i>Present Guided Research Project: Pre-requisite to LIN 883</i>			
Complete Qualifying Paper and Present Qualifying Paper: may occur earlier or later; pre-requisite to LIN 890			
Year IV - Fall			
	LIN 741	Sociolinguistics in Deaf Communities	3
	LIN 801	Phonology III	3
	LIN 880	Guided Research Project	3
		Compendium III	
		Present Guided Research Project	
<i>Present Guided Research Project: Pre-requisite to LIN 883</i>			
Year IV - Spring			
	LIN 802	Generative Linguistics III	3
	LIN 827	Cognitive Linguistics III	3
		Elective #2	3
		Complete Qualifying Paper	
		Present Qualifying Paper	
<i>Complete Qualifying Paper and Present Qualifying Paper: may occur earlier or later; pre-requisite to LIN 890</i>			
Year V - Fall			
	Year III - Spring		
LIN 900	Dissertation Research	1-9	
		Elective #3	3
		Elective #4	3
	LIN 883	Dissertation Concept Paper	3
		Field Exam	
		Concept Paper Presentation	
Year V - Spring (and onward)			
LIN 900	Dissertation Research	1-9	
21 required credits + 12 elective credits = 33 PhD credits + Dissertation Proposal Development (LIN 890) and Dissertation Research (LIN 900)			
<b>Typical Program of Study (Ph.D.)</b>			
For students who did not complete the Gallaudet M.A. in Linguistics			
Year I - Fall			
LIN 701	Phonology I	4	
LIN 702	Generative Linguistics I	4	
LIN 721	Cognitive Linguistics I	4	
	Qualifying Exam		
Year I - Spring			
LIN 703	Proseminar	1	
LIN 731	Phonology II	3	
LIN 732	Cognitive Linguistics II	3	
LIN 733	Generative Linguistics II	3	
	Compendium I		
	Ph.D. Entrance Exam		
Year II - Fall			
LIN 571	Field Methods	4	
50 required credits + 12 elective credits = 62 PhD credits + Dissertation Research (LIN 900)			

## PhD Program in Educational Neuroscience (PEN)

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

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

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

The PEN program was approved by the Gallaudet Board of Trustees on May 17, 2013 and opened its doors to the first class of Ph.D. students in Fall 2013. The PEN program is thrilled to recognize its three new Assistant Professors, Dr. Clifton Langdon (language, reading, learning in deaf-blind individuals and children with cochlear implants, and the brain), Dr. Lorna Quandt (action perception and the brain), and Dr. Ilaria Berteletti (math, numeracy, and reading, and the brain). This is Gallaudet's first interdisciplinary Ph.D. program, and it includes Gallaudet University's National Science Foundation Science of Learning Center, Visual

Language and Visual Learning, VL2 (the PhD program's administrative home) and VL2's four national resource hubs (Petitto Brain and Language Laboratory for Neuroimaging, BL2, Motion Light Laboratory, ML2, Early Education and Literacy Lab, EL2, and the Translation in the Science of Learning Lab, TL2. It also includes the Departments of Psychology, Linguistics, Interpretation, Education, and Hearing Speech and Language Sciences.

### Application Requirements

Applicants for the Ph.D. in Educational Neuroscience must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

**Deadline to apply for this program: February 15, 2022** (Early applications will be considered)

### General Application Requirements

- Official transcripts of all undergraduate or graduate study (major preferred: biology, psychology, linguistics, cognitive neuroscience, education, interpretation, hearing speech and language sciences, philosophy, or other area related to Educational Neuroscience)
- 3.2 Undergraduate GPA or higher, a 3.6 or higher GPA in the undergraduate major
- An application fee of \$50
- A completed graduate school application form
- Goal statement
- Three (3) letters of reference

### Program Specific Requirement:

- GRE (General Test) scores (*suspended for 2021 admissions cycle*)
- At least two (2) of your three (3) letters of recommendation, which are required by Gallaudet's general application requirements, must address your potential for conducting advanced doctoral studies.
- Strong research background
- Narrative Statements - Both written English Essay and signed ASL digital "Essay"

In addition to the essay questions required in the Gallaudet Admission Application, please answer the question below

in written English and in ASL (please be sure to answer all parts. Length limit: English, maximum 4 pages. ASL, maximum 5 minutes)

*Explain your background research experiences, your future professional goals, and why you believe advanced graduate study specifically in the new discipline of Educational Neuroscience is the ideal course for you to achieve your goals.*

- Bilingual language knowledge - in both ASL and English
  - English competence to be determined by submitted written materials and by GRE scores
  - ASL competence to be determined by ASL digital essay and interview (if scheduled)
- Resume detailing academic, professional, and research experience is required.
- An example of a completed written project (e.g., research report, course paper)
- An undergraduate course in basic statistics.
- You may be called for an interview with faculty from the PEN program.

## Plan of Study

Fall I			
PEN 701	Educational Neuroscience Proseminar	3	
PEN 702	Contemporary Methods in Neuroimaging	1	
PEN 703	Foundations of Educational Neuroscience	3	
PEN 705	New Directions in Neuroethics	3	
PSY 711	Principles of Statistics	3	

*PEN 701: First part*

Spring I			
PEN 701	Educational Neuroscience Proseminar	3	
PEN 704	Foundations of Educational Neuroscience II	3	
EDU 802	Principles of Statistics II Open core elective	3	

*PEN 701: Second Part*

Summer I			
PEN 700	Cognitive Neuroscience Summer Lab Rotation I		4

Fall II			
PEN 801	Guided Studies I: Clerc Center/Pk-12 Schools and Two-Way Translation		3
	Core elective course		3
	Or		
	An equivalent course		3
	General Elective		3

*Core Elective Course: INT 830 or LIN 510 or EDU 860*

Spring II			
PEN 802	Guided Studies II: Research		3
	Core elective course		3
	Open core elective		3

*Note: Core elective course (advanced statistics) at Gallaudet University or consortium university*

Summer II			
PEN 710	Cognitive Neuroscience Summer Lab Rotation II		4

Fall III			
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences		3
PEN 803	Guided Studies III: Theory		3
	General Elective		3

Spring III			
PEN 900	Dissertation Research		1-6
	General Elective		3

Summer III (if needed)			
PEN 900	Dissertation Research		1-6

Fall IV			
PEN 900	Dissertation Research		1-6

Spring IV			
PEN 900	Dissertation Research		1-6

Summer IV (if needed)			
PEN 900	Dissertation Research		1-6

## Psychology

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

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

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

### **Graduate Programs offered:**

#### **Ph.D. in Clinical Psychology**

##### **Overview**

Dr. Lawrence Pick, Program Coordinator

The Department of Psychology offers a doctorate (Ph.D.) in clinical psychology, with specialization in working with deaf and hard of hearing populations. The program is based on a "scholar-practitioner" training model, with a life-span development philosophy and offers courses and opportunities for supervised practice with deaf people, with both early- and late-onset hearing loss. Students also develop general clinical skills through work with hearing populations.

The clinical program trains psychologists in both clinical and research skills. It prepares them to contribute to the field both by providing clinical services to deaf and hard of hearing individuals and by expanding the knowledge base

in areas of psychology important for working effectively with these populations. The doctoral program typically requires a minimum of five years for completion, one year of which is a full-time clinical internship. Students may apply to be awarded an M.A. in Psychology after completion of their predissertation research project and the comprehensive examination. This is usually awarded after the third year of study and is not a terminal degree.

The Clinical Psychology Program is accredited by the American Psychological Association. Information, comments, or questions about our accreditation can be directed to the Commission on Accreditation at the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002. Their phone number is (202) 336-5500 and their web address is <http://www.apa.org/ed/accreditation/index.aspx> for the Office of Program Consultation and Accreditation.

#### **Admissions Procedures**

Applicants for the Ph.D. in Clinical Psychology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	January 15
<b>Last Date for Completed Application:</b>	February 1

#### **Program Specific Requirements**

GRE General Test\*  
 Three Letters of Reference  
 Narrative Statements – Essay  
 Writing Sample  
 Resume  
 On-campus Interview by invitation in February-March

*\*The Graduate Record Examination (GRE; analytic, verbal and quantitative) is recommended but not required for 2021-2022 application cycle. Applicants will not be penalized if the GRE is not included in their application. For those who would like to submit their scores, use 5230 for the ETS institution code.*

#### **Prior Degrees Required**

Undergraduate Psychology Major or Minor, or Related Field

### Prerequisite Coursework

Statistics  
 Child Development  
 Abnormal Psychology  
 Experimental Psychology  
 18 hours of Undergraduate Psychology courses preferred

### Prior Professional Experience

Preferred

### Program of Study

Students complete approximately 100 hours of academic credit, including the following areas: biological bases of behavior, social bases of behavior, cognitive and affective bases of behavior, human development, research and analytic methods, ethics, psychological assessment, and psychological interventions. The program includes supervised practicum experiences and a research-based dissertation.

### Sign Language Requirements

Students must attain prescribed levels of sign language competency to enter their first practicum and to be permitted to apply for an internship. Students are required to score 2+ or above on the GU-ASLPI (Gallaudet University American Sign Language Proficiency Interview) before beginning their practicum, and a 3 or above before beginning their internship.

### Practicum Opportunities

Students from this program may participate in practicum activities with the Gallaudet University Counseling and Psychological Services (CAPS). Students who undertake or intend to undertake a practicum experience with the CAPS may not also receive clinical services from the center. Such students need to seek practitioners not associated with the CAPS and would be responsible for the costs of such services. The CAPS maintains a listing of outside service providers, many of whom have reduced fees for Gallaudet students. We recommend that students applying to this program carry health insurance with sufficient mental health benefits to cover the cost of such outside services.

### Plan of Study

#### First Year Semester I - Fall

PSY 710	Introduction to Applied Statistics in the Social Sciences	3
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PSY 712	Research Methods in Psychology	3
PSY 749	Intellectual Assessment: Measurement Principles and Applications	4
PSY 781	Clinical Psychology Ethics and Professional Issues	3
PSY 834	Adult Psychopathology	3
ASL	Class as needed	
<b>Semester II - Spring</b>		
PSY 703	Research Seminar	1
PSY 713	Psychological Statistics II	3
PSY 782	Foundations of Clinical Skills	3
PSY 836	Methods of Adult Psychotherapy	3
PSY 865	Personality Assessment: Projective Techniques	3
ASL	Class as needed	
<b>Summer</b>		
PSY 704	Research Seminar	1
PSY 851	Group Psychotherapy	3
PSY 866	Personality Assessment: Objective Techniques	2
	Predisertation Proposal Lit Review	
<b>Second Year Fall Semester</b>		
PSY 733	Child Development	3
PSY 784	Clinical Psychology Practicum I: Therapy (Fall)	3
PSY 785	Clinical Psychology Practicum I: Assessment (Fall)	3
PSY 840	Neuroanatomical & Neurophysiological Foundations of Neuropsychology	3
	One elective 800-level PSY course on psychological intervention	3
PSY 862	Multicultural and Urban Issues in Clinical Practice	3
PSY 800	Individual Research	1-12
<b>Spring Semester</b>		
PSY 723	Psychology and Deafness	3
	Or	
	One elective 800-level PSY course on psychological intervention	3

			Required:	
PSY 786	Cognitive or Affective course Clinical Psychology Practicum I: Therapy (Spring)	3	PSY 886	Clinical Psychology Externship
PSY 787	Clinical Psychology Practicum I: Assessment (Spring)	3	PSY 900	Dissertation Research Complete first draft of dissertation proposal
PSY 800	Individual Research	1-12		Summer
PSY 833	Adult Development and Personality	3		Comprehensive Examinations
Summer	Complete Predissertation Project		PSY 800	Individual Research
PSY 800	Individual Research	1-12	PSY 900	Dissertation Research
PSY 887	Practicum II: Summer Session	1-3	PSY 987	Practicum III: Summer Session
PSY 900	Dissertation Research	1-12		Fourth Year Fall Semester
Third Year Fall Semester				One elective 800-level PSY course on psychological intervention
PSY 800	Individual Research	1-12		One of the following two PSY courses:
	One elective 800-level PSY course on psychological intervention	3	PSY 809	Social Psychology and Human Diversity
	Or		PSY 820	History and Systems
PSY 862	Multicultural and Urban Issues in Clinical Practice	3	Required:	
One of the following two PSY courses:			PSY 900	Dissertation Research
PSY 809	Social Psychology and Human Diversity	3	PSY 985	Advanced Clinical Psychology Externship
PSY 820	History and Systems	2		Complete dissertation research proposal
Required:				Complete qualifying examination
PSY 885	Clinical Psychology Externship	3		Apply for internship
PSY 900	Dissertation Research	1-12		Spring Semester
Spring Semester				One of the following two PSY courses:
One of the following two PSY courses:			PSY 843	Neuropsychological Foundations and Assessment
PSY 843	Neuropsychological Foundations and Assessment	3	PSY 854	Psychopharmacology
PSY 854	Psychopharmacology	3	Required:	
One of the following three PSY courses:				One elective 800-level PSY course on psychological intervention
PSY 751	Psychology of Perception	3		3
PSY 752	Cognitive Psychology	3		
	One elective 800-level PSY course on psychological intervention	3	PSY 900	Dissertation Research
			PSY 986	Advanced Clinical Psychology Externship
				Summer
			PSY 800	Individual Research
			PSY 900	Dissertation Research
			PSY 987	Practicum III: Summer Session
				1-12
				1-12
				1-3

Fifth Year Fall-Spring-Summer		
PSY 900	Dissertation Research	1-12
PSY 999	Clinical Psychology Internship	1-6
Complete and defend dissertation		
Degree awarded in August		

## Psy.D. in School Psychology

Dr. Tania Thomas-Presswood, Program Coordinator  
*School of Human Services and Sciences*

The Doctor of Psychology in School Psychology (Psy.D.) Program in the School of Human Services and Science provides a comprehensive plan of advanced studies that integrates respect for diversity in theory and practice, basic and advanced psychological principles, consultative and interventionist skills, data-based and problem-solving approaches, and scholarly and research-based learning that advance the field of school psychology and the practice with students who are deaf and hard of hearing. The fundamental commitment of the program is to develop competent doctoral-level school psychologists who possess a sub-specialization in working with and serving deaf and hard of hearing children, skilled in the delivery of multiple services in a variety of settings (schools, private practice, hospitals, clinics, universities, etc.). The program is anchored in the Practitioner-Model. The goal of the Practitioner-Scholar model is to develop and produce practitioners informed by research and whose training prioritizes the acquisition of practical and hands-on-experiences.

The Psy.D. program in School Psychology requires completion of 97 graduate semester hours, including extensive practicum and internship experiences. The degree awarded at completion of the full program is the Doctor in Psychology (Psy.D.). The program generally requires four years to complete. The first year includes a 31-credit sequence of courses in psychology and related areas, courses in American Sign Language (ASL), and successful completion of comprehensive examinations. Successful completion of these requirements results in the Master of Arts degree in Developmental Psychology with a Specialty in Working with Deaf Children. The post-Masters (or 2nd – 3rd years) portion of the program requires an additional 66-semester credit sequence of courses emphasizing school psychological services, content areas, extensive practicum/externship experience, and completing a yearlong applied research project. The fourth year of the program requires a 12-credit, full-time school psychology internship, served in a school or

school/clinical setting anywhere in the United States, the completion of two Comprehensive Internship Case Studies, and taking the Praxis national exam. Upon successful completion of all internship year requirements, the Psy.D. in School Psychology will be awarded.

A series of “Transition Points” will guide candidates through the four-year curriculum toward Psy.D. Degree and eventual alumni status. The program identifies six Transition Points that serve as benchmarks for monitoring progress through the program. The six Transition Points are Entry into the Program, M.A. Degree in Developmental Psychology with a Specialty in Working with Deaf Children, Advancement to Practicum II, Advancement to Internship, Psy.D. Degree in School Psychology, and Alumni Status. A summary of requirements at each Transition Point is presented in Table 1. Faculty advisors will monitor candidate progress through each transition point.

**Table 1. Summary of Transition Point Requirements**

Transition Point	Requirements
1. Entry into the Program	Recommendation for admission by the Admissions Committee based on completed application (GREs optional; Psychology Major or Equivalent Course Background; GPA minimum 3.0; recommendation letters; interview, Personal Statements/Essays on experience related to deafness sub-specialization, the rationale for entering the profession, goals, & related work experience).
2. Awarding the M.A. in Developmental Psychology with Specialty in Working with Deaf Children	Successful completion of 31 semester hours of specified graduate courses, an additional six credits in ASL required, and comprehensive examinations.
3. Advancement to Practicum II	Completion of all previous transition points plus a prerequisite grade of B or above in Practicum I, successful ratings on Practicum I Field Supervisor/Faculty Surveys, and successful completion of the Communication Profile and ASL classes.
4. Advancement to Internship	Successful completion of M.A. plus 85 credits, Practicum II, successful Practicum II logs, successful Field Supervisor/Faculty Surveys (Practicum II and Consultation) and Pre-Internship Intervention Binders, completing a yearlong applied research project, and successful completion of the Pre-Internship File (Individual Internship Plan, and Communication Profile).
5. Awarding the PsyD Degree in School Psychology	Successful completion of all previous transition points plus 12 internship credits, a full-time academic year internship of at least 2000 hours, monthly Internship Logs, successful Field Supervisor/Faculty Survey, and Internship Intervention Binder (includes: Comprehensive Internship Case Studies (Assessment & Intervention), Family/Parent and Teacher Workshop Report, and Legal and Ethical Case Application Report), completion of the Candidate Exit Survey, Evaluation of Internship Site/Supervisor, and taking the Praxis II National School Psychology Test.
6. Alumni Status	Receipt of Praxis II National School Psychology Examination scores, completion of the Alumni Survey and Employer Survey (+ 3 years).

## Admissions Requirements

- A bachelor's degree (BA, BS) minimum
- Official Transcript of undergraduate or any graduate work
- Required undergraduate courses: Child Psychology/Developmental Psychology, Statistics, Research Design, and Abnormal Psychology.
- GPA 3.0 or higher
- GRE Scores optional
- Three letters of recommendation with one letter addressing the applicant's potential for advanced study and research.
- Personal Goal Statement
- Interview
- Resume
- All applicants must be able to pass a background check to be advanced to practicum or internship (Why? All school systems require a background check before granting access to school-age children for practicum and internship field experiences), and all applicants must demonstrate scholastic ability and interpersonal skills to be an effective psychological practitioner in the schools.

DEADLINE	DATE
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 1

## Typical Program of Study

Semester 1		
PSY 701	Legal, Ethical and Professional Issues in School Psychology	3
PSY 706	Equity, Diversity, Inclusion and Social justice in Schools and Communities	3
PSY 711	Principles of Statistics	3
PSY 723	Psychology and Deafness	3
PSY 743	Assessment I: History,	4

## Theory, and Psychometrics

Semester 2		
PSY 712	Research Methods in Psychology	3
PSY 733	Child Development	3
PSY 734	Memory and Learning	3
PSY 746	Assessment II: Intellectual Assessment	3
PSY 770	Practicum in School Psychology	3
Summer 1		
HSL 507	Audiology and Communication Access for Service Providers and Professionals	3
ASL	Class as needed	
Semester 3		
PSY 732	Child Psychopathology and Behavior Disorders	3
PSY 754	Biological Psychology: Brain & Behavior	3
PSY 760	School Psychology and Prevention Services	3
PSY 820	History and Systems	2
Semester 4		
PSY 748	Academic Assessment, Learning Disabilities & Evidence Based Interventions	3
PSY 762	Psychology of Emotion	3
PSY 766	Behavioral and Therapeutic Interventions with Children	3
PSY 854	Psychopharmacology	3
Summer 2		
Semester 5		
PSY 735	Applied Behavior Analysis	3
PSY 767	Consultation and Collaboration: Theory, Research, and Practice	3
PSY 771	Advanced Practicum and Supervision in School Psychology	3
PSY 774	Advanced Therapeutic Methods with Children and Adolescents	3
PSY 809	Social Psychology and Human Diversity	3

Semester 6		
PSY 702	Seminar for Professional Practice in School Psychology	1
PSY 705	Single Subject Methods for the Behavioral Sciences	3
PSY 765	Assessment III: School and Clinical Assessment of Child and Adolescent Personality and Behavior	3
PSY 768	Home/ School/ Community Collaboration, Family and Exceptionalities	3
PSY 773	Advanced Practicum and Supervision in School Psychology III	3
Semester 7		
PSY 790	Internship: Individual Case Study	3
PSY 791	Internship: Teacher Consultation and Counseling	3
Semester 8		
PSY 792	Internship: System Consultation and In-Service	3
PSY 793	Internship: Advanced Case Conference	3

## Specialist (Psy.S.) in School Psychology

### Overview

Dr. Tania Thomas-Presswood, Program Coordinator

### **\*\*no longer accepting students\*\***

The Department of Psychology offers a specialist degree program in school psychology (Psy.S.) with a subspecialization in deafness. The program provides a comprehensive plan of studies that integrates respect for diversity, basic psychology, practitioner skills, and educational planning. The faculty is committed to developing competent school psychologists who serve diverse students, including specialization in the area of deafness. The program has a solid core of academic and applied courses supplemented by extensive practica and a one-year internship.

The school psychology program is approved by the National Association of School Psychologists (NASP) and is part of Gallaudet's Educator Preparation Provider Unit which is accredited by the National Council for Accreditation of Teacher Education (NCATE); therefore, graduates of the Gallaudet program may receive

certification as school psychologists in the many states that recognize NASP/NCATE accredited training programs. The program identifies six NCATE Transition Points that serve as benchmarks for monitoring progress through the program: Entrance Into the Program, Awarding the M.A. in Developmental Psychology, Advancement to Practicum II, Advancement to Internship, Awarding the Specialist Degree in School Psychology, and Alumni Status. In keeping with national accreditation practices, school psychology students participate in the university TK20 Assessment System which requires a one-time fee. The completion of the specified school psychology program satisfies the training requirements for school psychology certification in the District of Columbia Public Schools.

### **Admissions Procedures**

Applicants for the Psy.S. in School Psychology must complete the application procedures and meet the requirements for graduate study at Gallaudet University. Visit the Graduate Admissions website for more information and a checklist of application requirements.

<b>DEADLINE</b>	<b>DATE</b>
<b>First Date for Consideration of Application:</b>	No set date
<b>Last Date for Completed Application:</b>	February 1

### **Program Specific Requirements**

GRE  
Three Letters of Reference

### **Required Undergraduate Major**

Psychology Major or Minor, or Related Field

### **Prerequisite Coursework**

Statistics  
Child Development  
Abnormal Psychology

### **Program of Study**

### **Core Curriculum**

The core curriculum consists of credit hour requirements in all professional areas required by the National Association of School Psychologists (NASP). The School Psychology Specialist Program is fully approved by NASP and as such maintains a core curriculum consistent with current NASP training standards.

## Additional Objectives

The additional program objective of training students with an expertise in deafness is framed within the following five special competency areas:

1. Communication and meeting the communication needs of all individuals whom one serves, which includes the development of American Sign Language (ASL) skill, as well as the ability to assess one's communication skills and adapt communication modalities to meet the specific needs of each child (ASL, manually coded English, oral/aural approaches, etc.).
2. Knowledge of deafness issues, including research, technological innovations, deaf culture, diversity within the Deaf community, and resources for families and the professional.
3. Psychoeducational considerations for children who are Deaf or hard of hearing, including modifications needed in use of standardized and non-standardized test instruments, interpretation of results, socialization issues, family issues, and the impact of additional disabilities.
4. Specialized psychological assessment and observational strategies for students who are Deaf or hard of hearing across diverse cultural, economic, linguistic, and personal developmental domains.
5. Knowledge of educational intervention techniques and curriculum adaptations for students who are Deaf or hard of hearing.

## Practicum and Internships

Supervised practicum and internship experiences are available at school and educational programs for deaf, hard of hearing, and hearing children in the metropolitan Washington area and across the United States. A background check is frequently a requirement of practicum and internship sites and will be the financial responsibility of the student before placement is made.

### Typical Program of Study and Core Courses

The graduate program in school psychology requires the completion of 72 graduate hours including practicum and internship experiences. The program generally takes three years: two years of course study (including practicum experiences) and a one-year internship.

The first year of the program includes a 30-credit sequence

of courses in psychology and related areas, additional sign communication courses, and successful completion of comprehensive examinations in two areas (cognition and behavior disorders). Successful completion of these requirements results in a master of arts degree in developmental psychology. The master's degree is usually awarded at the end of the first year of study.

The second year includes an additional 30-credit sequence of courses emphasizing school psychological services, successful completion of a comprehensive examination case study and an extensive practicum experience.

The third program year is a full-time school psychology internship placement (12 credits), which may be served in a school or school/clinical setting anywhere in the United States. During the internship year, students must complete two comprehensive internship intervention case studies. Upon successful completion of the internship year the specialist degree in school psychology is awarded.

## Typical Program of Study

### Year 1

#### Semester 1

PSY 701	Legal, Ethical and Professional Issues in School Psychology	3
PSY 711	Principles of Statistics	3
PSY 732	Child Psychopathology and Behavior Disorders	3
PSY 736	Psychological Development I: Learning & Cognitive Development	3
PSY 743	Assessment I: History, Theory, and Psychometrics	4

#### Semester 2

PSY 723	Psychology and Deafness	3
PSY 746	Assessment II: Intellectual Assessment	3
PSY 770	Practicum in School Psychology	3
	Any course in diversity and multicultural issues	3
	Any course in audiology	3

*Plus Sign Language Courses (6 credits) or waivers*

### Year 2

#### Semester 3

PSY 712	Research Methods in	3
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PSY 754	Psychology Biological Psychology: Brain & Behavior	3	Clinical Assessment of Child and Adolescent Personality and Behavior	
PSY 765	Assessment III: School and Clinical Assessment of Child and Adolescent Personality and Behavior	3	PSY 770 Practicum in School Psychology	3
			PSY 771 Advanced Practicum and Supervision in School Psychology	3
PSY 760	School Psychology and Prevention Services	3	PSY 772 Psychological Consultation:Externship	1
PSY 771	Advanced Practicum and Supervision in School Psychology	3	PSY 790 Internship: Individual Case Study	3
Semester 4			PSY 791 Internship: Teacher Consultation and Counseling	3
PSY 702	Seminar for Professional Practice in School Psychology	1	PSY 792 Internship: System Consultation and In-Service	3
PSY 748	Academic Assessment, Learning Disabilities & Evidence Based Interventions	3	PSY 793 Internship: Advanced Case Conference	3
PSY 766	Behavioral and Therapeutic Interventions with Children	3	Elective courses:	
PSY 767	Consultation and Collaboration: Theory, Research, and Practice	3	PSY 739 Psychological Development II:Language Development & Assessment	3
PSY 768	Home/ School/ Community Collaboration, Family and Exceptionalities	3	PSY 750 Language Intervention with Special Populations	3
PSY 769	Collaborative Problem Solving: Team Roles and Case Studies	2	Required electives:	
PSY 772	Psychological Consultation:Externship	1	A course in diversity and multicultural issues	
Year 3			A course in audiology, and	
Semester 5			A course in Research Methods	
PSY 790	Internship: Individual Case Study	3		
PSY 791	Internship: Teacher Consultation and Counseling	3		
Semester 6				
PSY 792	Internship: System Consultation and In-Service	3		
PSY 793	Internship: Advanced Case Conference	3		

Courses that must be taken at Gallaudet in the school psychology program:

PSY 701	Legal, Ethical and Professional Issues in School Psychology	3
PSY 743	Assessment I: History, Theory, and Psychometrics	4
PSY 746	Assessment II: Intellectual Assessment	3
PSY 765	Assessment III: School and	3

## Certificate in Sexuality and Gender Studies

Certificate in Sexuality and Gender Studies  
*School of Civic Leadership, Business, and Social Change*

Dr. David Barclay, Program Coordinator

The mission of the Sexuality and Gender Studies Program is to educate students regarding cultural, historical, and societal issues in the LGBTQ+ community, with particular attention to issues impacting the intersectional identity of deaf and hard of hearing LGBTQ+ people, and to prepare graduates to be inclusive, socially responsible, global community members and leaders.

### Admissions Requirements

Any student in good standing in the University may enroll in the Sexuality and Gender Studies Certificate Program by declaring their intention to the SGS Coordinator. In consultation with an advisor, the candidate for the certificate will design a program that complements their major field of study. No undergraduate course earned with a grade below "C-" and no graduate course earned with a grade below a "B-" will count toward the certificate. In addition, undergraduate students must earn a minimum grade point average of 2.0 and graduate students must earn a minimum grade point average of 3.0 in their respective certificate requirements.

### Plan of Study

#### Required Core Courses 12 credits

SGS 501	Introduction to Sexuality & Gender Studies	3
SGS 511	Seminar I: Foundations in Sex and Gender	1
SGS 512	Seminar II: Project Development	1
SGS 513	Seminar III: Creative Work Project	1-3
SGS 520	Internship in Sexuality and Gender Studies	3
SGS 530	Theoretical Perspectives on Sexuality and Gender	3

#### Elective Courses 6 credits

SWK 717	Cultural Competence Intimate Relationships LGBTQ+ Community and Mental Health Practice LGBTQ+ Theory and Therapeutic Interventions	3
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## Social Work

Web: Social Work  
*School of Civic Leadership, Business, and Social Change*

Dr. Kota Takayama, Program Coordinator

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

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

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

### ***Graduate Programs offered:***

#### **Master of Social Work (MSW)**

### **Overview**

Dr. Kota Takayama, Program Coordinator

The master of social work program at Gallaudet University prepares students for advanced social work practice with deaf and hard of hearing populations. Graduates possess the knowledge and skills to enter the profession as

practitioners in various settings, such as schools, health care agencies, family and child welfare agencies, mental health settings, disability organizations, corrections agencies, organizations that provide services to senior citizens, etc. Graduates possess knowledge and skills in areas of direct generalist practice with individuals, families, groups, organizations, and communities. Graduates may practice in areas such as policy, research, program development, and agency and community work.

The MSW program consists of 61 credit hours of study. The foundation curriculum consists of courses in eight core curriculum areas: human behavior and the social environment, social welfare policy and services, social work practice, research, field education, values and ethics, diversity, and populations at risk, including social and economic justice. Foundation students attend a concurrent field practicum with courses, entering the field of practice for two eight-hour days a week at an internship site. Students complete the first year of study with approximately 500 hours of field practicum experience in addition to course and lab credit.

The advanced curriculum concentration courses consist of advanced content in all of the curriculum areas. Graduates expand and deepen knowledge and skills acquired during the foundation year and develop special knowledge and skills needed for practice with deaf and hard of hearing populations. Students in the advanced year have a full semester of courses in the fall semester and a full block placement in the spring semester with two online courses. During the spring semester, students are placed in settings that require advanced social work practice skills. Students work at their internship sites for four eight-hour days, totaling thirty-two hours per week or 512 hours for the semester in addition to two online courses. At the completion of the second year of study, students graduate with 17 credits of field practicum (approximately 1012 hours of field practicum) and 44 course credits.

