



GRADUATE CATALOG 2024-2025

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On Campus

July 23	Deadline to submit Consortium Program Authorized Requests for Fall 2024
August 19-21	Professional Development Week
August 20	All residence halls open at 10 a.m. for NEW students (Arrival Day/Business Registration)
August 21-24	Graduate Student Orientation
August 24	All residence halls open at 10 a.m. for RETURNING students
August 26	Classes begin
August 26	Late Registration Fee begins (fee charged) / Faculty and Staff tuition waiver deadline
September 2	Labor Day Holiday (No classes)
September 6	Last day to ADD/DROP/AUDIT courses
September 20	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
September 27	Final payment for Fall 2024 charges due (charges must be paid in full to register for Spring 2025 courses)
October 29	Last possible day to submit defensible dissertation to Graduate School Office
November 4	Course registration begins for Spring 2025 semester for currently enrolled students
November 25-29	Fall Break
November 19	Last possible day to defend dissertation for December 2024 graduation
November 26	Last possible day to submit final version of dissertation and post-defense paperwork
December 6	Graduation application deadline for December 2024 and May/August 2025 graduation
December 6	Deadline to submit OCICU/Consortium Program Authorized Requests for Spring 2025
December 7	Late graduation application begins (fee charged)
December 9	Last day to change Incomplete grades from the previous semester
December 9	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 9	Classes end
December 10	Study Day
December 11-13	Final examination period
December 14	All residence halls close at noon and Winter Break begins
December 16	All grades due from Faculty no later than noon
December 25-January 1	Winter Break (University closed)

Online: 8 Week (Session 1)

August 25	Course Registration ends
August 26	Classes begin
August 26	ADD/DROP period begins (fee charged)
August 28	Last day to ADD/DROP courses
September 10	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.) courses
September 27	Final payment for Fall 2024 charges due (charges must be paid in full to register for Spring 2025 courses)
October 18	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 18	Classes end
October 21	All grades due from Faculty no later than noon
November 4	Course Registration begins for Spring 2025 semester for currently enrolled students

Online: 8 Week (Session 2)

September 27	Final payment for Fall 2024 charges due (charges must be paid in full in order to register for Spring 2025 courses)
October 21	Classes begin
October 23	Last day to ADD/DROP courses
November 4	Course Registration begins for Spring 2025 semester for currently enrolled students
November 5	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 13	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 13	Classes end
December 16	All grades due from Faculty no later than noon
December 25-January 1	Winter Break (University closed)

On Campus

January 13-14	Professional Development Week
January 19	All residence halls open at 10 a.m. for returning students
January 20	Martin Luther King, Jr. Holiday/Inauguration Day (no classes)
January 21	Classes begin
January 21	Late Business Registration begins (fee charged) / Faculty and staff tuition waiver deadline
January 31	Last day to ADD/DROP/AUDIT/Business Registration
February 14	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 12	Course registration begins for Summer School 2025 for currently enrolled students (Spring 2025 charges must be paid in full)
March 17-21	Spring Break
March 25	Last possible day to submit defensible dissertation to Graduate School Office
April 4	Deadline submit Consortium/OCICU Program Authorized Requests for Summer 2025
April 14	Course registration begins for Fall 2025 semester for currently enrolled students
April 15	Last possible day to defend dissertation for May 2025 graduation
April 22	Last possible day to submit final version of dissertation and post-defense paperwork
May 5	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 5	Last day to change Incomplete grades from the previous semester
May 5	Classes end
May 6	Study Day
May 7-9	Final examination period
May 10	All residence halls close at noon
May 12	All grades due from Faculty no later than noon
May 16	Commencement exercises

Online: 8 Week (Session 1)

January 20	Course Registration ends
January 21	Late Business Registration (fee charged)/Faculty and Staff tuition waiver deadline
January 22	Last day to ADD/DROP courses/ Last day for Business Registration
February 3	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
March 14	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 14	Classes end
March 17	All grades due from Faculty no later than noon
April 14	Course Registration for Fall 2024 semester for currently enrolled students

Online: 8 Week (Session 2)

January 20	Course Registration ends
March 17	Classes begin
March 18	Last day to ADD/DROP courses
March 28	Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
April 14	Course Registration for Fall 2024 semester for currently enrolled students
May 9	Last day to withdraw with WP/WF grade (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
May 9	Classes end
May 12	All grades due from Faculty no later than noon

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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 and Career Success.

Every effort was made to provide information accurate as of July 19, 2024.

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.

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 45 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.

Undergraduate Open House

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

Graduate Open House

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

Maguire Welcome Center

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

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

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

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

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 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 45 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 of Continuing Education

Gallaudet University's Center of Continuing 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.

Accreditation

Gallaudet University is accredited by the Middle States Commission on Higher Education
3624 Market Street, Second Floor West
Philadelphia, PA 19104
Telephone: (267) 284-5000
E-Mail: info@msche.org

The Middle States Commission on Higher Education is a regional accrediting agency that accredits degree-granting colleges and universities in the Middle States region and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

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

Programs that prepare graduates to be a licensed professional in schools are approved by the District of Columbia State Education Agency (SEA). These same

programs are part of Gallaudet's Professional Education Unit which is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

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

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

History of Gallaudet

The First 100 Years

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

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

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

A Time of Expansion

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

By an act of the U.S. Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University's first deaf president, Dr. I. King Jordan, '70 and the Board of Trustees' first deaf chair, Philip Bravin, '66. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.

In the 1990s, a generous contribution from the W.K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on- and off-campus groups.

The new millennium has brought events such as the Deaf Way II festival that attracted 10,000 deaf, hard of hearing, and hearing people from around the world; the opening of the technology-rich I. King Jordan Student Academic Center; and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center, a unique facility that provides an inclusive learning environment totally compatible with the visu-centric "deaf way of being."

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

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

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

Mission and Goals

The Gallaudet University Mission Statement

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

The Vision of Gallaudet University

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

Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication

- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide

The Gallaudet Credo

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

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

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

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

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

Graduate School Mission

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

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

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

Bilingual Education

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

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

Principle #1: Access

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

Principle #2: Inclusion

Gallaudet University welcomes academically qualified students from diverse language and educational backgrounds and abilities. Typically, Gallaudet students

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

Principle #3: Academic Discourse

As it applies to Gallaudet, bilingualism does not mean that students have fewer opportunities to learn and use English; rather, just the opposite is true. Through an intentional and integrated use of ASL and English in the classroom, students are provided with multiple approaches to develop academic discourse, an essential component of lifelong learning and success in the workforce. Research shows bilingualism offers a significant intellectual resource, providing students with increased cognitive flexibility and self-awareness of language use. Thus, the bilingual environment at Gallaudet provides a richer context for university-level interaction.

Principle #4: Social and Cultural Resource

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

Communication on Campus

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

Principle #1: Welcome and Support New and Emerging Signers

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

Principle #2: Ongoing Commitment to Improve

All members of the community commit to improve

communication skills in ASL in order to create a barrier-free, visually accessible environment throughout campus.

Classroom Communication:

Undergraduate:

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

Graduate:

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

American Sign Language Support Services:

Undergraduate:

Gallaudet University New Signers may enroll in ASL Connect, and will also receive support in ASL and General Education courses to develop their ASL proficiency. Students in these classes are eligible to receive tutoring in ASL skills through the Tutorial Center. Students may receive services from the ASLPI.

Graduate:

Consult individual graduate programs for ASL proficiency requirements. Students may receive services from the ASLPI.

English Text Support Services

Students may request captioning services for classes from Academic Technology. See Captioning Services in the Services and Activities chapter of this catalog.

Diversity Guidelines

Gallaudet University is a unique institution. Chartered by the United States Congress in 1864 with the mission of offering higher education to deaf and hard of hearing individuals, it has since become a global leader of a distinctive community. Gallaudet's charge is even more important now. Just as the population of the nation has changed and continues to change, so too the population of deaf and hard of hearing individuals has changed and continues to change. Deafness is diverse and dynamic.

Deaf and hard of hearing persons include people of all experiences, backgrounds, races, ethnicities, and religions.

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

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

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

Guidelines

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

accomplishing these goals:

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

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

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

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

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

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

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

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

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

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

Admissions

Welcome to Gallaudet University!

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

Graduate Admissions

Office of Graduate Admissions

Kendall Hall 101

Web: www.gallaudet.edu/graduate-admissions

Email: graduate.school@gallaudet.edu

(202) 651-5400 (voice)

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

(202) 524-8410 (videophone)

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

Who Can Apply

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

When to Apply

Admission for Fall Semester

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

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

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

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

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

January and Summer Admissions

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

How to Apply

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

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

Applying to More than One Graduate Program

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

Applying to a Second Graduate Degree Program after Matriculation

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

Sign Language and English Proficiency

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

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

All prospective graduate students are expected to have completed at least a bachelor's degree with a GPA of 3.0 prior to enrolling in a graduate program, indicating a reasonable level of English proficiency. For international students, competence in the English language must be demonstrated on the Degrees of Reading Power (DRP) 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.

Admission Fee Waiver Policy

Waiver of application fees will be automatically granted for applications that are submitted within the first 3 months of the admissions cycle (before Dec 31), attendees of Graduate Admissions sponsored events, Gallaudet alumni, full-time Gallaudet employees, or current Gallaudet students.

Applicants who provide proof of financial need can also qualify for an application fee waiver.

Examples of proof of financial need may include:

- Your annual family income falls within the income eligibility guidelines set by the USDA Food and Nutrition Service
- You or your family receive public assistance

- You live in federally subsidized public housing, a foster home, or are homeless

Graduate Acceptance of Admissions Offer for Programs with Waitlists

Each graduate program at Gallaudet has a limited number of seats. If a graduate program at Gallaudet has a waitlist, applicants who have been offered admission to that graduate program have until April 15 or two weeks after the date of their offer of admission, whichever is later, to accept, decline, or defer their offer of admission. If the Graduate Admissions Office does not receive a response within this time frame, the space reserved for the admitted applicant may be given to someone else on the waitlist.

Application Integrity Policy

When applying to a Gallaudet University graduate program, applicants certify that the information they submit during the admission process is their own work, factually true, and honestly presented. Graduate Admissions reserves the right to revoke an offer of admission should an applicant's information prove to be materially incomplete or false after review by graduate admissions and other stakeholders. Each offer of admission requires that the admitted applicant satisfactorily complete any schoolwork in progress at the time of the offer and meet Graduate School standards for professional behavior and communication. Offers of admission expect that, if admitted, applicants will: 1) maintain or improve the level of academic performance achieved at the point of application for admission; and 2) graduate from their current academic program. If an applicant does not meet these expectations, or other circumstances arise such as unprofessional behavior, then Graduate Admissions reserves the right to revoke an offer of admission at any time prior to attendance.

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 Degrees of Reading Power (DRP) examination. The DRP is not required for applicants from English-speaking countries. Other exceptions to the exam may be considered on an individual basis.
- 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.

Early Action for International Applicants

Prospective international students whose applications are completed between September 30 and December 1 may be considered for an early decision at the program's discretion. Students will be notified of the early decision by January 15 and have until April 15 to respond to the offer of admission. Early acceptance gives qualified international students additional time to identify the necessary funding and/or support to complete the Certification of Finances, which is due on May 30 for summer or fall admission.

International Special Scholar Programs

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

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

Veterans Admission Requirements

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

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

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

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

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

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

Graduate Special Student Admission Requirements

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

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

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

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

3. How long does graduate special student status last?

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

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

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

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

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

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

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

For veteran applicants:

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

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

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

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

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

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

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

Dual Degree Graduate Admissions Requirements

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

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

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

Equal Opportunity/Non-Discrimination

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

Student Right to Know Act

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

- Academic programs of the institution including a description of the facilities, faculty, and other instructional personnel, and accreditation information

(Consumer Information)

- Financial assistance available to students (Financial Aid)
- Cost of attending the institution (Tuition and Fees) and (Refund policy)
- Description of any special facilities available to disabled students (Office for Students with Disabilities)
- Institutional security policies and crime statistics (Annual Security Report)
- Completion/graduation rate of freshmen (Retention)

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

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

Professional Studies Course Admissions

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

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

Tuition, Fees and Aid

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

Tuition and Fees

Student Financial Services

Student Services Center
First Floor, Sorenson Language and Communication Center

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

Tuition and Fee Schedules

[Graduate Fall 2024 and Spring 2025](#)

For Undergraduates, please refer to the [Tuition & Fees section](#) (p. 22) in the Undergraduate Catalog.

[ELI students](#)

Explanation of Basic Costs:

Tuition:

Graduate: Amount indicated is for full-time graduate students for two semesters (Fall 2024 and Spring 2025). 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. Part-time status for graduate study is 1-8 credits.

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 \$3,703 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, 2024 at 12:01 a.m. to July 31, 2025 at 12:01 a.m.

Students enrolling in spring semester 2025 are billed \$2,150 for coverage from January 1, 2025 to July 31, 2025. Students enrolling in summer session 2025 are billed \$936 for coverage from May 1, 2025 to July 31, 2025. The health insurance fees for 2024-2025 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

“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/>.”

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. Double-occupancy rooms with community bathroom in Ballard North: **\$3,927**,
2. Standard single-occupancy rooms in Benson residence hall: **\$4,879**,
3. Standard double-occupancy rooms in Benson residence hall: **\$3,927**,
4. Standard double-occupancy rooms in LLRH6 and Carlin Hall: **\$4,183**; Clerc Hall **\$4,350**,

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 2024/Spring 2025 are:

250 Block Plan = 250 Block Meals + \$50 Dining Dollars Per Semester Cost: \$3,728

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: \$3,584

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: \$3,584

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: \$3,460

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	\$108 or \$54	Annual parking fee. Required for all students parking on campus or Per semester. Required for all students parking 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

Late Graduation Fee	\$50	Additional fee added to all degree candidates that apply for graduation late
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.

Refunds After Withdrawal from the University

For the procedure for official withdrawal from the University, see the appropriate section under Registration and Policies (p. 33) on Withdrawal from the University for Undergraduate Students or Graduate Students. Refunds are based on the official date of the student's withdrawal, as accepted by the Registrar's Office, and must be requested by writing to Student Financial Services in College Hall.

Refunds for Fall and Spring Semesters

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

Tuition and Room Charges

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

Board - Pro rata refund

Fees - No refund

Room and Board Cancellations

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

Refunds for Summer Session

Refunds for summer session tuition and fees will be made as follows:

- Tuition: 100% refund up to one week prior to the start of class. 50% refund if course is dropped one week preceding the start of class. No refund will be issued thereafter.

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

Fees: No refunds or cancellations.

Debt Collection Policies

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

Student Financial Responsibility and Student Aid

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

Financial Appeals

Students who believe that the inability to pay off their previous promissory notes is due to a rare, extraordinary circumstance (e.g., unexpected major medical emergency and expense) may appeal to the administration for additional time to pay off their balance for fall and spring semesters. Additional information concerning the appeal procedures is available from the Student Financial Services office. Students must understand that submitting an appeal

form is no guarantee that it will be approved. Those whose appeals are turned down will be requested to leave the University until their debts are paid in full.

Financial Aid

Student Services Center

First Floor, Sorenson Language and Communication Center

Web: Financial Aid Email: financial.aid@gallaudet.edu

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

Financial aid is awarded to students who are degree-seeking and eligible for Title IV programs.

Financial assistance 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 the FAFSA, which also serves as an application for a Federal Pell Grant.

If you are to receive vocational rehabilitation support, you must inform Financial Aid right away to ensure your financial aid package is being accounted for.

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

Educational Costs

The purpose of financial aid is to assist in covering educational costs, which include tuition, fees, room, books, board, transportation, and an average allowance for personal expenses while 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 2024-2025 academic year is **\$42,746** for undergraduate students and **\$44,600** 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.

Initial Award Notifications are mailed to each applicant regarding the decisions made on their application. Revised award notices and all other Financial Aid notices are sent via email and Workday. You can review your financial aid packages by accessing Workday.

Application Deadlines

The Financial Aid Office accepts applications at any time before or during the academic year. Funds are awarded on a first-come, first-served basis, so it is important to apply well before the priority deadlines. Institutional funds may be exhausted before the priority deadline dates.

All FAFSA and outstanding requirements must be completed four weeks before the last day of each term.

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

Financial Aid Eligibility

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

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

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

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

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

Grants and Scholarships

The following Grant and Scholarship programs are available:

Federal Pell Grant

Pell is a grant (gift aid) to undergraduate students. This program is limited to students who have not yet received a bachelor's degree. The grants vary in amount depending on the student's expected family contribution (EFC) figure, cost of attendance, enrollment status, and on authorized

funds. Pell Grants range from \$328 to \$6,345 for the 2020-2021 academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

academic year, depending upon individual need and available funding.

Gallaudet Grant-in-Aid

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

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

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

Need-Based Scholarships

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

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

State Grants and Scholarships

Several states provide scholarships and grants, based on need.

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

Merit Scholarships

Graduate -

The Graduate Departments offer merit-based scholarships to deaf and hard of hearing students whose scholastic and personal achievements are exemplary. All newly admitted incoming graduate applicants will automatically be considered for all merit-based scholarships. No separate forms are necessary.

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

For more information, see [Scholarships At-A-Glance](#).

Loans

The following loan programs are available:

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:

Social Security

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

- The student is under 18 (disabled or nondisabled), and one or both parents are receiving Social Security benefits or are deceased (Child Benefits).
- The student is a disabled student, over 18, who became disabled before the age of 22, and one or both parents are receiving Social Security benefits or are deceased (Disabled Adult/Child Benefits).

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

Supplemental Security Income (SSI)

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

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

Both of these eligibility requirements must be met by the student. Just having a disability is not enough; the student must be able to prove that the disability prevents him or her from working in a substantially gainful job. If he or she has worked for a period of time and voluntarily quit or has good work skills, the student may not be eligible for SSI, since his or her disability does not prevent him or her from working. Individuals who are over 18 and full-time students will have only their income (not their parents' income) counted for eligibility. When students are proven eligible, they will receive a monthly check to assist them in

meeting their living expenses. They also may be eligible for medical assistance from the state in which they permanently reside. They can work and receive SSI at the same time, but their monthly amount will be reduced, depending on their job earnings. Students who feel that they may be eligible for SSI may apply through any local Social Security Office.

Vocational Rehabilitation

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

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

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

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

Students expecting any VR support for books and supplies should come prepared to buy these materials with their own money. Many times the VR authorizations are not received in time for students to have credit at the

bookstore. Students should keep all receipts received; they will be reimbursed by the Student Financial Services. The University Financial Aid Office will not make loans for books and supplies. Students or vocational rehabilitation counselors who have any questions should contact the Financial Aid Office.

Federal Work Study (FWS)

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

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

Graduate Assistantships

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

Veterans Education Benefits

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

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

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

- To see which major programs of study are approved

by the VA and if Gallaudet University is participating in the Yellow Ribbon Program.

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

while attending Gallaudet

- WITHDRAW from a course or AUDIT a course
(changes can impact your tuition rate)
- If withdrawing from the university (i.e. transferring or ending college studies)
- When a campus judicial matter is pending and/or determined
- When charged or incarcerated for a crime

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

https://www.benefits.va.gov/gibi11/post911_gibill.asp or by calling 1 (888) GIBILL-1 (or 1(888) 442-4551).

Registration and Policies

Registrar's Office

www.gallaudet.edu/registrar
SLCC 1200

Registration

Gallaudet University strives to make the registration experience as smooth as possible. The Registrar's Office serves as the first point of contact for students related to course enrollment, student record keeping, grading procedures, academic status, and graduation. The Registrar's Office also assists with transfer credits.

Graduate students are served by both the Registrar's Office and the Graduate Admissions.

Policies for undergraduate and graduate students at Gallaudet University are established by the Council on Undergraduate Education (CUE) and the Council on Graduate Education (CGE). CUE and CGE are faculty-led committees that set academic standards and policies. CUE and CGE review proposals submitted by departments and programs for changes in the curriculum, program requirements, and new or changed courses. CUE and CGE then recommend curriculum changes to the University Faculty Senate. Approved changes are posted in the catalog for the next academic year.

Key registration resources include this catalog and:

- Academic Calendar,
<http://www.gallaudet.edu/registrar/academic-calendars>
- Online Student Information System (WorkDay),
gallaudet.okta.com
- Course Schedule, <https://gallaudet.edu/registrar/class-schedules-for-faculty-staff-students-and-visitors/>
- People Directory, people.gallaudet.edu
- Online Learning System (Blackboard),
gallaudet.blackboard.com

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

Procedures Prior to Registration

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

Health History

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

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

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

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

Academic Advising

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

- **Undergraduate Students with Declared Majors:**

Consult your faculty advisor in the academic department.

- **Undergraduate Students with Undeclared Majors and Special Students:**

Consult the Academic Advising Office.

- **Graduate Students:**

Consult your faculty advisor in the academic department.

- **Graduate Special Students:**

Consult the Associate Dean, Graduate School

Business Registration (Fee Payment)

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

Course Registration

New Students

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

Continuing Students

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

Continuing students are encouraged to register for courses for the following semester as soon as registration opens (in

April for the following Fall semester and in November for the following Spring semester). The earlier you register, the better your course schedule is likely to be - and the better the University can plan for your needs.