MSW students must achieve an ASLPI rating of 2 by the end of their foundation curriculum, prior to admission into the concentration curriculum. Students are responsible for scheduling their ASLPI evaluations by appointment with the Center for American Sign Language Literacy (CASLL) on the second floor of the Merrill Learning Center early in the fall semester of their first year in the program. ASLPI scheduling at the CASLL only occurs during a two-week sign-up period only at the beginning of the semester. This is the only time during a given semester that M.S.W. students may secure individual interviews.

Students not reaching the ASLPI rating of 2 in the fall semester must meet with their advisors to develop a plan of

activities (ASL classes and interaction activities), which will facilitate skill and rating advancement. It is the student's responsibility to register for these classes and activities, and to schedule subsequent ASLPI evaluations until the required rating is achieved. A rating of 2+ is required for graduation. Students not achieving the ASLPI rating of 2+ are required to provide a portfolio of documentation which would include the ASLPI or SCPI proficiency level(s) obtained and three letters of recommendation from individuals (internship supervisor, academic advisor, or others), along with everything else the students have done to improve their skills. Then the Social Work Department will make a decision based on that information, the student progress in the M.S.W. program, and the population and setting in which the student aims to work.

## **Two-Year Course Plan**

### **Foundation Year Curriculum: Generalist Practice**

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

#### **Semester I – Fall (16 Credits)**

HSL 507	Audiology and Communication Access for Service Providers and Professionals	3
SWK 711	Social Policy and Social Services	3
SWK 741	Social Work Practice I : Individuals	3
SWK 755	QualitativeSocial Work Research	3
SWK 771	Foundation Field Practicum I	4

#### **Semester II – Spring (15 Credits)**

SWK 706	Human Behavioral and the Social Environment II	3
SWK 742	Social Work Practice II	3
SWK 744	Social Work Practice with Families and Small Groups	2
SWK 756	Quantitative Social Work Research	3
SWK 772	Foundation Field Practicum II	4

### Concentration Year Curriculum: Deaf and Hard of Hearing Populations

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

#### Semester III – Fall (12 Credits)

SWK 709	Social Work Perspectives on Dysfunction	3
SWK 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
SWK 751	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3
SWK 752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3

#### Semester IV – Spring (15 Credits)

HSL 507	Audiology and Communication Access for Service Providers and Professionals	3
SWK 715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

The following courses are considered clinical course work which in addition to your MSW, qualify you for social work licensure examinations in states which specify clinical course credit: SWK 702, SWK 705, SWK 709, SWK 713, SWK 741, SWK 744, SWK 751, SWK 771, SWK 772, and SWK 783.

**Subtotal: 61**

### Three-Year Course Plan

#### First and Second Years: Foundation Year

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

#### Semester I – Fall (9 Credits)

SWK 705	Human Behavior and the Social Environment I	3
SWK 711	Social Policy and Social Services	3
SWK 755	Qualitative Social Work Research	3

#### Semester II – Spring (9 Credits)

HSL 507	Audiology and Communication Access for Service Providers and Professionals	3
SWK 706	Human Behavioral and the Social Environment II	3
SWK 756	Quantitative Social Work Research	3

#### Semester III – Fall (10 Credits)

SWK 741	Social Work Practice I : Individuals	3
SWK 771	Foundation Field Practicum I	4
	Elective	1-3

#### Semester IV – Spring (9 Credits)

SWK 742	Social Work Practice II	3
SWK 744	Social Work Practice with Families and Small Groups	2
SWK 772	Foundation Field Practicum II	4

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

#### Semester V – Fall (12 Credits)

SWK 709	Social Work Perspectives on Dysfunction	3
SWK 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
SWK 751	Practice with Deaf and Hard of Hearing Populations: Micro Interventions	3
SWK 752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3

#### Semester VI – Spring (12 Credits)

SWK 715	Disability Policy: Implications for Deaf and Hard of Hearing Populations	3
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

**Subtotal: 61**

## University Faculty

2021-2022

This list includes all full-time regular faculty as of July 2021.

**Makur Aciek**, CPA, *Associate Professor, Business*; B.S., Gallaudet University, MBA, Rochester Institute of Technology

**Sulaiman Adeoye**, *Instructor, Education*; B.S., Economics, University of Ilorin, Nigeria; M.S. Administration, Gallaudet University; M.S.E. Special Education, California State University Northridge; Ph.D., Special Education, University of North Carolina, Greensboro

**Nahar Albudoor**, *Assistant Professor, Hearing, Speech, and Language Sciences*, M.S., Boston University; Ph.D. University of Texas

**Thangi Appanah**, *Associate Professor, Education*; B.A., University of South Africa; M.A., Gallaudet University; Ph.D., Central Connecticut State University

**Gaurav Arora**, *Associate Professor, Science, Technology, Accessibility, Mathematics, and Public Health*; B.Sc. and M.Sc., University of Mumbai; M.S., Georgia State University; Ph.D., Georgia Institute of Technology

**Vanessa Arp**, *Instructor, Physical Education and Recreation*; B.S., Gallaudet University; M.S., McDaniel College

**Benjamin J. Baham**, *Professor, Deaf Studies*; B.S., Gallaudet University; M.Ed., Ph.D., Boston University

**David A. Barclay**, *Professor, Social Work*; B.A., University of Maryland; M.S.W., Gallaudet University; Ph.D., The Catholic University of America

**Ryan Barlongo**, *Lecturer II, Physical Education and Recreation*; B.S., Gallaudet University; M.S., McDaniel College

**Christi Batamula**, *Associate Professor, Education*; B.A., Geneva College; M.A., Gallaudet University

**H-Dirksen L. Bauman**, *Professor, Deaf Studies*; B.A., Colorado College; M.A., University of Northern Colorado; Ph.D., State University of New York, Binghamton

**Ilaria Berteletti**, *Assistant Professor, Program in Educational Neuroscience*; B.A., M.A., Université Catholique de Louvain (Belgium); Ph.D., Università degli Studi di Padova (Italy)

**Todd Bonheyo**, *Lecturer I, Science, Technology, Accessibility, Mathematics, and Public Health*; B.A., Gallaudet University; M.S., Slippery Rock University

**Miriam Elizabeth Bowman**, *Assistant Professor, Social Work*; B.A., George Mason University; M.S.W., Gallaudet University; Ph.D., Catholic University

**Derek C. Braun**, *Professor, Science, Technology, Accessibility, Mathematics, and Public Health*; B.A., Gallaudet University; M.A., Ph.D., University of Maryland

**Michael Brecheen**, *Lecturer II, Physical Education and Recreation*; B.S., Gallaudet University; M.S., Western Maryland College

**Jeffrey A. Brune**, *Associate Professor, History, Philosophy, and Religion*; B.A., Colorado College; M.A., Ph.D., University of Washington

**James H. Bruner**, *Instructor, Business*; B.S., Rochester Institute of Technology; M.S., Rollins College

**Lindsay Buchko**, *Instructor, Science, Technology, Accessibility, Mathematics, and Public Health*; B.S., M.S., Rochester Institute of Technology; Ph.D., Walden University

**William Burgess**, *Instructor, Communication*; B.A., Catholic University of America; M.Div., Pittsburgh Theological Seminary; Ph.D., Duquesne University

**Michelle Burke**, *Lecturer II, Science, Technology, Accessibility, Mathematics, and Public Health*; B.S., Howard University; M.S., Rensselaer Polytechnic Institute

**Teresa Blankmeyer Burke**, *Associate Professor, History, Philosophy, and Religion*; B.A., Mills College; M.A., Ph.D., University of New Mexico

**Sarah B. Burton-Doleac**, *Assistant Professor, Physical Education and Recreation*; B.S., Gallaudet University; M.Ed., McDaniel College

**Scott M. Carollo**, *Professor, Art and Theatre*; B.A., Gallaudet University; M.F.A., Savannah College of Art and Theatre and Design

**Gerardo Chacon**, *Associate Professor, Science, Technology, Accessibility, Mathematics, and Public Health*; B.S., Universidad de los Andes, Venezuela; M.A., Universidad de los Andes, Venezuela; Ph.D., University of Tennessee

**Moonhoon Choi**, *Instructor, Communication Studies*; B.A., M.A., Chung-Ang University; M.A., University of Florida; Ph.D., University of Wisconsin-Madison

**Emilia Chukwuma**, CPA, *Associate Professor, Business*; B.S., Gallaudet University; M.S., University of Baltimore

**Curtis Clemens**, *Assistant Professor, Physical Education and Recreation*, B.S., Winona State University; M.Ed., Columbia College; Ph.D., Oklahoma State University

**Pamela Collins**, *Assistant Professor, Interpretation and Translation*; B.A., M.A., Ph.D., Gallaudet University

**Steven Collins**, *Assistant Professor, Interpretation and Translation*; B.A., M.A., Gallaudet University

**Audrey Cooper**, *Associate Professor, Program in International Development*; BFA, Ohio University, Athens, Ohio; MS and MSW, City University of New York-Hunter College, New York, NY; Ph.D., American University

**Carolyn A. Corbett**, *Professor, Psychology*; B.A., Brown University; M.S., San Francisco State University; M.S., Ph.D., Pennsylvania State University

**Richard Cornish**, *Lecturer II, American Sign Language*; B.A. and M.A., Gallaudet University

**Teresa V. Crowe**, *Professor, Social Work*; B.S.W., University of Maryland; M.S.W., Gallaudet University; Ph.D., University of Maryland

**Mary Dakim**, *Lecturer II, Business*; B.S., M.A. Gallaudet University; Ph.D., Capella University

**Roberta L. Daniels**, *Lecturer II, Education*; B.A., Gallaudet University; M.S., McDaniel College; Ed.S., Gallaudet University

**Lori A. Day**, *Professor, Psychology*; B.S., Allegheny College; M.A., Ph.D., Gallaudet University

**Kenneth De Haan**, *Assistant Professor, American Sign Language*; A.S., B.S., M.S., Rochester Institute of Technology; M.A., Gallaudet University; Ph.D.

**Margaux Delotte-Bennett**, *Lecturer II, Social Work*, B.A., American University, M.S.W., Gallaudet University

**Stephanie D. Dolamore**, *Assistant Professor, Government and Public Administration*; B.S., University of Florida; M.N.P.M., Florida Atlantic University; D.P.A., University of Baltimore

**Paul G. Dudis**, *Professor, Linguistics*; B.A., Hunter College of the City University of New York; M.A., Gallaudet University; M.A., Ph.D., University of California, Berkeley

**Marina R. Dzougoutov**, *Professor, Communication Studies*; B.A., Gallaudet University; M.F.A., American University

**Margie English**, *Lecturer II, Interpretation and Translation*; M.A., Gallaudet University; M.B.A., University of Phoenix

**William T. Ennis III**, *Associate Professor, History, Philosophy, and Religion*; B.A., Gallaudet University; M.A., Ph.D., University of Iowa

**Sherry Eyer**, *Lecturer II, Psychology*; B.A., Flagler College; M.S., San Diego State University; Ph.D., Alliant International University/California School of Professional Psychology

**Hollie Fallstone**, *Senior Lecturer, Business*; B.S., M.S., Gallaudet University; Ph.D., Iowa State University

**Erin Farley**, *Assistant Professor, Sociology*; B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Delaware

**Julie L. Fennell**, *Associate Professor, Sociology*; B.A., University of North Carolina, Asheville; M.A., Ph.D., Brown University

**Paige E. Franklin**, *Professor, English*; B.A., M.A., Gallaudet University; M.A.T.E.S.O.L., American University; M.A., University of Maryland, College Park; Ph.D., The George Washington University

**Deanne Gagne**, *Assistant Professor, Linguistics*; B.S., Northeastern University; Ph.D., University of Connecticut

**Maribel Gárate**, *Professor, Education*; A.A., Texas Southmost College; B.S., University of Texas, Austin; M.A., M.A., Ph.D., Gallaudet University

**Karen G. S. Garrido-Nag**, *Associate Professor, Hearing, Speech, and Language Sciences*; B.S., University of the Philippines; M.S., Gallaudet University, M.Phil., Ph.D. City University of New York

**Reed A. Gershwind**, CMA, *Assistant Professor, Business*; B.S., California State University, Northridge; M.B.A., Rochester Institute of Technology

**Genie Gertz**, *Professor, Deaf Studies*; B.A., Gallaudet University; M.A., New York University; Ph.D., University of California at Los Angeles

**Elizabeth M. Gibbons**, *Associate Professor, Psychology*; B.A., State University of New York, Purchase; M.Ed., Ph.D., Temple University

**Marguerite A. Glass**, *Professor, Art and Theatre*; B.A., Baldwin-Wallace College; M.A., Ph.D., University of Maryland

**Cara L. Gormally**, *Associate Professor, Science, Technology, Accessibility, Mathematics, and Public Health*; B.A., St. John's College; Ph.D., University of Georgia

**Brian H. Greenwald**, *Professor, History, Philosophy, and Religion*; B.A., Gallaudet University; M.A., Ph.D., The George Washington University

**Johnston B. Grindstaff**, *Professor, Art and Theatre*; B.A., M.S., Gallaudet University; M.F.A., The George Washington University

**Simon I. Guteng**, *Associate Professor, Education*; B.A., M.A., Gallaudet University; Ph.D., University of Arizona

**Shilpa Hanumantha**, *Associate Professor, Psychology*; B.S., George Mason University; M.A., M.S., Ph.D., Gallaudet University

**Anita Harding**, *Lecturer II, Interpretation and Translation*; DipAdEd, Vancouver Community College; M.Ed. Simon Fraser University

**Kristen C. Harmon**, *Professor, English*; B.A., Culver-Stockton College; M.A., Ph.D., University of Missouri, Columbia

**Erin Harrelson**, *Assistant Professor, American Sign Language*; B.A., Smith College; M.A., John Hopkins University; M.A., Ph.D., American University

**Paul Harrelson**, *Assistant Professor, Interpretation and Translation*; B.A., University of North Carolina; M.A., Gallaudet University

**Kara Hawthorne**, *Assistant Professor, Hearing, Speech, and Language Sciences*; B.A., Brandeis University; M.A., Ph.D., University of Arizona

**Susanna C. Henderson**, *Lecturer II, Science, Technology, Accessibility, Mathematics, and Public Health*; B.A., Gallaudet University; M.S., McDaniel College

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# Courses

## ASL - American Sign Language

### ASL 595 - Special Topics (3)

Special Topics

Prerequisite: This section is designed for Graduate students.

### ASL 601 - Communication in Gestures I (1)

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

### ASL 602 - Communication in Gestures II (1)

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

Prerequisite: ASL 601.

### ASL 661 - American Sign Language Curriculum (3)

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

### ASL 695 - Special Topics (1-3)

Grading System: letter grades only.

### ASL 699 - Independent Study (1-3)

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

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

### ASL 709 - Sign Language Media Production (3)

Visual media has changed the way we communicate. With the advent of new tools and platforms, possibilities of

publishing has proliferated, allowing a wider discourse of ideas to be shared with a vast audience. This course explores these opportunities and will introduce students to the tools and skills necessary to produce digital media. Through a hands-on approach, this course will allow students to capture, import and edit digital video in a variety of platforms and genres. Students will participate in a workshop approach to hone their skills at "writing" through digital media.

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

### ASL 724 - Sign Language Linguistics for Sign Language Professionals (3)

This course involves a comprehensive review of current sign language linguistics research with emphasis on how such sign language linguistic research shapes sign language education. Through a literature-based and data-centric approach, students will investigate linguistic structure of signed languages in different areas including phonology, morphology, syntax, semantics, and discourse. They will then explore how such investigation has been incorporated into the sign language teaching literature and methodology.

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

### ASL 731 - Visual-Gestural Communication (2)

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

**ASL 741 - Methods of Sign Language Teaching (3)**

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

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

**ASL 743 - Curriculum Development for Sign Language Education (3)**

This course examines philosophical and historical roots of language teaching curricula through the lens of sign language teaching. Students will learn about the theoretical complexity of curriculum design intersected with the visual nature of signed languages and the diverse, multicultural nature of Signed Language communities. Curriculum design theories and approaches, systematic and sequential development involving needs assessment, lesson planning and evaluation will be covered. Students will study different Sign Language curricula and have opportunities to develop lessons and units within a curriculum.

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

**ASL 745 - Sign Language Teaching, Culture and History (3)**

Students in this course will analyze the integration of history and culture in sign language teaching curricula. Language is often taught with cultural and historical anecdotes. The history and culture of the Signed Language communities and Deaf people are very rich and diverse. Decisions behind choosing which historical and cultural content to include in Sign Language courses will be analyzed as well as theoretical implications of history and culture as a separate course of study within a language curricula.

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

**ASL 750 - Assessing Sign Language Skills (3)**

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

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

**ASL 752 - Sign Language Practicum (3)**

This course is a required professional field experience in the Sign Language Education program consisting a minimum of forty-five (45) observation and/or assisting hours. During this experience, the practicum student observes (and when appropriate, assists) sign language education. A required seminar is conducted regularly to review theoretical and practical applications of teaching, lesson planning, activities and assessment techniques. An important component of this course also includes preparing for the upcoming student teaching internship.

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

**ASL 760 - Connecting Sign Language Research to Practice (3)**

This course covers an introduction to research and is designed to develop student ability to locate, review, and critically evaluate sign language-related research studies. In addition, students will be introduced to quantitative and qualitative research methodology and concepts including reliability and validity. Research ethics, particularly for Signed Language communities will be explored. This course also includes techniques on how to develop a reciprocal relationship between research and practice.

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

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

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

interview process.

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

### **ASL 762 - Seminar in Sign Language Education - e-Portfolio (1)**

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

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

### **ASL 770 - Sign Language Planning and Advocacy (3)**

This course covers language planning and policy in transnational and national sign language communities. A commonality among these communities is that the natural signed language of deaf communities are often threatened by majority languages. Language policies vary, and successful (and not so-successful) activism will be studied. This course will include a study of four main components of language policy and planning: attitude, corpus, acquisition, and status planning. Connections will be emphasized between applied language planning in sign languages, settings in which linguistic advocacy takes place, and theoretical and empirical research in language acquisition and learning.

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

### **ASL 777 - Digital Pedagogy in the Sign Language Field (3)**

With the advent of non-traditional approaches to learning, including online and hybrid teaching, this course examines the role of electronic elements in enhancing pedagogical methods of sign language education, curriculum and classroom. Digital tools are especially more paramount with visual-spatial languages such as signed languages. This course will explore integration of video-based tools into the curriculum as one way to teach and assess signed language acquisition and development. Students will be encouraged to engage in a critical examination of various theoretical schools of thought regarding digital pedagogy.

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

### **ASL 790 - Sign Language Teaching Internship (3)**

This course is the final professional experience in the Sign Language Education program and is a required field experience consisting a minimum of forty-five (45) consecutive teaching hours. During this experience, the student teacher is mentored by a cooperating faculty and by an university supervisor. Students with extensive sign language teaching experience, and with approval of the department, may undertake an on-the-job internship placement. A required seminar is conducted regularly to share teaching challenges, celebrate successes and to exchange useful teaching techniques.

Prerequisite: ASL 752; a B grade or above is required; and program consent/approval.

### **ASL 795 - Special Topics (1-3)**

Grading System: letter grades only.

### **ASL 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **ASL 895 - Special Topics (1-3)**

Grading System: letter grades only.

### **ASL 899 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

## BIO - Biology

### **BIO 711 - Human Genetics (3)**

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

### **BIO 795 - Special Topics (1-3)**

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

### **BIO 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

## BUS - Business Administration

### **BUS 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is for graduate students only.

## COM - Communication Studies

### **COM 795 - Special Topics**

In many professional fields, communication and networking is probably the major factor in creating opportunities for job success and promotion. This course, designed for Deaf and Hard of Hearing professionals, will enable participants to analyze, identify, and recognize issues enabling them to become more aware of their communication and networking paradigm. This will enable them to better understand the challenges they face in the

workplace and gives them an opportunity to develop goals and objectives in their work plan to address challenges and issues faced by them. Enrollees in this course will cover some aspects of communication theories and how these apply to where they work. Learning modules, examinations, reading assignments and group projects will be conducted online. Group projects will involve development of action plans for each individual through feedback among members of the group and can serve as a road map for their communication and managerial goals.

## COU - Counseling

### **COU 695 - Special Topics (1-3)**

Grading System: letter grades only.

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

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

### **COU 702 - Play Therapy (3)**

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

Prerequisite: Graduate level standing.

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

This course will review current practice in the area of substance abuse prevention for children and youth, as well as focusing the prevalence and characteristics of several substance use disorders, the impact of such disorders on

the individual and the community, their relevance for school counselors on current research in this area. The course will also address prevalence of substance use disorders among ethnic and cultural groups, gender and socio-economic levels. This will be accomplished through readings, lectures, class discussions, class projects and case presentations. Students will become familiar with different methods and programs to use with children and youth of different ages.

### **COU 708 - Counseling for Wellness and Human Development (3)**

Wellness can be defined as a way of life oriented toward optimal health and well-being, in which the individual integrates mind, body, and spirit to experience life more fully. It is both an outcome and a process. Wellness will be considered in the context of human development and transitions across the life span. This course looks at wellness from a counseling perspective and is designed to explore the theories, research, techniques, and activities that enhance well-being in the client and counselor throughout life. The course is grounded in wellness models that integrate a holistic perspective to the overall mental health of individuals, families, and organizations. Attention will be given to addressing client strengths, optimism, happiness, hope, and resiliency, particularly through practices drawn from various cultural traditions. The format of this course is didactic, experiential, and interactive.

Co-requisite: COU 721; or permission of instructor.

### **COU 709 - Culture, Identity & the American Deaf Community (3)**

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

School, and Community.

Prerequisite: COU 730.

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

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

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

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

### **COU 714 - Emotional & Behavioral Disorders Across the Lifespan (3)**

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

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

**COU 715 - Family Therapy (3)**

This course is designed to examine the major contemporary theories and approaches in couples, marital and family therapy. From this framework, candidates will also consider the applicability of these theories in working with deaf children, adolescents, adults and families with deaf members. Examined will be major concepts of family dynamics and the family life cycle, with additional emphasis on families with deaf members. Candidates will be introduced to key concepts involving 1) the understanding of functional and dysfunctional relationships which often occur within couples and families and which also may occur between the client/family and therapist or other professionals involved with deaf persons, 2) the formulation and implementation of clinical intervention techniques to modify dysfunctional individuals, couples or families and larger than family dynamics. Activities will include lecture, class discussion, case presentations, and role playing simulation sessions with post-session discussions. A major emphasis is placed on the development and becoming of the couples, marital and family therapist.

Prerequisites: COU 732.

**COU 716 - Psychopharmacology for Counselors (1)**

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

Prerequisites: Graduate level standing.

**COU 717 - Lifespan Development (3)**

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

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

**COU 720 - Introduction to Research for Counselors (3)**

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

**COU 721 - Foundations in Helping Skills I (4)**

This introductory course provides students with an understanding of essential interviewing and counseling skills necessary to develop a therapeutic relationship with clients from diverse backgrounds, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Counselor characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills are covered. This course facilitates student self-awareness and sensitivity toward Deaf culture and other multicultural issues that facilitate relationships among people. Ethical issues in working with clients are reviewed. The instructional format including lectures, discussions, small group activities, and student engagement in role playing and simulated counseling sessions.

**COU 723 - Counseling Deaf Students with Special Needs (3)**

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

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

### **COU 728 - The Cycle of Substance Abuse (3)**

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

Prerequisites: Graduate level standing.

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

This course is designed for students' personal and professional development in the area of social and cultural diversity awareness development and multicultural counseling. Effective and meaningful multicultural work with culturally diverse clients/groups/communities requires helping professionals to develop a continuing awareness of self; increased knowledge and practical understanding of others' world-views; and an ever changing and evolving skill set for effective engagement with diverse individuals/populations. Throughout the course students will begin to develop their own "cultural portfolios" through the activities and experiences in and outside of the classroom setting that have been designed to draw out personal thought, reflection, evaluation-re-evaluation, and interpersonal dialogue on related issues of cultural relevance and social justice work as a helping professional. This course will facilitate deeper awareness, broader knowledge and understanding, and provide a framework to developing multicultural competence as a counselor all the while addressing the impact of culture and power on an individual, his/her family, community, organizational structures and systems of power that reflect culture. The course takes a meta model approach to identity, and views people as being multifaceted and members of multiple cultural/language groups including but not limited to race, ethnicity, religious diversity, disability, socioeconomic status, gender, sexual orientation, age, language, education, and much more. Throughout the course, there is considerable use of experiential learning exercises including individual, pair, small and large group dialogue and activity in and outside of class, regular reading, didactic teaching of theoretical concepts, frameworks, and

practices, guest presentation and use of media reflect the teaching approaches.

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

### **COU 731 - SIMSOC: Simulated Society (1)**

SIMSOC is an experiential learning simulation activity developed in the 1960's by William Gamson that explores system / organizational dynamics, processes of large scale conflict, protest, social control, and social change. The simulation is played over two full consecutive days, and then is followed by an extensive debriefing, and an additional follow up and application session. During the simulation, participants are assigned membership into one of four "regions" of the SIMSOC "society". Each individual is given specific roles, responsibilities, and resources. During the SIMSOC experience, participants deepen their own understanding of themselves and others as they address complex intra- and inter- group communication, team-building, trust building, negotiation skills and other aspects of fact to face multicultural interactions. Participants will also have the opportunity to explore the challenge of creating a Utopian society. They experience the dynamics between individualism and collectivism as they seek to satisfy specific individual "goals" while simultaneously working to ensure the survival and developing culture of the society as a whole. This course is required for all Department of Counseling students (both Mental and School Counseling majors). The course is an elective course for non-counseling graduate students with Instructors permission.

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

### **COU 732 - Theories and Approaches in Counseling and Psychotherapy (3)**

This course provides graduate counselor trainees with a foundation in the counseling treatment approaches commonly used in school, community, mental health counseling settings. This course is fundamental in developing skills in assessment of client needs and application of effective preventive and therapeutic counseling interventions. This course emphasizes the appropriate application of counseling and psychotherapy theories to culturally diverse populations of children and adults.

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

**COU 734 - Lifestyles and Career Development (3)**

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

Prerequisite: COU 710.

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

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

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

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

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

**COU 740 - Practicum in School Counseling (4)**

This course is the beginning level of fieldwork experience in the school counseling program. The intent of this course is to introduce students to the basic roles and duties of a professional school counselor in a local (Washington DC-MD-VA Metropolitan Area) educational setting for deaf/hard of hearing students, K-12. This first semester of fieldwork is two days a week (Tuesdays and Thursdays), 8 hours/day, for the duration of at least one semester. The total numbers of clock hours for the Practicum is a minimum of 150 hours, 40-60 of which are direct client contact hours. (Note: the actual total clock hours for one semester is 240 based on the calculation of 16 hrs/week for 15 weeks). The focus of this first fieldwork experience is for the student to develop competency in building rapport with their clients, site supervisor, and other significant school personnel. Students develop a basic understanding of their educational setting and its organizational structure, management and administration; and specifically the administration and operation of a comprehensive, developmental counseling program in a school that serves deaf and hard of hearing students. Students engage in basic school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews and basic behavioral assessments, conducting psycho-educational groups and guidance activities, etc. Students also experience and learn about the purpose of individual and peer group supervision. These experiences help facilitate the students' personal growth and professional identity development as they promote students to explore and apply different theories of counseling; deepen their self-awareness and ability for individual and collective reflection; and share both successes and challenges with supervisors and other practicum students during group supervision. Site supervisors are encouraged to provide clients from diverse racial-ethnic (at least 40% to 50% of total number of clients) and cultural backgrounds, age levels, gender, as well as those with a wide range of counseling issues and needs.

Prerequisites: Successful completion of first semester courses with a "B" or better in: COU 712, COU 717, COU 721, COU 730, COU 732; successful completion of first semester transition points; permission of program director.

**COU 741 - Internship I in School Counseling (4)**

This course is the intermediate level of fieldwork experience in the school counseling program and typically

takes place in the 4th semester of the student's program. It is also often a continuation in the same educational setting that the student begins for Practicum. The focus of this second fieldwork experience is for the student to expand upon his/her personal and professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12), site supervisor, and other significant school personnel; engaging in both prevention and intervention counseling strategies and techniques with individuals and possibly group counseling opportunities; and begin to engage in effective practices as a professional school counselor with regard to client/family advocacy, leadership, consultation, collaboration and teaming, and affecting change on a systemic level. The student is expected to deepen his/her knowledge and understanding of his/her educational setting and its organizational structure, management and administration; and specifically the administration and operation of its counseling services. Furthermore, there will be emphasis placed on linking counseling theory and practice with the added incorporation of case conceptualization into this semester of students' case presentations. Students will also be exposed to consultation and collaboration models and will be encouraged to explore and develop their own style of consultation and collaboration. Students may engage in school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews, behavioral assessments, group counseling and guidance activities; leadership, advocacy, and collaboration activities, etc. See "School Counseling Fieldwork Manual" for additional information regarding requirements for: instructors, students, faculty supervisors, site supervisors, clinical instruction environment.

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

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

This course is the first in a sequence of practica and is one of major experiential components of the Clinical Mental Health Counseling Program. By the end of this course, students will have developed entry-level counseling skills, which include the ability to provide counseling, prepare reports and treatment plans, and to work directly with and be supervised by experienced professionals in mental health settings. Counseling skills will be reviewed by

faculty and site supervisors using student self-report, recorded sessions, and/or live observation. A focus will be on students developing reflectively through the use of supervision.

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

#### **COU 743 - Practicum II in School Counseling (3)**

This course is the beginning level of fieldwork experience in the Summers & Online School Counseling program. The intent of this course is to introduce students to the basic roles and duties of a professional school counselor in a K - 12 educational setting for deaf and hard of hearing students. This first fieldwork experience is a minimum of 100 hours for the duration of at least one semester. Students engage in basic school counseling duties including guidance activities, psycho-educational groups, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes), IEP/ITP planning and implementation, intake interviews and basic behavioral assessments. Students also participate in individual and peer group supervision with the goal of developing reflectively.

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

#### **COU 748 - Principles of Assessment in Counseling (3)**

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

Prerequisite: Counseling Major Only.

#### **COU 751 - School Based Group Counseling (4)**

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

placements. Students will also participate in a 10-week group process experience.

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

### **COU 752 - Counseling Individuals with Multiple Disabilities (3)**

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

Prerequisites: 9 credits of undergraduate psychology.

### **COU 753 - Group Psychotherapy (4)**

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches. To obtain real-life group experience, students are required to participate in a 15-hour process group experience led by another instructor.

Prerequisites: COU 710 and COU 732.

### **COU 758 - Counseling Students with Additional Special Needs (3)**

This course is designed to expose school counseling majors to children with special needs, psychiatric disorders, and low incidence disabilities in the school program. Students will study the various medical and psychosocial issues of students with disabilities, including students who have multiple disabilities. Emphasis will be placed on both preventative and remedial mental health services as well as collaborative and consultation services. Specific instruction in developing the social/emotional component of the IEP, developing behavior plans, and providing consultation in behavior management, social skills development, independent living skills training, and transition planning will also be discussed.

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

### **COU 765 - Crisis and Trauma Counseling (2)**

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

Prerequisites: Completion of COU721 and COU732.

### **COU 768 - Techniques and Skills in Psychotherapy (3)**

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

### **COU 770 - Diversity Foundations 1 (3)**

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

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

### **COU 771 - Diversity Foundations 2 (3)**

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

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

### **COU 772 - Cultural Diversity Encounter (3)**

Over the course of a semester period ( 15 weeks ) in their home communities, students will engage in an interactive cultural diversity experience (through combined observation and actual interactions) with a cultural group/community different from their own. The design and approval for this study will take place during Diversity Foundations 2 in the summer prior to the fall semester in which this practicum experience begins. The objectives of the practicum are to develop deeper awareness, knowledge and appreciation for another cultural group. Students will

notice the skills that they have/need to develop in order to work effectively with culturally different groups. They will continue to reflect on themselves as cultural beings and how their own identities and worldviews impact the way in which they perceive, understand and interact with people who are culturally different from themselves.

Prerequisites: COU 770 and COU 771.

### **COU 773 - Multicultural Interviewing and Assessment (3)**

This class provides an understanding of the importance, history and ethical/legal issues related to culturally/linguistically competent assessment. Its focus is on ethnic/racial diversity; however, deafness issues are woven into the discussion. The class will provide frameworks, approaches, considerations and strategies for engaging diverse clients, conducting culturally appropriate intakes and clinical interviews, and gathering assessment information through a variety of means. We will explore strategies for helping the client/family understand the purpose of our questions. We will look at establishing allies in the cultural communities who can help interpret culturally and linguistically. We will review the major assessment tools and tests used with standard, culturally diverse and special need populations, focusing on understanding the appropriateness and usefulness of the instruments relative to the backgrounds of the clients, the protocols utilized, potential biases and how validity might be affected. We will examine use of the results, including feedback to the client and family, recommendations and referrals.

Prerequisites: COU 770, COU 771 and COU 772.

### **COU 774 - Multicultural Strategies and Interventions (3)**

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

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

**COU 790 - Internship II in School Counseling (12)**

This course is the culmination of the experiential training component of the school counseling programs and represents the most advanced level of fieldwork. Counselor trainees engage in full-time, 5 days per week internships in educational settings that primarily serve deaf and hard of hearing students (K-12). The intent of this internship is for trainees to experience as wide a range of supervised school counseling services as possible, including: individual and group counseling; school guidance and prevention oriented activities; career and transitional counseling; parent/family education, referral and advocacy; individual education and transition goal planning and related interventions; and activities of leadership development, advocacy, collaboration, coordination, teaming and systemic change that fully support the academic, career, and personal-social needs of students. The focus of this final fieldwork experience is the trainee's further expansion, refinement, and strengthening of professional counseling competencies in working effectively with diverse deaf/hard of hearing students and their families and communities. Students are expected to deepen their knowledge and understanding of their educational setting, including its organizational structure, management and administration and specifically the administration and operation of its counseling services. Another focus of this internship is to continue to develop through reflective use of supervision.

Prerequisite: Completion of COU 741 or COU 743.

**COU 792 - Internship I in Clinical Mental Health Counseling (8)**

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

Prerequisite: COU 742.

**COU 793 - Extended Internship in Mental Health Counseling (4)**

This course is a continuation in the series of practica that is major experiential components of the Mental Health

Counseling Program. As such, the student's experience will reflect increasing complexity and will build on the skills learned in COU 742 and 792. By the end of this course, students will have advanced their entry-level counseling skills to the point where they include the ability to conduct clinical intake interviews, establish appropriate treatment goals, formulate a clinical rationale for work with clients using a sophisticated structure, apply immediacy skills in counseling sessions, and consistently integrate an accepted ethical decision making model into their work. Counseling skills will be reviewed by supervisors using student self-report, videotaped sessions, and/or live observation. A focus will be on trainees continuing to develop reflectively through the use of supervision.

Prerequisite: COU 792.

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

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

Prerequisite: COU 792.

**COU 795 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: COU 732.

**COU 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

**DAS - Data Science****DAS 532 - Fundamentals of Geographic Information Systems (3)**

The course introduces students to ArcGIS Online, an online Geographic Information System (GIS) application from Esri. With GIS, the student can explore, visualize, and analyze data; create 2D maps and 3D scenes with several layers of data to visualize multiple data sets at once; and share work to an online portal. GIS analytics tools are used in many disciplines and fields of practice including public health, history, sociology, political science, business, biology, international development, and information technology. In the end of the course, students will have the opportunity to take additional training on GIS applications in their specific field of interest.

Prerequisite: Permission of instructor. This section is designed for Graduate students.

**DST - Deaf Studies****DST 595 - Special Topics (3)**

Grading system: letter grades only.

Prerequisite: This section is designed for Graduate students.

**DST 695 - Special Topics (1-3)**

Grading System: letter grades only.

**DST 699 - Independent Study (1-3)**

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

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

**DST 700 - Deaf Studies Research Methods I (3)**

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

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

**DST 701 - Deaf Studies Research Methods II (3)**

This three credit course is designed as a guided research course to support students' progress with their individual thesis research topics and methodologies within the field of Deaf Studies. This course is the second of two courses that provide students with experience in preparing their thesis proposals. Students will select their methodology, conduct a literature review, gather preliminary data if applicable, and complete the necessary steps to gain approval for their data collection procedures, such as IRB approval and CITI certification. Students will be introduced to ethical conduct in research, the Institutional Review Board procedures, and grant writing. They will complete and defend their thesis proposals at the end of this course.

Prerequisite: DST 700.

**DST 703 - Foundations in Deaf Cultural Studies (3)**

The course serves as an introduction to graduate study in Deaf Studies. Students are guided in reflecting on the past, present, and future of Deaf Studies scholarship. Exploring the historical trends and debates in Deaf Studies, we seek out foundational questions about deaf lives and communities, including identities, power, culture, and framing from interdisciplinary perspectives. Leading with stories and lived experiences, students connect theory with practice in preparation for subsequent courses within the Deaf Studies Master's Program. The course also aims to develop critical reading and writing skills important to graduate level scholarship.

Prerequisites: Matriculated in DST MA Program.

**DST 705 - Language, Culture, and Power (3)**

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

Prerequisite: Matriculated in DST MA Program.

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

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

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

This class will explore the historical, medical, social,

political, philosophical, and cultural influences that have constructed the categories of "normalcy", "disability" and "deafness". Building on the writing of Michel Foucault and critical work in the field of disability studies, this course will inquire into the institutions that have enforced standards of normalcy, throughout the nineteenth and twentieth centuries to the present. Primary attention will be paid to the rise of medical authority in the West, the history of eugenics, and contemporary bioethical issues confronting disability and deaf communities.

**DST 714 - Critical Pedagogy (3)**

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

**DST 725 - Literary Practices for Deaf Children (3)**

This course focuses on further analysis of relevant laws and policies when it comes to sign language rights, particularly for young Deaf children. Topics include legislative process, regulations writing, power of position statements/policy papers, analysis of federal and state laws. The benefits of mobilization and sociopolitics including the use of framing in media will also be discussed.

Prerequisite: Matriculation in the Deaf Studies program.

**DST 733 - Theorizing the Contemporary (3)**

This course links theory with debates and issues central to contemporary deaf lived experiences situated in locations throughout the world. This course draws from foundational texts in the social sciences and humanities, as well as more recent theoretical directions and avenues of inquiry in Deaf Studies. Throughout this course, we will consider major theoretical perspectives as they have been applied in Deaf Studies. These perspectives will be discussed in terms of their historical precedents and their applicability to contemporary deaf lived experiences. Our aim is to understand the ways in which Deaf Studies scholars use specific concepts, their paths of inquiry and methodology, as well as contemplate future directions for scholarship in Deaf Studies. We will keep returning to the same question: where is-or could be-Deaf Studies today and how does-or could it-work as critique? In short, we will be critiquing Deaf Studies and thinking of it as critique in itself.

Prerequisite: Permission of the Department.

**DST 735 - Sensory Studies (3)**

This course investigates the role of vision and the senses, sensory practices and sensory politics in the deaf community through its visual-tactile nature. By drawing on new theoretical approaches in the study of the senses, this course will explore representations and visual culture, the theory and the politics of sensory perceptions; and the cultural practices of architecture, museums, memorials, film, video, sign literature and resistance art. Through discussions, projects, and presentations, students will gain and articulate a critical understanding of the role of the senses in art and deaf space within a phonocentric world.

Prerequisite: Permission of the Department.

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

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

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

**DST 740 - Studies in the Human Rights of Deaf People (3)**

This course traces the development of the human rights of deaf people within the wider context of the emergence of the concept of universal human rights after WWII. The formation of international institutions such as the United Nations, and the growth of international nongovernmental organizations dedicated to human rights work has allowed non-state actors significant opportunities to develop and use human rights tools to protect particular minorities. The emergence of the concept of linguistic human rights has been applied to signing communities and the concept promoted in the Convention on the Human Rights of Peoples with Disabilities. The concept and the Convention will be examined in depth and applied to the linguistic human rights of contemporary Deaf communities.

Prerequisite: Students must be enrolled in the Concentration in Language and Human Rights or permission of the instructor.

**DST 741 - Development of the Transnational Deaf Public Sphere (3)**

This course will provide students with a comprehensive understanding of the contemporary transnational Deaf public sphere. Students will study the origination and spread of international meetings among Deaf people and the concurrent formation of transnational Deaf networks. Students will study key concepts and review case studies in transnational studies which will then be used to interrogate the nature of interconnections between Deaf communities across the globe.

Prerequisite: Students must be enrolled in the Concentration in Language and Human Rights or permission of the instructor.

**DST 742 - Linguistic Human Rights and Deaf Communities (3)**

This course provides students with a survey of the concept of linguistic human rights. First included as an international right in the 1948 Universal Declaration of Human Rights, linguistic human rights has become an important concept for identifying and furthering the rights of peoples based on languages. Students will examine the historical and theoretical underpinnings to this concept as it emerged within human rights discourse and tools which have been developed from this concept to further human rights aspirations based on language. The course will look at how this concept has been - and continues to be - used with deaf communities.

**DST 743 - Community Organizing for Social Change (3)**

This course provides a multicultural perspective of community organizing for social change in parallel in understanding the deaf community's past and ongoing campaigns for equal rights from an advocacy perspective. Topics covered include organization structure, politics, ethics, inclusion, systematic challenges, and more.

Prerequisite: Enrolled in the Deaf Studies MA program.

**DST 744 - International Connections and International Sign Among Deaf People (3)**

For nearly two centuries, deaf people have circulated in international spaces, exchanging ways of living as deaf people across local, regional and international borders. This course will introduce students in deaf studies and sign language interpreting to the history, motivations, and dynamics of transnational connections among deaf people. This circulation of peoples and ideas over time is explored through framing networks of signing deaf people as

composed of translocal as well as transnational methodologies of circulation. Attempts at articulating a shared experience of being deaf across geographical distances will be discussed alongside differences regarding mobility, power and resources among deaf people around the globe. These circulations are enabled through a communication practice known as International Sign, where both conventionalized signs and a broad repertoire of visual communication strategies are utilized to enable communication across different sign language communities. The course will give students a basic introduction to the concept and practice of International Sign.

**DST 745 - At the Intersections: Deaf Studies, Race, Disability, and Empire (3)**

A seminar course for graduate students on global themes in Deaf Studies. This course offers an examination of interdisciplinary attempts to construct deaf lives. Using a thematic approach, this course pulls together the themes of race, disability, citizenship, and empire. The course explores the notion of the Other to better understand various dynamics of structural power that meets at the intersection of deaf lives. How does race, disability, and other forms of Otherness interface with deaf ways of being? We interrogate the challenges of the archive in excavating knowledges about other deaf lives. Students will discuss scholarship in critical race theory, colonialism, orientalism, and indigeneity. This course aims to animate questions and new modes of critique.

**DST 750 - Seminar in Deaf Cultural Studies [Topics to be specified] (3)**

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

Prerequisite: completion of first year DST MA curriculum or permission of instructor.

**DST 780 - Deaf Studies Master's Project I (3)**

The Deaf Studies Master's Project is a required, culminating project which demonstrates student's exemplary achievement as a Master's student. Under the supervision of Department faculty, students will develop projects that significantly advance knowledge in one of three concentrations: Cultural Studies, Language and Human Rights or Early Language Advocacy. Students may elect to produce a traditional Master's thesis, a creative project, or an applied advocacy project. During the first semester, students will develop and defend their project, including a demonstration of the project's significance, appropriate research methodologies and a detailed plan of

action.

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

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

The Deaf Studies' Masters Project II is a required, culminating project which demonstrates students' exemplary achievement as a Master's student. Under the supervision of Department faculty, students will develop projects that significantly advance knowledge in either Cultural Studies, Language and Human Rights and Early Language Advocacy. Students may elect to produce a traditional Master's thesis, a creative project, or an applied advocacy project. During the second semester, students will present and defend their project. All students take DST 781 for 3 credits. In the event students do not complete their thesis at the end of DST 781, they enroll in 781 a second time as a one-credit course.

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

**DST 790 - Deaf Studies Internship (3)**

Students will undertake an internship in a placement and role that is suited to their professional pursuits. These may include serving as Teaching Assistants, Research Assistants within the University or an off-site placement determined by the Department and student.

Prerequisites: 1st year core curriculum complete.

**DST 795 - Special Topics (1-3)**

Grading System: letter grades only.

**DST 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

## ECO-Economics-Finance

### ECO 714 - Economic Development (3)

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

Prerequisite: Matriculation in the Master of Public Administration or International Development program.

## EDU - Education

### EDU 600 - K-12 Curriculum and Instructional Technology (3)

This course will familiarize students with the nature and importance of curriculum in education from K-12. The course also provides an initial experience in integrated curriculum planning that incorporates the use of current technologies. Current theories of assessment, curriculum, instruction and learning across diverse educational settings are applied in classroom laboratory settings. Content assessments and evaluation in the candidate area(s) of study are emphasized. Field experience in a school setting is a required part of this course.

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

### EDU 601 - Reading and Writing for Teachers K-12 (3)

This course for K-12 teacher candidates provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities using a multicultural perspective. In this course, candidates explore literacy issues, research, and effective practices in reading and writing instruction and assessment; make personal connections in defining literacy, in experiencing first-hand the reading and writing processes, and in reflective and responsive teaching;

discuss ways to motivate and engage learners in authentic and meaningful language use through reading and writing.

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

### EDU 602 - Educational Technology (2)

This course is designed to familiarize students with various educational technologies. Students will learn how to use, troubleshoot, and integrate technology into their instruction. Emphasis will be on presentation, collaboration, and organization of technology tools to support student learning.

Pre- or corequisite: EDU 600 or equivalent.

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

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

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

### EDU 620 - Historical & Curricular Foundations of Early Childhood Education (2)

This course provides an introduction to the field of early childhood education. The course will include the study of the foundations of early childhood education including: theories, models, evidence-based practices, issues and developmentally appropriate practice. In addition, the course will address the role of the teacher, families, and other professionals in supporting young children (ages 3-8).

Pre- or Co-requisites: EDU 622, and admission to the program or permission of the program director.

### EDU 621 - Literacy Teaching and Learning: Early Childhood (3)

This course for teacher candidates specializing in early childhood provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English language learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore in depth an integrated approach to the study of

early childhood literacy, curriculum building, methods and materials for literacy instruction, including language development, reading and writing.

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

**EDU 622 - Observing, Documenting and Assessing Young Children's Development (3)**

This course prepares teacher candidates with the basic techniques for observing, documenting, and interpreting the development and behavior of young children. Candidates will learn to utilize child observation and documenting methods to gather information on development and learning and to make inferences for education planning based on information gathered. The main focus for this course is on the development of diverse learners (3-8 years old) within developmental domains (e.g., social-emotional skills, cognitive, language, and motor skills.)

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

**EDU 624 - Integrative Methods for Early Childhood Education:Preprimary (3)**

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, birth through preschool. Focus will be on curriculum based in home-school interactions, as well as the integration of language arts, reading, science, social studies, mathematics, and creative expression. 20 hours of related field experience required.

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

**EDU 626 - Integrative Methods for Early Childhood Education: K-3 (3)**

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, 6 to 8 years of age. Focus will be on curriculum based in home-school interactions, as well as the integration of all subject areas (social studies, mathematics, language arts, reading, arts, science, and physical education). 30 hours of related field experience is required.

Pre- or Co-requisites: EDU 620 and admission to the program or permission of the program director.

**EDU 628 - Student Teaching in Early Childhood Education (9)**

This course is the final professional experience in the early childhood education program and is a required field experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. Candidates co-register for and attend a required weekly seminar held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Pre-requisite: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694.

**EDU 631 - Literacy Teaching and Learning: Elementary Grades (3)**

This course for teacher candidates specializing in elementary education provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates will expand knowledge and appreciation for literature, model communication in written, oral and/or through-the-air expression, comprehend, analyze, and evaluate a range of print and non-print media appropriate for use in elementary settings; and experience and reflect on effective practices in literacy teaching and learning in elementary settings.

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

**EDU 633 - Language Arts in Elementary Education (3)**

This course provides the elementary education majors with the necessary content and methodology for developing a complete language arts program at the elementary school level, which includes the six modes of language: reading, writing, listening, speaking, viewing, and visually representing.

Prerequisites: EDU 600

Pre- or Co-requisite: EDU 631.

### **EDU 635 - Elementary School Teaching Methods in Social Studies (3)**

This course concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in today's elementary schools. The course stresses the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the National Council for the Social Studies curriculum standards for kindergarten through grade six.

Pre- or Co-Requisite: EDU 600.

### **EDU 637 - Elementary School Teaching Methods in Science (3)**

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the elementary school science classroom. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

Pre- or Co-requisites: EDU 600; admission as a candidate to the Department of Education or permission of the program director.

### **EDU 638 - Student Teaching: Elementary Education (9)**

This course is the final professional experience in the elementary education programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the teacher candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

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

Co-requisite: EDU 694.

### **EDU 639 - Elementary School Teaching Methods in Mathematics (3)**

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the elementary school mathematics curriculum. Students will

explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using Childhood Education International (ACEI) Elementary Education Standards and Supporting (EESS).

Pre- or Co-requisites: EDU 600 and admission to the program or permission of the program director.

### **EDU 641 - Literacy Teaching and Learning: Secondary Grades (3)**

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and requires related field-work.

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

### **EDU 643 - Secondary School Teaching Methods in English Language Arts (3)**

In this course, teacher candidates explore and apply research-supported trends and curriculum in secondary English language arts instruction with diverse, English Language Learners (ELL), and special needs middle and high school adolescents. Topics covered in the course include professional standards for learning and teaching the pedagogy of secondary English language arts instruction in a technologically-advanced world, formal and informal assessment and evaluation, personal literacy development, and reflective professional engagement. Candidates read and respond to young adult literature across a range of genres, and create a macro-unit that includes reading and writing micro-lessons. The course should be taken concurrently with fieldwork dedicated to middle or secondary education (Grades 6-12).

Prerequisite: EDU 601

Pre- or Co-requisite: EDU 641.

### **EDU 645 - Secondary School Teaching Methods in Social Studies (3)**

This course is a literacy intensive course that concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in middle and secondary schools today. The course stresses the topics include: the social science disciplines in relation to social studies, simulation activities, instructional planning, evaluation, multi-cultural education, inquiry skills, and how to deal with controversial social issues in the classrooms.

Prerequisite: EDU 600

Co-requisite: Concurrently registered in practicum.

### **EDU 647 - Secondary School Teaching Methods in Science (3)**

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the secondary school science class. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in this course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

Prerequisites: EDU 600

Co-Requisite: Concurrently registered in practicum.

### **EDU 648 - Student Teaching: Secondary Education (9)**

This course is the final professional experience in the secondary programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Pre-requisites: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694.

### **EDU 649 - Secondary Teaching Methods in Mathematics (3)**

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the

secondary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observations, hand-on activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.

Prerequisite: EDU 600

Co-requisite: Concurrently registered in practicum.

### **EDU 665 - Children's Literature (3)**

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

### **EDU 670 - Teaching Students with Disabilities (3)**

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

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

### **EDU 694 - Student Teaching Seminar (3)**

The student teaching seminar is a capstone course in which student teachers in the Undergraduate Education Program meet regularly as a group to discuss, analyze, reflect upon and resolve classroom issues that occur during their full-time internship experiences with hearing students. This course is designed to be taken in tandem with Student Teaching. Students will be participating in student teaching at various clinical sites every weekday for 10 weeks. Educational topics related to assessment, classroom

management, certification, portfolio development, and related areas are covered in depth.

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

### **EDU 695 - Special Topics (1-3)**

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

### **EDU 701 - Deaf Learners and Education in Bilingual Communities (3)**

This course introduces the fundamentals of general, special, and bilingual education and how they are infused into deaf education. It will also acquaint candidates with current trends and issues, and research in the education of Deaf and hard of hearing learners of all ages, including historic and current objectives, techniques, and results. The cultural, historical, philosophical, psychological, linguistic and social aspects of the Deaf community will also be addressed from educational perspective.

Candidates are challenged to rethink their conceptualization of "Deaf education" as well as "general education" based on their perceptions of their own cultural dimensions. The course typically is taken in the first semester of study.

### **EDU 707 - The Structures and Application of American Sign Language and English in the Classroom (4)**

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

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

### **EDU 711 - Literacy Applications in ASL/English Bilingual Classrooms K-12 (3)**

This course addresses literacy instruction through a bilingual and ESL instructional methodology in general bilingual education and their application to a diverse group of deaf and hard-of-hearing children. Students will apply the theories and instructional strategies they learn during their practicum experiences, and reflect on these applications through on-line, group activities, and assignments designed to promote the creation of optimal bilingual k-12 classrooms.

Prerequisites: EDU 707; 311 OR 601; and EDU 621, 631 OR 641; Admission to the program or permission of the program director

Co-requisite: EDU 789 Practicum II.

### **EDU 713 - Language Acquisition and Cognitive Development (3)**

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

Prerequisite: EDU 707

Co-requisite: EDU 787.

### **EDU 714 - Critical Pedagogy (3)**

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

### **EDU 719 - K-12 Classroom-Based Assessment (3)**

This course provides synthesis of professional, legal, and ethical practices related to the provision of meaningful learning experiences for deaf and hard of hearing learners in array of educational programs. Current theories of assessment and learning across diverse educational settings are studied with a focus on deaf children and youth.

Assessment and standards-based programming and evaluation are emphasized. Reflection and application of effective assessment practices are demonstrated through classroom and field-based experiences. IN meeting the standards of the following District of Columbia's state learning standards, the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC), this course is designed to prepare candidates to teach K-12 learners.

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

### **EDU 720 - Introduction to Research (3)**

The focus of this course is research as a strategy of inquiry for improving practice and advancing our professions. The general principles of qualitative, quantitative, and action research designs will be considered, along with related problems of measurement, statement and clarification of research problems, and basic statistical methods for describing data. The goal is to produce professionals who are consumers of research in their fields who can apply research for the improvement of their school or work settings.

### **EDU 724 - Classroom Applications of Sign Communication (2)**

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

### **EDU 730 - Multicultural Foundations of Education (3)**

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

orientation, ethnic origin, religious diversity, and disability will be considered.

### **EDU 731 - Home, School, and Community Collaboration for Diverse Learners (3)**

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

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

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

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

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

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

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

### **EDU 740 - Introduction to Statistical Analysis (3)**

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

Prerequisite: EDU 720.

### **EDU 750 - Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu (3)**

Theories, research, methods, and perspectives pertaining to the development of auditory/oral skills in deaf and hard of hearing children and youth. Knowledge of the development, improvement, and /or maintenance of auditory/oral skills in an interdisciplinary bilingual educational environment.

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

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

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

### **EDU 760 - Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5 (3)**

This course is designed to educate candidates about state and federal education policies, particularly as they pertain to bilingualism. In addition, the course addresses a basic working knowledge of regulations essential to the role and as bilingual early childhood professionals. Candidates will implement policies and regulations using the language planning framework in their work in homes, schools and agencies, and the community. It elaborates and builds upon knowledge and dispositions learned in foundation courses.

Prerequisite: Instructor or program coordinator's approval.

### **EDU 761 - Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5 (3)**

This course introduces the candidates theoretical perspectives and current research of bilingualism. It is designed for the candidates to acquire an understanding of the concepts related to the development of bilingual language abilities (signacy, oracy, and literacy) for children 0-5 years of age. This course examines bilingual communities, bilingual deaf and hearing children and their language development and use, the bilingual brain, language maintenance and shift, transference, code switching and language attitudes. The course will also address historical and cultural aspects of bilingualism in early childhood deaf children.

Prerequisite: Instructor or program director's approval.

### **EDU 762 - Early Language Acquisition and Cognitive Development of Bilingualism (3)**

This course describes the early development of ASL and English in young deaf and hard of hearing children and their impact on cognitive development. The course examines how deaf and hard of hearing children go through developmental stages of acquiring and learning American Sign Language, which is similar to how hearing children go through developmental stages of acquiring a spoken language and how this development is tied to cognitive functions that are the precursors for further linguistic and academic growth (sign babbling, sign jargon, first words, ASL grammatical development and vocabulary expansion). In addition, the course will address factors intrinsic to the bilingual child as well as to the environment that promote and/or prevent their linguistic and cognitive development.

Prerequisite: Department's chair or program director's approval.

### **EDU 763 - Assessment and Individualized Planning in ASL/English Bilingual Early Childhood (3)**

This course will address individualized planning for language and emergent literacy development that can be used as a guide for teaching and learning interventions to support a child's linguistic competence in American Sign Language (ASL) and English. Candidates will apply various American Sign Language (ASL) and English assessment tools to explore ways of assessing diverse deaf and hard-of-hearing candidates' language and literacy acquisition and learning at home and at school. Based on the results of these assessments, the Candidates will reflect on and identify the bilingual methodology approaches to meet the ASL and English language and literacy needs of candidates. They will apply these strategies to home plan, lesson and unit planning, and within their settings.

Prerequisite: Instructor or program coordinator's approval.

### **EDU 764 - Applications in ASL/English Bilingual Early Childhood Education for 0-5 (3)**

This course is designed to prepare the candidates to apply an ASL/English Bilingual Framework in Early Childhood Education for deaf and hard of hearing children. This framework describes how the acquisition and learning of ASL and English (written and spoken) are being facilitated. This course reflects upon bilingual models and concepts and discusses the language planning process required to establish an environment that demonstrates value for both languages. Also, it focuses on meeting the needs of the deaf and hard of hearing children and families

that it serves. Use of bilingual methodologies, assessment, effective strategies, and language teaching including signacy, oracy and literacy and critical pedagogy will be addressed.

Prerequisite: Department's chair or program coordinator's approval.

### **EDU 765 - The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens (3)**

ASL and English Bilingualism at home and in school promotes healthy language development and communication, and creates positive self-esteem among deaf/hard of hearing children from diverse backgrounds. This course/seminar is designed for professionals to acquire the knowledge and skills to work collaboratively with diverse families and other professionals to support the bilingual development and education of young deaf and hard of hearing children. Participants will discuss a working model of bilingual language acquisition (American Sign Language and English), approaches to providing support and encouragement to families, ways to promote positive communication with families, and the creation of culturally responsive and inclusive early childhood educational communities for all families. IN addition, participants will apply a basic working knowledge of Part C and Part B of the IDEA regulations as members of an early childhood education team.

Prerequisite: Department's chair or program director's approval.

### **EDU 767 - Capstone I (1)**

This capstone project course provides the opportunity for candidates in the Advanced Studies Program, Special Program Graduate Certificate programs to apply and demonstrate skills, knowledge, and dispositions developed throughout the courses in the program through completing a self-designed capstone project. Candidates will complete their proposal plan for the capstone project by the end of the fall semester.

Prerequisites: Program Director's approval, Completion of EDU 760 and EDU 761.

### **EDU 768 - Capstone II (1)**

This capstone project course provides the opportunity for candidates in the Advanced Studies Program, Special Program Graduate Certificate programs to apply and demonstrate skills, knowledge, and dispositions developed throughout the courses in the program through completing a self-designed capstone project. Candidates will show evidences of making progress with the capstone project by

the end of the spring semester.

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

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

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

Prerequisite: EDU 670 or equivalent introductory course to special education.

### **EDU 772 - Classroom Management (3)**

This course introduces students to a variety of classroom management approaches and techniques, with an emphasis on working with students who have disabilities. Students are provided with a foundation and background in behavior management and discipline in special education. They will also consider theories and techniques that apply to individual students, classroom communities, and schoolwide communities.

Prerequisite: EDU 670 or equivalent introductory course to special education.

### **EDU 773 - Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals (3)**

In this course students will examine current trends and concerns which characterize the changing American family and draw implications for education, students with disabilities and their families. They will examine family, community and school structures, patterns and relationships. Students will explore a variety of theories, concepts, principles, and models utilized when implementing effective family, school, and community partnership, in addition to collaboration among IEP team members and when working with other professionals, in regard to students and families with special and diverse needs. Students will identify and discuss the uses and applications of community and school resources in supporting families and students with disabilities. They will also learn and stimulate techniques for interacting with parents and examine collaboration strategies for

interdisciplinary team efforts. In addition, students will focus on topic/challenges that face families with children with disabilities such as: sibling support, respite care, financial planning, transition planning, independent living and IEP meetings.

Prerequisite: EDU 670 or equivalent introductory special education course.

### **EDU 775 - Language and Literacy Development for Deaf Students with Disabilities (3)**

This course is designed to prepare graduate students to address issues related to language and literacy development for deaf students with disabilities. Topics include language and communication disorders, augmentative and alternative communication systems, cultural influence on language and literacy development, and how language and communication impact classroom performance. The course will also provide strategies to promote metacognitive skills and literacy development.

Prerequisite: EDU 670 or equivalent introductory special education course.

### **EDU 776 - Teaching Functional Curriculum to Deaf Students with Disabilities (3)**

This course provides an overview of functional academics for deaf students with disabilities. Topics include teaching vocational skills, teaching life skills, supporting motor development, supporting social-emotional development, developing transition plans, and selecting assistive technology devices. Course assignments are designed to allow students to apply these concepts in their current teaching setting.

Prerequisite: EDU 670 or equivalent introductory special education course.

### **EDU 777 - Differentiating Instruction in the Content Areas (3)**

The course reviews what it means to be an effective teacher and introduces the concepts of universal design for learning (UDL) as well as differentiation to meet the needs of deaf students who have disabilities. Further studied is the concept of multiple literacies and access to content and opportunity for the development of literate and metacognitive thought. The lesson plan format is augmented with the development of tiered lessons by addressing three levels of content, process and/or product expectations as determined by interest level, learning style or readiness. In addition, candidates will become familiar with a variety of instructional strategies based on evidence-based practice in general and special education, the

hierarchy of cognitive applications in Bloom's Taxonomy, Barbara Given's 5 natural learning systems, Robert Sternberg's Triarchic Intelligence model, as well as Howard Gardner's multiple intelligences. Evidence of learning focuses on the student's ability to prepare and teach developed lesson plans, and document student learning in clear and concise manner using visual documentation strategies. Candidates are taught to encourage a) self-regulation and other self-determination skills in their students; b) social interaction and true discussion as a method for developing metacognition; and c) developing receptive and expressive learning pathways for academic discourse.