Readmitted Students

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

Students Returning from Leave of Absence (RLOA)

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

Course Changes: Add, Drops

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

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

Online 8-Week Session Course Changes

Gallaudet University and Online Consortium of Independent Colleges & University (OCICU) online students' add and drop period for enrolling in 8-week online session courses ends on the last day of the first week of each 8-week session. To be eligible for financial aid, students must maintain their same level of enrollment as stated below:

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

For the purpose of Title IV Federal Student Aid, enrollment status is determined at the end of the first add/drop period of each semester. For online courses, both 8-week sessions are together considered to be equivalent to one semester. Thus, if a student aid recipient who is registered for both sessions either (1) completes the first session, but drops a course from the second, or (2) drops a course from the first session, but goes on to complete the second session, the student may be subject to the U.S. Department of Education's Federal Return of Title IV Funds calculation. If the student's enrollment status level changes, financial aid may be prorated or reduced. Furthermore, a student in situation (2), above, must confirm in writing that he or she will return for the second session, or risk losing all Title IV funding for the semester. All students who receive financial aid and are considering dropping or withdrawing from courses are advised to consult with the financial aid office.

Course Audit

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

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

Repeated Courses

Undergraduate Courses: A course may be taken twice. A course taken for the third time requires approval of the department chair that oversees the course. The student's record will show grades for all courses that are repeated, but the student's cumulative GPA will reflect only the highest grade for each course repeated. A consortium course may be taken to replace a course taken at Gallaudet, provided that the department chair verifies that the consortium course is equivalent to the course at Gallaudet.

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

Course Cancellation

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

Study Day

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

Final Exams

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

Course Withdrawals

Procedures for course withdrawals differ for undergraduate, graduate and PST students. In the case of withdrawing from all courses, resulting in zero (0) credits, refer to either the Leave of Absence (LOA) (p. 61) or the University Withdrawal procedure.

Details on course withdrawals are provided under Undergraduate Policies and Graduate Course Withdrawals (p. 61) in this catalog.

Undergraduate or graduate students withdrawing from a PST course must email or fax their written withdrawal to cce@gallaudet.edu or (202) 651-5987 (fax). There is no refund of tuition and fees.

Course Numbers

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

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

500-Level Courses

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

600-Level (Dual-Listed) Courses

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

listed courses may be included in graduate programs.

Cross-Listed Courses

Cross-listed courses are courses that are offered at two different degree levels or listed by two different programs or departments. Cross-listed courses are scheduled to meet together at the same time and location, are taught by the same faculty, and have the same number of credit hours for all versions. Only the course that the student registered for will appear on the transcript. There are several possibilities for cross-listed courses:

1. Courses that are open to both undergraduate and graduate students are offered at the 500- or 600-level. While 500-level courses are open to both undergraduate (UG) and graduate students who enroll in separate sections and have different requirements, 600-level courses are graduate courses that are open to advanced undergraduate students and all students have the same expectations. Any new courses open to both undergraduate and graduate students should be offered as 500- or 600-level courses.
2. A course may be cross-listed at two levels of graduate study: 700-level (master's) and 800-level (doctoral). Requirements may be different for students in the 700- and 800-level courses.
3. A course may be cross-listed within a degree level (e.g., UG course cross-listed with UG course) between two or more programs or departments. Registration restrictions, grade type, credit hours, and prerequisites must be the same for all versions of cross-listed courses within a degree level. All prerequisites for cross-listed courses must be observed.
4. An undergraduate or graduate course may be cross-listed with a PST prefixed course. The requirements for the PST section will be defined by the undergraduate or graduate section.

Kinds of Courses

Undergraduate and Graduate Credit Courses

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

Undergraduate Non-Degree Courses

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

Professional Studies Courses

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

Enrichment Courses

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

Graduate Independent Study Courses

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

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

Directed Studies

Directed Study is designed to substitute an existing course not offered in the semester in which the student wishes to enroll. The material covered in a directed study course is the same as that covered in the existing course. Modifications may be necessary to deliver the content and assignments at an individual level, and not all courses can be modified. Courses that can be modified tend to be non-traditional courses (e.g. guided research courses, internships, practicums, and clinical duties). Directed study courses use original course titles as assigned by the

department and course numbers 799 for masters-level and 899 for doctoral-level classes. Directed studies may be substituted for core degree requirements at the program's discretion.

Individualized Studies

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

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

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

Delivery Systems for Courses

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

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

In-Person Courses:

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

Distance Education/Distance Learning Courses include:

Online Courses: Online courses can be asynchronous or synchronous.

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

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

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

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

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

Consortium Courses

Consortia Programs (3) at Gallaudet University

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

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

Consortia Programs Overview

CUWMA Consortium of Universities of the Washington Metro Area

Gallaudet University is a participating member of this metro Washington, DC area higher education Consortium program. This program provides the opportunity for students enrolled in eligible degree programs at one Consortium member institution to register for a course at another member institution – dramatically increasing the number of available course options. Restrictions to programs and courses apply. Refer to the Registrar's Office web link.

General Uses of the CUWMA Consortia Program

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

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

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

All policies for the home and host institutions are adhered to with regard to cross registration requirements, restrictions and exclusions. CUWMA authorization forms for UG/G students available at the Registrar's web link as well as in the Registrar's Office.

OCICU Online Consortium of Independent Colleges & Universities - GU is a participating member of OCICU. Both undergraduate and graduate* level online courses are offered by other accredited consortium member colleges and universities.

OCICU courses are offered in an accelerated format, usually five or eight weeks long. Students register for OCICU courses, pay tuition, and receive grades through GU just as they would any other courses at GU. *Some graduate level courses are available to graduate career students. Module dates are varied and OCICU institutions adhere to deadline dates for all request submissions, actions and participation etc. Students are cautioned to submit all requests with a month or more advance to the course session start date to allow time for the host institution to provide any special servicing with regard to their courses. This program is open to eligible degree seeking students – refer to full program information.

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

*Limited Graduate level courses are available to graduate career students

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

Questions – Contact Registrar's Consortia Program Coordinator.

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

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

This Consortia program is not always available.

Contact ITP Department Chair & Consortia Program Coordinator in the Registrar's Office

Online Consortium of Independent Colleges and Universities

OCICU - Gallaudet Degree Students

OCICU - ONLINE CONSORTIUM OF INDEPENDENT COLLEGES & UNIVERSITIES -

GU is a participating member of OCICU. Undergraduate/Graduate* online courses are offered by other accredited consortium member institutions. OCICU online courses are offered in an accelerated format, usually eight weeks long. Students register for OCICU courses, pay tuition, and receive grades through GU just as they would any other courses at GU.

OCICU courses are offered in an accelerated format, usually five or eight weeks long. Students register for OCICU courses, pay tuition, and receive grades through GU just as they would any other courses at GU.

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

Requirements:

- Be a degree seeking student
- Be in good academic, campus and financial standing at GU
- Be able to have unlimited access to a computer with internet
- Verify that your computer meets the minimum system requirements established by the provider institution of OCICU so that you can fully access the online environment.
- Have permission from your program advisor and the Director of Distance Education and in some circumstances the dean's permission (refer to process information below). Graduate level courses are available to graduate career students.

PROCESS: Complete student sections of the OCICU Authorization form and sign all OCIC student request and commitment areas. Have your academic advisor sign their permission and the commitment included. If you have requested more than one (1) OCICU course in a semester, your program dean must also grant permission. Exceeding the maximum credits for a semester will also require the dean's signature approval.

Questions - Contact Registrar's Consortium Coordinator

OCICU - for Gallaudet ODCP students

GALLAUDET ONLINE DEGREE COMPLETION PROGRAM -- A degree completion program - using GU and OCICU online course for degree completion. This online degree completion service is for former undergraduate students who have accumulated 80 hours of college credits toward a bachelor's degree, either at

Gallaudet or at other institutions, and who elect to transfer to Gallaudet to successfully finish that degree. Refer to information for OCICU program above and at Registrar's Office Consortium information link.

Questions - Contact/Email the **ODCP Program**.

SIENA School Study

Consortium Resident Credit

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

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

GU Consortium Coordinator:
Elice.Patterson@gallaudet.edu Siena School Coordinator:
deafstudies@sienaschool.com

Non-Resident Credit Study at Siena School

Siena School Study - Non-Consortium Processing
(Siena School, Italy). GU students may also apply directly to attend Siena School without using the cross registration program. [*'Resident credit' benefits are applicable only via the Consortia Programs process.*] When attending Siena School outside of the Consortia Programs, tuition, fees billing and payments are strictly between student and Siena School. [*EXCEPTION: If a student decides to also take a GU summer online course while in Siena, Italy at Siena*

School - GU billing will apply for the summer online course(s).]

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

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

Transfer Credit Information Link:
<http://www.gallaudet.edu/registrar/transfer-credits>

Questions: registrar.office@gallaudet.edu

BRAZIL - Resident Credit Consortium Program

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

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

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

Contact the Consortium Coordinator in the Registrar's Office & ITP Department Chair

Grades, Transcripts and Diplomas

Grade Reports

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

Transcripts and Diplomas

The official transcript is Gallaudet University's official statement of your academic record. It lists all courses (completed & currently enrolled) and all grades earned, along with the applicable semester. The official transcript also contains notations of majors, minors, degrees and graduation honors received.

It is against the law to make copies of transcripts from other institutions. You must make your request directly to that institution.

For your protection, we will not release an official transcript without your permission and signature. The official transcript is printed on security sensitive paper and contains the University Seal and the signature of the University Registrar.

Current Students, Faculty and Staff: (via BISON)

Please log in by entering your Gallaudet Username and password (Jane.Doe)

Your may order transcripts through BISON by:

- Log onto BISON
- Select **Self Service**
- Select **Student Center**
- From the drop-down menu, select **Request Official Transcript**

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

What are the benefits of making an online transcript request?

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

Your transcript request is securely linked to the Parchment website, which is the vendor that Gallaudet University contracts with to provide transcripts through an encrypted, secure service. To use this service, payment must be made by credit or debit card at the time of request.

Requesting RUSH (Same Day) Transcripts:

Gallaudet University offers RUSH service to obtain your official transcripts. *RUSH orders must be submitted by 1:00PM EST. The fee is \$30 for RUSH processing.

Processing Times and Costs:

Service	Fee	Processing time/ additional info
Electronic (PDF)	- \$18.00 per copy (includes \$3 transaction fee)	- Ready 3-5 business days after 12 p.m.
Regular Mail	\$18.00 per copy (includes \$3 transaction fee)	- Ready for mailing within 3-5 business days - within US - \$2.75; internationally, including Canada & Mexico - an additional \$5.75 fee
Rush service	\$30.00 per copy: add \$3 transaction fee	*Processed on same business day, for PDFs or mail.
FedEx	- Domestic U.S. - add \$30.00 to transcript fee, plus \$3 transaction fee - International (including Canada & Mexico) - add \$60.00 to transcript fee, plus \$3 transaction fee	- No delivery to P.O. boxes - MUST be a complete street address. - Rush/FedEx orders must be submitted by 1:00 p.m. EST for same business day mail out.

Requests are processed in the order received. *Please allow additional time during peak periods, such as the start and end of the semester, final grade posting and degree posting.*

Diplomas are issued only once. Any errors must be brought to the attention of the Registrar's Office within 90 days of receipt. At that time, the original diploma must be returned to the university. **Diplomas will not be released to students with a balance owed to the University or an incomplete Exit Interview.**

Course Waivers

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

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

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

Privacy Rights

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

All University officers and personnel must observe the following policies:

- Students have the right to inspect their own official records. Corrections or challenges to records may be presented by the student in writing to the office maintaining the record. Each office responsible for an official student record must have a policy for how and when students may read, copy, and, if necessary, challenge information in the record. *Upon receiving the student's signed request, the University (office responsible for that record) will provide an opportunity for the student record review within 45 days.*
- Gallaudet University personnel who need particular information in order to perform their assigned duties may have access* to these records. (*Information and level of access is determined by the Registrar's

Office.)

- Disclosure of information contained in student records to other persons or agencies is prohibited, with the following exceptions.
 - Information from a student record will be released upon written request of the student.
 - Directory information (name, home address, local address, class, year, major, verification of enrollment) may be disclosed by the university without the student's prior consent under the conditions set forth in the Family Educational Rights and Privacy Act of 1974 (FERPA)" but not required to do so. Gallaudet University Registrar's Office is where the student's academic and privacy issues for information releases are addressed best.
 - The University must release official records upon subpoena or court order. The University will attempt to notify the student that the records are being released.
 - Auditors inspecting the operations of Gallaudet University offices may inspect student records.
 - Information from student records may be released to parents who financially support a student (under IRS regulations). *The disclosure is to the parents of a student who is a dependent for income tax purposes; must provide IRS Tax forms showing dependent student status per year student is active.*
 - Information from student records may be released to individuals or organizations providing financial aid for a student, or evaluating a student's eligibility for financial aid.

Information Included and Excluded from Student Records

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

Medical records, mental health records, and parents' financial statements are not subject to this law. Such

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

Student Records

The following list details student records at Gallaudet University governed by requirements of the Family Educational Rights and Privacy Act (Buckley Amendment). Questions about these records should be directed to the University officials indicated. Locations, email addresses, and phone numbers are available in the campus people directory or the Academic Affairs webpage.

Academic Transcripts and Grade Listings

Office: Registrar's Office
Official Responsible: Ms. Elice Patterson, Registrar

Academic Support Unit Files

Office: Academic Advising, Office for Career Success, Office for Students with Disabilities, Registrar's Office, Student Success
Official Responsible: Dr. Robert Sanchez, Dean

Disciplinary Records

Office: Office of Student Conduct
Official Responsible: Ms. Amy Rousseau, Director

Campus Law Enforcement Records

Office: Department of Public Safety
Official Responsible: Dom Lacy, Chief Operating Officer

Financial Aid Records

Office: Financial Aid Office
Official Responsible: Ms. Amanda Jackson, Director

Student Employment Records - Student Accounts

Office: Student Finance Office
Official Responsible: Crystal Harris, Director, Student Financial Services

Student Insurance Information

Office: Student Health Service
Official Responsible: Dr. James Huang Director, Student Health Service

International Student Files

Office: International Affairs
Official Responsible: Charles Reilly, Executive Director, International Affairs

Library Files (Regarding Money Owed)

Office: Gallaudet University Library
Official Responsible: Amy Malm, Associate Dean, Library and Archives

Behavior Codes

Student Responsibility

As members of the University community, students have certain responsibilities and obligations, including satisfactory academic performance and responsible social behavior. Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. Students also have an obligation to report any suspected crime or serious violations of the University Code of Conduct to the Department of Public Safety or other appropriate University official, especially if such crimes or serious violations may result in significant harm to individuals or property loss or damage. To fulfill its functions of imparting and gaining knowledge, the University retains the right to maintain order within the University and to address, through appropriate disciplinary procedures, conduct that adversely affects the University community or the University's pursuit of its educational objectives.

Student conduct is not considered in isolation within the University community but as an integral part of the educational process. Developing citizenship, respect for others, and responsible social behavior are part of the University's commitment to the education of the whole person; it is expected that student behavior will reflect well on self, bring credit to the University, and to contribute positively to student and University life. This includes upholding all published University policies, rules, and regulations. It is clear that in a community of learning, the willful disruption of the educational process, destruction of property and/or interference with the orderly processes of the University, or with the rights of other members of the University community, for example, cannot be tolerated. Ignorance of a rule or regulation will not be an acceptable defense, so we urge you to become familiar with the Student Code and the conduct expectations of Gallaudet University students in general.

Gallaudet Student Handbook

The Gallaudet Student Handbook is maintained by the Office of the Dean of Student Affairs online at <http://www.gallaudet.edu/student-affairs/student-handbook>. The online Student Handbook is considered the most updated version and should be referred to at all times. Although it provides a resource and reference guide to

some University operations, policies, and regulations, additional material is found in University catalogues, publications, departmental brochures, and official University memorandums. Students should be familiar with the latest policies and procedures so promulgated. They supersede all others.

Alcohol, Drugs, and Smoking

Alcohol and Other Drugs Policies

Gallaudet is committed to providing a campus environment that is free from illegal or abusive use of alcohol and other drugs. Gallaudet affirms that illegal alcohol and drug use is unlawful and harmful. In doing so, Gallaudet will implement disciplinary procedures against those who violate University policy related to the illegal or abusive use of alcohol and other drugs and those who interfere with the rights of other students to live and learn in a drug-free environment. In compliance with the Federal Drug-Free Schools and Campuses Act, the online Student Handbook contains Gallaudet's policies on alcohol and other drugs, applicable laws as well as disciplinary sanctions/legal penalties related to the use, possession and distribution of alcohol and other drugs; information about the risks and effects of drug and alcohol use and dependence; and resources to assist students who may be having a problem with alcohol or other drugs. Please read the additional policy pages regarding alcohol and other drugs, which can be found online at the following links below.

Gallaudet's drug-free environment policy can be found at this link: <https://www.gallaudet.edu/administration-and-finance/administration-and-operations-manual/105-drug-free-environment>.

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

Gallaudet's Alcohol and Other Drugs policies in the online Student Handbook can be found at this link: <http://www.gallaudet.edu/student-affairs/student-handbook/alcohol-and-other-drugs-policies>.

Smoking Policy

Gallaudet University is committed to providing a healthy, smoke-free environment for students, faculty, staff, and visitors on the campus by reducing health risks associated with tobacco smoke and minimizing discomfort and inconvenience to non-smokers. Smoking on campus will

only be permitted in designated smoking areas. Smoking is not permitted in any other campus locations including University and Clerc Center buildings, in elevators or bathrooms, in any University vehicle, walking on campus, or at the entrance of any building. The designated smoking areas are 1) located on the side of the Kellogg Conference Hotel behind Ole Jim, 2) the area under the old bridge near Benson Hall Circle, and 3) the sitting area on the side of the Merrill Learning Center facing the Gallaudet Mall. In addition to the University's smoking policy, the Office of Residence Life and Housing prohibits the use of e-cigarettes in the residence halls; individuals who wish to use e-cigarettes should smoke in the designated smoking areas as outlined above.

Gallaudet's policy on smoking can be found at this link: <https://www.gallaudet.edu/administration-and-finance/administration-and-operations-manual/107-smoking>.

Service Animals

At Gallaudet University, a service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Owners of service animals must formally register the animal with the Service Animal Evaluator (service.animal@gallaudet.edu) at least thirty (30) days prior to arriving on campus to allow for processing and clearance.

Gallaudet's policy on service animals can be found at this link: <http://www.gallaudet.edu/administration-and-finance/administration-and-operations-manual/108-service-animals>.

Interim Gender-Based and Sexual Misconduct Policy and Procedures

Gallaudet University is committed to creating and maintaining a living and learning environment free from all forms of harassment, exploitation, intimidation, and/or violence, including sex discrimination, intimate partner

abuse, stalking, all forms of sexual misconduct, and the D.C. crimes of intimate partner violence, intra-family violence, sexual abuse, and stalking. All members of the University community are expected to conduct themselves in a manner that demonstrates respect for the rights of others. The Gender-Based and Sexual Misconduct Policy and Procedures intend to define community expectations, to reaffirm these principles, and to provide recourse for those individuals whose rights have been violated.

Creating a safe environment is the responsibility of all members of the University community. The University is committed to addressing sexual misconduct, intimate partner abuse, stalking, and other forms of gender-based discrimination, fostering an environment that promotes prompt reporting of all types of sexual misconduct, intimate partner abuse, or stalking, and ensuring the prompt, fair and impartial resolution of all complaints from the initial assessment and investigation to the final outcome. Every member of the University community has a responsibility to become familiar with this policy and procedures.

As a recipient of Federal funds, the University is required to comply with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs and activities. Sexual misconduct as defined in this policy, is a form of sex discrimination prohibited by Title IX and will not be tolerated at Gallaudet. Such discrimination includes, but is not limited to: sexual harassment, sexual misconduct (including sexual assault), sex or gender-based bullying, hazing, stalking, and intimate partner abuse (including domestic violence and dating violence). Resolution of complaints of such discrimination is intended to bring an end to harassing or discriminatory conduct, prevent its recurrence and remedy the effects on the victim and the community.

Gallaudet takes the necessary steps to reduce the need for reactive intervention by providing preventive and risk education and training and by preparing and disseminating educational print material, videos, workshops, training seminars and academic course offerings related to sexual misconduct, intimate partner abuse, and stalking. Gallaudet encourages reporting of incidents and also attempts to eliminate pressure that might lead students to choose to not report a sexual misconduct, intimate partner abuse, or stalking incident or to minimize its seriousness by providing a process whereby the parties involved are treated with dignity; privacy and confidentiality are maintained to the fullest extent possible; allegations of sexual misconduct, intimate partner abuse, and stalking are

investigated promptly and thoroughly; and that students are provided with full support and assistance.

The University's policies and procedures regarding Sexual Misconduct, Intimate Partner Abuse, and Stalking can be found at these links below:

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

Gallaudet's Interim Gender-Based and Sexual Misconduct Policy and Procedures in the online Student Handbook can be found at this link: <http://www.gallaudet.edu/student-affairs-and-academic-support/student-handbook>. There are resources in the online Student Handbook such as on how to report incidents of sexual misconduct, intimate partner abuse, and/or stalking, helping a friend who may be a victim of sexual misconduct, intimate partner abuse, and/or stalking, a list of on- and off-campus resources, and a frequently asked questions page.

Student Grievance Policy

Student Grievance Guidelines

I. Preamble

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administration of Gallaudet University. The purpose of the grievance procedures is to provide a process for an impartial review of student-initiated concerns and to ensure that the rights of university students are properly recognized and protected.

II. Purpose and Scope

Any student may file a grievance under this policy. The grievance can arise from any official faculty or staff action or decision deemed to be unjust or discriminatory by the student and is based upon violation of an institutional policy or written standard that protects every student. The goal of this process is to insure fair and equitable treatment of all students, to hold administrators, faculty and staff accountable for compliance with institutional policies and procedures. Resolution of student complaints, regardless of the outcome, also can improve a student's progress toward completion of a course or degree and ultimately success at the institution.