Prerequisite: EDU 670 or equivalent introductory special education course.

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

Students in the class will focus on concepts and methods of assessment in special education with an emphasis on administering, scoring, interpreting, and reporting on standardized educational tests. In addition, emphasis will be placed on administration and interpretation of formal and informal diagnostic procedures, diagnostic reports, IEP development, and professional ethics.

Prerequisite: EDU 670 or equivalent introductory special education course.

**EDU 785 - Field Experience and Seminar: Deaf Education (1)**

This course provides directed observation and participation in various educational programs; directed visits to schools and classes; and seminars focusing on these experiences and on professional, instructional, and child-related topics. Experiences include visits to general education, deaf education, early education, or bilingual programs in the metropolitan area surrounding Gallaudet University.

Prerequisite: Matriculation into the program

Co-requisite: EDU 601.

**EDU 787 - Practicum I and Seminar: Deaf Education (1)**

This course is the second of three pre-professional field experiences in the Department of Education practicum/seminar series. It is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective

observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual), technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

Prerequisite: EDU 785

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

**EDU 789 - Practicum II and Seminar: Deaf Education (2)**

This course is designed to build on the knowledge, skills, and experiences of previous and concurrent coursework and lead to the terminal and capstone student teaching internship. Special emphasis is placed on the candidates' developing skills in reflective observation of best instructional practices, assessment strategies as they align with instruction, multiculturalism, diversity among hearing, deaf, hard of hearing learners in a range of educational settings (general, special, deaf, and bilingual). Emphasis is also placed on the use of instructional technology to support learning, behavior management, working with families/caregivers, and working within professional teams.

Prerequisites: EDU 785 and EDU 787

Co-requisite: EDU 711.

**EDU 792 - Student Teaching Seminar (2)**

This course provides opportunities for student-teachers in K-12 deaf education teacher preparation program to participate in online discussions and activities that pertain to their anticipated professional responsibilities as teachers while on internships (and on-the job internships). The course covers topics and activities, which include discussion and sharing of student teaching experiences, building collaborative relationships with colleagues, families and related service personnel, curriculum and instructional planning for diverse learners, creating the classroom environment, classroom management strategies, and survival strategies for the beginning teacher, and preparing and interviewing for jobs in deaf education.

Co-requisite: concurrent enrollment in EDU 797.

### **EDU 793 - Field Experience in Education: Deafness (1-6)**

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

Prerequisite: Matriculated students only.

### **EDU 795 - Special Topics (1-3)**

Grading System: letter grades only.

### **EDU 797 - Student Teaching in Deaf Education (7)**

This course is the pre-professional capstone experience of the MA Programs in deaf education, and is comprised of full-time supervised student teaching for a minimum forty (50) clock hours per credit, typically completed within a ten (10) week period. During this experience, the student teacher is mentored by an on-site classroom cooperating teacher and supervised by a Department of Education university supervisor.

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

Co-requisite: concurrent enrollment in EDU 792.

### **EDU 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **EDU 801 - Principles of Statistics I (3)**

This introductory course sequence develops the primary statistical concepts and techniques needed to conduct research. This course presumes no previous statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications, while also developing a critical perspective toward statistics. Students will develop skills in descriptive

statistical analysis, simple correlation procedures, and hypothesis testing. Computer-assisted analysis will complement course work.

Prerequisite: College-level algebra.

### **EDU 802 - Principles of Statistics II (3)**

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

Prerequisites: EDU 720 or equivalent and EDU 801 or equivalent.

### **EDU 803 - Multivariate Statistics (3)**

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

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

### **EDU 805 - Doctoral Seminar in Scholarly Discourse (3)**

This seminar introduces first-year doctoral students to scholarly discourse. Students will explore what it means to engage in academic writing and how academic writing is different from other types of writing. Specifically, this course covers how to develop a research question or thesis statement, how to search for sources strategically, how to evaluate sources, and how to craft an argument using sources. APA formatting guidelines for academic papers and ASL guidelines for academic presentations are also covered in detail.

### **EDU 806 - Seminar in Publishing, Grant, Writing, and Presentation Skills (3)**

This seminar addresses professional writing and

presentation skills needed by many doctoral level professionals in education. Students analyze and evaluate grant proposals, published articles, and presentations for structure, word choice, voice, and content. They construct short manuscripts that adhere to the American Psychological Association style format. In addition, students prepare media-enhanced presentations for professional audiences, including parent groups, teachers, school administrators, and professional conferences.

Prerequisite: EDU 805 or equivalent.

### **EDU 810 - Advanced Research Design I (3)**

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

Prerequisites: EDU 720 or equivalent and EDU 801 or equivalent.

### **EDU 811 - Advanced Research Design II (3)**

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

Prerequisite: EDU 810.

### **EDU 812 - Qualitative Research Methods (3)**

This course introduces students to qualitative research methods using interactive and applied techniques to teach relevant knowledge and skills. Through the course, students will be expected to conduct their own qualitative pilot study in an ethical manner. Students will develop skills in how to formulate appropriate qualitative research questions, design a qualitative study, determine appropriate methods for establishing trustworthiness, and collect and analyze data using qualitative methods. Students will be exposed to different styles of presenting qualitative research results, and will consider different ways in which qualitative data is used in practice.

Prerequisite: EDU 810 Advanced Research Design I or

Permission of Instructor; and completion of the Social-Behavioral CITI Ethics training module.

### **EDU 813 - Mixed Methods Research: Integrating Qualitative and Quantitative Approaches (3)**

Advanced seminar on the theory and practice of research that integrates both qualitative and quantitative approaches, methods, and data in a study. The course will address the contemporary interest in mixing methods and how each research paradigm informs the other, and the various design conceptualizations in which qualitative and quantitative goals, questions, methods, and analysis strategies can be productively combined. Challenges of implementing mixed methods practices will also be critiqued.

Prerequisites: at least two of these three courses EDU 801; EDU 810; and EDU 812. Students also must have a Citi certificate prior to the start of class.

### **EDU 820 - Proseminar I : Critical Pedagogy in Education (3)**

The proseminar introduces first-year doctoral students to scholarly discourse by providing a foundation for critical inquiry about educational theories, issues and research through analytical reading, synthetical writing, and collegial discussion. Students will gain an understanding of divergent perspectives by applying the tenets of critical pedagogy by: 1) critically reflecting upon individual culture and lived experiences, and challenging inherent assumptions; 2) critically sharing, examining and challenging perspectives about the world and society; and 3) considering acts to diminish social injustice and transform society toward equitable education for all deaf individuals. The course is the first of two consecutive prosemantics.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.

### **EDU 821 - Proseminar II : Critical Pedagogy in Education (3)**

The second of two consecutive prosemantics enhances the development of scholarly discourse in first-year doctoral students by providing a foundation for critical inquiry about educational theories, issues and research through analytical reading, synthetical writing, and collegial discussion. Students will build upon and enhance their understanding of divergent perspectives gained during the first proseminal by extending the tenets of critical pedagogy through: 1) critically reflections upon individual culture and lived experiences, and challenging inherent

assumptions; 2) critical sharing, examining and challenging of perspectives about the world and society; and 3) consideration of acts to diminish social injustice and transform society toward equitable education for all deaf individuals.

Prerequisites: EDU 820.

**EDU 830 - Doctoral Seminar in University Teaching in Education (2)**

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

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

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

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

Prerequisite: EDU 830 or permission of instructor.

**EDU 840 - Professional Issues Seminar (2)**

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

Prerequisite: An Ed.S course.

**EDU 844 - Guided Studies: Candidacy Preparation (1-2)**

This course is offered to doctoral students to prepare their qualifying papers or their comprehensive examinations for review. The purpose of these exams is to evaluate the student's success in attaining expertise in a related set of scholarly areas sufficient for using critical theory and conducting original, advanced research in a specialization area. If the course is taken to prepare for qualifying examinations, then the student will register for 1 credit. As part of their examination, the student will be given the question(s) to answer. As part of the course, the instructor will select a committee of reviewers and provide guidance on the qualifying exam process. If the course is taken to prepare for the comprehensive examination, then the student will register for 2 credits with their advisor. For this course, students will develop their portfolios, including dissertation concept papers, with guidance from their advisor.

Prerequisite: CSEDL Program Director Permission required.

**EDU 860 - Education Policy and Politics (3)**

This course considers educational institutions as political entities that are influenced by policy and political ideologies. Federal policies impacting schools from kindergarten to post-secondary levels are examined, and their consequences are analyzed. Roles of educational institutions in implementing change to promote social justice and equity are considered.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.

**EDU 880 - Doctoral Studies in Deaf Education (3)**

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

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

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

**EDU 881 - Doctoral Studies in General and Special Education (3)**

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

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

**EDU 885 - Critical Studies in Language, Culture and Literacy (3)**

This course guides the doctoral student in critically examining the complex relationships among language, culture, and literacy and the implications for education in a diverse society. Within this framework, the course will critically address bilingualism, especially as it relates to the development of deaf children. Participants examine, reflect upon, and challenge perspectives and assumptions surrounding language, culture, literacy, and bilingualism, and investigate ways to diminish social injustice and equitable education for deaf individuals.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.

**EDU 886 - Theory and Research: Reading and Writing Instruction for Deaf Students (3)**

This course addresses current trends and issues in reading and writing instruction for deaf students. Students are exposed to the literature pertaining to theory and research

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

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

**EDU 889 - Seminar in Critical Curriculum Studies (3)**

This course focuses on curriculum as an area of inquiry, including historical, philosophical, cultural, and related foundations. Students examine and analyze strengths, limitations, and implications of varying theoretical perspectives on curriculum development, analysis and evaluation in preschool through higher education in general and deaf education.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.

**EDU 890 - Internship (1-6)**

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

**EDU 893 - Practicum in University Instruction (2)**

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

**EDU 895 - Special Topics (1-3)**

Grading System: letter grades only.

**EDU 897 - Research Internship (2)**

This course provides students with an opportunity to engage in field work in education research under the mentorship of an experienced researcher. It is expected that

the student will complete a minimum of 75 hours completing research activities. Student assumes gradually increasing responsibilities for research-related activities on projects in the student's areas of expertise and interest and approved by the student's advisor and the Program Advisory Committee. This course may be taken up to two times. The second time the course is taken, it is expected that the student will be engaging in more advanced research activities.

Prerequisites: Doctoral student in CSEDL program, approval for research proposal by Program Advisory Committee, and completed CITI training certificate.

#### **EDU 899 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

#### **EDU 900 - Dissertation Research (1-4)**

This course is a one-semester course in which students work on their dissertation under the guidance of a faculty member. The credits selected for the course should be reflective of the amount of research, analysis, and writing required. This course is designed for students to make progress on their dissertation study - proposal development and defense, data collection and analysis, or final manuscript preparation and defense.

Prerequisite: Permission of CSEDL program director.

## **ENG - English**

### **ENG 595 - Special Topics (1-5)**

Special topics in the discipline, designed primarily for seniors and graduate students. May be repeated for credit if topics differ.

### **ENG 600 - Academic English for Graduate Students (3)**

This is a course designed for bilingual (English and ASL) students enrolled in graduate-level programs. Students in this course will have access to the latest academic English resources, digital applications, practice materials, class sessions with peers, and tutorials with the Instructor. The assignments in this course are designed to strengthen graduate level reading and writing skills on typical projects, e.g., research papers, reports, plans, and proposals. In addition, students will work with the Instructor on a final writing project of their choosing, academic or professional, and which demonstrates their ability to apply writing skills and resources from the course.

### **ENG ENG 670 - Comparative Poetics: ASL and English (3)**

This course studies comparative poetics using poems in ASL and English. ASL poems on videotape will be analyzed for their poetic devices and elements, and ASL poetry and English poetry will be compared. Guest lecturers will demonstrate related forms of expression, such as sign lore, signing for the stage, and nonverbal communication.

### **ENG ENG 721 - The Literary Experience I (3)**

Studies in the nature of the literary art through its best examples.

### **ENG 722 - The Literary Experience II (3)**

Studies in the nature of the literary art through its best examples.

### **ENG 761 - The Literary Experience III (3)**

Studies in the nature of the literary art through its best examples.

### **ENG 771 - Rhetoric (3)**

The art of using language with effect; emphasis on the principles with some attention to their use in teaching composition. Use of models of great writings for extensive studies of such forms as the essay.

**ENG 788 - Seminar in English (4)**

Opportunity to select a topic for individual study and research and, in weekly meetings, to discuss common problems and share results. Tutorial sessions in addition to the weekly meetings.

**ENG 799 - Independent Study**

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

**GOV - Government****GOV 595 - Special Topics (3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

**GOV 791 - International Relations and Development (3)**

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

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

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

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

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

**HIS 733 - Topics in European Deaf History (3)**

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

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

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

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

This course will address the meaning of disability in America in the nineteenth and twentieth centuries. This is a cultural study of disability, and will confront the social construction of disability, its representation and changing meaning in society. By challenging common social assumptions, and expanding social historical studies of marginalized groups, this course also refocuses the study of such major themes in history as nativism, the role of media, community histories, eugenics, gender roles, the idea of progress, and the perception of normalcy.

**HIS 755 - Deaf Women's History (3)**

Examining the intersection of women's history and Deaf history, this course offers a close and comprehensive study of a minority within a minority: Deaf women. Students

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

Prerequisite: HIS 731 or by permission of the instructor.

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

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

Prerequisite: HIS 731 or by permission of the instructor.

### **HIS 793 - History Research Project I (3)**

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate a strong understanding of historical methods, and the ability to apply critical thinking and advanced research skills. The research, analysis, and writing require an amount of time equivalent to three-credit hours per semester, for a maximum of six credit hours.

Prerequisite: HIS 731 or by permission of the instructor.

### **HIS 794 - History Research Project II (3)**

This course allows advanced students to focus on individualized research projects. Building on foundations in history, students in this course will produce original work drawn heavily from primary sources. Projects will demonstrate a strong understanding of historical methods, and the ability to apply critical thinking and advanced research skills. The research, analysis, and writing require an amount of time equivalent to three-credit hours per semester, for a maximum of six credit hours.

Prerequisite: HIS 731 or by permission of the instructor.

### **HIS 795 - Special Topics in History (1-3)**

Grading System: letter grades only.

### **HIS 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

## **HSL-Hearing-Speech-Language-Sci**

### **HSL 507 - Audiology and Communication Access for Service Providers and Professionals (3)**

This online course is designed for students who are preparing for Service Providers and careers working with individuals who are deaf or hard of hearing. Based upon the World Health Organization International Classification of Functioning, Disability and Health (ICF), this course explores the biopsychosocial implications of both congenital and acquired hearing differences and their possible impacts on communication, education, participation, and quality of life. A special emphasis is placed on the diversity of communication needs and choices among deaf and hard of hearing people. Areas examined include interprofessional practice among counselors and audiologists, sound and hearing, the anatomy and physiology of the hearing mechanism, etiologies of hearing difference, hearing measurement, audiometric interpretation, auditory (re)habilitation, and multisensory communication technologies including hearing aids, cochlear implants, group listening systems, telecommunication devices, captioning and alerting systems. Practical applications of these topics for service providers and professionals are emphasized.

### **HSL 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

**HSL 709 - Speech Science (2)**

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

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

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

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

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

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

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

**HSL 713 - Language Development and Disorders I (3)**

This course involves the study of the processes and variations of speech, language, communication and pre-literacy skills in typically developing infants and children. Emphasis will be given on the assessment of and intervention with pre-school children with language and learning disorders. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication, social-emotional, culturally diversity and cognitive development.

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

**HSL 714 - Speech Science (3)**

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

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

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

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

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

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

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

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

**HSL 723 - Language Development and Disorders II (3)**

This course involves study of the processes and variations of speech, language, communication and literacy skills in typically developing children and adolescents. Emphasis will be given on the assessment of and intervention with school-age children and adolescents with language and learning disorders. Units include interdisciplinary views of and issues with the child with speech, language, and communication challenges; social-emotional, cultural diversity and cognitive development.

Prerequisite: HSL 713 or permission of the instructor and/or department chair.

### **HSL 726 - Complex Communication Disorders & AAC (2)**

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

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

### **HSL 744 - Clinical Procedures in SLP (1)**

This course addresses the clinical procedures used across multiple speech-language pathology settings. All clinical procedures are taught to ensure students' Knowledge and Skills Acquisition (KASA, ASHA, 2005) in the nine clinical areas important to an SLP's scope of practice.

Co-requisites: HSL 745 Clinical Statistics and HSL 771 Clinical Practicum in SLP 1.

### **HSL 745 - Clinical Statistics (1)**

This course introduces statistical concepts and terminology in the context of 1) clinical data collection, analysis, and interpretation, 2) clinical assessment and intervention; 3) interpretation of evidence to support evidence-based practice in clinical decisions-making.

Co-requisites: HSL 744 Clinical Procedures in SLP and HSL 771 Clinical Practicum in SLP 1.

### **HSL 746 - Clinical Applications of Sign Communication (1)**

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

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

### **HSL 750 - Voice & Resonance Disorders (3)**

This course focuses on voice and resonance (anatomy and physiology, including pitch, loudness, and quality), pathologies that influence voice and resonance production, strategies for assessing and for intervention that require cross-professional collaboration, and knowledge of evidence-based outcomes; issues in laryngectomy rehabilitation, tracheostomy and ventilator-dependent communication alternatives and diverse cultural issues, and a wide range of assessment and treatment interventions applicable to children and adults.

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

### **HSL 751 - Stuttering (3)**

Study of the etiology, theory, nature, development, and treatment of fluency disorders.

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

### **HSL 753 - Motor Speech Disorders (2)**

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

### **HSL 754 - Speech Sound Disorders (3)**

Study of the research and principles associated with symptomatology, etiology, diagnosis, and treatment of speech sound disorders in children and adults. Emphasis is on a broad understanding of the effect of speech sound disorders, including multicultural issues.

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

**HSL 755 - Neurogenic Speech and Language Disorders (3)**

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

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

**HSL 760 - Swallowing Disorders (3)**

This course is designed to provide students with an understanding of swallowing disorders (dysphagia) and current approaches to prevention, assessment and treatment of patients with dysphagia. Included in the course topics are: anatomy and physiology of the normal and abnormal swallow with attention to each stage of the swallow; swallowing issues unique to pediatric and adult patients, and issues with caretakers within and across cultures; and contemporary research issues and outcomes. These topics will be integrated to provide students with basic knowledge and skills needed to assess and implement a treatment plan for patients with dysphagia.

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

**HSL 771 - Clinical Practicum in SLP 1 (1)**

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

Prerequisite: For HSL-SLP majors only.

**HSL 772 - Clinical Practicum in SLP 2 (2)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**HSL 785 - Pharmacology (3)**

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

covers material specifically related to ototoxic medications.

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

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

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

Prerequisite: Permission of the Instructor

Co-requisite: HSL 784.

**HSL 795 - Special Topics (1-3)**

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

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

**HSL 797 - Thesis (1-3)**

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

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

**HSL 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

**HSL 800 - Multicultural Issues (1)**

Foundations of multicultural and multilingual issues in audiology and related fields. Course topics will include terminology and concepts to examine how cultural differences affect clinical assessment and intervention services for specific groups. This course will highlight etiologies of hearing disorders that differentially impact specific populations.

Prerequisite: Open to AuD majors only or permission of the instructor.

**HSL 807 - Research Methodology in Audiology (2)**

Evaluation of research in audiology and related fields. The course describes how to read, understand, and evaluate research appearing in the literature, and provides an introduction to research design and scientific writing.

Prerequisite: Prerequisite: Open to AuD major only or permission of the instructor.

**HSL 809 - Introduction to Research in Hearing, Speech, and Language Sciences (1)**

An introductory course to statistical analysis as well as ongoing research within the Audiology and related programs. Each student will complete an application to be placed in a research lab in which they will work for the subsequent 4 semesters.

Prerequisite: Open to AuD or SLP majors only or permission of the instructor.

**HSL 814 - Instrumentation Lab (1)**

This course will provide hands-on learning experiences through use of instrumentation in audiology. Lab exercises will familiarize students to audiologic instrumentation and

provide opportunities to apply basic audiology concepts to lab findings. Laboratory format also provides an introduction to scientific report writing using the APA format.

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

**Co-requisite:** HSL 815, HSL 832.

### **HSL 815 - Principles of Acoustic Perception (3)**

Study of basic physical properties of sound, including decibel notation, wave propagation, resonance, filtering, and the analysis of simple and complex signals. The course also includes study of the principles, procedures, and research involved in the field of psychoacoustics, including the relationships between the physical dimensions of sound and perceptual experience, as well as the relationships between psychoacoustic testing and both auditory physiology and the audiological evaluation process. This course also begins to connect these aspects of sound with acoustic phonetics, discussing changes in hearing acuity and how speech perception is altered. Using the foundation of the physical aspects of sound and psychoacoustics, this course discusses how hearing loss shapes auditory perception.

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

**Co-Requisite:** HSL 817.

### **HSL 817 - Anatomy & Physiology of the Auditory & Vestibular System (3)**

Anatomy and physiology of the auditory, vestibular, and central auditory nervous systems, including phylogeny, and genetics of hearing and balance; mechanical and biophysical factors in afferent and efferent signal transduction.

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

### **HSL 819 - Neural Bases of Hearing, Speech, and Language (3)**

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

**Prerequisite:** HSL 817 Anatomy and Physiology of Audition.

### **HSL 820 - Counseling in Audiology (1)**

Students will develop interviewing and counseling skills to help patients and their families/caregivers address and cope with their feelings around hearing loss and communication-related needs. This course will provide theoretical frameworks, practical strategies, and personal reflection for providing services with cultural and linguistic awareness, knowledge, competency, and proficiency.

**Prerequisite:** Open to AuD majors only or permission of the instructor.

### **HSL 821 - Informational Counseling and Multicultural Issues (3)**

The course is designed to help audiologists and speech-language pathologists work more effectively with their clients in addressing the biopsychosocial effects of hearing loss and other communication disorders. Students will learn about the impact of hearing loss and communication disorders on infants, children, adults, older adults, and significant others. Students will develop interviewing and specific counseling skills to help clients address their hearing loss and communication-related needs. This course will serve to provide a theoretical framework, practical strategies and personal reflection for working and providing services with cultural and linguistic awareness, knowledge, competency and proficiency.

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

### **HSL 822 - Auditory (Re)habilitation Across the Lifespan I (2)**

This course introduces students to evidence-based auditory (re)habilitation (AR) practices that address the communicative and biopsychosocial functioning across the lifespan of children and adults who have an acquired or congenital hearing loss. The course has a strong interdisciplinary focus, and comprehensively addresses multicultural, ethical and professional issues in AR. Special emphasis will be given to the audiologist's role in assessing function and providing effective rehabilitation services to families with deaf or hard of hearing children as well as working-age adults and seniors. A number of topics foundational to AR will be covered in this course including: acoustic phonetics as it relates to individuals with hearing loss, impact of hearing loss on biopsychosocial functioning of individuals, audiological counseling and the importance of cultural competence, assessment of individual AR needs, and group hearing aid orientation including speechreading and communication

strategies.

Prerequisite: Open to AuD majors only or permission of the instructor.

### **HSL 823 - Auditory (Re)habilitation Across the Lifespan II (2)**

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

Prerequisite: HSL 822.

### **HSL 824 - Aural Rehabilitation: Adults (3)**

The focus of this course is on clinical competencies in aural rehabilitation of deaf, Deaf, and hard-of-hearing adults. Special emphasis is given to the clinical procedures used in the Gallaudet Hearing and Speech Center and AR competencies needed by both SLPs and AUDs to work with adults who acquire hearing loss across the lifespan.

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

### **HSL 826 - Aural Rehabilitation:Pediatric (3)**

The focus of this course is on clinical competencies in aural (re)habilitation of deaf, Deaf, and hard-of-hearing children and their families. Special emphasis is given to the clinical procedures used in the Gallaudet Hearing and Speech Center and AR competencies needed by both AUDs and SLPs to work with children with congenital and acquired hearing loss. The course has a strong interdisciplinary focus, considering ethnic and cultural issues in rehabilitation.

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

### **HSL 828 - Clinical Applications of Sign Communication I (1-2)**

The focus of this course is upon applying the principles of sign communication in the field of clinical audiology. Students will develop and demonstrate proficient sign

language skills while performing the following clinical procedures: client interviewing/case history, walk-in service, assessing client communication skills and abilities, audiologic test interpretation, and instructional techniques for communication therapy.

Co-requisites: ASL I or equivalent, HSL 871, permission of instructor.

### **HSL 829 - Clinical Applications of Sign Communication II (1)**

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

Prerequisite: American Sign Language proficiency and HSL 828.

### **HSL 831 - Foundations of Clinical Audiology (1)**

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

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

Co-Requisite: HSL 871.

### **HSL 832 - Diagnostic Audiology (3)**

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

Prerequisite: HSL 831

Co-requisite: HSL 872.

### **HSL 833 - Pediatric Audiology (3)**

Assessment of hearing in infants, toddlers, and difficult-to-assess individuals. Course topics include: development of auditory skills; review of normal motor, cognitive, language, and psycho-social development; abnormal development and genetics of childhood hearing loss; case history/interviewing; behavioral pure tone and speech audiometry including BOA, VRA, and CPA; diagnostic

electrophysiologic procedures, ABR and ASSR; identification audiometry including newborn hearing screening with ABR and OAE; and audiologic and parent counseling in pediatric clinical services. Ethnic and multicultural differences are immersed throughout the course.

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

### **HSL 835 - Clinical Auditory Electrophysiology (2)**

This course covers the clinical basics of auditory electrophysiology. Focusing primarily on the acquisition of electric signals generated in response to auditory stimuli often used in clinical practice including electrocochleography (ECoG), auditory brainstem response (ABR) and middle latency response (MLR). Students will gain hands-on experience with these tests with a lab covering each of these electrophysiological techniques.

Prerequisite: Open to AuD majors only or permission of the instructor.

### **HSL 836 - Advanced Auditory Electrophysiology (1)**

Building from the topic established in Clinical Auditory Electrophysiology, this course expands to middle and long latency electrophysiological responses less often seen in clinical practice, but used in audiological and cognitive evaluation. This course covers slow cortical potentials, P300, N400/P600, and briefly introduces intraoperative monitoring. As with HSL 835, this course has a lab component, which focuses on acquisition and analysis of the P300 as elicited by auditory and visual stimuli.

Prerequisite: HSL 835.

### **HSL 837 - Vestibular Studies I (2)**

This course, together with HSL838, covers vestibular function, assessment, and management. A basic understanding of auditory diagnostics and peripheral vestibular anatomy is presupposed. Procedures and interpretation of videonystagmography will be covered in detail, in addition to introduction to various other vestibular evaluation and management techniques.

Prerequisites: HSL 817 and HSL 831.

### **HSL 838 - Vestibular Studies II (1)**

This course expands on the basic vestibular function, assessment, and management, to include variations across the lifespan, advanced assessment techniques, and the various treatment and management options.

Prerequisite: HSL 837.

### **HSL 842 - Amplification I (2)**

Study of amplification systems and hearing aids, including hearing aid design, earmold acoustics, electroacoustic characteristics and specifications, real-ear verifications, validation, and orientation of hearing aid use.

Prerequisites: HSL 815 and HSL 831.

### **HSL 843 - Amplification II (2)**

This course builds on the knowledge gained in Amplification I, and reviews candidacy and needs assessment, prescriptive methods, various hearing aid features, consideration for pediatric and other special populations, and added technologies to interface with hearing aids.

Prerequisite: HSL 842.

### **HSL 844 - Amplification III (1)**

This advanced amplification course focuses on strengthening students' ability to integrate their knowledge of current technologies with various client factors, and apply in clinical cases. Simulated cases will be used to illustrate and practice clinical application skills. An overview of implantable devices is also provided.

Prerequisite: HSL 843.

### **HSL 845 - Communication Technology (1)**

This course will integrate the audiology students' knowledge and skills of auditory, visual, and vibrotactile receptive communication technologies designed to meet the needs of deaf and hard of hearing individuals as well as other populations, at home, in the workplace, in educational settings, and for recreational purposes. Communication technologies include systems to facilitate (1) face-to-face communication, (2) the reception of media, (3) telephone reception, and (4) the awareness of environmental sounds. Review and practice with actual volunteer clients of the needs assessment, selection, and verification process will be provided in two hands-on one-day workshops in the Gallaudet Assistive Devices Demonstration Center.

Prerequisites: HSL 844; 823 or 824.

### **HSL 847 - Cochlear Implants I (1)**

This course includes an overview of cochlear implants (CIs) and is designed to be a foundational course before students enroll in the Cochlear Implants II (HSL 848) course. This course reviews FDA candidacy for adult and pediatric populations, sound processing strategies and implant technology, assessment of outcomes including behavioral and electrophysiological measures, and a brief introduction to CI programming. An emphasis will be placed on discussion of current research on CI outcomes.

Prerequisite: Open to AuD majors only or permission of the instructor.

### **HSL 848 - Cochlear Implants II (2)**

This course will continue from Cochlear Implants I (HSL 847) and include more detailed discussions of each topic covered in that course, with specific emphasis on electrophysiological measures and sound processing strategies, as well as an in-depth discussion of CI programming with a hands-on lab. This course will also include interactive discussions with clients and hearing professionals in the community.

Prerequisite: HSL 847.

### **HSL 851 - Central Auditory Processing Disorders -- Evaluation and Remediation (3)**

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

Prerequisites: HSL 817 and HSL 832.

### **HSL 853 - Community and Industrial Audiology (2)**

This course examines public school, community, industrial, and military hearing programs, including screening tests, noise control, and medical-legal problems associated with acoustic trauma and noise-induced hearing loss.

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

### **HSL 854 - Tinnitus and Hyperacusis (1)**

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

Prerequisites: HSL 817, HSL 833 and permission of the instructor or department chair.

### **HSL 858 - Introduction to Practice Management (1)**

The goal of this introductory and subsequent companion course is to ensure that students obtain the skills that will allow them to become autonomous, independent doctors of audiology, regardless of their work setting. Various aspects that pertain to establishing and managing an audiology practice will be covered, including: legal and ethical considerations, audiology in the insurance system including government and 3rd party payer insurance, managed care, and coding and billing for audiology services.

Prerequisite: Open to AuD majors only or permission of the instructor.

### **HSL 859 - Private Practice Development/Clinic Management II (2)**

This course is an extension to the Introductory course on this topic, covering additional areas related to private practice development and effective clinic management. Topics include: creating effective practice policies and procedures, developing a business plan, hiring and personnel management, establishing an effective marketing

plan, and tracking key performance indicators. Knowledge of these and related areas will provide students with the foundational concepts that they will need to establishing a private practice or if they were to find themselves in clinical leadership positions.

Prerequisite: HSL 858.

### **HSL 860 - Seminar in Medical Audiology (2)**

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

Prerequisite: HSL 838.

### **HSL 865 - Professional Issues (1)**

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

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

### **HSL 869 - Current Topics in Audiology (1-2)**

Current and emerging topics in audiology. Topics are selected each semester, based on current trends, new research and technologies, political and healthcare landscape, and needs of the students.