III. Definition of Grievable Actions

1. A grievable action is an action that:
 - a. *Is in violation of written campus policies or procedures, or*
 - b. *Constitutes misapplication or misinterpretation of University policies, regulations, rules, or procedures. Grievances may not be used to challenge policies or procedures of general applicability.*
2. Complaints between students, disciplinary decisions administered by the Office of Student Conduct, and decisions made by persons not employed by Gallaudet University are not grievable under these procedures.
3. A guideline to help determine what is grievable and what is not grievable action.

IV. Informal Procedures

1. A party or parties to a dispute or grievance are defined as the grievant and/or the respondent(s). The student(s) initiating a grievance must be the student(s) who alleged he/she was unfairly treated or discriminated against; a grievance cannot be filed on behalf of another student.
2. The Student Grievance Procedures rely on the good faith of all involved to achieve a reasonable resolution of grievable actions.
3. Any student who believes he/she has grounds for a grievance shall make an attempt in good faith to resolve the problem through early informal discussion of the matter with the academic, administrative, or staff member directly involved. A timely response to the student's complaint should occur within fifteen (15) days of initial contact. Flexibility should be given or considered during times when school is not in session, during summer breaks, and if extenuating circumstances exist (e.g. medical emergencies, sabbaticals).
4. If the student is not satisfied with the early informal discussion of the matter with the academic, administrative, or staff member directly involved, the student shall attempt to resolve the grievance through either of the following channels:
 - a. *In the case of faculty, through the chairperson of the unit (department or program) that offers the*

course, and the unit's pertinent procedures, and if resolution still cannot be attained, the Dean of the School.

- b. *In the case of professional or support staff or administrative personnel, through the employee's supervisor, and if resolution still cannot be attained, through that person's immediate supervisor (or to a higher administrative authority), if feasible.*
5. The Student Grievance Coordinator, the grievant's academic advisor and/or the campus ombuds may be consulted for assistance at any point in these informal discussions if the grievant so desires.

V. Alternate Avenues for Non-Grievable Actions

1. Student(s) can file a grievance against another student through the Office of Student Conduct (OSC) in Ely Center #103. Please click on this to go to the website for the Office of Student Conduct.
2. Student appeals for Financial Aid decisions, rules, and regulations are to be submitted in writing to the Director of the Financial Aid Office in order to initiate the Financial Aid Appeal Process. Please click on this to go to the website for the Office of Financial Aid.
3. Issues or problems with Facilities service should be reported to the Facilities Department at facilities@gallaudet.edu, (202) 250-2560 (Video-phone), (202) 651-5181 (TTY/Voice), or submit a work request at <http://tma.gallaudet.edu>.
4. Computer related issues are referred to the Helpdesk through its website: <http://www.gallaudet.edu/gallaudet-technology-services/help-desk>.
5. Questions about course grades must first be addressed with the professor, then the department chair, school dean, and the provost in that order until a resolution is reached.
6. Allegations of discrimination that fall under the sexual harassment or non-discrimination policies are handled by the EEO officer. Please click on this to go to the website for the Equal Opportunity Programs.
7. Students should follow the procedures for matters covered under other University policies that contain complaint, grievance, hearing, and/or appeal procedures (such as FERPA or the Academic

Integrity Policy, for example).

8. Non-grievable concerns can be brought to the campus ombuds. The Office of Ombuds is available as an informal, independent, impartial and confidential conflict management resource. Please click on this to go to the website for the Office of the Ombuds.

9. WHISTLEBLOWER HOTLINE

To support the Board of Trustees' mandate to report possible misconduct (known as "whistleblower policy"), the University and the Clerc Center have a whistleblower hotline through EthicsPoint. The Board's overarching goal is for people to speak up for a better Gallaudet -- to come forward with rule or policy violations or safety concerns so we can correct them. Please read the Section 1.15 Policy on Reporting Suspected Misconduct (Whistleblower Policy) in the Gallaudet University Administration and Operations Manual. The link to the EthicsPoint website is: Ethics Point

VI. Standing to File A Grievance

A student has standing to file a grievance under these procedures if he/she is enrolled in a course or was a student during the semester (or summer/intersession) prior to the time of filing, provided that person has attempted to resolve his or her complaint informally through those procedures discussed in Section IV above.

VII. Initiation of Formal Grievance Procedures

1. If a resolution of the problem is not achieved through the informal procedures, the student may request an official examination of the facts by presenting a completed grievance form to the Student Grievance Coordinator. To complete the form, the student must prepare a specific written statement of how the decision or action is unfair and harmful to the grievant and list the University policies, regulations, or rules that have been violated. A brief narrative (including the names of individuals and/or departments and how they are involved, specific dates, times, and other relevant information) is required to support the allegations made. The student should also specify the remedies requested. Remedies under these procedures are generally limited to restoring losses suffered by a student or making changes in University policy, practice, procedures or training. Monetary damages, fines or penalties, or disciplinary action against an individual who is the subject of the grievance are not remedies available to the student under these guidelines. The Student Grievance Form may also be obtained from the

Student Grievance Coordinator. The Student Grievance Coordinator may assist the student in preparing the grievance document to ensure its clarity.

2. In addition, the Student Grievance Coordinator will determine if the grievance is a resubmission of a previously decided grievance. If that is the case, the student will be informed that the matter is not grievable.
3. The Student Grievance Coordinator shall forward a copy of the completed Student Grievance Form submitted by the student to each member of the faculty, administration, or staff named in the grievance, along with a copy of the Student Grievance Procedures.
4. Within fifteen (15) business days (days that are not University recognized holidays, or weekends) of receipt of the completed form, the Student Grievance Coordinator shall verify on the Grievance Form confirming that informal efforts have been made to resolve the issue from the immediate supervisor and higher administrative authority. The completed form will be submitted by the Student Grievance Coordinator to the Chair of the Student Grievance Board.

VIII. Time Limit on Filing A Grievance

A grievance must be filed with the Student Grievance Coordinator no later than the end of the following semester after the occurrence of the action on which it is based. For example, an alleged grievance that occurred during the Spring semester can be filed before the end of the following Fall semester.

IX. Protection Against Retaliation

Under no circumstances will the filing of a grievance result in retaliation by the party being grieved against or his/her department. Any student who has been retaliated against should contact the Student Grievance Coordinator immediately. If appropriate, the Department of Public Safety (DPS) should be contacted as well.

X. Student Grievance Board

1. Composition: The Student Grievance Board will be composed of the Dean of Student Affairs, who is the non-voting Chair, and twenty-six members: six members of the faculty selected by the University Faculty Chair; six professional staff under Academic Affairs appointed by the Provost; six professional

staff appointed by the Vice President of Administration and Finance, four undergraduate students selected by the President of the Student Body Government (SBG), and four graduate students selected by the President of the Graduate Student Association (GSA). This Student Grievance Board serves as a pool, from which 5-member hearing panels are appointed.

2. Training: All members of the Student Grievance Board will be trained on the hearing process. The training will be provided by Student Affairs and will be similar to the training given to Student Conduct Board members by the Office of Student Conduct.
3. Qualification of Student Grievance Board Members: Faculty members must have tenure. Staff members must have been employed at Gallaudet for at least one year. Undergraduate students must have a minimum GPA of 2.7, be at least a junior, and must have no significant or recent disciplinary incidents. Graduate students must have no significant or recent disciplinary incidents.
4. Term of Service: Members of the Student Grievance Board shall serve for one (1) calendar year and may be reappointed.
5. To facilitate the grievance process, the Dean of Student Affairs and Academic Support appoints the Student Grievance Coordinator, who serves as the support staff for the Student Grievance Board.
6. Conflict of Interest: In the event of any conflict of interest which will be identified through self-declaration by any of the Board members regarding a particular potential grievance or by membership or affiliation with a department or program in which the grievant or respondent is a member of, the individual will recuse himself or herself from the Board on that matter. Panel members should have no personal interest in the outcome of the proceedings, and should not have any personal involvement in earlier stages of the matter. The Student Grievance Board Chair will rule on any challenges regarding conflict of interest.
7. Maintenance of Records: The Student Grievance Coordinator will be responsible for maintaining all records of the Student Grievance Board. The records for each grievance will be maintained for a period of four (4) years after the final recommendation has been rendered.
8. Legal Advice: The Chair of the Student Grievance

Board, on behalf of the Board, may seek legal advice from the Office of Risk Management and Insurance and/or informal advice from the Ombuds.

9. Student Grievance Hearing Panel

- a. *The Chair of the Student Grievance Board will appoint five Board members, none of whom may have a conflict of interest, which includes two teaching faculty members or professional staff (depending on whether the grievance is against a faculty or staff member), and two student members, to review a particular grievance. The appointed professional staff member will be a member of the Division of which the defendant is a member; while the appointed student members will be either graduate or undergraduate students, following the student status of the student filing the grievance. The fifth member could be a faculty member or a staff member, following the wishes of the defendant. The Chair of the Student Grievance Board will communicate the names of the members of the Student Grievance Hearing Panel to each party. The Chair of the Student Grievance Board serves as the non-voting (and sixth) member and as the chair of the Student Grievance Hearing Panel.*
- b. *Either party will have the right to exercise one preemptory challenge, in writing to the Chair of the Student Grievance Board within three academic days, against any of the chosen appointed members of the Student Grievance Hearing Panel. If such challenges are accepted by the Chair of the Student Grievance Board, the member(s) will be replaced.*

XI. Determination of Grievability

1. The Chair will convene the Student Grievance Hearing Panel within fifteen (15) academic days after receiving the completed Student Grievance Form (see Appendix B) from the Student Grievance Coordinator confirming that efforts have been made to resolve the issue informally. The Panel will determine by majority vote of those present whether the grievant has standing to file and whether a grievable act, as defined in these procedures, is alleged in the grievance filing.
2. All parties involved in the grievance will be notified in writing, by the Chair of the Student Grievance Board, as to the determination of grievability. A finding by the Panel that no grievable action is

alleged or that the grievant lacks standing to file will conclude the proceedings. This determination by the Panel will be final. If the Panel finds that a grievable action is alleged and that the grievant has standing to file, the Chair will schedule a hearing to be held by the Student Grievance Panel within ten (10) academic days.

XII. Hearing Procedures

1. The full five-member Student Grievance Hearing Panel and the Chair must be present for the hearing to proceed. All hearings will be closed to the public. Witnesses are to be present only during the time in which they are introduced at the beginning of the hearing or give their statement and will remain outside the hearing room until called. In a closed hearing, only the grievant and respondent, the advisors, and members of the Student Grievance Hearing Panel may be present. The grievant and respondent will be provided with the dates and times of the hearing and given the opportunity to hear any information presented. Should the respondent elect not to appear, it shall be held in the absence of the respondent. In such instances, all information in support of the grievance will be presented and considered in the absence of the respondent. If the grievant does not appear within a half hour of the scheduled hearing, the hearing proceedings will conclude. The complaint will be dismissed unless a valid excuse (as determined by the Student Grievance Hearing Panel) is presented within 48 hours.
2. An advisor, with prior notification to the Chair of the Student Grievance Hearing Panel and the other party, may accompany either party to the dispute provided that the advisor is a member of the campus community. A member of the campus community is defined as faculty or staff currently employed or full-time students currently enrolled in the University. The grievant and the respondent are each responsible for presenting their own information and therefore, advisors are not permitted to speak or to participate directly in the hearing. Advisors may confer with the grievant/respondent only when there is not a question on the table or a response pending from either party. Failure of an advisor to appear for either party shall not constitute grounds for a continuance of the hearing.
3. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses will be provided to all parties prior to their appearance, but the unavailability of a witness shall not constitute

grounds for a continuance of the hearing. Written or video statements may be permitted from witnesses unable to attend the hearing. Such statements must be made available in advance of the hearing.

4. Prior to the hearing, both parties will have the right to inspect and review all information pertinent to the grievance. Formal rules of evidence are not applicable in Student Grievance hearings. Any information or testimony the Panel believes to be relevant may be considered.
5. The Student Grievance Hearing Panel will determine whether the respondent is responsible for a grievable action as defined in these guidelines. The Panel's determination shall be made on the basis of whether it is more likely than not (preponderance of the evidence) that the respondent violated published policies, rules, or procedures, and if so, will make recommendations or offer remedies. The Panel will then prepare its written report, which will consist of the Panel's findings and recommendations.
6. Within ten (10) academic days of the conclusion of the hearing, the Chair of the Student Grievance Hearing Panel will ensure that the Student Grievance Panel Report is completed, and shall send copies to the parties involved in the grievance, an appropriate senior administrator, and the Student Grievance Coordinator.

XIII. Disciplinary Action

Although disciplinary action against an employee is not a remedy available to a student who files a grievance under these guidelines, the University reserves the right to impose discipline on its employees as a result of determinations made through the grievance process. Any such discipline will be imposed only after the Student Grievance Hearing Panel has completed its report and the appeal period has expired. Such discipline, if imposed, will be handled by the employee's supervisor, and may not be appealed by the employee under these grievance procedures. Such appeals will be made in accordance with appropriate staff or faculty procedures or guidelines. Such information is confidential and will not be shared with the student grievant at any time.

XIV. Appeals

1. Within ten working days after receipt of the Student Grievance Panel's decision, either party to the grievance may appeal the decision to the Provost or the appropriate Vice-President receiving the report.

The decision of the Student Grievance Panel may be appealed on the grounds that:

- a. *the Student Grievance Hearing was not conducted fairly and in conformity with prescribed procedures which made it unfair. However, deviations from designated procedures will not be a basis for submitting an appeal unless significant unfairness results,*
- b. *the decision was not supported by substantial information; that is, the facts of the case were or were not sufficient to establish that a grievable action occurred, and/or*
- c. *the recommended remedies to the student were insufficient or excessive.*

2. The appeal must be submitted in writing, must indicate the grounds in which he/she is appealing, and provide a clear rationale for appealing. The Chair of the Student Grievance Board will share relevant information and records of the hearing to the Provost or the appropriate Vice-President. There is no requirement that the person handling the appeal meet with the grievant or the respondent. The Provost or the appropriate Vice-President will make a final decision on the grievance within 15 working days of receiving the appeal. This decision will be in writing. The Provost or the appropriate Vice-President can uphold, modify, or reverse the decision of the Student Grievance Panel.

XV. Confidentiality of Grievances

1. All information in the grievance process is confidential and protected by the Federal Family Educational Rights and Privacy Act, and cannot be further disclosed.
2. All materials developed in the course of the grievance investigation and hearing will be placed in a confidential, non-personnel file, to be maintained by the Student Grievance Coordinator. None of these materials may be removed from the file or copied unless needed for compliance with appropriate administrative or legal requirements. These materials will not include any records of actions taken against an employee by the University as a result of the determination(s) made through the grievance process.

XVI. False Grievances

The purpose of these guidelines is to provide a mechanism to address legitimate student complaints and grievances.

However, false grievances undermine the purpose and effectiveness of these guidelines/this policy. Accordingly, persons who knowingly bring false grievances may be subject to disciplinary action through the Office of Student Conduct. Allegations of false grievances must be reported within 30 working days after the grievance was resolved. The fact that a grievance may not result in a finding that an employee has violated a University policy, rule, or procedure, or has otherwise acted in a manner resulting in unfair treatment of a student is not alone sufficient information that the grievance was knowingly false.

XVII. Provisions for Amending The Grievance Guidelines/Policy

Authority to amend these Student Grievance Procedures rests with the Provost in consultation with the Gallaudet University Faculty Senate, Staff Advisory Council, Student Body Government and Graduate Student Association.

Approved - September 3, 2010

Graduate Policies

Undergraduate Students in Graduate Courses

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

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

Graduate Students in Undergraduate Courses

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

Undergraduate courses will not be counted towards either

the total credits earned or any of the graduate degree requirements.

Consortium Graduate Courses

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

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

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

Generally, graduate students may register for no more than 50% of the credits taken for a semester at a consortium institution. An exception is made for doctoral students, who may register for up to 40% of their career credits at a consortium institution.

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

Graduate Student Classifications

Full-Time Graduate Student

- has matriculated into a degree-program
- has a minimum of 9 credits per semester
- has a maximum of 21 credits per semester, unless the student obtains permission from the Associate Dean of the Graduate School.

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

Part-Time Graduate Student

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

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

Degree-Seeking Graduate Students

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

Graduate Special Students

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

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

Admission as a graduate special student does not imply subsequent admission to a degree program. Graduate special students intending to become degree students should select courses in consultation with the appropriate graduate program and the Associate Dean for Graduate Education. The appropriate academic department

determines eligibility for future enrollment in a degree program as well as the potential application of credit hours earned as a graduate special student to future degree work.

Consortium Graduate Students

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

Semester Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for completion of coursework, the transfer of coursework from another institution, or the evaluation of college-level prior learning. One credit hour (at least 50 minutes) reflects an amount of work represented in the intended learning outcomes and verified by evidence of student achievement for these learning

	Traditional in-class Credit Bearing Course or Online Course (Per Semester)	Non-Traditional Credit Bearing Experience (e.g. Internship, Independent Study) (Per Semester)	Amount of Time required for all Activities
	Minimum amount of Instruction Time Required	Minimum Amount of Time Required Outside of Class/Instruction Time	
1 Credit	12.5 hours	25 hours	37.5 hours
2 Credits	25 hours	50 hours	75 hours
3 Credits	37.5 hours	75 hours	112.5 hours
4 Credits	50 hours	100 hours	150 hours
5 Credits	62.5 hours	125 hours	187.5 hours

For example, in a three-credit hour traditional in-class course, students spend 150 minutes in class per week for 15 weeks, resulting in 37.5 contact hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 5 hours per week, which adds up to 75 hours. These two sums should result in total student engagement time of 112.5 hours for the course. In a three credit internship, these hours may be allotted differently. For example, the student may spend 1 hour a week for 15 weeks in meetings with their supervisor, work at their placement 4 hours a week for 15 weeks, and spend at least 37.5 hours during the semester on planning and documentation. The total student engagement time is the same (i.e., at least 112.5 hours). Note that these time allotments are minimums, not maximums.

outcomes. A credit hour is awarded on the basis of one of three sets of criteria.

- For in-class courses: The completion of one credit hour of classroom or direct faculty instruction and a minimum of two credit hours of out-of-class student work each week for one semester (15 weeks); or
- For online, hybrid, and accelerated courses: The completion of an equivalent amount of faculty instruction and student work, as stipulated above in paragraph (1), that may occur over a different amount of time; or
- For other academic activities: The completion of an institutionally sanctioned academic activity (e.g., externship, practicum, internship, independent study, studio work, laboratory work, fieldwork, and pre-dissertation/thesis work) that is equivalent to the amount of work stipulated in paragraph (1), that may occur over a different amount of time.

Non-Traditional Credit Bearing Experience (e.g. Internship, Independent Study) (Per Semester)

	Amount of Time required for all Activities
1 Credit	37.5 hours
2 Credits	75 hours
3 Credits	112.5 hours
4 Credits	150 hours
5 Credits	187.5 hours

All credit-bearing experiences (except dissertation-related hours/courses) require syllabi, which will include the number of credit hours, class meeting times or minimum number of hours required at an alternative site, and a schedule of required assignments.

Maintaining Continuous Matriculation

All graduate degree seeking students must maintain continuous matriculation from the time of admission until the completion of all degree requirements. There are three ways that a student can maintain continuous student status:

- A student must be registered for at least one graduate credit hour per semester,

or;

- A student must be registered for Continuous Enrollment status (i.e. GPS 798 at the masters level or GPS 898 at the doctoral level)

or;

- A student must be on an approved Leave of Absence.

Degree seeking students who are actively taking required and elective courses must register for those courses.

Students who have completed course work requirements for their degree, but are utilizing the resources of the University (e.g., the library, email, faculty advising and mentoring) during thesis or dissertation research and writing, must register for at least one graduate credit hour each semester. After completion of required and elective courses, including internships and practicum experiences, registration for at least one graduate credit hour is required for graduate students:

- to take candidacy or qualifying examinations,
- to take comprehensive examinations,
- to complete the requirements of an incomplete course,
- to receive faculty mentoring for thesis or dissertation and research and writing,
- to defend a thesis proposal,
- to defend a thesis,
- to defend a dissertation proposal,
- to defend a dissertation.

Continuous Enrollment (registering for GPS 798 and GPS 898) may be used when a student has completed all requirements except one course that will not be offered in the current semester, but will be offered the following semester. Summer sessions in which there are no graduate department program requirements are not included in this policy. Students in "summers only" programs must be enrolled in fall, spring, and summer semesters for graduate credit. If there are no courses that can be taken in a given semester, "summers only" students may register for GPS 798 Continuous Enrollment, with permission of the department.

GPS 798 and GPS 898 Continuous Enrollment registration instructions and forms are available on the Registrar's web site (<http://registrar.gallaudet.edu>) and from the Office of the Dean of the Graduate School

(<https://my.gallaudet.edu/graduate-school-forms-and-documents/continuous-enrollment-ce>). The form must be completed and approved by the academic advisor, the department chair, and the Dean of the Graduate School. The fee for all students who are approved for GPS 798 and GPS 898 Continuous Enrollment, including staff and faculty who receive tuition waivers, is \$100 per semester. Completion of GPS 798 and GPS 898 Continuous Enrollment results in earning no credit and a grade of NG (no grade) at the end of each semester.

Leaves of Absence (LOA) are requested and approved through the graduate department and the Graduate Dean. To request an LOA, a student must follow the procedures outlined in the Graduate Catalog section on Graduate LOA. When an LOA is approved, the student does not register for classes at the University for the approved span of the LOA and they do not have access to University resources such as use of the official Gallaudet email account, graduate faculty mentoring or graduate advisor time, and the Library. More information about LOAs can be found elsewhere in the graduate web catalog.

Please Note: Failure to register for graduate credit or Continuous Enrollment status, including completing Business Registration (making payment or signing a promissory note for classes) by the last day of the Academic Calendar graduate school "Add/Drop Courses" date for a given semester will result in termination from the program of study. A student who is terminated due to non-registration must apply for readmission to the program of study.

Graduate Grading System

The following grading system applies to graduate courses.

Grade	GPA Value	Definitions
A+	4.0	Outstanding
A	4.0	
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Unsatisfactory
C+	2.3	
C	2.0	
F	0.0	Failing, No Credit
XF	0.0	Academic Integrity Policy Violation, No Credit
P		<i>Pass* (defined as a grade of B or above)</i>
I		Incomplete*
NG		No Grade for GPS 798 and GPS 898 Continuous Enrollment*
WP		Withdrawn Passing*, No Credit
WF	0.0	Withdrawn Failing, No Credit
WD		Withdrawn* No Credit
AU		Audit* No Credit
AF		Audit Not Completed* No Credit

* Not computed in Grade Point Average (GPA)

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

A grade of Incomplete [I] is given only when student performance in a course has been satisfactory, but the student is unable to complete the requirements of the course. The decision to give a grade of I is made by the instructor. To be eligible for credit in a course in which an I is recorded, students must complete the requirements of the course by the end of the final day of classes of the following semester or a date agreed upon in writing with the instructor; otherwise, the grade will automatically become an F. The student and instructor must provide the

Registrar's Office with written notification of the agreed upon date before the time limit indicated above.

Course and degree program withdrawals are initiated by the student, who must submit the completed form (with all required signatures) to the Registrar's Office in advance of the deadline noted on the graduate academic calendar. WD indicates official withdrawal from a course before the end of the fourth week of the fall or spring semester or by the last day of class in a summer session. WD grades are not counted in the GPA calculation. A grade of WP is recorded when a student with passing grades withdraws from a course after the first four weeks of the fall or spring semester. WP grades are not included in the GPA calculation. A grade of WF is recorded when a student is failing at the time of withdrawal after the first four weeks of the fall or spring semester. WF grades are counted as a 0.0 GPA Value in the computation of the GPA.

Courses may be audited following the regular registration procedure. To audit a course, the student must obtain permission from the instructor, register, and pay the regular tuition and fees. A change from Audit status to credit course may not be made after the add/drop period. Should students wish to change from a credit course to Audit status, permission from the instructor must be obtained and appropriate forms submitted to the Registrar's Office by the end of the fourth week of the semester. Students who register for Audit status are required to attend and participate in all class activities without earning a grade or receiving credit towards a degree. Audited courses are not counted as credit courses and are recorded as AU on the student's transcript upon successful completion of the course. If the course is not completed successfully, the AU grade will be changed to an AF. AF grades are not counted in the GPA calculation.

Grade Point Average (GPA)

Cumulative grade point averages are figured only on the basis of those credit hours for which letter grades were given. Courses for which the grade is Failing [F, XF, WF] are included in the GPA and are assigned a GPA value of 0.0. Courses for which the grade is Pass [P, WP] are not included in the GPA. Classes taken with Audit status are not used for the GPA calculation.

Academic Fresh Start Policy

Students who enroll in a new graduate degree or certificate program or are readmitted to a program at Gallaudet University have the option of requesting an Academic Fresh Start if they have grades for prior graduate courses or program(s). To request an Academic Fresh Start, the

student must complete a Student Action Form, which is to be signed by the program director and department chair, and submitted to the Registrar's Office. The student may seek advice about the Academic Fresh Start option from the program director. If the student does not request an Academic Fresh Start, all prior graduate courses taken at Gallaudet University will be included in the student's subsequent GPA.

A GPA reset is only an available option when a graduate student begins a new degree or certificate program. Graduate students who enroll in more than one program simultaneously and subsequently withdraw from one of the programs may request that all course grades from the withdrawn program be excluded from GPA calculations. A transcript notation to this effect will appear following each grade that has been excluded.

Graduate Grade Appeal Policy

Students have a right to appeal a final course grade if they believe the grade was unreasonable or unfair, given the course's assignment guidelines, policies, and expectations stated in the syllabus. Students may appeal an unsatisfactory grade of B- or below if the student believes the course grade was not calculated as described on the syllabus or is inconsistent with a graduate policy (e.g., academic integrity). The standard for a grade appeal is whether the grade is a reasonable and fair evaluation of a student's performance in the course. This is not a process by which the reviewer substitutes the instructor's grading philosophy with the grading philosophy of other professors. This process is simply to determine whether any evidence provided by the student demonstrates the grade was unreasonable or unfair.

Students have a variety of resources to support them in this process, including the Ombuds Office, the Graduate School, their academic advisor, or their Program Director.

Students file an appeal by writing an email documenting the reasons for the appeal and providing supporting documentation. Supporting documentation may include highlighted portions of the syllabus, professor announcements regarding changes in the syllabus, assignment rubrics, relevant graduate policies, or other materials relevant to the calculation of grades. In the email, students should state the grounds for appealing the grade and their desired outcome from the appeal. Possible outcomes include replacing the final grade with a different grade or requesting the grade be recalculated. The appeal should focus on the merits of the appeal and not include critiques of the instructor, critiques of an assignment, or

apologies from the student for unsatisfactory performance.

Students should make every effort to discuss the grade with the instructor when the instructor releases the final grade. Students have 5 school days to submit an appeal to the instructor and add in cc their academic advisor, Program Director/coordinator, and School Director. The 5-day clock starts when final grades are submitted to the Registrar's Office or after a student receives a notification of a final grade earlier in the semester. The instructor has 5 school days to respond to the appeal. If the instructor does not respond within the 5-day timeframe, students should refer the appeal to the program director/coordinator and cc the school director (in the program and school which offered the course).

If the instructor does not support the appeal, students may appeal to the director/coordinator of the program which offered the course within 5 school days of receiving the instructor's decision. If students need information on who the correct program director is, students can ask their home program director or the graduate school. The program director has 5 school days to communicate a decision. If the program does not respond within the 5-day timeframe, students should refer the appeal to the director of the school where the course was offered.

Program directors/coordinators are generally the final authority on grade appeals. If the instructor and program director are the same person, the school director will make the decision for the program director.

Class Attendance

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

Online 8-Week Class Attendance

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

Academic Accommodations Policy

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the Office for Students with Disabilities (OSWD) website.

The Reasonable Accommodation policy is also online here.

Graduate School Standards of Professional Behavior and Communication

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

Regarding communication, the Graduate School is committed to supporting honest, transparent, and knowledgeable dialogue through social media. While graduate students are welcome to publish or comment using social media, they are urged to do so thoughtfully. Furthermore, all uses of social media should be treated in the same manner as other professional obligations as outlined in the ethical guidelines that govern professions. Graduate students must use good ethical judgment and follow University policies and federal requirements, such as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). While this innovative technology offers exciting opportunities to build networks with deaf, hard of hearing, and hearing colleagues, the use of social media entails personal responsibility.

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

Graduate Academic Honors and Awards

Presidential Scholars List

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

Perfect 4.0 Cumulative Grade Point Average

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

Awards

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

Graduate School Awards

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

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

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

Department and Program Awards

American Sign Language and Deaf Studies

George Veditz Deaf Studies Award: recognizes graduate students who have made and will continue to make an impact on the lives of Deaf People and field of Deaf Studies through their outstanding scholarship and activism

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

Counseling

Francine White Outstanding Counseling Student Award: recognizes a student who demonstrates high aptitude for and commitment to counseling

Education

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

Marjorie Stull Memorial Scholarship Award: for a graduate student who has shown exceptional ability and aptitude in teaching students who are deaf on the basis of first-year graduate student performance

Educational Neuroscience

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

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

Government and Public Affairs

Master of Public Administration Award: for an outstanding public administration student

Hearing, Speech, and Language Sciences

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

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

International Development

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

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

Interpretation and Translation

Barbara Babbini Brasel Research Award: for an exemplary interpretation research paper completed by a student during graduate studies in the Interpretation Program

Ron Coffey Award: for an outstanding interpretation student

Linguistics

Outstanding Linguistics Graduate Student Award: for an outstanding linguistics student

Psychology

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

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

Social Work

G. Arlene Gavin Award: for a graduate student who has demonstrated outstanding professionalism and commitment to social justice

Catherine H. Moses Award: for a graduate student who has demonstrated leadership and outstanding potential for contributing to social work practice with deaf and hard of hearing people

Academic Integrity Policy

Academic Integrity Policy

Introduction

Academic integrity is honest and responsible scholarship. It is the ethical underpinning of all professional fields, and it is the expectation within the University community.

All faculty members and graduate students are expected to promote a culture of academic integrity at the university. Faculty members will adhere to the academic integrity policy, while also expecting their students to adhere to these same ethical standards. Faculty members will promote the importance of academic integrity in their work and communicate questions concerning academic integrity in a timely manner. If necessary, faculty members will follow the academic integrity violations procedures to redress potential violations.

Graduate students must demonstrate academic integrity consistent with professional standards of the University and in their fields of study. Students are expected to make all reasonable efforts to promote academic integrity by refraining from dishonest practices and reporting instances of dishonesty to an appropriate faculty member. Should questions arise at any time during the academic process, students are encouraged to talk with an appropriate faculty member.

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

Examples of Prohibited Conduct

Academic integrity encompasses many principles: intellectual property, fair use, and adherence to the canons of scientific inquiry and reporting. Violations of academic integrity cannot be tolerated.

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

Cheating by using or attempting to use unauthorized information in any academic exercise. Cheating may include, but is not limited to:

- Copying from another student's work, or submitting work that was completed with other people as one's own.
- Representing another person's work as one's own work.
- Submitting past work without permission from the current instructor/advisor.
- Submitting similar work for multiple program requirements (e.g., qualifying exams and/or courses) without permission of instructors or advisors.
- Sharing work with others to use as their own.
- Pressuring or coercing others to share their work.
- Working with others on an assignment intended to be completed independently without the permission of the instructor.
- Procuring or sharing restricted evaluation materials (such as answer keys or prior tests).
- Violating rules governing the administration of examinations.

Fabrication of information, data, or citations in any academic exercise.

Plagiarism by representing the signs, words, ideas, or sequence of ideas of another as one's own in any academic exercise. Examples of plagiarism include, but are not limited to:

- Copying another person's work and submitting it as one's own; quoting, paraphrasing, or summarizing someone else's ideas without attribution.
- Using ideas, articles, videos, or research papers found on the Internet without proper attribution.

Misrepresentation of Academic Records by knowingly making a false statement regarding one's academic credentials, concealing information, or forging a University academic document or record.

Facilitation of Academic Dishonesty by knowingly or negligently allowing one's work to be used by another without appropriate attribution. This includes participation in or the failure to report known or potential instances of academic dishonesty.

Impeding the Progress of Another Student or Scholar is prohibited. Examples of violations of this type include, but

are not limited to:

- Sharing false or misleading information (i.e. about assignments, deadlines).
- Intentionally blocking others' access to scholarly materials, such as not providing access to password-controlled shared documents, browser-based platforms, or physical materials.
- Altering information or data belonging to another without permission.

Computer Misconduct consists of violating rules of usage set forth by Gallaudet University. Gallaudet University IT resources must be used ethically and legally in accordance with the Administration and Operations Manual 2.22 Use of Information Technology Resources Policy.

Procedures for Handling Potential Academic Integrity Violation(s) Related to a Course

Instructor Initiated

A course instructor who believes a student may have violated the academic integrity policy will meet with the student immediately to discuss the perceived violation and to determine what, if any, extenuating circumstances exist.

Potential violations of academic integrity by field experience supervisors are made to the university's instructor of record for the field experience.

If, after the initial meeting, the instructor still believes a violation occurred, they will email the student within 10 business days to provide a summary of the meeting, detailing the nature of the violation, the date of the violation or the date it was discovered, and documentation of the violation, and recommended consequences or plan to address the reported violation(s).

The instructor will copy the student's program director(s) on the email, as well as the director of the program where the course is offered (if different).

The consequences or conditions imposed by the instructor depend upon the severity of the violation(s).

Consequences or conditions may include, but are not limited to: failing an assignment, requiring a substitute assignment, repeating the assignment under supervised conditions, receiving a lower grade on the assignment, receiving a lower grade in the course, or another plan to address the reported violation(s) felt to be appropriate by the faculty member.

Violations judged to be more egregious might lead to more severe consequences, such as: failure of the course or recommendation for dismissal from the University.

The student's graduate program director will review the emailed information from the instructor to determine whether the academic integrity violation warrants making a recommendation of academic probation or dismissal to the Dean of the Graduate School.

Student or Peer Initiated

A student who believes another student may have violated the academic integrity policy is expected to report the potential violation to the instructor or other appropriate faculty member within 10 business days of discovering the violation. The report should include a description of the nature of the violation, the date the violation occurred or was discovered, and any documentation to support the violation.

Students may choose to disclose their identity when making a report. In such cases, the information from the statement may be used as official documentation of the potential violation. The identity of the citing student will be held in confidence through the initial phases of the academic integrity process, but may become known to the involved parties if the process moves to the appeal stage.

Students may choose to remain anonymous when making a report. The report may be given to the student's instructor, advisor, or program director. The report can only be used to open an investigation and will not serve as official documentation.

The faculty member will review the report and meet with each student. The instructor will proceed as described in the previous section by preparing a formal letter detailing the violation and proposed consequences or plan to address the reported violation(s) and copying the appropriate individuals.

The student who may have violated the academic integrity policy has 10 business days, upon receipt of an email about the potential violation from the instructor, to email a response (either written or signed) to the instructor who proposed the conditions. The response should be sent to the instructor and copied to the other individuals copied on the original email.

The student's response should indicate whether or not the student accepts the conditions proposed by the instructor.

Students are expected to handle disagreements about grades or progress in a course with those most directly involved. Ordinarily the professional judgment of the instructor will be final, however the student can make a written appeal to the next responsible faculty member (i.e. academic advisor, program director). If the student is unsure to whom this appeal should be directed, the Office of the Graduate Dean can provide guidance.

The appeal should include the reasons for the appeal and documentation to support the appeal.

The responsible faculty member will evaluate the student's appeal in terms of:

Whether and how treatment of the student by the initial faculty member was consistent with the above procedures for handling potential academic integrity violations.

Whether and how the initial responsible faculty members followed program guidelines.

Whether and how the student had adequate advance notice and opportunity to respond.

The responsible faculty member decides whether or not to support the student appeal.

The responsible faculty member will respond in email to the student and faculty member who proposed the consequences or plan to address the reported violation(s) within 10 business days after receiving the appeal. The faculty member will copy the student's program director(s) as well as the director of the program where the course is offered (if different).

Potential Academic Integrity Violation(s) Occurring Outside a Course.

Procedures for addressing potential violations of the academic integrity policy outside the context of a particular course are the same as those described above for potential violations occurring within a course, except that the person reporting the potential violation should do so directly to the appropriate faculty member (i.e. the program director or research lab director).

At the discretion of the program, input related to the potential violation is sought from those most directly involved (i.e. the advisor, field supervisors).

The responsible faculty member will meet with each student. The student involved in the report within 10 business days after receipt of the email regarding the potential violation, share a summary of the potential

violation, and ask the student to respond.

If the matter is not resolved in this meeting, the student who may have violated the academic integrity policy is asked to submit an email response within 10 business days.

The response should be addressed to the responsible faculty member.

The response should include any information the student deems to be relevant to the potential academic integrity violation.

The responsible faculty member, after reviewing all presented information, makes a decision regarding the merits of the report.

That decision and any associated consequences or plan to address the report will be communicated by email to the student within 10 business days.

The nature of the consequence or plan to address the reported violation will depend upon the responsible faculty member's perception of the severity of the violation, and could include a recommendation for dismissal from the program.

The student has the option of appealing the decision to the appropriate reviewer. If the student is unsure who the reviewer is, they may seek guidance from the Office of the Dean of the Graduate School.

Transfer Credit Policy

Transfer Credit Limits

Each course that a student seeks to transfer must be reported on an official transcript from an institution recognized by the Council for Higher Education Accreditation (CHEA), and in each course, the student must have earned a grade of "B" or higher. Although the student may request transfer credit into his/her Gallaudet graduate program, the program has the sole authority to accept transfer credits ranging from zero credits up to the maximum credit hours identified below.

1. For graduate programs with credit hour requirements totaling 30 to 45 credits, a maximum of 9 credits may be considered for transfer credit.
2. For graduate programs with credit hour requirements totaling 46 to 60 credit hours, a maximum of 12 credits may be considered for transfer.
3. For graduate programs with credit hour requirements

totaling 61 to 75 credit hours, a maximum of 15 credits may be considered for transfer.

4. For graduate programs with credit hour requirements in excess of 75 credit hours, a maximum of 18 credits may be considered for transfer.
5. For students entering a Gallaudet doctoral program with a Master's degree from a college or university, the doctoral program coordinator has the authority to accept all credits that were earned as part of the Master's degree for transfer.

Petition Required

Applicants must make a formal request for the transfer of specific courses from other colleges and universities into their Gallaudet program. The request to transfer credit must be made using the Student Action form by the end of the student's third semester in a graduate program. The transfer request must be approved by the program coordinator and the department chair. Any exception to the specified limits must be considered and approved by the Dean of the Graduate School.

Transfer of Credits During Matriculation as a Gallaudet Student

Occasionally, students must take graduate-level courses at other institutions as part of their studies at Gallaudet University. These courses may be taken in the Consortium of Universities of the Washington Metropolitan Area or at another college or university. These credits will be transferred into a student's graduate program at Gallaudet and do not count against the transfer credit limits identified above. Courses taken at other colleges or universities that are not required by a Gallaudet graduate program may not be transferred into a Gallaudet program.

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

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

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

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

Five-Year Limit

In order to transfer courses taken at another college or university into a Gallaudet graduate program, transfer credits must have been earned no later than five years prior to the student's start or entrance date into his/her respective Gallaudet graduate program.

Transfer Credits and GPA Calculations

With the exception of courses taken in the Consortium of Universities of the Washington Metropolitan Area, grades for courses transferred for credit are neither recorded nor used in computing a student's grade-point average.

Graduate Course Withdrawals

Course withdrawals are initiated by the graduate student and require signatures from the course instructor, the academic advisor, and the Graduate School dean. Procedures for graduate students taking PST courses are outlined on the Center for Continuing Education website.

Graduate Leave of Absence (LOA)

Leave of Absence Policy

A student who is a U.S. citizen or a permanent resident of the U.S., and who intends to stop taking courses for a period of time from the program in which he or she is enrolled may request a Leave of Absence (LOA) for medical, family, financial, and/or other personal issues. Immigration laws do not permit international students without permanent residency to apply for LOA status. A shortage of available courses is also insufficient reason for an LOA. (See "Maintaining Continuous Matriculation (p. 52)" in the graduate catalog.) LOA requests must be made in advance of leaving the university.

In addition to this University policy, programs and departments may set their own additional requirements for granting a LOA. Graduate department chairs, program directors, and faculty must carefully consider student requests for LOAs, but they may decide not to support a student's request at the department level. If, however, the program and department agree to recommend a LOA, the student request must then be forwarded to the Dean of the Graduate School and Continuing Studies who approves or denies it.

To initiate a LOA, the requesting student must speak with his/her advisor and write a letter of justification to the program director and department chair. If the program director and department chair support the request, the department chair will write a letter of approval on behalf of the student and submit this letter, with a copy of the student's original letter of request for a leave and the completed LOA Form, to the Office of the Dean of the Graduate School and Continuing Studies. The program and department may include conditions that must be met before the student returns or in the semesters following the student's return. Once the department chair provides written support of the LOA request, the student has two weeks to complete and submit the LOA Form with all signatures to the department chair.

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

Students must notify the program, department, and the Dean of the Graduate School and Continuing Studies of their intent to return to the University prior to the end date for the LOA, as agreed to by the student's program and department. The program, department, and the dean must approve the student's request to return before the student can register. If the student does not notify the program, department, and dean by the agreed date, he/she will be automatically dropped from matriculated student status and will have to reapply for readmission.

The actual length of time permitted for the LOA is determined by the student's program and department. However, the LOA may not exceed two consecutive academic semesters and one summer semester. If a student is granted a LOA before the semester ends, that semester will count as one of the two consecutive semesters. Additional LOAs can be granted by the dean in unusual circumstances.

Course withdrawals are initiated by the student and require signatures from the course instructor, as well as the academic advisor and the Dean of the Graduate School and Continuing Studies. A WD indicates official withdrawal from a course before the end of the fourth week of a semester. WD grades are not counted in the GPA calculation.

WP indicates the grade recorded when a student with passing grades withdraws from a course after the first four weeks of the semester. WP grades are not included in the

GPA calculation. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WF grades are counted as a 0.0 GPA value in the computation of the GPA.

Grades of I (Incomplete) are not allowed if an LOA is approved during a given semester, because students who are on LOA do not have access to university resources. Students who are approved for an LOA during the semester should check with Student Financial Services about the charges for which they are responsible.

All students must have their LOA form signed by the financial aid office regardless of what types of financial support they receive. If a student receives any form of financial assistance, it is that student's responsibility to notify sources about the LOA status. The university is not in any way responsible for this. The Office of the Dean of the Graduate School and Continuing Studies reserves the right to verify all information provided on the LOA contract.

LOA form and instructions can be found under Graduate School Forms on the Graduate School web page at Graduate School Forms.