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

### **HSL 870 - Hearing, Speech, and Language Science Research Lab (1)**

Working with a faculty member, students will initiate, continue, and/or close out ongoing research projects within their respective faculty member lab. This course is expected to include assessment of current research, writing grants and manuscripts, preparing presentations, and collection/analysis of data.

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

### **HSL 871 - Clinical Lab: Hearing Evaluation (1)**

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

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

Co-Requisite: HSL 831.

### **HSL 872 - Clinical Practicum: Introduction (1-2)**

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

Prerequisite: HSL 871.

### **HSL 875 - Clinical Supervision (1)**

Principles and practices of effective supervision/precepting/mentoring of students, other professionals, and support personnel. The course includes both didactic and experiential components.

Prerequisite: Open to AuD majors only or permission of the instructor.

### **HSL 873 - Clinical Practicum-Advanced (2)**

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

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

### **HSL 874 - Clinical Practicum-Specialty Areas (1)**

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

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

**HSL 877 - Internship in Audiology (2-6)**

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

Prerequisites: HSL 872, 873.

**HSL 879 - Externship (1-6)**

This course provides students with full time experience, in hospital, private practice, clinical, educational, university, or other approved setting. The externship is to be completed under the supervision of audiologists holding current national certification and/or state licensure in audiology and approved by the department of Hearing, Speech, and Language Sciences.

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

**HSL 880 - Guided Studies: Doctoral Candidacy Preparation 1 (1)**

The purpose of the Ph.D. Candidacy Exam is to evaluate the student's success in attaining expertise in a related set of scholarly areas sufficient for conducting original, advanced research, and successful graduate teaching in those areas. In consultation with the student's main advisor, the student will identify several scholarly areas in which the student wishes to attain expertise. Once competency areas have been defined, the next step is to identify prospective faculty mentors/examiners for each area (3-4 including the main advisor). The student will register for 1 credit under each committee member to prepare for the candidacy examination. It is the responsibility of the student, with the guidance of the mentor for each scholarly area to:(1) develop a reading list/bibliography, (2) write a comprehensive literature review essay, and (3) prepare for the oral exam. The course is an individual instruction course, graded P or F.

Prerequisite: Open to HSLS students only who have passed the qualifying exam or permission of the instructor.

**HSL 881 - Guided Studies: Doctoral Candidacy Preparation 2 (1)**

The purpose of the Ph.D. Candidacy Exam is to evaluate the student's success in attaining expertise in a related set of scholarly areas sufficient for conducting original, advanced research, and successful graduate teaching in those areas. In consultation with the student's main advisor, the student will identify several scholarly areas in which the student wishes to attain expertise. Once competency

areas have been defined, the next step is to identify prospective faculty mentors/examiners for each area (3-4 including the main advisor). The student will register for 1 credit under each committee member to prepare for the candidacy examination. It is the responsibility of the student, with the guidance of the mentor for each scholarly area to:(1) develop a reading list/bibliography, (2) write a comprehensive literature review essay, and (3) prepare for the oral exam. The course is an individual instruction course, graded P or F.

Prerequisite: Open to HSLS students only who have passed the qualifying exam or permission of the instructor.

**HSL 882 - Guided Studies: Doctoral Candidacy Preparation 3 (1)**

The purpose of the Ph.D. Candidacy Exam is to evaluate the student's success in attaining expertise in a related set of scholarly areas sufficient for conducting original, advanced research, and successful graduate teaching in those areas. In consultation with the student's main advisor, the student will identify several scholarly areas in which the student wishes to attain expertise. Once competency areas have been defined, the next step is to identify prospective faculty mentors/examiners for each area (3-4 including the main advisor). The student will register for 1 credit under each committee member to prepare for the candidacy examination. It is the responsibility of the student, with the guidance of the mentor for each scholarly area to:(1) develop a reading list/bibliography, (2) write a comprehensive literature review essay, and (3) prepare for the oral exam. The course is an individual instruction course, graded P or F.

Prerequisite: Open to HSLS students only who have passed the qualifying exam or permission of the instructor.

**HSL 883 - Guided Studies: Doctoral Candidacy Preparation 4 (1)**

The purpose of the Ph.D. Candidacy Exam is to evaluate the student's success in attaining expertise in a related set of scholarly areas sufficient for conducting original, advanced research, and successful graduate teaching in those areas. In consultation with the student's main advisor, the student will identify several scholarly areas in which the student wishes to attain expertise. Once competency areas have been defined, the next step is to identify prospective faculty mentors/examiners for each area (3-4 including the main advisor). The student will register for 1 credit under each committee member to prepare for the candidacy examination. It is the responsibility of the student, with the guidance of the mentor for each scholarly area to:(1) develop a reading list/bibliography, (2) write a

comprehensive literature review essay, and (3) prepare for the oral exam. The course is an individual instruction course, graded P or F.

Prerequisite: Open to HSLS students only who have passed the qualifying exam or permission of the instructor.

### **HSL 884 - Advanced Topics: Speech Science (3)**

The series of Advanced Topic classes are designed to introduce foundational issues in Hearing, Speech and Language Sciences. It is designed to explore theories, research methodologies and translation to clinical practice in each of the three areas. Students can expect to build a foundation of knowledge that can inform research in hearing, speech, and language sciences. The Speech Science Course include topics in speech acoustics, speech production and speech perception. In speech acoustics, students will study the physics of sound waves and how it is created and transmitted. In speech production, methods and tools for addressing typical and atypical generation of speech are examined. In Speech Perception, the many factors in hearing, seeing and feeling speech is studied. Focus will be given to different theoretical account and models of speech acoustics, production and perception.

Prerequisite: Open to HSLS students only or permission of the instructor.

### **HSL 885 - Advanced Topics: Language Science (3)**

The series of Advanced Topic classes are designed to introduce foundational issues in Hearing, Speech and Language Sciences. It is designed to explore theories, research methodologies and translation to clinical practice in each of the three areas. Students can expect to build a foundation of knowledge that can inform research in hearing, speech, and language sciences. The Language Science Course will include the study of theoretical constructs (principles, parameters and non-linear phonology), methods (psycholinguistics, grammaticality judgment, reaction time) and terminology (cohesion, agreement, features) of the Language Sciences (linguistics, neurolinguistics and psycholinguistics).

Prerequisite: Open to HSLS students only or permission of the instructor.

### **HSL 886 - Advanced Topics: Hearing Science (3)**

The series of Advanced Topic classes are designed to introduce foundational issues in Hearing, Speech and Language Sciences. It is designed to explore theories, research methodologies and translation to clinical practice in each of the three areas. Students can expect to build a foundation of knowledge that can inform research in

hearing, speech, and language sciences. The Hearing Science Course will focus on the anatomy, physiology and psychophysical (psycho-acoustics) bases of sound detection, discrimination and perception. The processing and perception of sounds (speech and non-speech) by a typical or atypical auditory system will be explored along with procedures, instrumentation and techniques employed in hearing science research.

Prerequisite: Open to HSLS students only or permission of the instructor.

### **HSL 887 - Lab Rotation (1)**

In HSL 887 Lab Rotation it is expected that students rotate through the various laboratories in the HSLS department and research laboratories within the university under the guidance of their academic advisor. Students are expected to: (1) observe activities within the lab, (2) attend lab meetings, and /or (3) participate in ongoing research activities. Students will become familiar with the questions framing the laboratory's research, how each question is addressed through various methodologies, and gain hands-on experience with the steps of the scientific method. Students are expected to submit reflection papers highlighting their experience in each laboratory. Students will describe the observed theory or hypothesis, research design, analysis and clinical interpretation in hearing, speech and language sciences and relate it to their own experiences and readings.

Prerequisite: Open to HSLS students only and successful completion of CITI Responsible Conduct of Research (RCR) certification.

### **HSL 888 - Advanced Research Design I (3)**

The main purpose of the Advanced Research Design I course is to facilitate student's integration of theory, research design, and measurement issues with knowledge of statistical procedures needed to plan, accomplish, and evaluate qualitative and quantitative research projects in speech, language and hearing sciences. Students will develop their ability to locate, review, and critically evaluate research studies. The course will cover the proper format for research proposals and reports, measurement issues, and sampling. In addition, the student is introduced to quantitative and qualitative approaches to research. The student will develop critical analysis abilities using the criteria of validity and reliability as explicated in experimental design principles. Specifically, the course will focus on (1) Identifying and formulating research questions, (2) Completing a literature search and literature review, (3) non-experiment (qualitative) research design (case studies, survey research), (3) experimental research

and levels of evidence, (4) research participants and sampling, (5) data analysis: describing different types of data, (6) data analysis: inferential statistics, (7) research outcomes.

Prerequisites: Matriculation as a HSLS Ph.D. student, completion of the qualifying examination or permission of the department.

### **HSL 889 - Advanced Research Design II (3)**

This course is intended to develop professional competencies in three areas: (a) knowledge and use of the following approaches to research: experimental, quasiexperimental, causal-comparative, qualitative, and correlational research, and (b) develop knowledge of experimental research design options, (c) development of formal research proposals. This course will address major concepts, issues, and techniques of quantitative research methods.

Prerequisites: Matriculation as a HSLS Ph.D. student and completion of HSL 888 or equivalent.

### **HSL 890 - Instrumentation in Research (2)**

In this course students are introduced to various pieces of software, hardware, and laboratory techniques common to research in speech, language, and hearing sciences. Through various teaching methodologies students learn to use the basic tools that are important for research in hearing, speech and language sciences with a focus on gaining practical, hands-on experience. The goal of this course is to prepare students to critically make decisions regarding laboratory instrumentation for experiments.

Prerequisites: Open to HSLS students only and successful completion of CITI Responsible Conduct of Research (RCR) certification.

### **HSL 891 - Professional and Ethical Issues Seminar (2)**

In the Ph.D. Professional and Ethical Issues Seminar course addresses topics of interest to doctoral students who plan to seek faculty positions in academic settings. Topics addressed include mentor-mentee relationships, job hunting and interviewing, academic career development, curriculum vitae, electronic portfolios, professional organizations serving college and university professors, tenure and promotion decisions, professional ethics, professional liability, mission statements and strategic objectives in academic settings, the roles of administrators and faculty in curriculum development, faculty evaluation, and shared governance. This course will include discussion and readings of topics concerning scientific, research and medical ethics and practical issues in the scientific

advancement of speech, language and hearing sciences. Discussions will also center on cultural considerations on scientific advancements in the field.

Prerequisite: Matriculation as a HSLS Ph.D. student.

### **HSL 892 - Dissertation Seminar (1)**

In HSL 892 Dissertation Seminar students preparing their dissertation proposal enroll in this course. Students will develop a research proposal based upon a topic of the student's choice. Students will describe a problem area, develop a rationale for a study through the literature review, develop and explore a research hypothesis, come up with appropriate research methodology and data analysis. Students will share their progress on the development of their dissertation proposal and are required to make three presentations at different stages of their proposals (research question and rationale, literature review, research design and pilot data). The course can be repeated until the research proposal is approved by the student's dissertation committee.

Prerequisites: Open to all HSLS students who have passed their Ph.D. candidacy examination and are preparing their dissertation proposal.

### **HSL 893 - Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences (3)**

This seminar is a pre-requisite for PhD students in the HSLS PhD Program who will be enrolled in a Practicum in University Instruction the following Spring semester. Students in this seminar become familiar with trends and issues in higher education instruction and supervision of interns in higher education Audiology and SLP programs.

Prerequisite: Matriculation as a HSLS Ph.D. student.

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

This seminar addresses professional writing, grant-writing, and presentation abilities needed by higher education faculty in personnel preparation programs in hearing, speech, and language sciences. Students analyze and evaluate manuscripts and articles that are either literature reviews or theoretically and/or empirically based position papers on timely issues in hearing, speech, and language sciences. They construct short articles that adhere to the American Psychological Association style format. In addition, students prepare media-enhanced presentations for a variety of professional audiences, including parent groups, teachers, school administrators, conferences attended by educational audiologists, organizations serving

deaf and hard of hearing individuals, and researchers and scholars in hearing, speech, and language sciences, deaf education, and related fields.

Prerequisite: Matriculation as a HSLS Ph.D. student.

### **HSL 895 - Special Topics (1-3)**

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

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

### **HSL 896 - Practicum in University Instruction (2-3)**

Practicum students in HSL 896 assume a major role in teaching a graduate course in the Department of Hearing, Speech, and Language Sciences. The goal of this practicum is to develop the PhD student's ability to plan, teach, and evaluate the effectiveness of a graduate level course in a content area in which the student has expertise. Students earn 2-3 credits for the practicum, depending on the level of involvement in designing and/or teaching the course.

Prerequisites: HSL 893; completion of the qualifying examination, permission of the advisor, department chair, and the instructor of the course to be taught by the practicum student.

### **HSL 897 - Ph.D. Internship (1-6)**

It is expected that every student complete at least one year of supervised research under the mentorship of an established researcher/faculty member. Students may complete this requirement during their full-time residency year (during the first three years of matriculation) in which the student is required to spend at least 15 hours per week in supervised research activity. This is to provide students with an opportunity to work with and learn from established researchers in transitioning previously acquired academic knowledge and skills to applied knowledge and skills. The main goal is to provide students with a sound overview of scientific research to prepare them to begin doctoral research. Students' ability to apply the scientific method to speech, language, and hearing research will be advanced. Students will refine their ability to evaluate the research literature, formulate a research question, and develop a research design. Ideally, research practicum should culminate in one or more of the following: (1) submission of an article for publication, 2) submission for presentation at a referred conference, (3) pre-dissertation project or pilot data for their dissertation.

Prerequisite: Matriculation as a HSLS PhD student,

completion of the qualifying examination, completion of HSL 884, 885, and 886 (or equivalent) and permission of the advisor and department chair.

### **HSL 899 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **HSL 900 - Dissertation (1-10)**

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

Prerequisite: Permission of Advisor.

## **IDP - International Development**

### **IDP 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

### **IDP 770 - Introduction to International Development (3)**

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

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

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

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

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

### **IDP 772 - Micropolitics of International Development (3)**

This course explores how micropolitical factors shape individual experiences and social relations within and between groups. Understanding human experiences and practices connected to gender, race, ethnicity, language, disability, sexuality (and so on) as changeable, contradictory, and often situation-specific, we will examine personal choices, identities, and community formations as legacies of and responses to the ways power

is organized under late-modern capitalism and post-colonial international relations. Drawing from a wide range of social scientific materials, we will pay especial attention to intersections of race and class, as well as local, national, and global affiliation in the formation and transformation of people's lives. Course activities focus on the project level in which development takes place, allowing students to examine those social categories that most impact development outcomes, associated political processes, and individual and group action of the group or groups selected for the semester project.

Prerequisites: IDP 770 Introduction to International Development and IDP 771 International Development with Deaf People and People with Disabilities: Language and Human Rights.

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

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

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

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

This course focuses on collaborative formulation, development and evaluation of programs with Deaf, DeafBlind, and Hard of Hearing people and people with disabilities, giving special focus to economic structures and forces. Exploring current philosophical, theoretical, and methodological stances related to collaborative program development, course activities demonstrate the salience of international human rights frameworks for sign language-centered leadership and disability rights, and connect these to bi- and multilateral organizational and funding channels now undergoing enhancement as a result

of the United Nations' introduction of the Sustainable Development Goals. Using the latter as a foundation to identifying socioeconomic problems and barriers to self-determination, participation, and equity, students will design program proposals in response to an actual Request for Proposal (RFP). Working on program development teams in the classroom setting (for all or part of the assignment), student learning activities will culminate in submitting an Evaluation Plan suitable for a program that currently exists and works with Deaf, DeafBlind, and/or Hard-of-Hearing people. In addition to cultivating program development and evaluation skills, course activities provide students with opportunities to practice program management skills and grant-writing experience.

Prerequisite: Permission of the instructor.

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

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

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

### **IDP 776 - Research Methods and Ethics for International Development (3)**

International development activities place a heavy emphasis on the ability to skillfully interact with and to generate many types of data. This course introduces students to the most common types of research methods and strategies currently used in the international development field, and explores the ethical implications of research planning, methodological decision-making, and research fieldwork. Course activities include: introduction to research formulation and design; literature review; quantitative, qualitative, and mixed-methods; data collection and analysis; rapid assessment methods; and participatory community assessments. Course activities also highlight the elements of a good argument and provide

opportunities to analyze, construct, and to refine research arguments.

Prerequisites: Students must complete the first year of IDP core coursework, or have the permission of the Program Director.

### **IDP 776 - Research Methods and Ethics for International Development (3)**

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Prerequisites: Students must complete the first year of IDP core coursework, or have the permission of the Program Director.

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

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

Prerequisite: permission from the department.

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

Professional service and direct action are core features of international development work, and therefore a critical aspect of graduate-level preparation. The IDMA's supervised practicum is designed to offer practical field

experience observing and working in an international development assistance organization, federal agency, for- or non-profit organization, or other development-related venue. The supervised field practicum provides students with a critical first opportunity to integrate didactic interdisciplinary study of international development with professional interaction and engagement in an international development organization, federal agency, non-profit organization, or other international development entity (think tank, policy institute). An on-site supervisor and a university-based supervisor (practicum instructor) provide supervision and guidance to promote students' professional development, and application of theoretical knowledge to real-world international development situations, issues, and opportunities.

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

### **IDP 781 - Supervised Internship for Master of Arts Degree in International Development (6)**

This course builds on IDP-780 Supervised Practicum for International Development. As in that course, field experience working in a development assistance organization, federal agency, or nonprofit organization is an essential part of graduate training in and preparation for professional careers in the international development field. The supervised internship placement adds to the practicum experience by expanding the scope of professional activities and outputs expected of students, and by increasing students' level of responsibility and accountability to partnering organizations and collaborating communities. As with IDP-780, students engage in practical experiences guided by the supervision of an on-site supervisor and a university supervisor (internship instructor). The supervised internship requires a minimum of 360 clock hours.

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

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

Building on IDP-779 Professional Seminar I, this course is designed to deepen students' understanding of standard practices of professional communication, conduct, and preparation of documents and presentation materials, as well as their understanding and advocacy of human rights, with an emphasis on language, and visible and invisible disabilities. In addition to preparing students for entry into professional international development work (e.g.,

professional rapport and alliance-building, developing CVs and cover letters for various types of job postings, job search skills), IDP-782 activities guide students in critical reflection on the impact of cross- and intercultural power dynamics for professional interaction, collaborative engagement, and ethical practice.

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

### **IDP 795 - Special Topics (1-3)**

Grading System: letter grades only.

### **IDP 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

## **INT - Interpretation**

### **INT 501 - ASL and English Translation: Skills Development I (3)**

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

### **INT 502 - ASL and English Translation: Skills Development II (3)**

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

English and ASL convey ideas differently to produce messages in different settings.

Prerequisites: INT 501 and permission of the department.

### **INT 503 - DeafBlind Interpreting I (3)**

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

### **INT 504 - DeafBlind Interpreting II (3)**

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

Prerequisites: INT 503 and permission of the department.

### **INT 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

### **INT 600 - English Skills for Interpreters (1)**

This course is designed for interpreters or future interpreters who have a good command of English and would like to further develop their English skills. Understanding the source message when it is in English is a crucial skill, often overlooked in interpreter education. The exercises deal with English only. Topics include finding the main point, outlining, abstracting, prediction skills, cloze skills, finding key words and propositions and text analysis. Also included will be exercises on figurative language, metaphors, and similes. This course is not included in the major.

### **INT 605 - The U.S. Deaf-Blind Community (1)**

This is an introductory course designed for deaf-blind

people, parents, educators, interpreters, and other interested people who would like to learn about deaf-blind individuals and the U.S. Deaf-Blind community. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

### **INT 660 - Practical Skills for Interpreter Educators (1)**

This course is designed for interpreter educators who would like to develop or enhance their skills in teaching interpreting. Basic approaches to learning theory will be introduced. The emphasis of this course is on development of specific skills used in teaching the cognitive tasks associated with interpreting and the evaluation of those skills.

### **INT 661 - ASL Intralingual Skills for Interpreters (1)**

This course is designed for interpreters or future interpreters who would like to develop their American Sign Language (ASL) skills. Understanding the source message when it is in ASL is a crucial skill often overlooked in interpreter education. The exercises deal with ASL only. Topics include finding the main point, abstracting, prediction skills, finding key signs, rephrasing, and text analysis. Also included will be exercises on simple and complex ASL utterances.

Prerequisite: Good command of ASL.

### **INT 662 - Introduction to Translation (1)**

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating translations to ASL and to English are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course. Students will work in small groups and individually to prepare translations.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

### **INT 663 - Introduction to Processing Skills for Interpreting (1)**

This course presents provides information on the importance of rapid and efficient cognitive processing in English and ASL. Exercises in ASL and English are provided. They include; shadowing, decalage, dual tasking, memory development and digit processing.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

### **INT 664 - Introduction to Consecutive Interpretation (1)**

This course is designed for interpreters who would like to develop consecutive interpretation skills. Consecutive interpretation can be used as a professional tool or as a training exercise. Consecutive interpretation of the message begins after the source message has paused or stopped. Development of consecutive interpretation skills enhances memory development, both visual and auditory. The development of this skill enhances self-confidence in interpreters, and it allows for the development of cognitive control of processes central to interpretation. Component skills are also addressed, such as abstraction, note taking, expansion, cloze, and prediction.

Prerequisites: Fluency in ASL, English, and translation skills.

### **INT 665 - Introduction to Simultaneous Interpretation of ASL Monologues (1)**

This is an introductory course dealing with interpretation of ASL to English monologues. Emphasis is placed on comprehension of ASL prior to interpretation into English. Course topics include effort in interpretation, restructuring, coping skills, simultaneity, and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source text in either language.

### **INT 667 - Introduction to Simultaneous Interpretation of English Monologues (1)**

This is an introductory course dealing with interpretation of English to ASL monologues. Emphasis is placed on comprehension of English prior to interpretation into ASL. Course topics include effort in interpretation, restructuring, coping skills, simultaneity and repair strategies.

Prerequisites: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

### **INT 668 - Introduction to Deaf-Blind Interpretation (1)**

This is an introductory course designed for interpreters or future interpreters who have a good command of English and American Sign Language and would like to develop deaf-blind interpreting skills. This course may be taken for: (1) no credit, (2) undergraduate credit, and (3) graduate credit.

Prerequisites: INT 605, fluency in ASL and English, and permission of the instructor.

### **INT 680 - Introduction to Interpreting in Legal Settings, Part I (1)**

This is an introductory course designed for interpreters who are interested in or are already working in the legal system. This course covers: pre-requisite skills and knowledge for legal interpreters; roles and protocol for legal interpreters; positioning of legal interpreters; roles of legal personnel; and ethics and the court code of conduct. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

### **INT 681 - Introduction to Interpreting in Legal Settings, Part II (1)**

This is a continuation of the course, Introduction to Interpreting in Legal Settings, Part 1. This course covers: preparation for legal assignments; text analysis of a commonly encountered legal text; qualifying and testifying as an expert; and continued professional development resources. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

Prerequisites: INT 680. Hearing interpreters must hold certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading is required.

### **INT 691 - Fingerspelled Word Recognition for Interpreters (1)**

This graduate-level course is designed for interpreters who already have experience in interpreting from ASL to English and from English-based signing into English and who can usually understand most of the message but frequently miss the fingerspelled word on the first try. Experiences will be provided that are designed to improve fingerspelled word recognition on the first try. Fingerspelled words will be studied in context and in isolation. This course also has a theoretical component in that the underlying cognitive processes associated with fingerspelled word recognition will be explained and discussed. The theoretical aspects form the basis for the practical applications.

### **INT 695 - Special Topics (1-3)**

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

### **INT 699 - Independent Study (1-3)**

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

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

### **INT 700 - How to Teach Processing Skills for Interpretation (1)**

This course introduces the theoretical and practical basis for the development of cognitive processing skills in practice and training. Teaching methods are demonstrated

for teaching processing skills. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

### **INT 701 - History of Interpreting (3)**

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.

### **INT 702 - How to Teach Translation (1)**

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating a translation are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course.

### **INT 703 - Theory and Practice for Interpreter Educators (1)**

This course is designed for professionals in the field of interpreter education who wish to upgrade their skills and knowledge in relation to teaching interpretation. The course includes a theoretical base for teaching, appropriate sequencing of skills in interpreter education programs, and an examination of student outcomes and how to evaluate them. Each participant will receive a set of instructional materials including videotapes and an audiotape, all with scripts and suggestions for using them in teaching and testing. This course is not included in the major.

**INT 704 - How to Teach Consecutive Interpreting (1)**

This course introduces the theoretical and practical basis for consecutive interpreting in practice and training. Teaching methods are demonstrated for teaching consecutive interpretation of monologues and dialogues. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

**INT 706 - How to Teach Simultaneous Interpretation of Monologues (1)**

This course introduces the theoretical and practical basis for simultaneous interpreting in practice and training. Teaching methods are demonstrated for teaching simultaneous interpretation of monologues. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

**INT 707 - Structure of Language for Interpreters: American Sign Language and English (3)**

This course is an introduction to the linguistic structures of ASL and English for interpreters. Topics include phonology, morphology, syntax, semantics, and sociolinguistics, as well as depiction, bilingualism, language acquisition, and language variation. Students will identify and analyze linguistic features in their own and other peoples' linguistic use, and apply this information and skill to translating and interpreting work.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

**INT 720 - Discourse Analysis for Interpreters (3)**

This course is a broad introduction to the study of language and communication by focusing on discourse analysis. During the course students will analyze language use in spoken English and American Sign Language (ASL) so that features of language use rise to the level of explicit awareness. Students collect, transcribe, and analyze various speech activities while reading and discussing theoretical notions underlying language use. Elements to be analyzed and discussed include but are not limited to: structure, cohesion, coherence, involvement and prosody.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

**INT 726 - Fundamentals of Interpreting (3)**

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically

analyzing interactions and texts in order to ascertain how meaning is co-constructed and where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation, text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Students will address theoretical constructs of translation and interpretation, as well as application of strategies and techniques required for effective interpretation. This class focuses on interactive settings with both face-to-face and monologic discourse for Deaf, Deaf/Blind, and non-deaf interpreters.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

**INT 734 - Interpreting Legal Discourse (3)**

This course focuses on translating and interpreting in legal settings. Students will study the American legal system, its history, and its basis for operation, including conventions, expectations, and protocol of the participants involved. Students will critically analyze the social structure of legal events, and discourse analysis of the talk, interaction and strategies that appear in the various stages of the legal process. Students will look at the consequences of modes of interpretation (for example consecutive interpretation and simultaneous interpretation) and qualifications of interpreters while considering the unique and serious responsibilities inherent in interpreting in a legal setting. Students will apply text analysis skills to the translation, sight translation, consecutive interpretation and simultaneous interpretation of discourse in legal interactions.

Prerequisites: INT 701, INT 720 and INT 726 or permission of the instructor.

**INT 735 - Interpreting Mental Health Discourse (3)**

The course focuses on interpreting interaction in mental health settings. Students will be exposed to an overview of the mental health professions and the various roles of practitioners (counselors, psychiatrists, psychologists, etc), including the interpreter's role as a member of the professional team. Students will explore the theoretical approaches used by mental health practitioners and the conventions, expectations and culture in which these services are provided. The course includes a critical analysis of therapeutic discourse based on a variety of commonly available services such as the interactive aspects of peer support groups, drug and alcohol screenings, individual, couple, and group counseling, intake interviews, case conferences and hospital staffing,

psychological testing and psychiatric evaluations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in therapeutic encounters.

Prerequisites: INT 701, INT 720 and INT 726 or permission of the instructor.

### **INT 736 - Professional Practice I (3)**

This course provides a focused analysis of the ethics and role of the interpreter in various settings, along with opportunities for directed observation of various encounters. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

Prerequisites: INT 701, INT 720 and INT 726 or permission of the instructor.

### **INT 744 - Interpreting the Discourse of Education (3)**

The course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, and the ways in which language attitudes and language policy affect participants in the educational setting. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in educational interactions.

Prerequisites: INT 734, INT 735, INT 736, skills component qualifying exam pass, or permission of the instructor.

### **INT 746 - Interpreting Business and Government Discourse (3)**

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspectives, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-

related socio-political and technical considerations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in business and government encounters.

Prerequisites: INT 734, INT 735, INT 736, skills component qualifying exam pass, or permission of the instructor.

### **INT 749 - Professional Practice II (3)**

This course is a sequel to INT 736, Professional Practice I, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

Prerequisites: INT 736, skills component qualifying exam pass.

### **INT 750 - Research Methods in Interpretation (3)**

The course surveys both quantitative and qualitative research methods that have been successfully applied to the analysis of interpretation. Building from previous coursework, the course emphasizes the development of research design and implementation skills through a variety of activities including the critical analysis of research articles and the preparation of a guided research project examining some aspects of interpretation, conduct a literature review, gather data, perform analyses of the data, prepare a formal written report, and present findings in ASL. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines, and to prepare their final paper as they would a submission to a refereed journal.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

### **INT 754 - Interpreting Medical Discourse (3)**

The course focuses on interpreting interaction in medical settings. Students will explore the US healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous

interpretation of discourse in medical encounters.

Prerequisites: INT 744, 746, 749, or permission of the instructor.

### **INT 777 - Guided Research Project I (3)**

This course is the first course of the two courses, which will provide students with experience in gathering and analyzing interpretation data. In this course, students will select their methodology, conduct a literature review, gather data, and perform analyses of the data. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines in preparation of their work for submitting it to a peer-reviewed journal for publication.

Prerequisites: INT 750, conceptual component qualifying exam pass.

### **INT 778 - Guided Research Project II (3)**

This course is sequential to INT 777 Guided Research Project I. In this course, students will continue their work from INT 777 Guided Research Project I by completing their analyses of the data, preparing a final written report, and presenting their findings in ASL. Students will be required to include an abstract, follow style guidelines, and prepare their final paper for publication to submit to a peer-reviewed journal.

Prerequisite: INT 777.

### **INT 781 - Field Rotation (3)**

Field experience in an approved setting provides students with supervised experience at an introductory level. Students will be placed with deaf professionals and/or professional interpreting practitioners in at least two of the five setting areas studied and engage in both observations and supervised interpretation. This is an intensive field-based rotation experience for students to expand their interpreting skills with a consumer-based perspective. Minimum of 15 hours of practicum interpreting per credit hour.

Prerequisites: INT 744, INT 746, INT 749.

### **INT 785 - Internship (3)**

The internship provides a valuable capstone experience in an occupational setting related to the student's specific professional goals. The experience is designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. Students and instructors will agree upon a suitable site, supervision, and plan of activity

before the semester begins. Students must prepare a written account of their practicum activities in a term paper that synthesizes the experience, keep a professional journal, and submit videotapes of interpreting done at the internship site. The internship is ordinarily undertaken during the summer semester following completion of all course work and satisfactory completion of the written and performance portions of the comprehensive exam.

Prerequisite: Permission of the department.

### **INT 795 - Special Topics (1-3)**

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

### **INT 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **INT 810 - Interpreting Studies: Linguistic and Translation Dimensions (3)**

An advanced seminar focusing on linguistic and translation theory and research as it pertains to interpretation. Topics will vary depending upon current developments in the field.