Graduate Withdrawals from the University

A graduate student may withdraw from a program and from the university at any time. Withdrawal means terminating enrollment at the University. Students who withdraw from the university and later wish to return will need to apply for readmission through the Graduate School Admissions Office.

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

To Request a Withdrawal from the University

- Talk with your advisor.
- Contact the Office of the Dean of the Graduate School to initiate a University Withdrawal Form and obtain all appropriate signatures, including that of the Financial Aid Office.

- Keep a copy of the form for your records.
- Return all borrowed books to the Gallaudet Library.
- File a change of address form with the Post Office and the Registrar's Office.
- Contact Residence Life and Housing to start check out procedures and return your room key and I.D. card to the RA within 48 hours of withdrawal.
- Return your I.D. card to DPS if you live off campus.

Readmission to the Graduate School

Students who attended a Gallaudet graduate program and withdrew or were dismissed prior to completing the degree or certificate must apply for readmission to return to the same program. Readmission is not guaranteed and is at the discretion of the program. Students should contact the Program Director or Coordinator for guidance prior to submitting an application for readmission.

Students who are readmitted after withdrawal or dismissal will be subject to the catalog year requirements and accreditation standards at the time of readmission. The program may require additional application materials (e.g. essay, plan for resuming studies) when considering an applicant who was previously dismissed. The program has the authority to determine which courses taken within the past five years may be counted towards the degree. A program may recommend admission as a "special student" with conditions to be met after which the program may consider readmission. The student must be in good financial standing with no account balance to be cleared to register.

When reviewing applications for readmission programs may consider:

- Time since last enrollment
- Severity and nature of concerns that led to dismissal
- Quality of application materials

Students who were dismissed from a graduate program due to serious ethical violations or violations of the academic integrity policy will not be granted subsequent admission to any graduate program, regardless of whether it is the same or different one. Other academic reasons for dismissal will not preclude the student from applying to a new program which does not constitute readmission.

Additional information on withdrawing from the

University is available here: [Withdrawal \(p. 62\)](#)

Returning following a leave of absence does not require students to reapply. Guidance for Leave of Absence is available here: [Leave of Absence \(p. 61\)](#)

Academic Probation

The purpose of Academic Probation is to support student success in their programs and uphold the academic standards of Gallaudet University.

The process described below ensures that students receive timely guidance from their programs and the Graduate School about how to successfully complete degree requirements.

A program director/coordinator (hereafter referred to as program director for clarity) may recommend that the Associate Dean of the Graduate School place a student on academic probation for unsatisfactory performance in any area of academic activity. This may include but is not limited to coursework, comprehensive or qualifying examinations, fieldwork, clinical, practicum, internship, research, or any applied area of professional study where failure to maintain minimum standards of scholarship, professional behavior, and communication is observed. Individual programs may also establish ethical or professional guidelines that reflect standard practice in their own disciplines or fields. Violations of these professional guidelines may also result in a recommendation of academic probation.

A request for academic probation must be preceded by a discussion of unsatisfactory performance with the student and must be accompanied by a letter to the student from the program, clearly specifying the conditions to be met and the time in which they are to be met. Requests for academic probation may be made either after observing a pattern of behavior or after a single violation that is considered serious enough to warrant immediate attention. Individual programs may develop additional procedures for handling concerns prior to recommending academic probation to the Associate Dean of the Graduate School.

Students placed on probation will receive a letter from the Associate Dean of the Graduate School, copied to the program director and school director, outlining the conditions that must be met to make satisfactory academic progress in the graduate program. The student is encouraged to request a meeting with the program director to discuss the letter and any questions they may have about returning to good academic standing. Students may bring someone to accompany them during this meeting. Students

may contact the associate dean for graduate education for general information about the academic probation policy or the Office of the Ombuds for additional resources.

When probationary requirements are met, the program director will inform the Associate Dean of the Graduate School, who will inform the student. Not meeting the requirements for removal of academic probation within the specified time may be grounds for dismissal from the program.

Veteran Students

As with all students, Veterans and other eligible persons under CFR §21.4253 who are placed on academic probation will receive a letter from the Associate Dean of the Graduate School outlining the conditions that must be met in order to be removed from academic probation. For example, a student may need to repeat a course or an exam the next time it is offered in order to return to good academic standing within the degree or certificate program.

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

Academic Dismissal

Dismissal of a student from a graduate program is a very serious action. Dismissal is reserved for situations when students have failed to successfully satisfy the conditions for lifting academic probation or did not make satisfactory progress towards degree completion (for example, earning two C's in the same course). In most cases, programs will have offered prior academic advice to support student progress in the program and the recommendation for dismissal should contain written documentation of this support.

A program director who recommends academic dismissal to the Associate Dean of the Graduate School will send the student a letter notifying them of the recommendation. The Associate Dean will review the recommendation from the program director and communicate a decision to the student, program director, and school director.

Students may contact the associate dean for graduate education for general information about the academic

dismissal policy or the Office of the Ombuds for additional resources.

Dismissal from a program constitutes dismissal from the university, unless the student is actively enrolled in two programs simultaneously.

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

Veteran Students

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

Academic Appeals Procedures

The academic appeals process is the means by which a student may ask for a review of an academic probation or dismissal decision. Students may appeal a decision if they can provide new information or if they feel the records do not accurately reflect the situation. Any student placed on academic probation or dismissed from a program will receive a letter from the Dean of the Graduate School. The email will outline the program's recommendation, and provide the student with information on how to appeal the decision by following the procedure outlined below.

In the case of academic probation, the student may experience a suspension in their funding or may be unable to register for future courses depending on department recommendations. Academic rights may be restored retroactively depending on the outcome of the appeal. To follow due process, stakeholders (i.e. students, instructors, program coordinators, graduate dean, dean of faculty, school directors) will be involved in the appeals process as appropriate.

Students may contact the assistant dean for graduate education for general information about academic appeals procedures or the Office of the Ombuds for additional resources.

Procedures for Academic Appeals Within the Program (Phase 1)

- 1. Student.** To initiate the appeals process, the student must complete an Initial Appeal Form and submit it electronically along with supporting documentation to the program director within 10 school days upon receipt of the email. Supporting documentation may

include copies of email correspondence, samples of student work and completed assignments, medical documents, or other records related to extenuating circumstances that impacted the student's performance.

2. **Program Director.** Upon receipt of the student's written appeal, the program has up to 5 school days to respond to the appeal by scheduling a meeting involving all relevant stakeholders (i.e. student, instructor, advisor, program director). At any meeting, students may bring someone to accompany them through the process. A meeting agenda must be sent to the student at least 1 school day prior to the meeting. A Program Review Form must be completed, and all documentation must be sent to the Dean of the Graduate School and the School Director electronically within 5 school days following the meeting.

Procedures for Appeals to the Graduate School (Phase 2)

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

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

Graduation

Information about commencement ceremonies can be found online at commencement.gallaudet.edu. Students who expect to complete the requirements for a graduate degree must file an application for graduation online by the deadline stated in the University's academic calendar. The graduation application must then be approved by the student's academic advisor. If the student has filed a

graduation application but does not ultimately complete the requirements for a degree, the Registrar's Office will defer the student's application for graduation.

Academic advisors verify that the graduate student has completed all requirements for a degree. If all requirements are met, the academic program approves the student to graduate. Graduate students who have not completed all requirements by the end of the spring semester may march in the commencement ceremony only if they are eligible to march through the Petition to March policy.

Grace Period

There is currently no grace period for graduate students. In order to be conferred a degree in a given month, all final grades must be complete, with no pending incomplete courses.

Class Designation

Degrees are conferred three times a year: in August, December, and May. Commencement is held one time each year, in May. All graduates who participate in commencement are recognized as part of a graduating class. Students who complete degree requirements in time for May graduation are always members of the class year corresponding to their degree conferral. Students who complete degree requirements in December are recognized during the May commencement ceremony that follows their degree conferral and are considered part of the graduate class that is recognized that year (e.g. a student who graduates in December of 2022 will be a member of the class of 2023). Students who complete degree requirements in August who successfully petition to march in the commencement ceremony before their degree is conferred will be a member of the graduating class corresponding to their degree conferral. August graduates who participate in commencement ceremonies the year following their degree conferral will be a member of the subsequent graduating class (e.g. a student who graduates in August of 2022 and does not petition to march in 2022 will be recognized as a member of the class of 2023).

Petition to March Policy

A master's, clinical doctoral, or specialist student who desires to participate in May commencement but has not completed all program requirements may request that their program director file a Petition to March Form with the Registrar's Office who will verify the Petition to March request complies with this policy.

It is the sole discretion of the student's academic program

to decide whether to proceed with a student's request to file a Petition to March Form. Each program director has the final authority to decide on whether to submit a Petition to March form.

Programs deciding to file a Petition to March form must attest that the student is in good standing and is expected to complete outstanding degree requirements before or on the forthcoming August graduation date (i.e., last day of summer session). The Petition to March may only be considered when one of the following extenuating circumstances exists:

1. The student is enrolled in a master's, clinical doctoral, or specialist degree program and needs to complete one additional content course (through Gallaudet or the consortium) during the upcoming summer session.
2. The student is enrolled in a non-traditional graduate program (e.g., online or summer) and needs to complete a maximum of two additional courses before the last day of the upcoming summer session.
3. The student is enrolled in 1 or more consortium courses (in the spring semester) that will not post grades until after Gallaudet University's grade submission deadline.
4. The student is completing an externship or internship that allows for an August graduation date.

No exceptions to the marching rule are permitted for students who have not yet completed their required research project, thesis, or dissertation defense or those enrolled in non-clinical doctoral programs. In rare cases when a student has not yet met degree requirements due to circumstances beyond the student's or program's control, the graduate school may request that Council for Graduate Education (CGE) consider exceptions beyond those listed above.

Petition to March Forms must be filed by April 1st. Petitions received after this deadline will not be considered. Incomplete forms will be returned and not considered at a later date. Students who march without completing all the requirements will receive a special designation in the commencement program. A notation will indicate that fulfillment of program requirements is anticipated before or on the last day of the August summer session.

If unexpected circumstances arise in which a student whose anticipated graduation date is in May receives an unanticipated incomplete grade in one non-research-related

course (final research project (e.g., dissertation, thesis, final capstone), program directors may file a Petition to March form with the Registrar's Office no later than the deadline for entering spring grades (provided that the student plans to complete remaining assignments by August.

Students who petition to march are not eligible to receive an honors stole if their final cumulative GPA cannot be calculated due to remaining coursework. If the remaining requirements will not result in a course grade, the student may be eligible to receive the honors stole.

Students who are permitted to march will not have their degree conferred until all program requirements have been completed. It is the responsibility of the student's program to notify the Registrar's office when the student has successfully fulfilled all program requirement

Posthumous Degree

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

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

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

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

Communication Access Policies

Division of Academic Affairs

Communication Access Policies and Guidelines

Last Revision: May 1, 2014

Refer Questions To: Office of the Provost

Introduction

1. The Division of Academic Affairs is one of the university's heaviest consumers of communication access services, broadly defined as interpreting and captioning. In recent years, each new undergraduate and graduate cohort has included increasingly greater numbers of students for whom American Sign Language and Deaf culture are new or emerging concepts. In addition, Gallaudet enrolls a growing number of students with additional disabilities who request communication access services through the university's Office for Students With Disabilities (OSWD). Finally, every year, the Division hires faculty, administrative and professional staff, and support staff who are new signers.
2. Enrollment and retention are two of the university's five strategic priorities, so it is in our best interest to enroll and retain students who need communication access services. At the same time, this has resulted in dramatically rising costs. It has become necessary to institute more rigorous tracking of communication access requests and costs. This document sets out policies and guidelines to guide administrators, requesters, and consumers.

Scope

These policies and guidelines apply to faculty, staff, undergraduate and graduate students, and visitors in all academic departments and units within the Division of Academic Affairs that use communication access services.

Philosophical Framework

The following philosophical framework was used to develop these guidelines:

Gallaudet University is a bilingual educational institution with the focus on a rich student experience that promotes students' current and future successes. Because the majority of students rely on visual modes for accessing communication and direct communication is the ideal norm, each faculty, staff person, and student of the Gallaudet community is accountable for direct, effective, meaningful, and accessible communication in the various aspects of University life.

As Gallaudet strives to achieve the ideal norm, it is recognized that some members of the University community, particularly some of those who have recently been introduced to American Sign Language, require the prudent and efficient use of University resources in order to ensure that they can participate in effective and

meaningful communications that promote student success until such time they become capable of directly communicating in ASL with other Gallaudet community members.

This philosophical framework was derived from careful review of the Americans with Disabilities Act, the Gallaudet University Sign Communication Statement, the Gallaudet University Language and Communication Expectations Recommendations, the Gallaudet University mission and vision statements, and the Gallaudet Strategic Plan. It is subject to revision as the university itself evolves.

Definition of communication access services

1. Gallaudet University provides communication access services via interpreting and captioning through Gallaudet Interpreting Service (GIS), a unit of the Division of Administration and Finance.

2. Communication access services are provided in a variety of situations, both on-campus and off-campus. These situations include, but are not limited to:

- a. Academic classes
- b. Practica, internships, externships, student teaching, and other "field" activities
- c. Telephone calls and teleconferences
- d. Meetings
- e. Lectures, panels, symposia, face-to-face conferences, videoconferences, webinars
- f. Performances
- g. Athletic events
- h. Official University functions (Convocation, Commencement, dissertation defenses, etc.)
- i. Mission-critical activities
- j. Crisis and emergency situations

3. The following types of interpreting are provided

- a. American Sign Language to English
- b. English to American Sign Language
- c. deaf-blind (including tactile, tracking, and close vision)

4. The following types of captioning are provided.
 - a. Communication access realtime translation (CART)
 - b. TypeWell, also known as C-Print or Text Interpreting
 - c. live captioning
 - d. transcription services
5. GIS will make efforts to provide other specialized communication access services, such as international interpreting, trilingual interpreting, or cued speech, if requests are submitted in a timely manner and qualified providers are available.

Shared Responsibility for Communication Access

The University has an affirmative responsibility to meet the communication access needs of its present and future students. Enrollment Management and demographic research units must make every effort to project future enrollment trends. This will help the division to allocate its communication access resources and contain costs.

Each member of the Academic Affairs community has a responsibility to work cooperatively, patiently, and respectfully so that everyone understands and is understood in classes, meetings, and other situations, both formal and informal. Determination of optimum communication modality must be a collaborative endeavor among faculty, staff, and students to ensure that each Academic Affairs community member has full access.

Student Attendance Requirements

Student Attendance Requirements

Students who use communication access services for a long-term class or required activity (defined as a field placement, practicum, internship, or externship), must attend regularly and on time. Individual departments may instate superseding policies/requirements; however, those policies must be clearly communicated to the student and to Gallaudet Interpreting Service (GIS).

- **Timely cancellations.** Students must inform GIS of any expected absences three or more business days prior to their occurrence.
- **Late cancellations.** Late cancellations are those that are reported to GIS with less than three business days notice.

- **Emergency situations.** Undergraduate students who miss classes or required activities due to an unexpected illness or emergency must inform the Dean of Academic and Career Success as soon as possible. Graduate students must inform the Associate Dean of Graduate school as soon as possible. The students' course instructors will be contacted.
- **Tardiness.** Interpreters may be dismissed from an assignment if students show up late for a class or required activity. The standard wait time is 20 minutes per hour of the assignment; i.e., 20 minutes for a one-hour class, 30 minutes for a 1.5-hour class, etc. Students who show up past the wait time are not guaranteed communication access services for that day's class. If a student arrives past the wait time and the interpreter has already been dismissed, the assignment is considered a late cancellation.
- **Cessation of services.** GIS is obligated to suspend communication access services for students who are excessively absent or late to class. The following conditions may lead to suspension of services: three (3) unexcused absences; and/or three (3) non-emergency late cancellations; or any combination thereof.
- **Notification.** When a student reaches two (2) unexcused absence or non-emergency late cancellations, the student's academic advisor will inform the student and the requesting department that suspension of services may occur if the student has one more absence/late cancellation.
- **Required actions.** Students for whom communication access services are suspended must meet with their academic advisor to discuss their attendance issues. The academic advisor and/or requesting department must inform GIS that a satisfactory student meeting has occurred before communication access services are reinstated.
- **Reinstatement of services.** After notification from the academic advisor and/or requesting department, GIS will reinstate communication access services as instructed by the academic advisor and/or requesting department.

Student Agreement Form for Academic Settings

The mission of Gallaudet University is to provide the highest quality in educational services. Gallaudet's

bilingual mission supports communication access services being provided for Deaf-Blind, Deaf and hard of hearing students when undertaking academic studies at Gallaudet, on an as needed basis. The majority language for communication in academic and public settings is American Sign Language (ASL), and students at Gallaudet are expected to be or become competent in both ASL and English as a part of their educational goals.

Classroom requests for communication access services for students not yet fluent in ASL are made to academic advisors (departmental advisors or Academic Advising). Please refer to the Academic Affairs Communication Access Policy for the full text of policies and procedures.

Classroom requests for communication access services for students using Tactile or Close Vision interpreting services are made directly to Gallaudet Interpreting Service (GIS) at gis.db@gallaudet.edu. For students registered with the Office of Students with Disabilities (OSWD), please also refer to the OSWD website.

I understand that I have the right to request communication access services, as I also have corresponding responsibilities. By making a request for communication access services, I agree

While I have the right to request, and the University will make every reasonable effort to provide access services, I understand that short notice requests and changes in my schedule may result in no services being available.

It is my responsibility to communicate changes in my class schedule, including 1) adding, dropping, or changing any courses and 2) absences or tardiness to class. I accept this responsibility and will notify via email:

- my academic advisor (departmental advisor or Academic Advising)
- instructor of the course
- OSWD (if registered with OSWD)

If I have 3 unexcused absences, my services may be suspended.

- If my services are at risk of being suspended, I must talk with my academic advisor to ensure that services will continue.
- If I am registered with OSWD, I must talk with my OSWD counselor to ensure that services will continue.

I understand that I can appeal a decision regarding my

access services by following the appeal process by following the chain of command within the academic department or following the process as listed in the A&O Manual.

Please download, sign, and return the Student Communication Access Agreement Form for Academic Settings.

For any questions or concerns regarding this agreement, please contact the following campus resources.

- Academic Advising
- Gallaudet Interpreting Service
- Office for Students with Disabilities
- Student Success
- Office of the Provost

Student Agreement Form for Non-Academic Settings

Gallaudet University Academic Affairs/Student Affairs Communication Access Agreement Form For Non-Academic Activities

The mission of Gallaudet University is to provide the highest quality in educational services. Gallaudet's bilingual mission supports communication access services being provided for Deaf-Blind, Deaf and hard of hearing students when undertaking academic studies at Gallaudet, on an as needed basis. As quality of campus life experience is an important component in the educational experience at Gallaudet, this agreement form applies to communication access services for non-academic activities, such as student organization activities, athletic activities, and/or public presentations at Gallaudet University for which I may request communication access services. The majority language for communication in academic and public settings is American Sign Language (ASL), and students at Gallaudet are expected to be or become competent in both ASL and English as a part of their educational goals.

Campus activities requests for communication access services (captioning or interpreting) are made to the host entity, as published in any announcements for events.

I understand that I have the right to request communication access services, as I also have corresponding responsibilities. By making a request for communication access services, I agree to the following:

While I have the right to request, and the University will make every reasonable effort to provide access services, I understand that short notice requests and changes in my schedule may result in no services being available.

It is my responsibility to communicate changes in my plan to attend events for which I request services, including absences, cancellations or tardiness to any event for which I request communication access services. I accept this responsibility and will notify via email:

If I have 3 cancellations or absences, my services may be suspended.

- the host entity of the event
- If my services are suspended, I must talk with the Dean of Student Affairs to reinstate services.

Please click [here](#) for the Student Agreement Form for Non-Academic Settings.

For any questions or concerns regarding this agreement, please contact the following campus resources.

Campus Activities

Gallaudet Interpreting Service

Dean of Student Affairs

The Graduate School

Graduate Degree Requirements

Students are responsible for knowing all policies and procedures contained in this catalog and those procedures and requirements specific to the program of study. (Student handbooks are available in most academic departments.)

All requirements for the master's degree must be met within five years from the date of matriculation in the program of study. The time limits of doctoral programs vary.

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

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

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

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

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

Catalog Year Requirements

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

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

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

Progress Toward a Graduate Degree

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

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

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

- Students must also successfully complete the examination requirements of the program of study. Candidacy examinations are required in all doctoral-level programs and in many master's specialist degree programs. All programs requiring a candidacy examination must specify the conditions, including timelines, for advancement to candidacy in the current catalog and/or in the program's graduate handbook. Master's and specialist-level programs that do not require a candidacy examination must determine a student's eligibility to advance to degree status with a clearly defined alternative approach.

- Degree candidacy is the benchmark by which departmental decisions are made regarding a student's continuation in a degree program. Acceptance into a graduate program does not imply admission to degree candidacy. Each program specifies the conditions to be met for advancement to candidacy. Typically, these conditions must be met before the end of the first year of study. Students who have met these conditions must file an Application for Degree Candidacy with the Dean of the Graduate School. Although advancement to candidacy is not a guarantee of a degree, it does indicate that the student is considered capable of meeting degree requirements.

- Timelines for satisfying this approach must also be

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

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

Graduate Thesis/Dissertation

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

Certificates and Degrees Completed Simultaneously

Some students may wish to pursue dual enrollment in more than one graduate certificate and/or degree program. Dual enrollment is not offered as a matter of general practice, but rather to meet a student's unique academic and professional goals by combining existing curricula and

creating an integrated Plan of Study between the cooperating programs. Each certificate and degree program has distinct requirements and some programs may not lend themselves to dual enrollment.