### **INT 812 - Research Internship I (1)**

Students serve as an intern working on all aspects of the research cycle with a data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation and Translation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

Prerequisite: Acceptance into the program or permission of the instructor.

Co-requisite: INT 810 Linguistic and Translation Dimensions.

**INT 813 - Research Internship II (1)**

Students serve as an intern working on all aspects of the research cycle with a data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation and Translation faculty member. Student will assume increasing responsibilities on research projects approved by their advisor.

Prerequisite: INT 812.

**INT 820 - Interpreting Studies: Socio-Cultural Dimensions (3)**

An advanced seminar focusing on socio-linguistic and anthropologic theory and research as it pertains to interpretation. Topics will vary depending upon current developments in the field.

Prerequisite: INT 810.

**INT 821 - Interpreting Pedagogy I (3)**

This course provides students with an introduction to educational and interpretation philosophies, teaching considerations and techniques, and considerations for faculty responsibilities in academia in the areas of teaching, service, scholarship, and administration. Students will research and analyze program and curriculum design and their interplay with student learning outcomes, teaching Deaf and non-deaf interpreters, and teaching styles. Students will learn procedures for observing classrooms, teachers and students and perform observations. They will learn how learning experiences are planned, the role technology plays in learning experiences, and how to assess reading and course materials. Students will survey teaching techniques for teaching ethics, interpreting skills, assessing student skills, and teaching self-assessment skills.

Prerequisites: INT 810 and an elective in curriculum or assessment.

**INT 830 - Interpreting Studies: Cognitive and Psychological Dimensions (3)**

An advanced seminar focusing on cognitive and psychological dimensions of the interpreting process. Topics will vary depending upon current developments in the field.

Prerequisite: INT 820.

**INT 831 - Interpreting Pedagogy II (3)**

This course builds on INT 821 and provides students with hands-on opportunities to put into practice what they have been learning. Students will address the issues of course design, classroom teaching, and assessment by co-teaching courses with department faculty. Learning experiences will address issues including, but not limited to, student learning outcomes, ethics, skill development, self-assessment, attitude and interpreting skills, use of technology, use and development of materials, grading, academic integrity, and classroom activities. They will conduct evaluation of teaching interpreting through action research in the classroom.

Prerequisites: INT 821 and electives in curriculum and assessment or permission of the instructor.

**INT 832 - Research Internship III (1)**

Students serve as an intern working on all aspects of the research cycle with a data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation and Translation faculty member. Student will assume increasing responsibilities on research projects, at a professional level, as approved by their advisor.

Prerequisite: INT 813.

**INT 833 - Research Internship IV (1)**

Students serve as an intern working on all aspects of the research cycle with data-based interpreting research project run by an experienced scholar or group of scholars. Students will participate in this field work for 50 clock hours per credit hour under the supervision of a Department of Interpretation faculty member. Student will assume increasing responsibilities on research projects, at a professional level, as approved by their advisor.

Prerequisite: INT 832.

### **INT 841 - Doctoral Teaching Internship I (3)**

This course provides students the opportunity to teach independently with supervision of department instructors following the successful completion of INT 821 and INT 831. The student assumes the role of instructor in one or more course(s) in the Department of Interpretation. The purpose of this practicum is to develop and hone the doctoral student's ability to plan, implement, and evaluate an academic course in interpretation and/or translation.

Prerequisites: INT 821 and INT 831.

### **INT 842 - Doctoral Teaching Internship II (3)**

This course builds on INT 841, providing students the opportunity to teach independently with supervision of department instructors. The student assumes the role of instructor in one or more course(s) in the Department of Interpretation. The purpose of this practicum is to further develop and hone the doctoral student's ability to plan, implement, and evaluate an academic course in the interpretation.

Prerequisite: INT 841 or permission of instructor.

### **INT 845 - Guided Research Project (3)**

This course is a one semester course in which students conduct an intensive research project conducted under the guidance of a faculty member. The research, analysis, and writing require an amount of a student's time equivalent to a normal three-credit course. Students are expected to develop an appropriate research plan, to complete the IRB process, to analyze data, and to write a final report of publishable quality.

Prerequisite: INT 810.

### **INT 850 - Dissertation Proposal (3)**

The purpose of this course is to guide students through the process of writing a doctoral dissertation proposal. The proposal will include a problem statement, literature review. It will also incorporate the research design and methodology, a description of how the data will be treated and analyzed, and the significance and limitations of their proposed study.

Prerequisites: INT 833, 841, 845, and successful completion of the qualifying paper.

### **INT 895 - Special Topics (1-3)**

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

### **INT 899 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **INT 900 - Dissertation Research (1-9)**

Students register for this course while conducting all aspects of the dissertation research.

Prerequisite: INT 850.

## **ITF-Infants-Toddlers-Families**

### **ITF 700 - Socio-Cltrl & Political Cxts for DHH Infants, Toddlers and their Families (3)**

This course is the first course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and serves as an orientation to the program. This course requires both on-campus and online participation. Participants will examine perspectives on working with young deaf and hard of hearing children, their families, and communities and will discuss the historical foundations of birth-to-three programs and services. The impact of early hearing detection and intervention principles and practices on newborn hearing screening and programs will be addressed. The course will provide an overview of the following topics: professionalism, advocacy, ethics, dispositions, diversity, and other factors that impact deaf and hard of hearing infants and toddlers and their families. Resources to support collaboration, leadership and change will be included. Evidence-based research and best practice guidelines that benefit deaf and hard of hearing infants and toddlers and their families will be addressed.

Prerequisite: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program, or permission of instructor(s).

**ITF 701 - Com, Language & Cognitive Dev: DHH Infants and Toddlers (3)**

This course is the second course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires on-line participation. The course addresses language, communication, and cognitive development and developmental milestones. Participants will examine socio-cultural factors that impact linguistic, cognitive and communication development from diverse perspectives. The course addresses language learning models for ASL and English, bilingual, multilingual and dual language learning. Participants will explore visual, auditory and tactile modalities, technological devices for supporting language and communication development, and the research that underlies current practices. Participants will explore how professionals with varying disciplinary expertise can collaborate to provide support to families to enhance their child's development. Family language learning models including Deaf Professional/ Advisor programs and family sign language programs will also be addressed.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of the ITF 700 or Permission of Instructor(s).

**ITF 702 - Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm (3)**

This course is the third course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires on-line participation. This course examines family systems' perspectives and the interrelationships among the young child who is deaf or hard of hearing, family and communities. Family and community cultures, values and beliefs will be explored. Participants will understand the importance of building relationships and the research underlying the importance of family support systems, acceptance and accommodation. Emphasis will be on collaboration with professionals from different disciplinary backgrounds, leadership and advocacy. The course will address strategies and resources that promote family and professional collaboration, family-to-family support networks, and family involvement.

Prerequisites: Admission into the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program and completion of ITF 700 and ITF 701.

**ITF 703 - Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers (3)**

This online course is the fourth course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course addresses the methods, strategies and techniques for developing language, communication, cognition and literacy for infants and toddlers who are deaf or hard of hearing and their families. Candidates will acquire knowledge of assessments used to describe the strengths and needs of these children. The course emphasizes an interdisciplinary collaborative approach and the roles of related professionals (e.g., audiologists, early childhood educators, speech-language pathologists, social workers, psychologists, etc). Strategies and resources will address the continuum of communication and language opportunities including the development of spoken English and American Sign Language.

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

### **ITF 704 - A Developmental Approach to Programming for Infants/Toddlers and their Families (3)**

This course is the fifth course in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program. The course requires both on-line and on-campus participation. The course will focus on both content and skill development in the areas of assessment and programming. Collaboration will be emphasized in the assessment and implementation of goals and services for young children and their families. The processes underlying the development of IFSPs and IEP's and transitions from early intervention to preschools will be explored. Strategies and resources will emphasize best practice in interdisciplinary, developmentally and individually appropriate and culturally responsive programming. Candidates for the certificate will present their capstone projects and final portfolios to provide evidence of their knowledge, skills and professional dispositions for working with infants and toddlers who are deaf or hard of hearing, birth-to-three and their families.

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

### **ITF 705 - DHH Infants Toddlers and their Families: Capstone Project Part 1 (1)**

This course provides the opportunity for candidates in the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership (ITF) Interdisciplinary Graduate Certificate Program to engage in a leadership or collaborative project related to deaf and hard of hearing infants, toddlers and their families. The course focuses on the development of a capstone project proposal. The course is conducted entirely through distance learning.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program and ITF 700; or permission of the instructor.

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

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

goals and interests. This course builds on the candidate's previously approved proposal for a capstone project. The course is conducted entirely through distance learning.

Prerequisites: Admission to the Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program and completion of ITF 705; or permission of the instructor.

### **ITF 795 - Special Topics (1-3)**

Grading System: Letter grades only.

### **ITF 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

## **ITS - Information Technology**

### **ITS 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

## LIN - Linguistics

### **LIN 510 - Introduction to First and Second Language Acquisition (3)**

This course introduces students to the acquisition of a native language by young children (L1 acquisition) and acquisition of a second language after childhood (L2 acquisition), with a focus on sign languages. The first part of the course covers the important milestones of normal L1 development in phonology, morphology, syntax and pragmatics for both spoken and signed languages. The course also explores how delays in exposure affect the acquisition process, related to the main topics of the second part of the course: critical period effects and L2 acquisition. Readings and discussion throughout the course will reflect the perspective that acquisition studies on a broad variety of languages, both signed and spoken, are crucial for developing accurate theories of language structure and use. Application of concepts from lectures and discussion is developed through student analysis of L1 and L2 data.

Prerequisites: For UG students: LIN 301, 302; for MASLED GRAD students: B or above in ASL 724 or permission of the instructor and MASLED program coordinator; for other GRAD students, permission of the instructor.

### **LIN 521 - Introduction to Cognitive Linguistics (3)**

This course is an introduction to the cognitivist approach to linguistics, in which language and thought are taken to be grounded in basic human experiences and to grow out of the nature of the physical brain and body. Unlike some linguistic approaches, cognitive linguistics treats form and meaning as interrelated on all levels of linguistic structure. Topics include conceptual blending, metaphor, depiction, frame semantics, human categorization, mental spaces, and cognitive/construction grammar.

Prerequisites: LIN 101, 263.

### **LIN 522 - Psycholinguistics of Sign Languages (3)**

Deaf and hearing people around the world acquire, produce and perceive sign languages. This course takes an in-depth look at how they acquire, produce and perceive sign languages. Psycholinguistics generally covers three domains: acquisition, use (perception and production) and brain studies. This course focuses on perception and production, as well as brain studies (aka neurolinguistics). With respect to production, we will examine studies that focus on "slips of the hands", both spontaneous and induced. With respect to perception, we will look at both

online and offline cases. For brain studies, we will discuss both behavioral and imaging studies.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

### **LIN 525 - Cognitive Linguistics and Translation (3)**

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

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

### **LIN 537 - Depiction, Iconicity, and Gesture (3)**

Students are introduced to a descriptive framework with which to identify and analyze iconicity and depiction in ASL and other signed languages and spoken languages as well. The course focuses on depiction typology, examining the structure of role-shifting, constructed action and dialogue, classifier constructions/depicting verbs, aspectual constructions, abstract/metaphorical depictions, and other imagistic uses of space, including different types of gesture.

Prerequisites: LIN 101, graduate student status, or permission of the instructor.

### **LIN 541 - Introduction to Sociolinguistics (3)**

Sociolinguistics is the discipline that studies the interaction of language and social life. This course will examine the major areas of sociolinguistics, including multilingualism, language contact, variation, language policy and planning and language attitudes. Methodological issues pertaining to the collection of sociolinguistic data will also be examined. The application of sociolinguistics to education, the law, medicine and sign language interpretation will be covered. All issues will be considered as they pertain to both spoken and signed languages.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

### **LIN 543 - Bilingualism (3)**

This course explores bilingualism, with a special emphasis on bilingualism in the Gallaudet community. We will examine the place of bilingualism and multilingualism in the world, both historically and currently; the linguistic structure and features of bilingualism; social constructions of bilingualism; the acquisition of bilingualism, from the perspectives of both first- and second language acquisition; and we will explore the functions and meanings of bilingualism in communities. For each topic, we will examine the current state of the field, first from the perspective of spoken language bilingualism and then from the perspective of signed language (mixed modality) bilingualism, with special emphasis on the situation at Gallaudet University.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

### **LIN 545 - Language as Social Practice (3)**

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

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

### **LIN 555 - Applied Linguistics as Engaged Research (3)**

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

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

### **LIN 571 - Field Methods (4)**

This course will provide students with experience in gathering and analyzing data from a sign language other than ASL. The particular language selected will vary from year to year, with preference given to under-investigated sign languages. Students will study the lexicon, phonology, morphology, and syntax of this language; each student will focus on one topic for an in-depth research project.

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

### **LIN 572 - Language Documentation (3)**

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

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

### **LIN 585 - Prosody in Sign and Spoken Languages (3)**

This course introduces students to the theories and methods of analyzing prosody in signed and spoken languages. These prosodic features play a critical role in human communication and have a wide range of functions,

including expression at linguistic, attitudinal, affective and personal levels.

Prerequisites: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

### **LIN 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

### **LIN 661 - Brief Introduction to the Structure of American Sign Language (1)**

A survey of the major features of the linguistics structure and social uses of American Sign Language. The course will cover four major topics: (1) Phonology: The Study of the Raw Materials of Signs, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and influence of signs on one another in connected discourse; (2) Morphology; Building and Storing Words, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, and numeral incorporation. A discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; (3) Syntax: Building Sentences, the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and (4) Sociolinguistic Applications, a discussion of language variation and language contact in the deaf community.

### **LIN 662 - Survey of American Sign Language Phonology (1)**

This course has four parts. Part one covers basic phonetic notation and includes practice in the phonetic description of lexical signs of ASL. This will include an examination of hand configurations, placements, orientations, nonmanual signals, and two-hand relationships. Part two deals with phonological processes, including movement epenthesis, hold deletion, metathesis, assimilation, location neutralization, and weak hand deletion. Part three examines phonotactic patterns within the lexicon of ASL, focusing on permissible combinations of phonetic elements. Part four considers the nature of phonological change and historical shifts in the structure of the lexicon.

### **LIN 663 - Morphology of ASL Verbs (1)**

This course will focus on the use of space and the behavior of verbs that use space in meaningful ways in American Sign Language. Major topics will include an examination of the signing space and the four functions of a locus,

syntactic versus topographical space, mental representations of space, identity shift, a detailed examination of indicating verbs, locative verbs, classifier predicates (including discussions of imagery, verb roots, categories of classifier handshapes, and types of representations), and aspectual inflections that operate by changing the movement of verbs in space.

### **LIN 664 - Survey of American Sign Language Syntax (1)**

This course begins by examining the various roles of nonmanual signals within ASL grammar and ASL discourse. This leads to the role of nonmanual signs in helping to determine the structure of ASL sentences. Next, the course examines the order of constituents within ASL sentences, including topics and topicalization, subject pronoun copy, deletion of subjects and objects, and the placement of tense markers. The next section of the course focuses on the use of space in ASL discourse, verb classes based on how space is used, verb agreement, and conceptual mapping. The course concludes by examining subordination and specific types of ASL syntactic structures including relative clauses, conditional clauses, and related constructions.

### **LIN 665 - Sociolinguistics of the Deaf Community (1)**

This course provides an overview of the major areas of sociolinguistics and of current sociolinguistic thinking, with a focus on the Deaf community. It begins with an introduction to the field, followed by a look at bilingualism and language contact phenomena, including lexical borrowing, code-switching, code-mixing, diglossia, pidgins, and creoles. Following this look at intralanguage phenomena, the focus turns to the internal and external constraints upon them. Discourse analysis is then examined, with a focus on language and social interaction and the structure of conversations. Language attitudes are then discussed, followed by a look at language policy and planning.

### **LIN 670 - Introduction to First Language Acquisition by Children (1)**

This course introduces students to the processes by which children acquire their first language, focusing on the major milestones of phonological and syntactic development. Children everywhere accomplish the task of learning their native language by the age of 5. They succeed despite the cognitive limitations of their age and follow the same general patterns of development regardless of what language they are learning. The efficiency with which children acquire language suggests some degree of innate linguistic knowledge, or a 'language instinct.' This course

will overview some of the major research discoveries of how children combine this language instinct with information provided by the environment to acquire their native language. Course topics will include babbling and early phonetic development by infants, acquisition of word order, questions, and word meanings. A final segment of the course will explore the acquisition of sign languages and the ways in which deaf children's signing development parallels that of spoken language in hearing children.

**LIN 671 - Introduction to Acquisition of Sign Language (1)**

Modern linguistic theory, traditionally based on research conducted on spoken languages, has benefited greatly from recent linguistic investigation of sign languages. Findings of similarities between spoken and sign languages reaffirm their equivalent status as fully natural languages, while differences point to areas where existing theory must be expanded. This course introduces students to the acquisition of ASL as a first language by deaf children and the unique contributions this research makes to general theories of language development. As background preparation, we will begin with a broad overview of important milestones in the acquisition of spoken language by hearing children. This will be followed by a short discussion on the effects of modality (oral/aural vs. gestural/visual) on the acquisition process. The remaining two-thirds of the class will be devoted to language development in the gestural/visual modality. Readings and lectures will center on the acquisition of phonology and selected syntactic phenomena, including nonmanuals and questions. The course will end with a discussion of delayed exposure to sign language and its effects on acquisition, a topic of great importance to the field of Deaf education.

Prerequisite: LIN 670.

**LIN 695 - Special Topics (1-3)**

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

**LIN 699 - Independent Study (1-3)**

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

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

**LIN 701 - Phonology I (4)**

An introduction to the principles of linguistic study, with a

concentrated focus on phonology and phonological theory as applied to English and ASL. Topics will include: phonetics, phonemics, phonological processes, syllables and syllabification, distinctive features, phonological rules, and an overview of current phonological theory.

Co-requisites: First year Linguistics MA courses (LIN 702 and LIN 721), or permission of instructor.

**LIN 702 - Generative Linguistics I (4)**

This course provides an introduction to generative linguistics and principles of syntactic argumentation within the generative tradition. Topics include Parts of Speech, Phrase Structure rules, X-bar rules, the role of the Lexicon, and various types of syntactic movement related to verbal morphology, questions and passive constructions. The course focuses initially on English and other spoken languages, but also includes application to ASL towards the end of the course.

Co-requisites: first semester Linguistics MA courses or permission of instructor.

**LIN 703 - Proseminar (1)**

This course will introduce students to the profession of linguistics, its history and subfields, as well as the research specializations of department faculty. Students will also receive general training in a variety of skills relevant to graduate studies in linguistics, such as technical writing, using library resources to locate literature, using computer and editing techniques needed for carrying out sign linguistics projects, and applying for research grants and IRB approval for student research projects.

Co-requisites: first semester Linguistics MA courses or permission of instructor.

**LIN 705 - Introduction to Language and Communication (3)**

A comprehensive introduction to the science of language and communication. Topics include an introduction to levels of language and language study, language variation, discourse analysis, language in context, communication process models, cross-cultural communication; language issues in social stratification, and a brief introduction to the academic study of translation and interpretation. In conjunction with the lectures, students will spend at least seven hours observing situations where interpreting occurs.

Prerequisite: permission of the instructor.

### **LIN 707 - The Structure of Language: English and American Sign Language (4)**

A comprehensive introduction to the linguistic structures of English and American Sign Language. Topics include phonetics and phonemics; phonological processes; the identification, structure, and distribution of morphemes; principles of syntactic argumentation; detailed examination of the major syntactic structures of English and ASL; and the place of phonology, morphology, and syntax in terms of the larger context of grammar.

### **LIN 721 - Cognitive Linguistics I (4)**

This is the first of a three-course sequence focusing on a cognitive linguistics approach to ASL. The course begins with a discussion of cognitive linguistic tenets, including (a) the view that meaning is grounded in bodily experience and (b) the view that lexicon and grammar consist of form-meaning pairing with varying degrees of abstraction and complexity. This discussion provides a theoretical background with which to investigate iconic and metaphorical expressions in ASL using previously developed cognitive linguistic models as well as standard linguistic concerns, including grammatical classes (e.g. noun and verb categories) and complex expressions (e.g. certain words and phrases) in ASL. While much of the course content will involve data from English and other languages, the primary focus will be on ASL.

Co-requisites: LIN 701, 702 or permission of instructor.

### **LIN 731 - Phonology II (3)**

This course builds on foundational material presented in Phonology I. Students will investigate the phonological structure of signs in American Sign Language. Part one (I) presents a comparison of notation systems for signs and provides extensive training in sign notation. Part two (II) deals with phonological contrast. Part three (III) is concerned with the phonotactic properties of lexical signs. Part four (IV) deals with phonological processes and historical change.

Prerequisite: LIN 701 or permission of instructor.

### **LIN 732 - Cognitive Linguistics II (3)**

This course is a continuation of LIN 721. Examination of morphology, syntax, and discourse in ASL from the perspective of cognitive grammar, based in part on related insights on spoken language structure. The course is an in-depth examination of the cognitive linguistic approach to the structure of words and larger constructions, with primary focus on ASL. Topics include compounding, affixation, numeral incorporation, reduplication, depicting

verbs, aspectual constructions, grammatical relations, topic marking, and complex sentences.

Prerequisite: LIN 721 or permission of instructor.

### **LIN 733 - Generative Linguistics II (3)**

This course builds on foundational material presented in Generative Linguistics I and extends them to the study of ASL and other sign languages. Lectures include continued opportunity for hands-on practice in deriving various syntactic structures, and also develop students' abilities to independently read and understand articles in generative linguistics.

Prerequisite: LIN 702 or permission of instructor.

### **LIN 741 - Sociolinguistics in Deaf Communities (3)**

An examination of the theories and principles of sociolinguistics with specific reference to sign languages and Deaf communities around the world. Topics include multilingualism, bilingualism, and language contact, variation, discourse analysis, language policy and planning and language attitudes.

Prerequisites: All first year Linguistics MA courses or by permission of instructor.

### **LIN 745 - Languages and Cultures in Deaf Communities (3)**

This course explores the relationships between language and culture from an anthropological and sociolinguistic point of view. Students are introduced to various approaches to qualitative analysis as research tools for understanding the interplay between language and culture in the Deaf community in which they participate.

Prerequisites: All first year Linguistics MA courses or by permission of instructor.

### **LIN 750 - Research Methods in Linguistics (3)**

Guided fieldwork experience in ASL linguistics with emphasis on data gathering and analysis. Students select research topics within a specific domain of ASL established by the instructor, conduct a literature review, gather data, perform analyses of the data, and prepare a formal written report.

Prerequisite: LIN 732.

### **LIN 763 - American Sign Language Structure for Professionals in Deaf Education (3)**

A survey of the major features of the linguistic structure and social uses of American Sign Language. The course

will cover four major topics: 1) Phonology, an examination of the structure of the physical signals of ASL, the customary patterns for combining them, and the influence of signs on one another in connected discourse; 2) Morphology, the study of the basic meaningful units of ASL, including discussions of word creation, compounding, borrowing, affixation, reduplication, temporal and distributional aspect, numeral incorporation, and a discussion of the use of space in ASL, including an examination of verbs with subject and object agreement and of spatial-locative verbs; 3) Syntax, an examination of the word order of ASL sentences, nonmanual syntactic signals, and discourse structures; and 4) Sociolinguistic Applications, a discussion of language variation and language contact in the Deaf community and of language issues in deaf education in the United States.

### **LIN 795 - Special Topics (1-3)**

Grading System: letter grades only.

### **LIN 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **LIN 801 - Phonology III (3)**

This course is an advanced seminar focusing on phonological theory, building on foundational material presented in Phonology I and Phonology II. Topics will vary depending upon current developments in phonological theory, focusing on both spoken and signed languages.

Prerequisite: LIN 731.

### **LIN 802 - Generative Linguistics III (3)**

This course is an advanced seminar focusing on generative approaches to syntactic theory, building on foundational material presented in Generative Syntax I and Generative Syntax II. Topics will vary depending upon current developments in syntactic theory, focusing on both spoken

and signed languages.

Prerequisite: LIN 733.

### **LIN 811 - First Language Acquisition (3)**

This course examines general issues in first language acquisition, focusing on the period from birth to five years. It includes critical review of literature on phonological, lexical, morphological and syntactic development for both signed and spoken first languages, from both nativist and usage-based theoretical perspectives.

Prerequisites: all first year Linguistics MA courses plus LIN 741, or permission of instructor.

### **LIN 812 - Second Language Acquisition (3)**

This course will review current theory and research in second language acquisition (SLA) from linguistic and psychological perspectives, focusing on the influences of various theoretical models. Students will be introduced to the principal areas of SLA research and the major methodologies available for their study. Course material will focus on acquisition of a spoken second language, but also discuss recent studies and analyze data related to second language acquisition of a sign language.

Prerequisites: All first year Linguistics MA courses plus LIN 741, or permission of instructor.

### **LIN 822 - Brain and Language (3)**

This seminar will review the literature on the neurological bases for language. Particular attention will be given to the relationship between spatial ability and linguistic ability. Models developed based on spoken-language data will be critiqued in light of data from sign languages, as production and processing of signing requires interaction of linguistic and spatial skills on several levels. Sign language data will be used to evaluate the traditional model of brain hemispheric specialization, where linguistic skills are lateralized on the left and spatial skills on the right.

### **LIN 824 - Introduction to Mental Space Theory (3)**

A seminar focusing on mental space theory. Topics include introductory concepts in cognitive grammar, conceptual space, space builders, cross-space mappings, metaphor, analogy, metonymy, blended mental spaces, grammar, and meaning construction.

### **LIN 827 - Cognitive Linguistics III (3)**

This seminar is the third course in the Cognitive Linguistic sequence of courses in the graduate linguistics program (the first two being LIN 721 and LIN 732). Possible major

topics include cognitive grammar, cognitive semantics, conceptual blending, constructional grammar, embodiment, depiction, mental spaces, metaphor, metonymy, and the usage-based approach to language.

Prerequisite: LIN 732.

### **LIN 841 - Discourse Analysis (3)**

The focus of this course is a comparison among six dominant approaches to the analysis of discourse: pragmatics, speech act theory, conversational analysis, interactional sociolinguistics, ethnography of communication, and variation analysis, with close examination of different kinds of sign language discourse.

Prerequisites: all first year Linguistics MA courses, or permission of instructor.

### **LIN 842 - Discourse Analysis: Conversation (3)**

The purpose of this course is to introduce students to theories and methods of discourse analysis. This is a companion course, not a sequel, to Discourse Analysis: Narrative. Whereas Discourse Analysis: Narrative is concerned with discourse produced primarily by one speaker. Discourse Analysis: Conversation is concerned with dialogic or multi-party discourse.

Prerequisites: all first year Linguistics MA courses, or permission of instructor.

### **LIN 843 - Discourse Analysis: Narrative (3)**

The purpose of this course is to introduce students to theories and methods of discourse analysis. Narrative is chosen for study because it is primarily monologic (at least in U.S. culture) as distinct from dialogic or multi-party discourse which is covered in Discourse Analysis: Conversation. This course will focus on the analysis of ASL narratives.

Prerequisites: All first year Linguistics MA courses plus LIN 741, or permission of the instructor.

### **LIN 850 - Historical Linguistics (3)**

This course focuses on language change. Topics include language families, methods of comparative reconstruction, phonological change, semantic change, and grammaticalization. We will evaluate the features of sign language in light of their relatively young age, and compare them to other "new" languages such as creoles. Attention will be paid to methods of historical reconstruction for languages that have not been written down in the past.

### **LIN 855 - Language Typology (3)**

In this course we survey the range of variation among world languages, both spoken and signed. Topics include tense/aspect systems, modals, representations of spatial concepts, and word order, as well as a consideration of potential universals specific to sign languages.

### **LIN 860 - Language Variation (3)**

An examination of analytical methods used in the study of variation and change in language structure and use, with a focus on sign language variation. Practice in the exploratory analysis and interpretation of sociolinguistics and discourse data, and introduction to quantitative tools, including the Varbrul program.

Prerequisites: All first year Linguistics MA courses plus LIN 741, or permission of instructor.

### **LIN 880 - Guided Research Project (3)**

This course is required to be taken twice, typically beginning in the fall semester of students' first year in the Ph.D. program and continuing into the following spring semester. Students will design and conduct a research project under the supervision of a faculty member. Course requirements include a final paper by the end of the second semester with the following components, as applicable: development of an appropriate research plan, completion of the IRB human subjects review, and collection and analysis of data. LIN 880 may be repeated a third semester at the discretion of the instructor if requirements cannot be successfully completed in the usual two semesters.

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

### **LIN 883 - Dissertation Concept Paper (3)**

This course serves as a transition from students' preparatory coursework to their dissertation proposal. Under supervision of a faculty member, students will complete a Concept Paper that identifies their research question(s) and defines key concepts that underlie those research questions. The Concept Paper also specifies the theoretical framework(s) to be adopted for research and discusses previous literature assumed as background information. Upon approval of a student's completed Concept Paper by the instructor, the student will then give a Concept Paper Presentation to the full faculty and take the field exam, both of which are developed on the basis of the student's completed Concept Paper. LIN 883 may be repeated one time.

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

### **LIN 890 - Dissertation Proposal Development (3)**

In this course, students will develop their dissertation proposal, producing a research plan for answering the research questions posed in their Concept Paper. Emphasis will be on defining a project of appropriate scope for a dissertation, extending the literature review and selecting an appropriate research design and methodology. Students will meet regularly with their dissertation advisor for guidance and discussion, but are expected to pursue the bulk of the work independently. LIN 890 may be repeated one time.

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

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

### **LIN 895 - Special Topics (1-3)**

Grading System: letter grades only.

### **LIN 899 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office

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

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

### **LIN 900 - Dissertation Research (1-9)**

This course is for ABD students conducting any aspect of their dissertation research and writing.

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

## **MPA - Master of Public Adm**

### **MPA 710 - Introduction to Public Administration (3)**

This course is a basic introduction to public administration for professionals working in public sector and non-profit agencies. Topics include the role of bureaucracy in the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and the changing nature of public administration. This course is designed to use lectures, student presentations, group discussion, and field assignments. The ultimate goal of the course is to help students develop a solid understanding of public administration theory and practice.

### **MPA 711 - Basics of Management (3)**

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

Prerequisite: Permission of the instructor.

### **MPA 712 - Decision Support Systems for Managers (3)**

The course focuses on the use of computer-based systems to assist human decision making. Students will learn about a) human decision making in the organizational context, b) the methods that can be used to support it, and c) the issues associated with the use of computer-based systems that deliver the relevant technology. The course will focus on decision support systems for individuals, although a group decision support system will also be discussed.

### **MPA 713 - Budgeting in Public Sector and Non-Profit Organizations (3)**

This course examines the philosophical, political, and practical issues that surround the allocation of funds to publicly supported and not-for-profit agencies, institutions, and other entities. The course of study involves exploration of the structure of government in the United States at the federal, state, and local levels, along with various theories and strategies for raising and distributing public funds, especially within the educational sector. Case studies of public and private educational institutions provide capstones for student achievement.

### **MPA 714 - Strategic Leadership and Management (3)**

This course will provide students with an introduction to strategic leadership, strategic analysis, strategic planning, organizational structure and culture, performance based management, and organizational development and change. The focus is on developing innovative and ethical change aspects capable of utilizing internal and external environmental data to lead organizational transformation in complex organizations.

### **MPA 715 - Economics for Managers (3)**

The purpose of this course is to provide students with an introductory overview of the knowledge base in microeconomics and macroeconomics, with an emphasis on the concepts administrators will utilize in practice. At the completion of this course, the student will have first-hand practice critically analyzing common economic concepts such as supply and demand, prices, the price system, markets and market structure, utility, production and costs, marginal analysis, economic indicators, monetary and fiscal policy, international trade and data, opportunity costs and other pedagogies. Critical thinking skills will be gained through understanding of the underlying theoretical basis for these concepts, how they are interrelated with each other and with the overall economy, and how they are applied in policy decisions is also introduced in this course. In addition, students will, through examples based on business and government policies, obtain an introductory understanding of how these concepts are applied in everyday situations, providing additional critical thinking, communication and analytical skills.

### **MPA 716 - Quality Management in Public Sector and Non-Profit Organizations (3)**

This course focuses on core principles of quality management in public and non-profit agencies; for example, customer focus, continuous improvement,

employee involvement, and process improvement. Students analyze case studies and design a field project to gain first-hand knowledge of how to implement quality management principles. Students will also learn about the Baldrige National Quality Award program.

### **MPA 718 - The Policy Making Process (3)**

This graduate course is an introduction to the policy making process, primarily as it is practiced in the United States by various actors and institutions. We will examine the processes through which public policies are formulated, adopted and implemented, and the political and organizational contexts which condition these processes. The first part of the course will examine public policy through the "stages heuristic," viewing the policy making processes as a series of stages or steps. The stages usually include agenda setting, policy design, policy adoption, implementation, evaluation and termination/modification. We will then review the background, key concerns and controversies for a number of policy issues using the stages approach to frame discussion. At the end of the course, students will share their own analyses of specific policy issues.

Prerequisite: matriculation in the MPA program.

### **MPA 719 - Social Equity in Public Administration (3)**

This course is a deep exploration of social equity and the field of public administration. Topics will include theories of social equity, demographic groups and contexts related to the study of social equity, organizational structures that support social equity, as well as policy and programmatic considerations. The ultimate goal of the course is to help students develop a solid understanding of the theory and practice of social equity.

### **MPA 720 - Women in Public Administration (3)**

Women have an enduring, though often unacknowledged, legacy in public administration. This course will explore the intellectual history and persistent challenges of women in the field and practice of public administration. This class is a seminar class that focuses on student-driven learning and application about the role of women in public administration. Relying on texts, cases, and simulations, this class will enhance personal and professional knowledge of future public servants about the important role of women in public administration.

### **MPA 721 - Nonprofit Management (3)**

This course offers students an opportunity to explore the nonprofit sector's multifaceted role in U.S. society and its relationship to democracy and social change. This course

will introduce theoretical and practical frameworks for examining contemporary models of nonprofit and philanthropic practice and examine the ethical implications of engaging in and funding activities designed to effect social change. Through this course, students will analyze the complex systems that lead to social challenges and the opportunities for solutions driven by the nonprofit sector.

#### **MPA 750 - Data Based Decision Making (3)**

The purpose of MPA 750 Data Based Decision-Making is to help students develop introductory level skills in a) identifying the data that are needed for understanding an issue related to a public policy, a public good, or a public service; b) identifying appropriate statistical procedure for analyzing the data; and c) analyzing the data for the purpose of reaching a decision or a recommendation on a plan of action.

#### **MPA 760 - Ethics in Public Administration (3)**

Ethics is one of the four foundational pillars of public administration. Given the important role of ethics in public management, this required class is critical for your development as future public servants. Using a seminar format, this course focuses on practical and applied learning about ethical decision-making tools that you can use in the real world. Relying on texts, cases, and simulations, this challenging class will cultivate personal and professional growth to help you face complex public sector situations.

#### **MPA 780 - Human Resource Management (3)**

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

#### **MPA 790 - Capstone Experience in Public Administration (3)**

This course is taken in the final semester of the MPA program. Students reflect on their experiences in the program and build a portfolio that demonstrates their best work. Students will complete various assignments to strengthen their portfolios for the types of jobs to which students are currently applying. At the end of the course, students will have a portfolio of their best work that to show to prospective employers.

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

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

#### **MPA 795 - Special Topics (1-3)**

Grading System: letter grades only.

#### **MPA 796 - Communication in Public Administration (3)**

This course will help students review the skills needed to effectively and empathically navigate communication in the public sector. Using applied learning activities and real-world case studies, this course will highlight the importance for informed communication strategies in the public sector. Topics explored will include the fundamentals of writing as a professional, accountability for intent and impact of communication, and cultivating strong intrapersonal communication as a professional.

#### **MPA 798 - Internship (3)**

Supervised fieldwork working in a public or nonprofit organization. Students have an opportunity to develop professional experience that may be used to secure a more prestigious internship or a full-time professional position. Students work closely with an onsite supervisor and with a Gallaudet University faculty member. Students complete this course with more skills and experiences necessary to move to the next step in their career development.

**MPA 799 - Independent Study (1-3)**

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

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

**MPA 809 - Theory of Management and Leadership (3)**

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

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

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

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

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

**MPA 822 - Executive Management Skills (3)**

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

experienced by the participants.

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

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

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

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

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

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

### **MPA 839 - Organization Theory and Design (3)**

Students are introduced to principles of organization theory and design. They examine topics such as organization design; the external environment of organizations; the impact of organizational goals on organizational effectiveness; organizational technology; organizational bureaucracy; classic organizational structures; the impact of structure on innovation, change, information, and control, decision-making in organizations; power and politics; integrating all parts of an organization; and organizational learning and renewal.

Prerequisite: MPA 838 or Permission of the Instructor.

### **MPA 841 - Redesigning Organizations (3)**

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

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

### **PEN - Educational Neuroscience**

#### **PEN 700 - Cognitive Neuroscience Summer Lab Rotation I (4)**

In this first of two research laboratory rotation courses (PEN 700), students gain intensive Educational / Cognitive Neuroscience laboratory research experience at a partnership university during the summers after their first and second years in the PEN doctoral program, devoting special attention to the lab's scientific questions, hypotheses, and methods. Students will become familiar with the set of research questions guiding the laboratory's research, understand how the questions have been approached in the laboratory setting and represented as research hypotheses, gain hands-on experience in the technical aspects of data collection and analysis in the lab, and study how the lab's current work adds to the previous findings of the lab and the discipline. Students will also consider the principled application of the lab's research activities to the improvement of education and society, although this topic will become a major focus of the second rotation of the following summer. Students will focus their final paper and presentation on demonstrating their knowledge of the research process in the visited lab from theory to hypothesis to research design to analysis to interpretation.

Prerequisites: PEN 705, enrollment in PEN program, and CITI Responsible Conduct of Research (RCR) certification.

#### **PEN 701 - Educational Neuroscience Proseminar (3)**

This course (PEN 701) serves as an introduction to foundational issues in this discipline of Educational Neuroscience. Students are required to take this course twice (fall and spring). It is organized around three to four public lectures each semester, delivered by invited speakers on themes drawn from prevailing questions and challenges in education today. Each lecture is preceded by a preparation seminar, during which students will discuss readings relevant to the lecture topic. After each lecture, students will join the invited speaker for a special discussion session, during which they will have the valuable opportunity to interact directly with researchers pursuing innovative projects in the field of Educational Neuroscience. Students can expect to gain general knowledge of topics such as language learning, reading, child development, educational assessment, educational intervention, and school, policy, and family processes associated with young children, especially young deaf visual learners. Students will also learn how contemporary brain and behavioral research may be applied in principled

ways to address prevailing problems in education. All seminars and lectures will be conducted bilingually, in ASL and English.

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

### **PEN 702 - Contemporary Methods in Neuroimaging (1)**

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

Prerequisite: enrolled in PhD in Educational Neuroscience Program

Co-requisites: PEN 701, 703, and 705.

### **PEN 703 - Foundations of Educational Neuroscience (3)**

The main objective of this two-part course, Foundations of Educational Neuroscience (fall, PEN 703 & spring, PEN 704) is to understand how the rich multidisciplinary field of Educational Neuroscience can inform science and education (and educational policy) in principled ways. In this first course PEN 703, the field's driving overarching objectives are identified: (i) to marry leading scientific discoveries about how children learn knowledge that is at the heart of early child development and schooling (e.g., language, reading, number, science, social-emotional) with core challenges in contemporary education, and to do so in principled ways through "two-way" communication and mutual growth between science and society; (ii) to conduct state-of-the-art behavioral and neuroimaging research that renders new knowledge that is useable, and meaningfully translatable, for the benefit of society (spanning parents, teachers, clinicians, medical practitioners, and beyond).

Topics span the ethical application of science in education, neuroscience methods, and how children learn the content of their mental life, and the role of culture in learning. One major objective is for students to learn how Educational Neuroscience can provide specific advances in the education of all children, particularly young deaf children. Students in this course will read research articles, participate in discussions, do a small research project, and present a final paper.

Prerequisite: Enrollment in PEN program

Co-requisites: PEN 701 and 705.

### **PEN 704 - Foundations of Educational Neuroscience II (3)**

The main objective of this two-part course, Foundations of Educational Neuroscience (fall, PEN 703 spring, PEN 704) is to understand how the rich multidisciplinary field of Educational Neuroscience can inform science and education (and educational policy) in principled ways. In this second course PEN 705, we draw scientific advances from the field and from the National Science Foundation, Science of Learning Center, Visual Language and Visual Learning, "VL2" at Gallaudet University. Topics span the impact of early brain plasticity of the visual systems and visual processing on higher cognition, early social visual engagement and literacy learning, the role of gestures in learning, early sign language exposure and its facilitative impact on language learning, the bilingual brain, the surprising role of "Visual Phonology" in early reading, and innovations in two-way educational translation uniting science and research. One major objective is for students to learn how Educational Neuroscience can provide specific advances in the education of all children, particularly young deaf children. Students in this course will read research articles, participate in discussions, do a small research project, and present a final paper.

Prerequisite: PEN 703 and enrollment in PEN program.

Co-requisite: PEN 701.

### **PEN 705 - New Directions in Neuroethics (3)**

The field of neuroethics examines the ethical, social, and legal implications of the application of neuroscience research to society. This course begins with a view of how and why neuroscience has 'evolved' to become a dynamic force in both science and society. Students will explore how bioethics has become a critical dimension of any/all consideration of scientific advancement, particularly in light of modern scientific, research and medical ethics, and as a consequence, of socio-political trends and influences.

From this, the field and practice of neuroethics will be addressed and discussed, with relevance to the ways that progress in neuroscience compels and sustains both the issues and dilemmas that arise in and from neuroscientific and neurotechnological research and its applications, and the importance of acknowledging and addressing the ethical basis and resolutions of such issues. An overview of specific frontier areas of neuroscience and technology will be explored, including core topics that involve Educational Neuroscience, with a special emphasis on (a) the extent and scope of new knowledge and capability that such developments afford to impact the human condition, and (b) key ethical concerns that are incurred by such neuroscientific and neurotechnological process. Paradigms for neuroethical, legal, and social probity, safety and surety, and a putative "precautionary process" will be explored. The ethical implications of the application of neuroscience research to special and diverse populations of individuals will be of great salience in our discussions.

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

#### **PEN 710 - Cognitive Neuroscience Summer Lab Rotation II (4)**

In this second of two research laboratory rotation courses (PEN 710), students gain intensive Educational/Cognitive Neuroscience laboratory research experience at a partnership university during the summers after their first and second years in the PEN doctoral program, devoting special attention to the lab's translational impact. Students will become familiar with the set of research questions guiding the laboratory's research, understand how the questions have been approached in the laboratory setting and represented as research hypotheses, gain hands-on experience in the technical aspects of data collection and analysis in the lab, and study how the lab's current work adds to the previous findings of the lab. Students will especially consider the principled application of the lab's research activities to the improvement of education and society, which will be a topic of major focus in this second lab rotation course. Students will focus their final paper and presentation on demonstrating their knowledge of the research process in the visited lab from theory to hypothesis, to research design, to analysis and interpretation, and, to its important translational impact.

Prerequisite: PEN 700.

#### **PEN 795 - Special Topics (1-3)**

Grading System: letter grades only.

#### **PEN 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

#### **PEN 801 - Guided Studies I: Clerc Center/Pk-12 Schools and Two-Way Translation (3)**

In this first of three-part sequence of intensive guided study courses (in class discussions and field experiences), Guided Studies (I): Translation (PEN 801), students advance their knowledge in making "two-way" connections between basic research discoveries and educational translation, with a special focus on building students' understanding of the priorities, prevailing issues, translational challenges, and translational successes that are of looming importance in education today. Students will interact with educational personnel, parents, and deaf and hard of hearing children in the greater Washington area (for example, the Laurent Clerc National Deaf Educational Center administrators, teachers, children, and parents). The PEN student will gain new knowledge spanning K-12 educational settings, understand the many processes involved in going from translational research outcomes to and educational policy change, and gain specific and crucial new knowledge about the education of the young deaf visual learner. On-site oversight of the student will occur through close, mutually rewarding collaboration with members of the school. Both a written paper on the topic of translational research as well as a presentation of this paper to the student's PEN Program Committee, will comprise the student's first-year Preliminary Exams, which will occur at the end of this course.

Prerequisites: All first year PEN required coursework.

#### **PEN 802 - Guided Studies II: Research (3)**

In this second of a three-part sequence of intensive guided study courses (in classroom and field experience), Guided Studies (II): Research (PEN 802), students advance their knowledge and critical analysis of the scientific process

through active participation in and completion of a small research project. The course will involve a field experience assignment in a PEN lab at Gallaudet. The student will be further assigned to a subset of previously collected data from the lab on which students will be trained to analyze. The hands-on experience will involve the writing of a final research report in APA Journal Article format that includes articulation of the central question in Educational Neuroscience that the lab's study addresses (including theoretical significance, rationale, hypotheses, related predictions), the design of the mini study using the already collected data, articulation of the methods, data analyses, and findings, and discussion of the scientific and translational implications. This field experience will also include the student's writing of an IRB application, as well as a final presentation. In addition, both the written and presentation components will also constitute the student's Qualifying Examinations, which are scheduled separately at the end of this course with the student's PEN PhD Program Committee. After successful completion of Qualifying Examination, the student may petition to advance to candidacy in this program.

Prerequisite: PEN 801.

### **PEN 803 - Guided Studies III: Theory (3)**

In this third of a three-part sequence of intensive guided study courses (in class and field experience), Guided Studies (III): Theory (PEN 803), students advance their knowledge, critical analysis, and independent scholarship in one select domain of Educational Neuroscience of the student's choice. Through a combination of course work and field experience as independent library scholarship, students will advance to writing a paper in research grant proposal format in which they identify a research question of important contemporary scientific and educational significance in Educational Neuroscience, along with an in depth and detailed literature review. The student will also provide a presentation of this work at the end of the course. In addition, the grant proposal and presentation constitute the student's Comprehensive Examination, and is also separately presented at the end of the semester to the student's Comprehensive Examination Committee.

Prerequisite: PEN 802.

### **PEN 810 - Translation: Policy Service (2-4)**

The purpose of this course is to provide students with hands-on internship opportunities to evaluate the multiple ways that basic cognitive neuroscience and behavioral sciences research discoveries about children's development may be translated into principles that guide

the creation of public policy and laws for the benefit of young children. Critical evaluation and analysis of the relationship between research and policy are key goals and key to success in this course. One important goal will be for students to engage in principled evaluation of the extent to which the target policy of focus in their placement site is (or is not) informed by basic science research (and what type of basic science research)? Another important goal will be to gain new knowledge about what information and tools are used among policymaking at large. What standards of evidence (and what standards for the evaluation of evidence) are typically used among policymakers in your placement area? By the end of this course (by the end of this policy internship placement), students will learn (i) what standards of evidence are already in existence and used among policymakers (especially involving the focus areas at one's internship site), and (ii) if research plays a role in your site's policy deliberations, which type of research? Students will further learn to evaluate creatively (iii) the extent to which research in neurosciences could have potentially advanced understanding and decisions at your particular placement site regarding its target policies.

Prerequisites: PEN 710 Cognitive Neuroscience Laboratory Research Rotation II and PEN 801 Guided Studies: Translation.

### **PEN 895 - Special Topics (1-3)**

Grading System: letter grades only.

### **PEN 899 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by-case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study.

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

### **PEN 900 - Dissertation Research (1-6)**

The exciting and timely discipline called Educational Neuroscience provides an important level of analysis for addressing today's core problems in education. Advanced doctoral students in Gallaudet University's PhD Program in

Educational Neuroscience (PEN) have studied the empirical foundations and methods from which the discipline draws its strength, in particular, Cognitive Neuroscience. Advanced doctoral students have also gained new knowledge into the optimal ways to marry scientific discoveries about how children learn with core challenges in contemporary education-crucially, in principled ways, and with "two-way" communication and mutual growth to render knowledge that is usable, and meaningfully translatable for all children, especially for the young deaf visual learner. Armed with this powerful knowledge - and after having completed the Comprehensive Exam for the purpose of developing their dissertation proposal - the PEN doctoral student is now ready to advance "full speed ahead" in his or her doctoral dissertation research, the writing of the doctoral dissertation, and, ultimately, the defense of the written doctoral dissertation. The purpose of this course is to facilitate students through these important steps. The culmination of these steps will be the "oral" dissertation proposal and defense of the dissertation.

## PSY - Psychology

### **PSY 701 - Legal, Ethical and Professional Issues in School Psychology (3)**

Provides familiarization with legal and ethical issues and the role and function of the psychologist in the school setting. Class and field experiences are designed to acquaint the student with the various roles, responsibilities and operations of multi-disciplinary teams from a multi-cultural perspective. Available school and community resources for deaf and hard of hearing people are explored.

Prerequisite: Permission of the instructor.

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

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

Prerequisite: Enrollment in the School Psychology program or permission of instructor.

### **PSY 703 - Research Seminar (1)**

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

Prerequisite: Enrollment in the clinical psychology program or consent of instructor.

Co-requisite: PSY 711 or equivalent.

### **PSY 704 - Research Seminar (1)**

This seminar introduces students to ongoing faculty, staff, and student research projects. The seminar also includes direct experience as a research assistant in a faculty or staff member's research program. Ethical issues in research with human subjects receive particular emphasis.

Prerequisite: Enrollment in the clinical psychology program or consent of instructor

Co-requisite: PSY 712 or equivalent.

### **PSY 705 - Single Subject Methods for the Behavioral Sciences (3)**

This course will introduce students to methods of conducting single subject designs for research and practice in the behavioral science including school psychology. Students will learn the salient features of common single subject designs as well as the advantages and disadvantages of these methodologies. Students will learn to analyze and critique published research based on single subject methods and will have opportunities to explore how these methods can be used to answer applied and basic research questions pertaining to school psychology.

Prerequisites: PSY 710 or 711; and PSY 712; or permission of the instructor.

### **PSY 706 - Equity, Diversity, Inclusion and Social Justice in Schools and Communities (3)**

This course provides the foundation for practitioners to create and maintain culturally supportive, equitable, and inclusive environment in the schools and communities. It explores diversity in all its forms (race, socioeconomic, cultural, ethnic, linguistic, etc.) as they pertain to the practice of school psychology. The course will cover how individual differences impact the provision of psychological services in the schools and communities and examines culturally, equitable, and inclusive responsive approaches to working with diverse children, adolescents,

and their families.

Prerequisite: Matriculation in the Psychology program or permission of instructor.

### **PSY 710 - Introduction to Applied Statistics in the Social Sciences (3)**

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

### **PSY 711 - Principles of Statistics (3)**

Discussion of the theory and applications of inferential statistics, including sampling, estimation, confidence intervals, inferences, effect sizes and hypothesis testing as well as descriptive statistics, validity and reliability. Specific statistical techniques such as t tests, Chi Square, one way and factorial analyses of variance, correlations, simple and multiple regression as well as an introduction to trend analysis will be presented. Lab experiences in using SPSS or similar computer programs for analyzing data will be provided. Evaluations of statistical methods used in published research will be discussed.

### **PSY 712 - Research Methods in Psychology (3)**

Covers principles of research design in psychology from two-group comparisons to complex multiple treatment designs. Also includes guidelines and criteria for writing research reports and articles, questionnaire and survey research, case studies and other single-subject designs, correlational studies, naturalistic observation, and ethical considerations in research.

Prerequisite: PSY 711.

### **PSY 713 - Psychological Statistics II (3)**

Covers inferential statistics including simple and complex analysis of variance, multiple comparisons between means, and analysis of covariance. Chi-square and other nonparametric statistics and partial and multiple regression are included. Experience with computer programs (SPSS) for these statistical analyses will be provided.

Prerequisite: PSY 711.

### **PSY 720 - The Teaching of Psychology (3)**

This course focuses on the teaching of psychology at the college level, with a Professional Portfolio developed as an end product to the course. In addition, students will be introduced to the scholarship and pedagogy of teaching. Students will have the opportunity to discuss issues related to teaching undergraduate psychology courses at Gallaudet University. Topics such as the following will be discussed: the syllabus, choosing a text, the first class, lecturing and presenting material, assessing student learning through tests, quizzes, written assignments and other methods, the faculty-student relationship and dealing with difficult students among other topics. Issues relating to deaf learners will also be discussed.

Prerequisite: Students must have second-year status or above to take this course.

### **PSY 723 - Psychology and Deafness (3)**

This course provides in-depth exploration of the complex interrelationships between the functioning of deaf and hard-of-hearing individuals and psychological, biological, and socio-cultural aspects within a human systems framework that incorporates multicultural perspectives. Psychological principles and theories related to the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and hard -of-hearing individuals are considered. Also considered are factors including the influence of etiology/genetics, varying levels of hearing loss and age of onset, familial variables, linguistic and communication approaches, technology, educational settings, psychopathology, and cultural aspects.

### **PSY 724 - Psychology and Disability (3)**

This course provides a comprehensive foundation of theory, research, and practice relating to general and special psychological aspects of physical, mental, and emotional disabilities in American society. Includes medical, psychological, psychiatric, and employment-related as well as entitlement program-related definitions of disability and their ramifications; the impact of disabilities upon psychological growth and coping in individuals and families, societal attitudes toward disabilities, and prevention and treatment strategies and issues.

Prerequisite: Current enrollment in the clinical psychology program or permission of instructor.

### **PSY 732 - Child Psychopathology and Behavior Disorders (3)**

A study of child behavior disorders and other psycho-

pathologies of childhood, including types of disorders, etiology, and intervention and prevention strategies. Psychological, developmental, biological, cultural, and educational factors are included.

Prerequisite: Permission of the instructor.

### **PSY 733 - Child Development (3)**

Knowledge bases in child and adolescent development, including biological, cognitive, social, affective, and moral development. Methodological and theoretical issues and controversies in the study of human development are discussed.

Prerequisite: Matriculation in the Clinical Psychology Program.

### **PSY 734 - Memory and Learning (3)**

This course examines major theories of learning with relevance to instrumental and classical conditioning, cognitive learning processes, motivation, decision, making, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis on human learning from both behavioral, and cognitive perspectives.

Prerequisite: Matriculation in the Psychology program or permission of instructor.

### **PSY 735 - Applied Behavior Analysis (3)**

The course provides a focus on the principles of applied behavior analysis (ABA). While wide application of ABA principles is possible, the application of ABA to the field of education is highlighted.

Prerequisite: PSY 734 or permission of instructor.

### **PSY 736 - Psychological Development I: Learning & Cognitive Development (3)**

A survey of current psychological research on cognitive processes and development, including perceptual learning, concept learning, problem solving, and memory.

Prerequisite: Permission of the instructor.

### **PSY 739 - Psychological Development II: Language Development & Assessment (3)**

A survey of research and theory on language structure, processing, and development including evaluation of instruments for assessing language development.

Prerequisite: General Psychology or Permission of Instructor.

### **PSY 743 - Assessment I: History, Theory, and Psychometrics (4)**

An introduction to multiple methods of assessing behavior, abilities, and achievement. Includes the history of assessment practices and theory of intelligence. Discussion of the statistical properties of assessment instruments including reliability, validity, standard error of measurement, normal distributions, as well as factor and item analysis are included. Criteria for evaluating and selecting tests, methods and theoretical approaches to assessment are also presented. Practical study and application of the administration and interpretation of an intellectual assessment.

Prerequisite: Permission of the instructor.

### **PSY 746 - Assessment II: Intellectual Assessment (3)**

An intensive course designed to provide the graduate student with an integrated foundation consisting of knowledge of theory, methods, and techniques, along with applied clinical skills, in the effective appraisal of individual intelligence. Course instruction focuses primarily upon skill development in test selection, administration, and scoring; analysis and interpretation of test results; preparation of reports on findings; and application of knowledge of assessment practices, including confidentiality considerations, within a framework provided by professional, ethical, and legal standards.

Prerequisites: School Psychology Majors: PSY 743, PSY 770.

### **PSY 748 - Academic Assessment, Learning Disabilities & Evidence Based Interventions (3)**

An overview of formal and informal assessment procedures used in identifying learning disabilities and providing individual and system level support to children and youth. Formal and informal academic, cognitive, and social emotional assessment procedures used in developing and evaluating intervention strategies such as progress monitoring approaches will be discussed using an interdisciplinary model and a multicultural and/or bilingual perspective. Multiple-tiered system of support and the collection and use of data for the purpose of evaluating program effectiveness and accommodations will also be included.

Pre- or co-requisites: PSY 743 and PSY 746 or Permission of Instructor.

**PSY 749 - Intellectual Assessment: Measurement Principles and Applications (4)**

An intensive course in theory, methods, and clinical skills in appraisal of individual intelligence, including a critical analysis of individual tests, criteria for evaluating and selecting tests, values, limitations of tests, test selection, administration & scoring, analysis and interpretation of test results, preparation of reports, and legal and ethical standards in assessment.

Prerequisite: Matriculation in the Clinical Psychology Program.

**PSY 750 - Language Intervention with Special Populations (3)**

A seminar in which students critically evaluate research articles related to language development and intervention of special education populations such as mentally retarded, blind/low vision, autistic/emotionally disturbed, deaf or hard of hearing, and learning disabled children. This course is generally taken by students enrolled in PSY 771 and concurrently serving special education referral children.

Prerequisite: PSY 736 or permission of instructor.

**PSY 751 - Psychology of Perception (3)**

Theories and research findings in human and animal perception with emphasis on the visual system. Course topics include: neuroanatomy and physiology of the visual system, psychophysics, color vision, space perception, form perception, information processing, and the psychopathology of perception.

Prerequisite: Enrollment in a graduate programs in clinical psychology or school psychology or permission of the instructor.

**PSY 752 - Cognitive Psychology (3)**

This course provides an understanding of current theories and research in the field of cognitive psychology, including information processing, memory, learning, language development, and the influence of deafness on cognitive development and strategies, particularly as they relate to clinical practice and research.

**PSY 754 - Biological Psychology: Brain & Behavior (3)**

Addresses brain-behavior relationships with an emphasis upon school age children. Anatomy of the brain as well as neurodevelopmental and acquired neurophysiological disorders that affect children will be discussed. Students will be introduced to neuropsychological tests and test

batteries used in the evaluation of this age group.

Prerequisite: Permission of the instructor.

**PSY 757 - Family Assessment, Interviewing and Interventions (2)**

Methods of interviewing, assessing, and introducing change into family systems. Theories and methods of family therapy.

Prerequisite: PSY 733.

**PSY 760 - School Psychology and Prevention Services (3)**

Course will include the conceptual basis and discuss the techniques used in delivering mental health services to non-identified populations in the school. Types of interventions studied will include the use of group techniques, social skill development procedures, enrichment programs, teaching of parenting skills, development of vocational or school transitional services and methods for delivering in-service to professional staff members. Particular emphasis will be given to the role of the psychologist on crisis intervention teams.

Prerequisite: Permission of the instructor.

**PSY 762 - Psychology of Emotion (3)**

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

**PSY 765 - Assessment III: School and Clinical Assessment of Child and Adolescent Personality and Behavior (3)**

This course provides training with techniques and instruments used in social, emotional, and behavioral assessment. Projective and descriptive techniques are discussed in addition to the use of adaptive behavior

instruments. The course describes evaluation techniques of emotional, social, and behavioral states consistent with the terminology in the Individuals with Disabilities Educational Improvement Act (IDEIA). It follows the best practice model that suggests that the assessment must consist of multiple sources of data. Best practices recommend a model of assessment based on five components: (a) interviews with parents, teachers, and students; (b) standardized rating scales administered to the parent and teacher; (c) standardized self-report measures administered to the student; (d) observations of the student in multiple settings; and (e) review of child's relevant background and history.

Pre- or co-requisite: PSY 711, PSY 743, and PSY 746 or Permission of Instructor.

**PSY 766 - Behavioral and Therapeutic Interventions with Children (3)**

The course focuses upon the theoretical and applied use of interventions used with children exhibiting behavioral and/or emotional difficulties. Emphasis is placed upon the use of Applied Behavioral Analysis, functional analysis, behavior modification techniques and psycho-educational interventions used with individuals, small groups, and family constellations.

Prerequisite: Permission of the instructor.

**PSY 767 - Consultation and Collaboration: Theory, Research, and Practice (3)**

This course is a survey of major theoretical models of psychological consultation and collaboration with professional peers, parents, administrators, and organizations as they are applied to school settings, mental health settings, medical settings, natural communities, and workplaces. Methods for achieving individual or system-wide change are reviewed through literature, class discussion, simulation, and role-playing activities. Students are required to master the theoretical, research, and applied foundations of consultation that will enable them to serve teachers, administrators, parents, and others who are caretakers and supervisors of children and youth. In addition to the didactic aspects of the course, an experiential aspect will help students examine their own behaviors, motives, and feelings in consultation and collaboration experiences and make appropriate changes with supportive direction from the instructor and peers.

Prerequisite: Second Year Graduate Status or Permission of the Instructor.

**PSY 768 - Home/ School/ Community Collaboration, Family and Exceptionalities (3)**

This course combines three knowledge areas relevant to providing psychological services to children: family, exceptionality, and schools. It provides a study of family development and family systems to analyze how these influence children's cognitive, motivational and academic performance, and social and behavioral characteristics. This course will also discuss the impact of having an exceptional child on family, parents, siblings; diversity; and it will explore frameworks of the provision of comprehensive psychological services to children in schools and the development of more effective relationships between home, school and community.

Prerequisites: PSY 723 and 732

Co-requisites: PSY 766 and 765.

**PSY 769 - Collaborative Problem Solving: Team Roles and Case Studies (2)**

This course surveys the scope of school collaboration. The course will study methods of collaborating with teachers. Instructional Consultation Teams and Instructional Support Teams are included in this discussion. The course will also review collaboration with parents, including parent education. Furthermore, the course will examine the nature of collaborating with administrators, including a discussion of organizational development consultation. Finally, in addition to a discussion of interagency collaboration, the course will examine some pragmatic issues regarding the implementation of collaborative problem solving teams in schools.