Each of the two programs is considered to be a full and complete program with equal value to two programs completed in sequence; neither is to be considered supplementary or minor in scope.

Students who are currently enrolled in one program (certificate or degree) and are considering dual enrollment must obtain the permission of both programs before applying to the second program. Students considering pursuing dual enrollment from the start should consult with both programs before enrolling in both programs simultaneously. Program directors may consider the following factors when determining whether to support a student's request for dual enrollment:

- The student's prior academic performance, current academic standing, and future career goals
- Ability to meet learning objectives for both programs
- Time commitment for each program.
- Timing of courses (sequences)
- Internship commitment (if required) and ability to meet the requirements of both.
- Timing of student request for dual enrollment (e.g., is the request at least 2 semesters in advance of the anticipated graduation date?)
- Potential to tailor course assignments to meet both programs' objectives

Creation of Advisory Committee

To coordinate dual enrollment, the student should consult with the directors of each program and undertake the creation of an advisory committee, consisting of one 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 programs will involve the completion of all the requirements of each program and thus will normally require students to complete all required and elective

courses included in each program's plan of study. In some instances, core or elective courses may align well with the Plan of Study in one or both programs, enabling students to pursue a reduction of credits (e.g. the total number of credits taken is less than the sum of the requirements of both programs). For example, a student may be eligible for a reduction in minimum credits toward the degree when an internship experience is designed to meet both programs' requirements or when one plan of study includes an elective course topic that can be met through the other program's plan of study (e.g. a research elective) with the approval of both program directors.

To be eligible for a reduction in total credits, students must enroll in the second program no later than two semesters before their expected graduation from the first program.

1. For dual graduate programs with combined credit hour requirements of 40 or fewer credits, a maximum of 3 credits may be applied to both programs.
2. For dual graduate programs with combined credit hour requirements of 41 to 75 credits, a maximum of 6 credits may be applied to both programs.
3. For dual graduate programs with combined credit hour requirements of more than 75 credit hours, a maximum of 9 credits may be applied to both programs.

After the student has successfully completed the courses (with a grade of B or above), both program directors must communicate to the Registrar's Office which courses will apply to both programs and result in a reduction of total credits required. The description of cooperative, simultaneous certificate procedures is intended for students who are able to pursue two programs simultaneously. Programs completed 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. Teresa Blankmeyer Burke, School Director

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

Art and Digital Media

Deaf Studies

- **Certificate in Deaf Cultural Studies** (p. 80)
- **M.A. in Deaf Studies: Cultural Studies** (p. 81)
- **M.A. in Deaf Studies: Language and Human Rights** (p. 82)

History

- **Certificate in Deaf History** (p. 118)

Philosophy & Religion

Theatre

School of Human Services and Sciences

Dr. Daniel Koo, School Director

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

Counseling

- **M.A. in Counseling: Clinical Mental Health Counseling** (p. 78)
- **M.A. in Counseling: School Counseling** (p. 79)

Hearing, Speech, and Language Sciences

- **Au.D. in Audiology** (p. 112)
- **M.S. in Speech-Language Pathology**
- **Non-Clinical M.S. in Hearing, Speech and Language Sciences** (p. 116)

- **Ph.D. in Hearing, Speech, and Language Sciences** (p. 116)

Early Intervention Studies

- **Early Intervention Studies Graduate Certificate** (p. 83)
- **M.A. in Early Intervention Studies** (p. 84)

Physical Education and Recreation

Psychology

- **Ph.D. in Clinical Psychology**
- **Psy.D. in School Psychology**
- **Specialist (Psy.S.) in School Psychology**

School of Language, Education, & Culture

Dr. Helen Thumann, School Director

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

American Sign Language

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

Education

- **Ed.D. in Transformational Leadership and Administration in Deaf Education** (p. 87)
- **M.A. in Deaf Education Studies** (p. 89)
- **M.A. in Education: Teacher Preparation Program** (p. 90)
- **Ph.D. in Critical Studies in the Education of Deaf Learners** (p. 100)
- **Post-Graduate Certificate in Transformational Leadership and Administration in Deaf Education** (p. 103)
- **Specialist (Ed.S.) in Deaf Education** (p. 104)

English

Honors

International Development

- **Certificate in Disability Inclusive Disaster Risk Reduction and Emergency Planning**
- **M.A. in International Development** (p. 119)

Interpretation and Translation

- **M.A. in Interpretation: Combined Interpreting Practice and Research**
- **M.A. in Interpretation: Interpreting Research** (p. 123)
- **Ph.D. in Translation and Interpreting Studies** (p. 125)

Linguistics

- **M.A. in Linguistics** (p. 127)
- **Ph.D. in 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 graduate programs:

Business

Communication Studies

Government & Public Affairs

- **Master of Public Administration** (p. 108)

Sexuality and Gender Studies

- **Certificate in Sexuality and Gender Studies** (p. 76)

Social Work

- **Master of Social Work MSW**

Sociology

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

Dr. Daniel Lundberg, 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 graduate programs:

Accessible Human-Centered Computing

- **M.S. in Accessible Human-Centered Computing** (p. 140)

Biology

Chemistry & Physics

Information Technology

Mathematics

Public Health

Graduate Education

Dr. Elizabeth Gibbons, Associate Dean

Graduate Education houses the following interdisciplinary graduate programs:

Educational Neuroscience

- **Ph.D. Program in Educational Neuroscience (PEN)** (p. 106)

Programs

Certificate in Sexuality and Gender Studies

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

Students who already possess an undergraduate degree may apply for the graduate level certificate program. They must apply through the graduate school admissions portal. No graduate course earned with a grade of “B-” or below will count toward the certificate. Graduate students must earn a minimum grade point average of 3.0 for all courses in the certificate program.

Requirements for all applicants:

- ASL Essay/Vlog (5-10 minutes) explaining background and reasons why student wants to study in the SGS program.
- One letter of recommendation
- For Graduate students, 3.0 GPA, although students with a GPA below 3.0 will still be given consideration for possible admission.
- Self-reported ASL proficiency level in order to express and receive academic information in ASL.

Plan of Study

Required Core Courses 9 credits

SGS 501G	Introduction to Sexuality & Gender Studies	3
SGS 520G	Internship in Sexuality and Gender Studies	3
SGS 530G	Theoretical Perspectives on Sexuality and Gender	3

Elective Courses 9 credits

SGS 504G	Intimate Relationships: Sexuality, Gender, Culture, Love, & Friendship	3
SGS 505G	LGBTQ+ Mental Health Practice	3

SGS 511G	Seminar I: Foundations in Sex and Gender	1
SGS 512G	Seminar II: Project Development	1
SGS 513G	Seminar III: Creative Work Project	1-3
SWK 717	Cultural Competence LGBTQ+ Theory and Therapeutic Interventions	3

Counseling

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 Counseling: Clinical Mental Health Counseling

The M.A. in Counseling program prepares graduates to be multiculturally competent professional 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 settings.

The master's degree in Counseling with concentrations in Clinical Mental Health and School Counseling each consists of a minimum of 61 credit hours and requires three academic years, including two summer residencies.

The faculty work individually with students to determine licensure/certification requirements for the state of residence. The program follows a cohort model, and the initial semester of enrollment is in the summer.

Admissions Requirements

- A completed online application including a payment of \$75 application fee
- A Bachelor's degree with at least 6 credits in psychology or other human behavior coursework
- Official transcripts of all previous undergraduate work
- At least a B (3.0) cumulative GPA in undergraduate work (individuals who have a undergrad GPA below 3.0 must contact the program director for alternative pathways)
- One essay in written English
- An interview with the Program Director
- 3 letters of recommendation (using the provided form in application portal)

Plan of Study

Semester I – Summer (6 Credits)

COU 710	Orientation to the Profession of Mental Health Counseling	3
COU 755	Legal, Ethical, and Professional Issues in Counseling	3

Semester II – Fall (6 Credits)

COU 730	Social and Cultural Diversity Foundations & Multicultural Counseling	3
COU 732	Theories and Approaches in Counseling and Psychotherapy	3

Semester III - Spring (6 credits)

COU 717	Lifespan Development	3
COU 720	Introduction to Research for Counselors	3

Semester IV - Summer (9 credits)

COU 748	Principles of Assessment in Counseling	3
COU 753	Group Psychotherapy	3
COU 765	Crisis and Trauma Counseling	3

Semester V - Fall (6 credits)

COU 714	Psychopathology and Diagnostics	3
COU 721	Foundations in Helping Skills I	3

Semester VI - Spring (6 credits)

COU 715	Family Therapy	3
COU 768	Techniques and Skills in Psychotherapy	3

Semester VII - Summer (6 credits)

COU 728	The Cycle of Substance Abuse	3
COU 742	Practicum in Clinical Mental Health Counseling	3

Semester VIII - Fall (6 credits)

COU 734	Lifestyles and Career Development	3
COU 792	Internship I in Clinical Mental Health Counseling	3

Semester IX - Spring (4 credits)

COU 716	Psychopharmacology for Counselors	1
COU 794	Internship II in Clinical Mental Health Counseling	3

Complete Comprehensive Exam

Program Electives (6 credits)

Elective #1	3
Elective #2	3

This plan represents 55 credits of required coursework. Students are also required to take six elective credits as 61 credits are required for the degree. Two electives are offered each academic year.

Subtotal: 61

M.A. in Counseling: School Counseling

The M.A. in Counseling program prepares graduates to be multiculturally competent professional 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 settings.

The master's degree in Counseling with concentrations in Clinical Mental Health and School Counseling each consists of a minimum of 61 credit hours and requires three academic years, including two summer residencies.

The faculty work individually with students to determine licensure/certification requirements for the state of residence. The program follows a cohort model, and the initial semester of enrollment is in the summer.

Admissions Requirements

- A completed online application including a payment of \$75 application fee
- A Bachelor's degree with at least 6 credits in psychology or other human behavior coursework
- Official transcripts of all previous undergraduate work
- At least a B (3.0) cumulative GPA in undergraduate work (individuals who have a undergrad GPA below 3.0 must contact the program director for alternative pathways)
- One essay in written English
- An interview with the Program Director
- 3 letters of recommendation (using the provided form in application portal)

Plan of Study

Semester I – Summer (6 Credits)

COU 712	Orientation to the Profession of School Counseling	3
COU 755	Legal, Ethical, and Professional Issues in Counseling	3

Semester II – Fall (6 Credits)

COU 730	Social and Cultural Diversity Foundations & Multicultural Counseling	3
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COU 732	Theories and Approaches in Counseling and Psychotherapy	3
	Semester III - Spring (6 credits)	
COU 717	Lifespan Development	3
COU 720	Introduction to Research for Counselors	3
	Semester IV - Summer (9 credits)	
COU 748	Principles of Assessment in Counseling	3
COU 753	Group Psychotherapy	3
COU 765	Crisis and Trauma Counseling	3
	Semester V - Fall (6 credits)	
COU 714	Psychopathology and Diagnostics	3
COU 721	Foundations in Helping Skills I	3
	Semester VI - Spring (10 credits)	
COU 738	Child and Adolescent Counseling	3
COU 740	Practicum in School Counseling	4
COU 768	Techniques and Skills in Psychotherapy	3
	Semester VII - Summer (9 credits)	
COU 702	Play Therapy	3
COU 728	The Cycle of Substance Abuse	3
COU 737	Organization and Administration of School Programs	3
	Semester VIII - Fall (7 credits)	
COU 734	Lifestyles and Career Development	3
COU 741	Internship I in School Counseling	4
	Semester IX - Spring (13 credits)	
COU 716	Psychopharmacology for Counselors	1
COU 790	Internship II in School Counseling	12
	Complete Comprehensive Exam	
	Program Electives (6 credits)	
	Elective #1	3
	Elective #2	3

This plan represents 55 credits of required coursework. Students are also required to take six elective credits as 61 credits are required for the degree. Two electives are offered each academic year.

Subtotal: 61

Deaf Studies

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 two concentrations: Cultural Studies or Language and Human Rights.

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:

Certificate in Deaf Cultural Studies

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
First Date for Consideration of Application:	No set date
Due Date for Completed Application:	No set date

Program Specific Requirements:

- ASLPI result: 3 or above

- GPA 3.0 or above
- Signed (ASL) Digital Video Statement of Interest: Applicants must submit a signed (ASL) video indicating why they want to pursue a Graduate Certificate in Deaf Studies. Signed video essays should be limited to three minutes and should provide a sense of how the Certificate will support the professional and academic interests of the applicant.

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

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.

DEADLINE	DATE
First Date for Consideration of Application:	February 15

Program Specific Requirements:

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

Recommended Prior Coursework:

- Introduction to Deaf Culture
- Introduction to ASL Structure

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 Empire	3

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

Total Credit Hours: 43

M.A. in Deaf Studies: Language and Human Rights

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.

DEADLINE	DATE
First Date for Consideration of Application:	February 15

Program Specific Requirements:

- Three letters of reference
- ASL Essay: Personal Statement. In video format, submit a personal statement of interest in the program. This essay will be used for 2 purposes. It will give help us understand your personal interest in our program and will also be used to determine your proficiency in ASL. Why are you applying for this degree? What do you hope to gain from the degree? What are your professional interests after you graduate?
- On your application (on page A1), please ensure that you note which concentration you are considering: Cultural Studies or Language and Human Rights.
- Transcripts
- ASLPI 3 or above (*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

Subtotal: 12

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

Subtotal: 12

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

Subtotal: 10-12

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

Subtotal: 7-9

Early Intervention Studies

Certificate in Early Intervention Studies

The Early Intervention Studies Graduate Certificate 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 as a stand alone graduate certificate, in conjunction with another graduate program at Gallaudet or another university, or as a post graduate, professional studies 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. 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, some will be co-taught by faculty from different disciplines, and courses will vary in online course delivery (asynchronous or synchronous).

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 and/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 Early Intervention Studies Graduate Certificate 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 Education website and applicants for graduate studies should visit the Graduate Admissions website for more information and a checklist of application requirements.

DEADLINE	DATE
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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		
EIS 700	Socio-Cltrl & Political Cxtxs for DHH Infants, Toddlers and their Families	3
EIS 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3
Fall 1		
EIS 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3
EIS 705	Early Intervention Studies: Capstone Project Part 1	1
Spring 1		
EIS 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3
EIS 706	Early Intervention Studies: Capstone Project Part II	2
Summer 2		
EIS 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3

M.A. in Early Intervention Studies

The M.A. in Early Intervention Studies provides professionals from a wide range of disciplines with current evidence-based knowledge and skills for working with families and their very young children from birth to 3 years old who are deaf or hard of hearing. This interdisciplinary program provides preparation in 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 field experiences reflect principles of diversity and social justice including understanding and appreciation of language diversity (ASL and English, as well as other home languages).

Admission Requirements

- B.A. or B.S. degree with a minimum of a 3.0 GPA
- Evidence of ONE or more of the following:
 - a professional discipline degree in one of the following areas or related areas: Counseling, Education, Social Work, Speech and Spoken Language, Audiology, American Sign Language, Public Health, Deaf Studies, Interpreting, or Psychology;
 - Evidence of admission to a program that results in one of the above-mentioned academic areas;
 - Evidence of current employment related to providing services to birth-to-three-year olds and their families (e.g., ASL Teachers, Deaf Mentors, Paraprofessionals).
- Completed application form requesting admission to the MA program
- ASLPI 2 (Conditional acceptance for students with 1+ must receive a minimum score of 2 to receive the master's degree)
- Three letters of recommendation
- Essay (in written English or ASL) describing candidate's professional goals and rationale for applying to the ITF master's degree program.

Note: Students who completed the professional studies ITF certificate by 2023 and within five years prior to admission are also admitted to the M.A. program with advanced standing. Additionally, ITF 700, 701, 702, 703, 704 are not required if completed with grades of B or above within five years prior to admission into the program.

Graduation Requirements

- Successfully completed the program with 3.0 or above
- Successfully completed field experience and internships; passed disposition assessment, and field experience evaluations
- Successfully completed an independent research project

Outcomes

1. Demonstrate leadership and advocacy skills needed for meaningful participation leading to improvement in policies and programs serving deaf and hard of hearing infants and toddlers at the local, regional and national levels.
2. Apply knowledge of basic research to the development of a research proposal focused on factors that result in positive outcomes for young children who are deaf or hard of hearing.
3. Identify the strengths and challenges that families from a wide range of backgrounds and experiences face from the time of newborn hearing screening/referral through early intervention and transition to preschool.
4. Demonstrate effective interpersonal communication skills and appropriate professional and ethical interactions with families and other professionals a) Demonstrate effective and appropriate skills for listening and responding to families. b) Implement strategies to assist families in complex decision-making regarding language and communication opportunities, technologies and services.
5. Demonstrate ability to work collaboratively with professionals from different disciplinary backgrounds to provide services to children birth to 3 and their families: Collaborate with mental health professionals and others to support families who show signs of needing specialized support services such as counseling or other emotional support. Collaborate with audiologists, speech language pathologists, and other hearing specialists to help families understand their child's hearing levels and appropriate technologies and services. Collaborate with ASL specialists and Deaf Mentors to provide young children and their families with visual language models and strategies for early language acquisition. Collaborate with families and other specialists to develop an appropriate IFSP
6. Demonstrate ability to gather child language, communication, cultural, sociodemographic, and other developmental information through appropriate assessment tools and strategies.
7. Recognize differences in child growth and development that require collaboration with medical and developmental specialists
8. Demonstrate appropriate interactions, services and resources for children with complex developmental needs.

9. Apply evidence-based practices (including research and best practice guidelines) in their interactions with children who are D/HH and their families to achieve optimal outcomes for children and their families including the ability to: Implement services that support family health and emotional well-being such as family-to-family support networks and deaf adult mentoring programs Promote the acquisition of language for children birth to 3 (and their families) through visual learning and ASL including bimodal bilingual language acquisition strategies. Promote the acquisition of language for children birth to 3 (and their families) through auditory learning and spoken English. Promote the acquisition of language for children birth to 3 (and their families) using visual, auditory, tactile strategies as needed. Support the communication development of young children who utilize hearing, visual and tactile technologies as needed. Demonstrate strategies for implementing culturally responsive, developmentally and individually appropriate interactions with children and families that support infant/toddler development in all domains. Implement evidence-based strategies to guide families through the transition from Part C to Part B services Collaborate with family members to develop IFSP goals based on appropriate assessments
10. Implement developmentally and individually appropriate programming and services for infants and toddlers with different abilities and needs.
11. Demonstrate professional dispositions for working with children birth to 3 and their families.
12. Describe the principles of family-centered practice including appreciation of the expertise of families and their impact on children's growth and development.
13. Analyze personal implicit and explicit biases related to race, culture, and other sociodemographic areas and identities as they relate to working with children and families.

Plan of Study

Program Equipment

Because the M.A. in Early Intervention Studies is a low residency program with online components, students must have high-speed internet and equipment that allows them to participate fully in the program.

Summer I (Hybrid then Online) (6 Credits)

EIS 700	Socio-Cltrl & Political Cxtxs for DHH Infants, Toddlers and their Families	3
EIS 701	Com, Language & Cognitive Dev: DHH Infants and Toddlers	3

Fall I (Online) (9 Credits)

**1 3-credit research course must be taken in Fall I, students are recommended to take EDU 720 or another similar research course as approved by the Program Director.*

EDU 720	Introduction to Research	3
HSL 507	Audiology and Communication	3
	Access for Service Providers and Professionals	
EIS 702	Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm	3

Spring I (Online) (9 Credits)

1 3-credit elective will be taken in Spring I (an example is DST 712). The elective should be decided on by both the student and Program Director. The elective should align with any requirements by the state in which the student aims to become an Early Intervention provider. The elective may be waived based on applicable previous academic experience.

EIS 703	Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers	3
EIS 708	EIS Practicum & Seminar Elective	1-3

Summer II (Hybrid) (6 Credits)

EIS 704	A Developmental Approach to Programming for Infants/Toddlers and their Families	3
EIS 709	Young Deaf Infants & Toddlers with Disabilities	3

Fall II (Online) (9 Credits)

(ITF 712 is a 6 credit course)

EIS 707	Social Justice & Equity Topics for Early Intervention Providers	3
EIS 712	Internship & Seminar	6

Education

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:

Ed.D. in Transformational Leadership and Administration in Deaf Education

The Transformational Leadership and Administration in Deaf Education Doctorate of Education (TLADE Ed.D.) prepares candidates at the post-graduate level to become transformational leaders in schools and programs that serve deaf and hard of hearing children. The TLADE Ed.D. emphasizes critical pedagogy as the foundation for advocacy in the education of deaf individuals.

The Ed.D. program will be offered in a hybrid format with required summer work on campus and online for the remainder of the academic year. This is to allow students to continue working while completing their studies and also keeps them close to school practices. A total of 56 credits beyond the masters will be required for this program, and there are no options for tracks or concentrations at this time, as the PhD in CSEDL already offers flexibility for studies.

To succeed in the doctoral program in education, students must possess a high degree of initiative, self-direction, and commitment to inquiry. Upon completion of all program requirements except the dissertation, students in the doctoral program may apply to be awarded an Education Specialist in Education (Ed.S.) degree. The Ed.S. degree is typically awarded after two to three academic years of full-time study, and is not a terminal degree. The Educational Doctorate (Ed.D.) is awarded upon successful completion of the dissertation requirements.

Outcomes

Transformational Leadership and Administration in Deaf Education Program Learning Outcomes (Based on the National Educational Leadership Preparation (NELP) 2018 standards required for beginning educational leaders)

Candidates who successfully complete the Transformational Leadership and Administration in Deaf Education Education Doctorate program understand and demonstrate the capacity to promote the current and future success and well-being of each deaf and hard-of-hearing student, as well as each teacher and professional working with deaf and hard-of-hearing students by applying the knowledge, skills, and commitments necessary to:
 Program Learning Outcome 1: Vision, Mission and Continuous Improvement Collaboratively lead, design, and implement a school mission, vision, and process for continuous school improvement designed to reflect a core

set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Program Learning Outcome 2: Reflection and Professional Learning Engage in ongoing reflection and communicate about, cultivate, and model professional dispositions and norms (i.e. fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, lifelong learning) that will support the success and well-being of the students, teachers and professionals in deaf schools and programs. Program Learning Outcome 3: Ethics Evaluate, communicate about, and advocate for legal and ethical decisions, particularly those that impact deaf and hard-of-hearing students. Program Learning Outcome 4: Equity, Inclusiveness and Cultural Responsiveness Develop and maintain a supportive, equitable, inclusive, and culturally responsive school culture by advocating for equitable access to educational resources, technologies, and opportunities that support the diverse students, teachers and professionals in deaf schools and programs. Program Learning Outcome 5: Learning and Instruction Apply the knowledge and skills necessary to collaboratively evaluate, develop and implement high-quality, technology-rich, culturally responsive, and accessible systems of curriculum, instruction, data systems, resources and assessment that support the school's academic and non-academic programs. Program Learning Outcome 6: Building Professional Capacity with Effective Supervision Build the school's professional capacity by engaging in effective, collaborative, and professional staff supervision, evaluation, support, and professional learning practices Program Learning Outcome 7: School, Family and Community Partnerships Utilize a variety of avenues to engage families, communities, and school personnel to strengthen student learning in and out of school, support school improvement, and advocate for the needs of their school and community. Program Learning Outcome 8: External Leadership Engage and cultivate relationships with diverse community members, partners, and other constituencies, political or otherwise, for the benefit of school improvement and student development. Program Learning Outcome 9: Operations and Management Seek ways to improve management, communication, technology, school-level governance, and operations systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Program Learning Outcome 10: Communication Communicate effectively in American Sign Language (ASL) and English within a variety of academic and professional roles.

Plan of Study

A minimum of 56 credit hours beyond the MA will be required in this program as shown below. The full program plan can be completed in 6 years following a part-time schedule. However, students will be permitted to extend and have up to 10 years to complete their degrees.

Co-requisites 6 credits

- EDU 670 or other introductory special education course
- EDU 720 or other introductory research course

Core Competency Area 1 - Foundations of Critical Studies in Deaf Education 9 credits

EDU 820	Proseminar I : Critical Pedagogy in Education	3
EDU 821	Proseminar II : Critical Pedagogy in Education	3
EDU 889	Seminar in Critical Curriculum Studies	3

Core Competency Area 2 Design Research and Implementation 9 credits

EDU 801	Principles of Statistics I	3
EDU 812	Qualitative Research Methods	3
EDU 814	Action Research in K-12 Education	3

Core Competency Area 3 - Scholarly Development 17 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	2
EDU 900	Dissertation Research	1-4

**EDU 900 - 9 credits minimum*

Core Competency Area 4 - Transformational Leadership and Administration in Deaf Education 21 credits

Required 18 credits

EDU 735	Special Education Law & IEPs	3
EDU 807	Seminar I: Critical Issues in Deaf Education â€“ Perspectives of Teachers, School Personnel, and Administrators	1
EDU 808	Seminar II: Critical Issues in Deaf Education -	2

EDU 831	Transformational Solutions Practicum & Seminar in Teacher Supervision	3
EDU 880	Curriculum & Instructional Leadership in Deaf Education	3
EDU 886	Educational Leadership & Organizational Change	3
EDU 890	Internship for School Leaders	1-3

EDU 831 and 880 are offered every other year

Elective 3 credits

Choose one:

EDU 860	Education Policy and Politics	3
EDU 881	Studies in General and Special Education Curriculum & Leadership	3
EDU 887	Educational Finance and Resource Management	3

EDU 860 and 887 are offered every other year

M.A. in Deaf Education Studies

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 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.

DEADLINE **DATE**

First Date for Consideration of Application: Feb. 15th

Last Date for Completed Application: June 30

Program Specific Requirements

- Minimum 3.0 GPA
- At least two of the following artifacts demonstrating ASL skills:
 - o ASLPI result of 2 or above
 - o Video goal statement
 - o 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.
- 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 for Teaching and Learning	3	
EDU 767	Capstone I		1
EDU	At least 12 credits to meet		

	Topics and Specialization		EDU 767	Capstone I	1
Spring 1			EDU 771	Introduction to Educating Deaf	3
EDU 768	Capstone II	1	EDU 776	Students with Disabilities	
EDU	At least 15 credits to meet Topics and Specialization			Teaching Functional Curriculum to Deaf Students with Disabilities	3
Online: ASL/English Bilingual ECE Concentration					
Fall 1			Spring 1		
EDU 760	Foundations of Policy and Legislative on Bilingualism: Implications for ASL/ENG Biling for 0-5	3	EDU 720	Introduction to Research for Teaching and Learning	3
EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5	3	EDU 768	Capstone II	1
EDU 767	Capstone I	1	EDU 772	Classroom Management	3
EDU 771	Introduction to Educating Deaf Students with Disabilities	3	EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3
EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3	EDU 779	Assessment of Deaf Students with Disabilities	3
Spring 1			Summer 1		
EDU 720	Introduction to Research for Teaching and Learning	3	EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3
EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism	3	EDU 777	Differentiating Instruction in the Content Areas	3
EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood	3	M.A. in Education: Teacher Preparation Program		
EDU 768	Capstone II	1	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.		
EDU	Specialization Course (3)		The Graduate School admission requirements are essentially the same for all four programs. Prerequisites and plans of studies vary by degrees, as described below:		
Online: Deaf Students with Disabilities Concentration					
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			

Degree	Credits	Typical Time Frame	Licensure and Certification	DEADLINE	DATE
MA in Early Childhood Education and Deaf Education (p. 92)	61-80	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	First Date for Consideration of Application: Last Date for Completed Application (including received test scores: Praxis and ASLPI results):	Feb 15th June 30th
MA in Elementary Education and Deaf Education (p. 94)	61-83	Two and a half calendar years, including one summer	Dual state licensure in Elementary Education and Deaf Education (K-12) CED certification	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.	
MA in Secondary Education and Deaf Education (p. 96)	56-64	Two and a half calendar years, including one summer	CED certification	Program Specific Requirements	
M.A. in Deaf Education (p. 98) *	34-45	One and half calendar years, including one summer	State licensure in deaf education CED certification	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	

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.

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

Additional Program Admission Requirement

1. A 3.0 or higher grade-point average earned for a completed bachelor's degree OR Pass test scores as required by DC for approved basic skills reading, writing, and mathematics skills. Graduate degree GPAs are not applicable for this calculation. (NEW Requirement)
2. Pass DC requirements for Praxis II Early Childhood Education Content Knowledge
3. A minimum ASLPI result of 2. If the ASLPI rating is lower than 2, the candidate will be invited for an interview.
4. Evidence of satisfactory federal criminal background check

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:

- Completion of graduate degree requirements.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
- Successful completion of all field experiences and student teaching.
- 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.]

- 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

Summer 1			
EDU 707	The Structures and Application of American Sign Language and English in the Classroom		4
EDU 720	Introduction to Research for Teaching and Learning		3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu		3

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.

Fall 1			
EDU 620G	Historical & Curricular Foundations of Early Childhood Education		2
EDU 624G	Integrative Methods for Early Childhood Education: Preprimary		3
EDU 670G	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 785	Field Experience and Seminar: Deaf Education		1

EDU 624: 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.

			Outcomes
Spring 1			
EDU 609G	Home, School and Community Collaboration for Diverse Learners	3	Standard 1: Learner Development: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and values the perspectives of the child, their family, and the community.
EDU 621G	Literacy Teaching and Learning: Early Childhood	3	Standard 2: Learning Differences: The teacher candidate uses understanding of individual differences and diverse cultures, languages, and communities to ensure inclusive learning environments that are developmentally appropriate and provide challenging learning experiences for each and every learner to achieve their highest potential.
EDU 626G	Integrative Methods for Early Childhood Education: K-3	3	Standard 3: Learning Environments: The teacher candidate works independently and with others to create environments that support individual and group learning, and that encourage positive social interaction, active engagement, and self-motivation.
EDU 665G	Children's Literature	3	Standard 4: Content Knowledge: The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for each and every learner.
EDU 787	Practicum I and Seminar: Deaf Education	3	Standard 5: Application of Content: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, evaluation, and collaborative problem solving related to authentic local and global issues.
<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>			Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
Fall 2			Standard 7: Planning for Instruction: The teacher candidate plans instruction that supports each and every student in meeting rigorous learning goals by drawing upon knowledge of content areas curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.
EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3	Standard 8: Instructional Strategies: The teacher candidate uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and the critical thinking and problem-solving skills needed to apply knowledge in meaningful ways.
EDU 719	K-12 Classroom-Based Assessment	3	Standard 9: Reflection, Professional Learning, and Ethical Practice: The teacher candidate engages in ongoing reflection and professional learning and uses evidence to evaluate practice, particularly the effects of the teacher candidate's choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of the learner.
EDU 735	Special Education Law & IEPs	3	
EDU 789	Practicum II and Seminar: Deaf Education	3	
Spring 2			
EDU 628G	Student Teaching in Early Childhood Education	9	
EDU 694G	Student Teaching Seminar	3	
EDU 797	Student Teaching in Deaf Education & Seminar	6	

Standard 10: Leadership, Advocacy, and Collaboration: The teacher candidate seeks appropriate advocacy and leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Standard 11: Technology: The teacher candidate uses knowledge of effective multimedia communication techniques to foster active inquiry, collaboration, and accessibility to support interaction in the classroom.

Standard 12: Literacy and Numeracy: The teacher candidate applies a variety of instructional strategies to develop and enhance the literacy and numeracy skills of each and every learner including the use of multiple representations and explanations to present ideas and concepts.

M.A. in Elementary Education and Deaf Education

Additional Program Admission Requirement

1. A 3.0 or higher grade-point average earned for a completed bachelor's degree **OR** Pass test scores as required by DC for approved basic skills reading, writing, and mathematics skills. Graduate degree GPAs are not applicable for this calculation. (**NEW Requirement**)
2. Pass DC requirements for Praxis II Elementary Education Multiple Subjects.
3. A minimum ASLPI result of 2. If the ASLPI rating is lower than 2, the candidate will be invited for an interview.
4. Evidence of satisfactory federal criminal background check

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:

- Completion of graduate degree requirements.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
- Successful completion of all field experiences and student teaching.

- 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.]
- 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

Summer 1 Semester (Hybrid)

EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 720	Introduction to Research for Teaching and Learning	3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3

EDU 600, EDU 601, and EDU 602: 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.

Fall I Semester (On Campus)

EDU 600G	K-12 Curriculum	2
EDU 633G	Language Arts in Elementary Education	3
EDU 635G	Elementary School Teaching Methods in Social Studies	3
EDU 670G	Teaching Students with Disabilities	3
EDU 785	Field Experience and Seminar: Deaf Education	1

EDU 633, 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.

Spring I Semester (On Campus)

EDU 609G	Home, School and Community Collaboration for Diverse Learners	3
EDU 631G	Literacy Teaching and Learning: Elementary Grades	3
EDU 637G	Elementary School Teaching Methods in Science	3
EDU 639G	Elementary School Teaching Methods in Mathematics	3
EDU 665G	Children's Literature	3
EDU 787	Practicum I and Seminar: Deaf Education	3

EDU 631, EDU 637, EDU 639, and 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.

Fall II Semester (Online)

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 735	Special Education Law & IEPs	3
EDU 789	Practicum II and Seminar: Deaf Education	3

Spring II Semester (Online)

EDU 638	Student Teaching: Elementary Education	9
EDU 694G	Student Teaching Seminar	3
EDU 797	Student Teaching in Deaf Education & Seminar	6

Outcomes

Standard 1: Learner Development: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and values the perspectives of the child, their family, and the community.

Standard 2: Learning Differences: The teacher candidate uses understanding of individual differences and diverse cultures, languages, and communities to ensure inclusive learning environments that are developmentally appropriate and provide challenging learning experiences for each and every learner to achieve their highest potential.

Standard 3: Learning Environments: The teacher candidate works independently and with others to create environments that support individual and group learning, and that encourage positive social interaction, active engagement, and self-motivation.

Standard 4: Content Knowledge: The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for each and every learner.

Standard 5: Application of Content: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, evaluation, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.

Standard 7: Planning for Instruction: The teacher candidate plans instruction that supports each and every student in meeting rigorous learning goals by drawing upon knowledge of content areas curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher candidate uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and the critical thinking and problem-solving skills needed to apply knowledge in meaningful ways.

Standard 9: Reflection, Professional Learning, and Ethical Practice: The teacher candidate engages in ongoing reflection and professional learning and uses evidence to evaluate practice, particularly the effects of the teacher candidate's choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of the learner.

Standard 10: Leadership, Advocacy, and Collaboration: The teacher candidate seeks appropriate advocacy and leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Standard 11: Technology: The teacher candidate uses knowledge of effective multimedia communication techniques to foster active inquiry, collaboration, and accessibility to support interaction in the classroom.

Standard 12: Literacy and Numeracy: The teacher candidate applies a variety of instructional strategies to develop and enhance the literacy and numeracy skills of each and every learner including the use of multiple representations and explanations to present ideas and concepts.

M.A. in Secondary Education and Deaf Education

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

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

Additional Program Admission Requirement

- A 3.0 or higher grade-point average earned for a completed bachelor's degree OR Pass test scores as required by DC for approved basic skills reading, writing, and mathematics skills. Graduate degree GPAs are not applicable for this calculation. (NEW Requirement)
- A minimum ASLPI result of 2. If the ASLPI rating is lower than 2, the candidate will be invited for an interview.
- Evidence of satisfactory federal criminal background check
- 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:

- Completion of graduate degree requirements.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
- Successful completion of all field experiences and student teaching.
- 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.]
- 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

Summer I Semester (Hybrid)

EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 720	Introduction to Research for Teaching and Learning	3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3

EDU 600, EDU 601, and EDU 602: 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 I Semester (In-Person)				
EDU 600G	K-12 Curriculum	2	EDU 694G	Student Teaching Seminar
EDU 670G	Teaching Students with Disabilities	3	EDU 797	Student Teaching in Deaf Education & Seminar
EDU 713	Language Acquisition and Cognitive Development	3		
EDU 785	Field Experience and Seminar: Deaf Education	1		

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.

Spring I Semester (On Campus)

EDU 609G	Home, School and Community Collaboration for Diverse Learners	3
EDU 641G	Literacy Teaching and Learning: Secondary Grades	3
EDU 665G	Children's Literature	3
EDU 787	Practicum I and Seminar: Deaf Education	3

EDU 641 and 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.

Choose one of the following:

EDU 643G	Secondary School Teaching Methods in English Language Arts	3
EDU 645G	Secondary School Teaching Methods in Social Studies	3
EDU 647G	Secondary School Teaching Methods in Science	3
EDU 649G	Secondary Teaching Methods in Mathematics	3

Fall II Semester (Online)

EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12	3
EDU 719	K-12 Classroom-Based Assessment	3
EDU 735	Special Education Law & IEPs	3
EDU 789	Practicum II and Seminar: Deaf Education	3

Spring II Semester (Online)

EDU 648G	Student Teaching: Secondary Education	9
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Outcomes

Standard 1: Learner Development: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and values the perspectives of the child, their family, and the community.

Standard 2: Learning Differences: The teacher candidate uses understanding of individual differences and diverse cultures, languages, and communities to ensure inclusive learning environments that are developmentally appropriate and provide challenging learning experiences for each and every learner to achieve their highest potential.

Standard 3: Learning Environments: The teacher candidate works independently and with others to create environments that support individual and group learning, and that encourage positive social interaction, active engagement, and self-motivation.

Standard 4: Content Knowledge: The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for each and every learner.

Standard 5: Application of Content: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, evaluation, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.

Standard 7: Planning for Instruction: The teacher candidate plans instruction that supports each and every student in meeting rigorous learning goals by drawing upon knowledge of content areas curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher candidate uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and the critical thinking and problem-solving skills needed to apply knowledge in meaningful ways.

Standard 9: Reflection, Professional Learning, and Ethical Practice: The teacher candidate engages in ongoing reflection and professional learning and uses evidence to evaluate practice, particularly the effects of the teacher candidate's choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of the learner.

Standard 10: Leadership, Advocacy, and Collaboration:

The teacher candidate seeks appropriate advocacy and leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Standard 11: Technology: The teacher candidate uses knowledge of effective multimedia communication techniques to foster active inquiry, collaboration, and accessibility to support interaction in the classroom.

Standard 12: Literacy and Numeracy: The teacher candidate applies a variety of instructional strategies to develop and enhance the literacy and numeracy skills of each and every learner including the use of multiple representations and explanations to present ideas and concepts.

M.A. in Deaf Education

Additional Program Admission Requirement

1. A 3.0 or higher grade-point average earned for a completed bachelor's degree **OR** Pass test scores as required by DC for approved basic skills reading, writing, and mathematics skills. Graduate degree GPAs are not applicable for this calculation. (**NEW admission requirement**)

2. A minimum ASLPI result of 2+. If the ASLPI rating is lower than 2+, the candidate will be invited for an interview.

3. Evidence of satisfactory federal criminal background check

You may apply for this program if your Bachelor's degree is in education and you are eligible for general education licensure. If not, please contact Dr. Julie Mitchiner at julie.mitchiner@gallaudet.edu.

Program Requirements

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

- Completion of graduate degree requirements.
- Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education.
- Successful completion of all field experiences and student teaching.

- 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.]
- 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

Prerequisite Courses

	EDU 600 or EDU 620 (for ECE majors only)	
	EDU 621/631/641 Literacy Teaching & Learning	
EDU 665G	Children's Literature	3
EDU 670G	Teaching Students with Disabilities	3

Summer 1 Semester (Hybrid)

EDU 707	The Structures and Application of American Sign Language and English in the Classroom	4
EDU 720	Introduction to Research for Teaching and Learning	3
EDU 750	Persp. & Edu. Implications of Audiology/Spoken Eng Development in ASL/ENG Bi Edu	3

Fall 1 Semester (Online)

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	3

	Spring I Semester (Online)	
EDU 735	Special Education Law & IEPs	3
EDU 797	Student Teaching in Deaf Education & Seminar	6

Outcomes

Standard 1: Learner Development: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and values the perspectives of the child, their family, and the community.

Standard 2: Learning Differences: The teacher candidate uses understanding of individual differences and diverse cultures, languages, and communities to ensure inclusive learning environments that are developmentally appropriate and provide challenging learning experiences for each and every learner to achieve their highest potential.

Standard 3: Learning Environments: The teacher candidate works independently and with others to create environments that support individual and group learning, and that encourage positive social interaction, active engagement, and self-motivation.

Standard 4: Content Knowledge: The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for each and every learner.

Standard 5: Application of Content: The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, evaluation, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.

Standard 7: Planning for Instruction: The teacher candidate plans instruction that supports each and every student in meeting rigorous learning goals by drawing upon knowledge of content areas curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher candidate uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and the critical thinking and problem-solving skills needed to apply knowledge in meaningful ways.

Standard 9: Reflection, Professional Learning, and Ethical Practice: The teacher candidate engages in ongoing reflection and professional learning and uses evidence to evaluate practice, particularly the effects of the teacher candidate's choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of the learner.

Standard 10: Leadership, Advocacy, and Collaboration

The teacher candidate seeks appropriate advocacy and leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

Standard 11: Technology: The teacher candidate uses knowledge of effective multimedia communication techniques to foster active inquiry, collaboration, and accessibility to support interaction in the classroom.

Standard 12: Literacy and Numeracy: The teacher candidate applies a variety of instructional strategies to develop and enhance the literacy and numeracy skills of each and every learner including the use of multiple representations and explanations to present ideas and concepts.

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

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.