**PSY 770 - Practicum in School Psychology (3)**

Under close supervision students gain experience in multi-dimensional assessment of individuals in various settings. Emphasis is on developing skills in administering, interpreting, and reporting the results of various measures of intelligence related to educational functioning.

Pre- or co-requisite: PSY 746

Prerequisite: Permission of the instructor.

### **PSY 771 - Advanced Practicum and Supervision in School Psychology (3)**

Under the close supervision of a certified or licensed psychologist, students work in a school or clinic setting providing psychological and educational assessments, preparing reports, counseling with clients, and developing and implementing intervention programs. In addition, students attend a weekly seminar emphasizing major issues in the professional practice of school psychology.

Prerequisites: PSY 701, PSY 743, PSY 746, PSY 748, PSY 770 and Permission of the instructor.

### **PSY 772 - Psychological Consultation: Externship (1)**

A supervised practicum in which the student is responsible for designing, implementing, and evaluating a psychological consultation experience in a school or educational program.

Prerequisites: PSY 767 and PSY 771.

### **PSY 773 - Advanced Practicum and Supervision in School Psychology III (3)**

Under the close supervision of a certified and/or licensed psychologist, students work in a school or clinic setting providing psychological and educational assessments, preparing reports, counseling with clients, and developing and implementing intervention programs. In addition, students attend a weekly seminar emphasizing ethical and other major issues in the professional practice of school psychology.

Prerequisites: PSY 701, PSY 743, PSY 746, PSY 748, PSY 770, PSY 771; or permission of the instructor.

### **PSY 774 - Advanced Therapeutic Methods with Children and Adolescents (3)**

The course provides advanced training and clinical application of therapeutic methods with children and adolescents. Students will learn evidence-based approaches that can be applied in school and clinical settings with specific focus on the needs of Deaf/Hard of Hearing and hearing individuals who have language and learning challenges. Students will learn to develop and implement a comprehensive therapeutic plan including case conceptualization, goal development, session/module planning, documentation of progress, and measurement of effectiveness through application of previously learned research and practice techniques.

Prerequisite: Matriculation in the Psychology program or permission of instructor.

### **PSY 781 - Clinical Psychology Ethics and Professional Issues (3)**

This course introduces clinical psychology doctoral students to ethical issues and professional practice in clinical psychology. The course covers the APA Code of Ethics, ethical decision-making and clinical judgment, professional expectations and guidelines, legal obligations of psychologists, and an overview of clinical practice settings. Cross-cultural and social justice issues in clinical practice are emphasized as they relate to ethical decision making in the evolving world of clinical practice.

Prerequisite: Enrollment in clinical psychology doctoral program or permission of instructor.

### **PSY 782 - Foundations of Clinical Skills (3)**

This course focuses on clinical observations and interviewing skills, and is an introduction to the practice of psychotherapy. The focus is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Students will learn how to: conduct a mental status evaluation; use semi-structured interviews; conduct open-ended interviews with adults and children; and conduct behavioral observations. Emphasis is on the development of skills necessary in the practice of clinical psychology.

Prerequisite: Enrollment in clinical psychology doctoral program.

### **PSY 783 - Foundations of Psychotherapy I (2)**

This course is an introduction to the practice of psychotherapy, and the spring semester lab provides an opportunity to work with a deaf client in psychotherapy. This course is a complement to Methods of Psychotherapy, which provides an overview of theories and approaches. For most students, Foundations of Psychotherapy and Methods of Therapy are taken at the same time. The focus is on building skills for planning, initiating, conducting, and evaluating therapeutic interventions with clients. Class participation and application of skills in practice sessions are essential components of this course. Foundations of Psychotherapy is a 2-part course. The didactic portion (2 credits) is taken in the fall semester, while the case experience (1 credit) is taken in the spring semester.

Pre- or co-requisite: PSY 836 or equivalent.

### **PSY 784 - Clinical Psychology Practicum I: Therapy (Fall) (3)**

This fall course is generally taken in the second year of the clinical psychology program. It provides clinical training

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

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

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

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

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

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

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

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

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

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

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

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

**PSY 790 - Internship: Individual Case Study (3)**

Field experience in an approved setting provides supervised experience in identification and description of school-related problems, formulation of diagnostic plans, selection and use of appropriate evaluation tools, referral to appropriate specialists, integration of findings, and recommendation of appropriate action and follow-up.

**Prerequisite:** Advanced program status and permission of instructor.

**PSY 791 - Internship: Teacher Consultation and Counseling (3)**

Field experience in an approved setting provides supervised experience in conferences with teachers to interpret results of child diagnostic study; conferences with parents to interpret plan of action for child or youth; short term and group counseling with students.

Prerequisite: Advanced program status and permission of instructor.

**PSY 792 - Internship: System Consultation and In-Service (3)**

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists in the school and community concerning planning, referrals, and in-school interventions and experience in developing and implementing in-service programs for teachers, administrators, and staff.

Prerequisite: Advanced program status and permission of instructor.

**PSY 793 - Internship: Advanced Case Conference (3)**

Field experience in an approved setting provides supervised experience at an advanced level in conferences with teachers, parents, administrators, and other specialists to interpret the results of child diagnostic study; active participation in multidisciplinary staffings; and design and development of interventions for the remediation of student learning and behavior problems in the classroom.

Prerequisite: Advanced program status and permission of instructor.

**PSY 795 - Special Topics (1-3)**

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

**PSY 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

**PSY 800 - Individual Research (1-12)**

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

Prerequisites: PSY 703, PSY 704, PSY 711, and PSY 712 or equivalent with consent of instructor.

**PSY 809 - Social Psychology and Human Diversity (3)**

This course provides an introduction to theoretical and research foundations in social psychology, particularly as related to clinical/personality psychology and to the study of cultural minorities and the diversities of human experience.

**PSY 815 - Psycholinguistics (3)**

This course provides an overview of theoretical perspectives and research issues in psycholinguistics. Topics include theoretical perspectives, language development and acquisition, neurolinguistics, language comprehension and production, and the relationships between language and cognition, social relationships, self-concept, and power. Cross-linguistic comparisons will be made between signed and spoken languages.

Prerequisites: Graduate standing in psychology or permission of the instructor.

**PSY 820 - History and Systems (2)**

Review of theoretical approaches in the historical development of psychology as a discipline, including the emergence of clinical and experimental psychology from roots in philosophy and physiology. The principal systems and schools of thoughts in the history of psychology will be surveyed, including psychophysics, structuralism, functionalism, behaviorism, gestalt theory, psychoanalysis, and cognitive theories, to reveal their impact on contemporary psychology.

Prerequisite: Graduate standing in psychology or permission of the instructor.

**PSY 825 - Health Psychology (3)**

This course provides an introduction to the interaction of psychological and biological factors in health and illness, and the effects of psychological interventions on high- and low-risk lifestyles and medical outcomes. Students become familiar with theories of psychobiological interactions,

biological systems believed to be affected by this interaction, and assessment and intervention techniques used to alter health outcomes of these interactions. Specific diseases such as cancer, heart disease, and asthma are addressed, as are treatment compliance and the role of the psychologist in the medical setting.

Prerequisite: PSY 754.

### **PSY 826 - Child Clinical Psychology Treatment Methods (3)**

A survey of treatment methods with children and adolescents, the child in the context of the family, and issues in working with and understanding educational and other settings.

Prerequisites: PSY 732 and PSY 782.

### **PSY 833 - Adult Development and Personality (3)**

This course introduces students to theories of adult development throughout the adult life cycle. The interweaving of biological, social, cultural, and psychological aspects of development will be examined relative to dimensions of change that occur throughout adulthood. We will explore conceptualizations of change in physical functioning, personality, socialization, occupation, cognition, and other aspects of development during adult life and aging. The impact of various lifestyles, gender, culture, ethnicity, family factors, and deafness among other things will all be considered as pertinent throughout the course.

### **PSY 834 - Adult Psychopathology (3)**

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV will be discussed. Treatment implications of various diagnostic categories will be included.

Prerequisite: Enrolled students in clinical psychology or mental health counseling or permission of instructor.

### **PSY 835 - Late Adulthood and Aging (3)**

This course provides the student with basic information about the physical, social, and psychological effects of aging, the developmental issues that arise during older adulthood, and the approaches to coping with these changes and adjustment to the death of loved ones and the individual's own confrontation with mortality.

### **PSY 836 - Methods of Adult Psychotherapy (3)**

An overview of methods and theories of psychotherapy used with adults. Covers professional and ethical guidelines as applied to the conduct of psychotherapy.

Prerequisites: PSY 781 and PSY 834 or permission of instructor.

### **PSY 840 - Neuroanatomical & Neurophysiological Foundations of Neuropsychology (3)**

This course provides a foundation in functional neuroanatomy, neurophysiology, and the presentation and effects of brain injuries, illnesses, and syndromes. It also includes material on peripheral sensory and perceptual functions. When you complete this course, you should have a basic knowledge of brain structure and function/dysfunction and the interaction of mind and body. An emphasis is placed on application of the information to clinical populations and the ability to critically evaluate neurophysiological and neuropsychological research.

### **PSY 843 - Neuropsychological Foundations and Assessment (3)**

This course provides an introduction to the foundations of neuropsychology, including an introduction to functional neuroanatomy, neuropsychological research, and the presentation and effects of brain injuries, illnesses, and syndromes. Students learn to apply this knowledge through the administration, scoring, and interpretation of selected neuropsychological screening tests, with emphasis on their use with deaf and hard of hearing populations

Prerequisite: PSY 840.

### **PSY 851 - Group Psychotherapy (3)**

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course, which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Prerequisite: PSY 836.

### **PSY 854 - Psychopharmacology (3)**

This course provides an introduction to the uses, neurophysiological mode of action, and physiological and behavioral effects of various categories of psychoactive medications, including antipsychotic, anxiolytic, and antidepressant medications. Basic psychopharmacological

research and the psychomimetic effects of drugs used for the treatment of medical disorders will be discussed.

Prerequisite: PSY 840.

### **PSY 860 - Cognitive-Behavior Therapies (3)**

This course provides an in-depth examination of the theories, principles, and applications of cognitive-behavior therapy. Historical issues, behavioral models, and specific types of cognitive-behavioral therapy, including Rational Emotive, Cognitive Therapy, and the Case Formulation Model, are explored. Research trends including application to the problems of eating disorders, anxiety, depression, poor social skills, and marital dysfunction are also addressed.

Prerequisites: PSY 712, PSY 781, PSY 834, or permission of instructor.

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

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

Prerequisites: PSY 782 and 836.

### **PSY 862 - Multicultural and Urban Issues in Clinical Practice (3)**

The Washington D.C. Metropolitan Area is one that is very culturally diverse. This course will focus on the special issues that are raised when offering mental health and psychotherapy services to persons of color who reside in this large urban area. During the course, students will have the opportunity to examine the following content areas: the psychology of racism and oppression, theoretical issues and research findings on psychotherapy with minority populations, the impact of therapist racial/cultural characteristics on the therapeutic process, multicultural issues in psychodiagnostic testing, and relevant issues for traditional and emerging minority groups. Each class period will also include a module on an "urban issue" of concern to area residents.

Prerequisites: PSY 781, PSY 834, PSY 836, PSY 865, and PSY 866.

### **PSY 865 - Personality Assessment: Projective Techniques (3)**

During this course, students learn the basic principles of

the Exner Comprehensive System of Rorschach testing. Students learn how to administer the Rorschach, practice scoring using the Exner System, and interpreting the test results. Other projective techniques such as the Thematic Apperception Test are also covered. Students practice report-writing skills. Information learned about personality testing is integrated with information previously learned in Assessment II: Intellectual Assessment.

Prerequisites: PSY 781 and PSY 749.

### **PSY 866 - Personality Assessment: Objective Techniques (2)**

This course addresses the uses and limitations of the MMPI-2 and other frequently used objective measures used to assess personality factors and possible psychopathology in clients. Special attention is given to possible adaptations and need for caution in interpretations when such measures are used with deaf and hard of hearing clients and clients whose cultural history/affiliation is outside the mainstream. Students are expected to develop skills in the integration of data derived from objective measures with other assessment results into a coherent and useful report.

Prerequisites: PSY 834 and PSY 749.

### **PSY 870 - Clinical Hypnosis and Brief Psychotherapy (3)**

The present course is an elective, intervention course in the Clinical Psychology program. It introduces students to the work of Milton Erickson and others who have pioneered the use of hypnosis in clinical settings. While this course does not lead to certification in the field of hypnosis, it will lay the foundation for anyone later wishing to pursue certification through professional groups such as the American Society for Clinical Hypnosis (ASCH). The course is highly experiential, including work on trance inductions, development of metaphors, and application of trance principles and hypnosis to specific kinds of issues in psychotherapy and healing in general, as well as application of hypnosis work with deaf people. Enrollment in this course signifies that you agree to serve as a participant with one or more of your classmates. In addition to the experiential component, the course will provide students the opportunity to review research into hypnosis and hypnotic phenomena.

Prerequisite: A graduate level course in methods of psychotherapy or an equivalent.

### **PSY 880 - Clinical Supervision (3)**

Clinical Supervision provides students with an introduction to theory, methods, and ethical issues in the supervision of clinical services. The course emphasizes the supervision of psychotherapy and related interventions. Supervision of other clinical services, such as assessment and crisis intervention, are also included. Both individual and group supervision are considered. Classes include lecture, discussion of readings, and case material.

Prerequisites: Enrollment in a graduate program in a mental health field such as Clinical Psychology, Counseling, Social Work, or School Psychology. PSY 836 (Methods of Adult Psychotherapy) or equivalent. Completion of at least 2 semesters of supervised.

### **PSY 885 - Clinical Psychology Externship (3)**

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

Prerequisites: Third year standing in the clinical psychology program, PSY 785, PSY 786, and PSY 836.

### **PSY 886 - Clinical Psychology Externship (3)**

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

Prerequisites: Third year standing in the clinical psychology program, PSY 785, PSY 786, and PSY 836.

### **PSY 887 - Practicum II: Summer Session (1-3)**

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

Prerequisites: PSY 885 and 886.

### **PSY 895 - Special Topics (1-3)**

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

### **PSY 899 - Independent Study (1-3)**

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

Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

### **PSY 900 - Dissertation Research (1-12)**

Students may register for dissertation research while conducting any phase of their dissertation research project.

Prerequisite: Doctoral students in clinical psychology who have advanced to candidacy for the Ph.D. degree.

### **PSY 985 - Advanced Clinical Psychology Externship (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

Prerequisites: PSY 885 and PSY 886.

### **PSY 986 - Advanced Clinical Psychology Externship (1-6)**

This course can be taken by students who have completed the required externship and wish additional supervised clinical experiences

Prerequisites: PSY 885 and PSY 886.

### **PSY 987 - Practicum III: Summer Session (1-3)**

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

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

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

The primary focus of this course is on preparing students for the clinical psychology predoctoral internship application and interview process. Assignments will include identifying potential sites; beginning the formal APPIC application; writing essays, cover letters, and CVs; requesting letters of recommendation; and calculating clinical hours. Activities will include mock interviews and

professional networking. The remainder of the course is designed to prepare students for practice or post-doctoral training beyond the internship, with a discussion of topics that are of interest to the students. This might include (but is not limited to): billing and insurance, different practice settings, negotiating salary and benefits, professional advocacy, and work/life balance.

Prerequisites: PSY 785 and 786.

**PSY 999 - Clinical Psychology Internship (1-6)**

Registration indicates that the student is undertaking a psychology internship approved by the clinical psychology program at the predoctoral or doctoral level.

Prerequisites: Open only to students who have completed comprehensive examinations, advanced to candidacy for the Ph.D. degree, and are in an internship approved by the clinical psychology program faculty.

## SGS - Sexuality and Gender Studies

**SGS 501 - Introduction to Sexuality & Gender Studies (3)**

This 3 credit course will provide an introduction into Sexuality and Gender Studies. This course will use texts, articles, speakers, literature, and film to bring students to a deeper understanding of LGBTQ+ cultures and communities. This course will educate students on the central concepts of sexual orientation and gender identity within historical, political, and societal frameworks. Throughout this course, students will work towards an understanding of the intersectional dynamics of privilege and oppression as they relate to LGBTQ+ individuals and culture by exploring the lived experiences of LGBTQ+ individuals and their partners/families. Special attention will be given to each Unit on LGBTQ+ issues within the Deaf and Hard of Hearing Communities.

**SGS 504 - Intimate Relationships: Sexuality, Gender, Culture, Love, & Friendship (3)**

This 3-credit course focuses on how sexuality, gender, and culture impact the process of developing and maintaining human intimate relationships of friendship and love. Students will understand how various dynamics impact relationships such as attraction, communication, interdependency, power, stress, and conflict. Students will be able to apply knowledge to better understand and assess clients in the human services field and also be able to apply knowledge and skills to their own lives in developing their identity in their own relationships.

**SGS 511 - Seminar I: Foundations in Sex and Gender (1)**

This 1-credit course will focus on foundational knowledge needed to develop a final project in the Sexuality and Gender Certificate Program. They will be exposed to current issues in both the hearing and deaf LGBTQ+ communities through networking and securing campus speakers, attending the speaker events, and then having round table discussions with fellow classmates and/or the student body. They will also stay current on contemporary events in the LGBTQ+ communities and critically analyze the implications of these contemporary events.

### **SGS 512 - Seminar II: Project Development (1)**

This 1-credit course will prepare students for conducting their final certificate program project. Students learn about specific research concerns when working with LGBTQ+ populations. At the end of the course, students will have produced a written literature review on a sexuality and gender topic.

### **SGS 513 - Seminar III: Creative Work Project (1-3)**

This is a 1-3 credit course, depending on the projected scope of the student project. Creative Work Project is an inquiry, investigation, or creation produced by a student that makes an original contribution to the field of sexuality and gender studies and reaches beyond the traditional curriculum. This course is designed to provide students with the opportunity to develop and practice advanced discipline-specific projects in collaboration with faculty members. In the first week of the course, a specific list of responsibilities must be developed prior to approval. Credit is variable, and depends on the quantity and depth of work.

### **SGS 520 - Internship in Sexuality and Gender Studies (3)**

The Internship in Sexuality and Gender Studies is an unpaid, supervised work-and-learning experience of approximately 112 'in-agency' hours and fulfills a core requirement for the Sexuality and Gender Studies Certificate Program. The internship is designed around the unique needs of both the student intern and the internship site. The principal objective of this course is to reinforce career/scholarship goals in fields where knowledge of sexuality and gender studies experiences is pertinent. Course topics will vary with internship placement so the biweekly online seminar helps to frame student experiences within queer and/or feminist theory and practice.

### **SGS 530 - Theoretical Perspectives on Sexuality and Gender (3)**

In this interdisciplinary course, students will be introduced to key theories and theoretical frameworks for Sexuality and Gender Theory including queer theory and feminist theory. These theories are themselves already quite interdisciplinary, so students will spend time learning how these theories can work across different disciplines and can be used for both practical and academic purposes. Students will learn how to apply theoretical concepts to: the history of sexuality and gender, terminology that helps describe experiences and oppression including heterosexism, homophobia, and transphobia, queer activism, diverse experiences of sexuality and gender, and representations in

literature, art, and popular media. We will also take an intersectional lens for our discussion and will discuss how sexual identities intersect with and shape other categories of identity, including gender, race, ethnicity, class, ability status, culture, and nationality.

### **SGS 595 - Special Topics (1-5)**

Special Topics in the discipline. Students may enroll in 595 Special Topics multiple times, as long as the topics differ.

## **SWK - Social Work**

### **SWK 595 - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

### **SWK 601 - Child Welfare Practice (3)**

This course introduces the student to the field of child welfare and provides an overview of child welfare policy, theory, research, and practice issues. 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 and the NASW Code of Ethics 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: Graduate standing in Social Work or permission of instructor.

**SWK 702 - Play Therapy (3)**

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

Prerequisite: Graduate level standing.

**SWK 705 - Human Behavior and the Social Environment I (3)**

This foundation course affirms the central focus of social work practice as the person or human group in interaction with the social environment. Its purpose -- to understand the problematic transactions between people and their environments; its goal -- to use this understanding to restore and enhance mutually beneficial transactions between people and society through reciprocal tasks and adaptations. Concepts of biopsychosocial development across the life span will be presented. The family will be considered as an open system with functions that shift at stages of transitions.

Prerequisite: Graduate level standing.

**SWK 706 - Human Behavioral and the Social Environment II (3)**

This course examines the behaviors, functions, and structure of groups, communities, and organizations. Students are introduced to theories that explain interactions within and between each of these larger systems. Students are also given an opportunity to apply many of the theoretical concepts used to explain the behaviors of individuals and families learned in the first semester Human behavior course, to behaviors exhibited by larger systems (groups, communities, and organizations). The course also addresses issues related to equitable distribution of goods and services that may be encountered by macro systems.

Prerequisite: SWK 705.

**SWK 707 - Introduction to Gerontology (3)**

This second course examines the biological, social, and psychological aspects of aging, with special attention to the interrelationship between theoretical and practice-oriented knowledge. The course is organized around basic theories

and processes of aging and considers developmental issues facing aging individuals as they move through maturity and old age. Examination of cross-cultural issues that shed light on the American experience will be introduced. Cultural/historical, class, gender, ethnic, and minority relationships to aging will be considered. Selected policy issues related to developmental changes and needs will be introduced where possible, as will earlier developmental processes that continue into advanced age.

**SWK 709 - Social Work Perspectives on Dysfunction (3)**

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

Prerequisites: SWK 705, 706, 741, and 742.

**SWK 711 - Social Policy and Social Services (3)**

This foundation course is an introduction to the understanding and appraisal of social services and social policies in the United States. The social values and economic and political factors which guide their development will be discussed. Attention is given to the role of social work in evaluating and changing policies.

**SWK 713 - Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)**

This concentration course, taken in the second year, focuses on human behavior and the social environment of deaf and hard of hearing populations. The course looks at the complex interplay of psychosocial, system, and ecological forces in the life cycle development of individuals who experience deafness. The course explores forces of oppression and political and economic influences that impact the behavior, adaptation, and functioning of deaf and hard of hearing people.

Prerequisites: SWK 705 and SWK 706.

**SWK 715 - Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)**

This course presents specialized content about social welfare policies affecting deaf and hard of hearing people and people with disabilities. These policies are discussed

within the framework of analysis and evaluation to determine future directions for policy. The impact of the service delivery, funding, and organizational systems on the implementation of policy will be considered. The course will look at policies for people who are deaf-blind, developmentally disabled, and chronically mentally ill.

Prerequisite: SWK 711.

### **SWK 716 - Social Work Licensure Preparation (3)**

This online elective course has been designed for social work students, graduates and professionals who want to gain knowledge on how they can prepare before taking the social work licensing exams. The over-all goal is to understand about the requirements for taking the exam, how to apply, what study materials are helpful, how to benefit from licensing practice materials, the content areas of the exam, social work vocabulary, test-taking strategies, special accommodation issues and more. This course also incorporates a review of test-taking strategies using sample multiple-choice questions that are similar to those found on the licensure exam.

Prerequisite: Matriculation into the Master of Social Work program or permission of the department.

### **SWK 717 - Cultural Competence (3)**

This course examines theories of cultural and ethnic identity, literature related to the cultures of women, deaf and hard of hearing people, gay and lesbian people, ethnic minorities of color, and people with disabilities. Because of the complexity of culturally competent social work practice, students are required to examine personal prejudices, stereotypes, and belief systems that negatively affect the provision of services to diverse populations. Readings on oppression, identity, and minority cultures are supplemented with presentations by experts from the community and dialogue with them. The course uses classroom exercises, written assignments, and objective measurements to increase self-awareness in the context of the student's personal identity and attitudes about difference based on ethnicity, gender, sexual orientation, and disability.

### **SWK 741 - Social Work Practice I : Individuals (3)**

This course is the first Foundation Year practice course given during the first semester of the MSW program. The course focuses on knowledge, values and skill development in social work practice with individuals with an opportunity to develop interviewing skills. The generalist social work model of practice is introduced, which includes engagement, assessment, planning,

intervention, evaluation, termination, and follow up. Particular attention is placed on social work ethics, diverse populations and populations at risk.

Co-requisite: SWK 771.

### **SWK 742 - Social Work Practice II (3)**

This is the second foundation course in the sequence of social work practice courses. It focuses on the knowledge, values, and skills required for effective intervention with larger systems of organizations and communities. It builds upon knowledge of interventions with individuals and groups to develop foundation skills such as advocating for clients within complex systems, building coalitions, negotiating with diverse groups, assessing community needs, program evaluation, development, management, proposal writing, understanding budgets, and supervision.

Prerequisite: SWK 741.

### **SWK 743 - Social Work Practice with Older Persons and Their Families (3)**

The focus of this course is on assessment and intervention with older people and their families. A primary, secondary, and tertiary intervention model is presented with emphasis on maintaining independence, using community-based services, and preventing institutionalization. The interdisciplinary aspects of gerontological social work, working with teams, and educating as well as learning from other professionals are addressed. Special attention is given to social work with older people with hearing loss; Alzheimer's and other organic disorders; alcohol abuse; medication problems; bereavement, death, and dying; neglect; abuse and victimization; and social work practice with racial, ethnic, and sexual minorities.

Prerequisites: SWK 707 and SWK 741.

### **SWK 744 - Social Work Practice with Families and Small Groups (2)**

This course is a foundation year social work practice course which focuses on the development of social work knowledge, values and skill in work with families and small groups. Students learn how to formulate assessments, develop goals and intervention strategies in work with families and small groups. This course introduces students to a variety of theoretical approaches that can be applied to diverse families and groups including those who are vulnerable or at risk.

Co-requisites: SWK 741 and SWK 771.

### **SWK 749 - Social Policy and Community Planning with Aging Persons (3)**

This course is part of the required sequence for the aging and hearing loss concentration. Its focus is on social policy and community planning issues related to needs and services for aging people in the United States. Questions facing all aging individuals will be framed within two contexts: the cultural context of the aging deaf, and the special situation of deaf and hard of hearing elderly people. The course's perspective is to examine how national policy and service networks promote or interfere with successful aging and ways in which social work can contribute to improving relevant social policies and programs.

Prerequisites: SWK 707 and SWK 743.

### **SWK 751 - Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)**

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

Co-requisite: SWK 713.

### **SWK 752 - Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)**

This is the second concentration practice course with a focus on specialized knowledge and skills needed to work with organizations and communities of which deaf and hard of hearing people are a part. Building on the foundation year principles of intervention with organizations and communities, this course prepares students for macro practice with a diverse population of deaf and hard of hearing people in communities and organizations. Using an empowerment framework, this course focuses on the processes of empowerment of deaf and hard of hearing populations, and interventions that increase their access to political and social processes in communities and organizations. The course addresses ethical issues presented in practice with deaf communities, such as accessibility, communication and language choices, power, oppression and related cultural factors. Topics include grassroots organizing, planning, grant

writing and fund raising, administration, social action, needs assessment methodology and program evaluation skills. Empowerment theory, group theory and the strengths perspective are applied in work with deaf and hard of hearing populations.

Co-requisite: SWK 751.

### **SWK 755 - Qualitative Social Work Research (3)**

This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of qualitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate alternative designs or models for research and evaluation, including in-depth interviews, focus groups, visual media comparisons, observational studies, and archival/document designs. Students learn to analyze qualitative data by applying appropriate content coding techniques. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

### **SWK 756 - Quantitative Social Work Research (3)**

This three-credit course is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work profession. This course provides students with an understanding of quantitative research design and evaluation procedures, focusing on concepts and skills required to evaluate practice and program effectiveness. Students evaluate alternative designs or models for research and evaluation, including group and single-system designs. Students learn to analyze quantitative data by applying appropriate statistical tests. In addition, they learn to interpret the results, critically analyze the strengths and weaknesses of the research designs, and reflect upon how the results can be used for future research or practice.

### **SWK 771 - Foundation Field Practicum I (4)**

Foundation Field Practicum I comprises a semester-long, 16 - 20 hour-per-week, supervised experience in a social service agency or school and a bi-weekly seminar class. Under the guidance of experienced MSW social work internship supervisors, students do initial and ongoing assessments, plan and implement interventions designed to bring about personal growth, empower clients and client systems, and promote social change. Additionally they are expected to understand organizational structure, the

specifics of service delivery in their setting and community services available to their client populations. The bi-weekly class sessions are designed to help students integrate the field experience with theory application and practice interventions with peers in a small group environment. Students are required to complete 250 hours in the field practicum setting before the end of the semester.

Co-requisite: SWK 741.

#### **SWK 772 - Foundation Field Practicum II (4)**

This course follows successful completion of SWK 771. Students return to their agencies a week prior to the start of classes for 16-20 hours a week. Understanding of generalist social work theory and the development of intervention skills are expanded during this semester. Students refine and deepen the goals of their learning contract, as well as the skills of assessment and intervention with clients and client systems. Students are required to complete 250 hours in the field practicum setting before the end of the semester.

Prerequisite: SWK 771

Co-requisite: SWK 742.

#### **SWK 780 - Advanced Practice Seminar (3)**

This course is designed to enhance students' abilities to integrate micro, mezzo, and macro levels of social work practice with deaf and hard of hearing populations. Seminar participants present their own work from field practicum and participants in discussion of the work of peers. Seminar participants and the instructor also identify and examine controversial issues and other issues of concern to the profession in general and to social work practice with deaf and hard of hearing populations in particular.

Co-requisite: SWK 783.

#### **SWK 783 - Advanced Field Practicum with Deaf and Hard of Hearing Populations (9)**

Students in advanced year have a full block placement in the spring semester while taking two additional online courses. During the semester, students are placed in internship settings that require advanced social work practice skills. Students work at their practicum sites for four eight hours days totaling thirty-two hours per week, or 512 hours for the semester. The field practicum is an agency or school carefully selected to promote learning in the concentration focus of deaf and hard of hearing populations. An experienced MSW field instructor

supervises the student in practicum. The goal of the practicum is for students to deepen their knowledge and skills in social work practice, particularly with deaf and hard of hearing populations. The practicum serves as a vehicle for students to integrate knowledge, skills, ethical and professional values, culturally competent practice approaches, and ongoing assessment of the effectiveness of each social work intervention.

Prerequisites: SWK 771 and SWK 772.

#### **SWK 792 - Research Practicum II: Deaf and Hard of Hearing Populations (3)**

This course is the second semester of the advanced research sequence. Students continue their research project (thesis), collecting their data, and analyzing findings using computer technology where appropriate for quantitative and qualitative analysis. Special issues of analysis and interpretation for research related to deaf and hard of hearing populations are considered.

Prerequisite: SWK 791.

#### **SWK 795 - Special Topics (1-3)**

Grading System: letter grades only.

#### **SWK 799 - Independent Study (1-3)**

Independent studies enable advanced study of a topic, of interest to the student and the faculty member, not covered in the curriculum. Independent studies should not substitute for required courses, although exceptions may be considered on a case-by- case basis. Note: A Registrar's Office Graduate Student Independent Study Form ([http://www.gallaudet.edu/registrars\\_office/forms.html](http://www.gallaudet.edu/registrars_office/forms.html)) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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