DEADLINE	DATE
First Date for Consideration of Application:	As reviewed
Last Date for Completed Application:	February 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 for Teaching and Learning 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 for a total of 4 credits	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 (20 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	2	Education Leadership (18 credits, at least one from each category)
	EDU 900 Dissertation (1-3 credits; 12 minimum)		Curriculum and Instructional Leadership
Core Competency Area 4 - Develop Expertise in Concentration Area		EDU 880	Curriculum & Instructional Leadership in Deaf Education
<i>Select an area:</i>		EDU 881	Studies in General and Special Education Curriculum & Leadership
<ul style="list-style-type: none"> • Early Childhood Education • Education Leadership & Policy • Bilingual Education • Teacher Education • International Deaf Education • Deaf Students with Disabilities • Self-Designed Concentration (must get Program Advisory Committee approval) 		EDU 886	Educational Leadership & Organizational Change
			Professional Development and Supervision
		EDU 831	Practicum & Seminar in Teacher Supervision
			Legal and Ethical Issues
		EDU 735	Special Education Law & IEPs
		EDU 860	Education Policy and Politics
			Resource Management, Public Relations, and Administration
			<i>Taken via consortium:</i>
			<ul style="list-style-type: none"> • American University: EDU 631 Educational Leadership and Organizational Change (3) • American University: EDU 694 School Improvement, Organization and Administration (3)
			Internship
		EDU 890	Internship for School Leaders
			Bilingual Education (18 credits)
		EDU 701	Deaf Learners and Education in Bilingual Communities
		EDU 707	The Structures and Application of American Sign Language and English in the Classroom
		EDU 711	Literacy Applications in ASL/English Bilingual Classrooms K-12
		EDU 713	Language Acquisition and Cognitive Development
		EDU 761	Theoretical Perspectives of ASL/ENG Bilingual Education for 0-5
		EDU 762	Early Language Acquisition and Cognitive Development of Bilingualism
		EDU 763	Assessment and Individualized Planning in ASL/English Bilingual Early Childhood
			Applications in ASL/English Bilingual Early Childhood Education for 0-5
			The Family Collaboration and Partnership: The ASL/ENG Bilingual Lens

EDU 764	Applications in ASL/English Bilingual Early Childhood Education for 0-5	3	EDU 775	Language and Literacy Development for Deaf Students with Disabilities	3			
DST 741	International Education (18 credits) Development of the Transnational Deaf Public Sphere	3	EDU 776	Teaching Functional Curriculum to Deaf Students with Disabilities	3			
IDP 770	Introduction to International Development	3	EDU 777	Differentiating Instruction in the Content Areas	3			
IDP 771	International Development with Deaf People and People with Disabilities: Language and Inequality	3	EDU 779	Assessment of Deaf Students with Disabilities	3			
IDP 772	Micropolitics of International Development	3	Post-Graduate Certificate in Transformational Leadership and Administration in Deaf Education					
IDP 773	Macropolitical Intersections of Race, Gender, Sexuality and Development	3	The Transformational Leadership and Administration in Deaf Education Post-Graduate certificate prepares candidates at the post-graduate level to become transformational leaders in schools and programs that serve deaf and hard of hearing children. This 24-credit, 15-month graduate certificate program addresses the crisis of leadership in deaf schools and programs and takes candidates through the educational, political, ethical, financial, and social principles needed to be agents of change in their schools or programs. This graduate certificate program, while largely online and asynchronous, includes two 1-week summer residencies (face-to-face) on the Gallaudet campus.					
IDP 774	Program Development and Evaluation for Social Change	3	This program is ideal for teachers with an already earned master's degree in deaf education or education who would like to become leaders in Pre-K -12 schools and programs serving deaf and hard of hearing students. School personnel who work with deaf and hard of hearing students and have earned master's degrees from accredited universities and colleges may also apply. While this program is designed to prepare qualified candidates for leadership positions within their schools and programs, completing this program will not result in a license. However, the program is designed to meet the requirements for a principal-level license in DC. If the candidate prefers to be licensed within the state they are employed in, it is the responsibility of the candidate to contact their state's certification agency to verify the steps needed to obtain licensure.					
IDP 775	Project Design and Implementation for Social Change	3						
GOV 791	International Relations and Development	3						
Teacher Education (18 credits)								
EDU 830	Doctoral Seminar in University Teaching in Education	3						
EDU 831	Practicum & Seminar in Teacher Supervision	3						
EDU 880	Curriculum & Instructional Leadership in Deaf Education	3						
EDU 881	Studies in General and Special Education Curriculum & Leadership	3						
EDU 886	Educational Leadership & Organizational Change	3						
EDU 893	Practicum in University Instruction	3						
Deaf Students with Disabilities								
<i>EDU 670 or equivalent is a prerequisite for this specialization</i>								
EDU 735	Special Education Law & IEPs	3	Outcomes					
EDU 771	Introduction to Educating Deaf Students with Disabilities	3	Transformational Leadership and Administration in Deaf Education Post-Graduate Certificate Program Learning Outcomes Based on the National Educational Leadership Preparation (NELP) 2018 standards required for beginning educational leaders Candidates who successfully complete					
EDU 772	Classroom Management	3						
EDU 773	Home-School Continuum: Collaboration with Families, Paraeducators, and Professionals	3						

the Transformational Leadership and Administration in Deaf Education Post-Graduate certificate program understand and demonstrate the capacity to promote the current and future success and well-being of each deaf and hard-of-hearing student, as well as each teacher and professional working with deaf and hard-of-hearing students by applying the knowledge, skills, and commitments necessary to: Program Learning Outcome 1: Vision, Mission and Continuous Improvement Collaboratively lead, design, and implement a school mission, vision, and process for continuous school improvement designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. Program Learning Outcome 2: Reflection and Professional Learning Engage in ongoing reflection and communicate about, cultivate, and model professional dispositions and norms (i.e. fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, lifelong learning) that will support the success and well-being of the students, teachers and professionals in deaf schools and programs. Program Learning Outcome 3: Ethics Evaluate, communicate about, and advocate for legal and ethical decisions, particularly those that impact deaf and hard-of-hearing students. Program Learning Outcome 4: Equity, Inclusiveness and Cultural Responsiveness Develop and maintain a supportive, equitable, inclusive, and culturally responsive school culture by advocating for equitable access to educational resources, technologies, and opportunities that support the diverse students, teachers and professionals in deaf schools and programs. Program Learning Outcome 5: Learning and Instruction Apply the knowledge and skills necessary to collaboratively evaluate, develop and implement high-quality, technology-rich, culturally responsive, and accessible systems of curriculum, instruction, data systems, resources and assessment that support the school's academic and non-academic programs. Program Learning Outcome 6: Building Professional Capacity with Effective Supervision Build the school's professional capacity by engaging in effective, collaborative, and professional staff supervision, evaluation, support, and professional learning practices Program Learning Outcome 7: School, Family and Community Partnerships Utilize a variety of avenues to engage families, communities, and school personnel to strengthen student learning in and out of school, support school improvement, and advocate for the needs of their school and community. Program Learning Outcome 8: External Leadership Engage and cultivate relationships with diverse community members, partners, and other constituencies, political or otherwise, for the benefit of school improvement and student development. Program Learning Outcome 9: Operations and Management Seek

ways to improve management, communication, technology, school-level governance, and operations systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. Program Learning Outcome 10: Communication Communicate effectively in American Sign Language (ASL) and English within a variety of academic and professional roles.

Plan of Study

Summer I 4 credits

EDU 807	Seminar I: Critical Issues in Deaf Education â€“ Perspectives of Teachers, School Personnel, and Administrators	1
EDU 881	Studies in General and Special Education Curriculum & Leadership	3

Fall I 6 credits

EDU 860	Education Policy and Politics	3
EDU 880	Curriculum & Instructional Leadership in Deaf Education	3

Spring I 6 credits

EDU 831	Practicum & Seminar in Teacher Supervision	3
EDU 886	Educational Leadership & Organizational Change	3

Summer II 5 credits

EDU 735	Special Education Law & IEPs	3
EDU 808	Seminar II: Critical Issues in Deaf Education - Transformational Solutions	2

Fall II 3 credits

EDU 890	Internship for School Leaders	1-3
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Specialist (Ed.S.) in Deaf Education

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.

DEADLINE	DATE
First Date for Consideration of Application:	No set date
Last Date for Completed Application:	February 15

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)

Educational Neuroscience

Certificate in Educational Neuroscience

The Certificate in Educational Neuroscience is an interdisciplinary initiative designed to provide graduate-level students with a comprehensive understanding of the dynamic interplay between neuroscience and education. This Certificate in Educational Neuroscience offers an exploration of cutting-edge research and practical applications, equipping students with the knowledge and skills to enhance teaching and learning experiences. Students will complete 18 credits in this face-to-face program, composed of 9 credits in three required core courses, and 9 additional credits of elective courses. All credits are designed to potentially be completed in one academic year of full-time study, or students can complete the requirements for the Certificate in Educational Neuroscience part-time or in combination with another program of graduate-level study. Whether pursuing the Certificate in Educational Neuroscience independently or as part of an academic degree, participants will engage in a transformative educational journey that bridges theory and practice.

Outcomes

1. The students will acquire a foundational knowledge of the educational, neurological, behavioral, and cognitive determinants, and sociocultural practices that impact all human learning, especially learning in the young deaf visual learner.
2. The students will be exposed to a range of specialized topics, principles, and scientific methods and understand the ethical principles of research conducted with participants.
3. The students will develop knowledge of the meaningful and principled, mutually beneficial, two-way means and methods to translate scientific discoveries to education and education to science.
4. The students will develop professional communication and technology skills.

Plan of Study

Required Core Courses 9 credits

PEN 703	Foundations of Educational Neuroscience	3
PEN 704	Foundations of Educational Neuroscience II	3
PEN 801	Guided Studies I: Clerc Center/Pk-12 Schools and Two-Way Translation	3

Elective Courses 9 credits		
EDU 810	Advanced Research Design I	3
EDU 860	Education Policy and Politics	3
LIN 510	Introduction to First and Second Language Acquisition	3
PEN 701	Educational Neuroscience Proseminar	3
PEN 702	Contemporary Methods in Neuroimaging	1
PEN 705	New Directions in Neuroethics	3
PEN 780	Social Neuroscience & Learning	3
PEN 795	Special Topics	1-3
PEN 799	Independent Study	1-3
PSY 710	Introduction to Applied Statistics in the Social Sciences	3
PSY 711	Principles of Statistics	3
PSY 712	Research Methods in Psychology	3

Ph.D. Program in Educational Neuroscience (PEN)

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

Students in our pioneering PEN program gain state-of-the-art Cognitive Neuroscience training in how humans learn, with a special strength in the neuroplasticity of visually guided learning processes. While Cognitive Neuroscience includes studies of learning and higher cognitive processes across the lifespan, its sister discipline, Educational Neuroscience, includes intensive study of five core domains that are crucial in early childhood learning, including language and bilingualism, reading and literacy, math and numeracy, science and critical thinking (higher cognition), social and emotional learning, and includes study of action and visual processing. PEN students become experts 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.

This doctoral program is a research-focused program

where students develop a specific research focus, conducting supervised research within their mentor's lab as well as developing their own lines of research through independent research projects. Students accepted into the program receive four years of funding as follows: tuition scholarship for up to the domestic rate + \$25,200 annual stipend + health insurance option.

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 opened its doors to the first class of Ph.D. students in Fall 2013. This is Gallaudet's first interdisciplinary Ph.D. program and has its administrative home in Gallaudet University's National Science Foundation Science of Learning Center, Visual Language and Visual Learning, VL2. Learn more about VL2 and its cognitive neuroscience and translational labs, all of which provide PEN students with unparalleled lab research experience and opportunities.

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, 2023 (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:

- 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
<i>PEN 701: First part</i>		
<i>Spring I</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
<i>PEN 701: Second Part</i>		
Summer I		
PEN 700	Cognitive Neuroscience Summer Lab Rotation I	4
<i>Fall II</i>		
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
<i>Core Elective Course: INT 830 or LIN 510 or EDU 860</i>		
<i>Spring II</i>		
PEN 802	Guided Studies II: Research Core elective course Open core elective	3
<i>Note: Core elective course (advanced statistics) at Gallaudet University or consortium university</i>		
<i>Summer II</i>		
PEN 710	Cognitive Neuroscience Summer Lab Rotation II	4
<i>Fall III</i>		
HSL 893	Seminar in University Instruction and Supervision in Hearing, Speech, and Language Sciences	3
PEN 803	Guided Studies III: Theory General Elective	3
	General Elective	3
<i>Spring III</i>		
PEN 900	Dissertation Research General Elective	1-6
<i>Summer III (if needed)</i>		
PEN 900	Dissertation Research	3
		1-6

Fall IV	
PEN 900	Dissertation Research
Spring IV	
PEN 900	Dissertation Research
Summer IV (if needed)	
PEN 900	Dissertation Research

1-6

1-6

1-6

Government and Public Affairs

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

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

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

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

Graduate Programs offered

Master of Public Administration

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 provides students with the professional, analytical, and affective skills as leaders in government and nonprofit organizations. Our curriculum prepares students to serve and advocate with integrity, excellence, and professionalism for more equity and inclusion in the workplace and in society.

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.

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.

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.

DEADLINE

DATE

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

Outcomes

Domain 1—Leadership and Management: Students will demonstrate the ability to lead and manage in public governance;

Domain 2—Public Policy Process: Students will demonstrate the ability to participate in and contribute to the policy process;

Domain 3—Critical Thinking and Decision-Making: Students will demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions;

Domain 4—Public Service Advocacy: Students will demonstrate the ability to articulate and apply a public service perspective; and,

Domain 5—Communication: Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

Plan of Study

In addition to the requirements below, students must complete 4 elective courses.

Students should consult the MPA Program Handbook for information on specific course sequences. Courses are offered in your modality (online or on campus) every two years, so the specific sequence of courses will vary year by year.

Required Courses

MPA 710	Introduction to Public Administration	3
MPA 713	Budgeting in Public Sector and Non-Profit Organizations	3
MPA 714	Strategic Leadership and Management	3
MPA 715	Economics for Managers	3
MPA 716	Quality Management in Public Sector and Non-Profit Organizations	3
MPA 739	Organization Theory and Design	3
MPA 760	Ethics in Public Administration	3
MPA 790	Capstone Experience in Public Administration	3
MPA 796	Communication in Public Administration	3

Hearing, Speech, and Language Sciences

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

The Clinical Doctoral Degree (AuD) education residential 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

Last Date for Consideration of Application:

DATE

February
1

Program Specific Requirements

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 2

HSL 828 Across the Lifespan I 1

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 2

Electrophysiology 1

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 2

Across the Lifespan II 1

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 1

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 1

Areas		
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.

M.S. in Speech-Language Pathology

The Master of Science Degree (MS) residential 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.

Plan of study				
Semester I - Fall				
HSL 713	Language Development and Disorders I	3	HSL 750	Voice & Resonance Disorders 3
HSL 714	Speech Science	3	HSL 775	Clinical Practicum in SLP 5 2-4
HSL 744	Clinical Procedures in SLP	1	HSL 821	Informational Counseling and Multicultural Issues 3
HSL 745	Clinical Statistics	1		American Sign Language 3
HSL 746	Clinical Applications of Sign Communication	1		
HSL 771	Clinical Practicum in SLP 1	1		
HSL 824	Aural Rehabilitation: Adults Elective	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		
HSL 784	Research Methodology in Hearing, Speech, and Language Sciences	3		
HSL 874	Clinical Practicum-Specialty Areas Elective	1		
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		

Outcomes

SLP students will demonstrate the knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (ASHA IV-B)

SLP Students will demonstrate knowledge of communication and swallowing disorders and differences, including appropriate etiologies, characteristics, anatomical/ physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in: 1. Articulation 2. Fluency 3. Voice and resonance, including respiration and phonation 4. Receptive and expressive language (phon, morph, syn, sem, prag, prelinguistic and paralinguistic communication) in speaking, listening, reading and writing 5. Hearing, including the impact on speech and language 6. Swallowing (oral, pharyngeal, esophageal, and related functions feeding and orofacial myology) 7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) 8. Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities) 9. Augmentative and alternative communication modalities (Standard IV-C). students will demonstrate current knowledge of the principles and methods, and clinical skills in prevention, assessment, and intervention for people with communication and swallowing disorders (listed in 1 through 9) across the lifespan, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (Standards IV-D and V-B)

SLP students will demonstrate knowledge and skills in oral, written and other forms of communication sufficient for entry into professional practice, including skills in communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, and other professionals involved in case management. (Standard V-A)

SLP students will demonstrate knowledge of research processes and integration of research principles into evidence-based clinical practice. (Standard IV-F)

SLP students will demonstrate knowledge of ASHAs current Code of Ethics and ethical conduct standards, professional contemporary issues, including entry level and advanced credentialing, regulations and policies relevant to professional practice. (Standards IV-E, G and H)

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.

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	3
	Or	
PSY 711	Principles of Statistics	3
HSL 884	Advanced Topics: Speech Science	3
HSL 885	Advanced Topics: Language Science	3
	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	3
	Cognate coursework	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	1-6
	Cognate coursework	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	1-6
	Cognate coursework	3

Year III – Fall (4 Credits)

HSL 892	Dissertation Seminar	1
HSL 896	Practicum in University Instruction	2-3

Year III - Spring and beyond

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

History

We are not accepting applications at this time. Please contact Brian Greenwald at brian.greenwald@gallaudet.edu for more information.

Certificate in Deaf History

Admissions suspended for the 2024-2025 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.

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

Prerequisite Coursework

Sign Language (or experience using Sign Language)

Plan of study

Required Courses for Certificate		
HIS 731	History of the American Deaf Community	3
Electives		
	One U.S. history course from the following electives	3
	One European history course from the following electives	3
	Two additional electives	6
HIS 732	History of Mass Media and the	3

HIS 733	Deaf Community Topics in European Deaf History	3
HIS 734	Deaf People in Hitler's Europe	3
HIS 735	History of Disability in the United States	3
HIS 755	Deaf Women's History	3
HIS 787	Introduction To Historical Methods and Research	3
HIS 793	History Research Project I	3
HIS 794	History Research Project II	3
HIS 795	Special Topics in History	1-3
HIS 799	Independent Study	1-3

International Development

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.

Graduate Programs offered:

M.A. in International Development

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 be admitted and to graduate.
- The ability to communicate across differing language and cultural ecologies is a distinguishing and expected skill of international development professionals. Therefore, ability in signing, reading and writing, another language is required for graduation. Students must achieve a grade B or above in one university or community-based language course with instruction in a language other than ASL or English.
- Course lectures and other activities and events are conducted in academic ASL. Therefore, prospective IDMA applicants are required to demonstrate the ability to participate in discussions conducted in ASL in a classroom setting. Each applicant must provide videotaped responses to two provided by the IDMA program (related to graduate study and professional practice in the International Development field).
- Three current letters of recommendation.
- An interview with the Department
- An English writing sample (e.g., graduate school goals statement, samples of academic or technical writing).

DEADLINE	DATE
First Date for Consideration of Application:	No Set Date
Last Date for Completed Application:	No Set Date

Program Specific Requirements

- A basic understanding of economics is necessary to complete coursework in Economic Development and Micropolitics. Therefore applicants must have passed an introductory course in economics.
- The ability to communicate across cultures in more than one language is both a distinguishing and expected skill of the international development professional. Therefore, novice ability in reading and writing another language or willingness to obtain novice ability in the first year.
- A videotaped response in American Sign Language to one of two questions asked by the department for review to demonstrate the ability to participate in discussion in a classroom setting.
- Three current letters of recommendation
- Interview with the Department
- To satisfy the IDMA Program's requirements for graduation, candidates must take the American Sign Language Proficiency Interview (ASLPI) and earn a score of 2+ or above prior to or during their final semester of graduate studies. If a candidate for graduation does not receive the requisite rating on the ASLPI by this timeline, the student can request an Alternative Assessment via the IDMA Program's Multiple Measures Review.

Plan of Study

Year One - Fall

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

MPA elective: or equivalent course as approved by academic advisor

Year One - Spring

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	3

MPA	Implementation for Social Change <i>MPA elective: or equivalent course as approved by academic advisor</i>	3
Year Two - Fall		
IDP 773	Macropolitical Intersections of Race, Gender, Sexuality and Development	3
IDP 774	Program Development and Evaluation for Social Change	3
IDP 780	Supervised Practicum for Master of Arts Degree in International Development	3
Year Two - Spring		
IDP 781	Supervised Internship for Master of Arts Degree in International Development	6
IDP 782	Professional Seminar for International Development II	1
MPA	Elective	3
<i>MPA elective: or equivalent course as approved by academic advisor</i>		

Certificate in Disability Inclusive Disaster Risk Reduction and Emergency Planning

The Disability Inclusive DRR & Emergency Planning is an 18-credit graduate certificate program developed to train professionals in Disaster Risk Reduction (DRR) and Emergency Planning (EP) principles and tools. The world's first program to train professionals in deaf-centered disaster and emergency planning activities, program components emphasize direct community engagement to support capacity-building of communities' own mitigation and resilience planning, resource development, advocacy, and other relevant skill-sets. Taught by an interdisciplinary faculty from Gallaudet University's IDMA, Information Technology, Interpreting and Translation, Public Administration, Public Health, and Social Work programs, the program trains professionals to work in the growing fields of disaster and emergency management, especially those who want to contribute to community participatory approaches to understanding and planning for deaf community adaptation and resilience. The certificate program/minor track also emphasizes building DRR and EP activities from local community leadership, centering local cultures and languages in all aspects of DRR and EP design, planning, monitoring and evaluation, research, and advocacy. The program

curriculum foregrounds biocultural and linguistic diversity in sustaining community safety and well-being, as demonstrated through content centered on information and communication prepared in local languages, community participatory needs assessment, community-centered project design and program development, policy formulation that advances intersectional cultural and linguistic rights, and intercultural/interlingual advocacy with government and non-governmental agencies and organizations.

To enroll in the graduate certificate program, students must be admitted to Gallaudet University as a graduate or professional student and maintain a GPA of 3.0.

All certificate program students will pay a fee of \$1250 to cover travel, room, and board for the Summer Institute, coordinated by Education Abroad in a country where disaster planning activities are taking place.

Plan of Study

Summer I

DEP 601G	Interdisciplinary Foundations in Deaf-Centered Disability Inclusive DRR & Emergency Planning	3
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Fall I

IDP 775	Project Design and Implementation for Social Change	3
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Fall I Electives

Choose one of the following:

MPA 710	Introduction to Public Administration	3
MPA 719	Social Equity in Public Administration	3
MPA 796	Communication in Public Administration	3
SWK 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3

Spring I

IDP 774	Program Development and Evaluation for Social Change	3
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Spring I Electives

DAS 532G	Fundamentals of Geographic Information Systems	3
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Or

Trauma and Resiliency with Deaf Communities 3

Summer II
DEP 602G

Summer Institute: Deaf-Centered Disability Inclusive Disaster Risk Reduction & Emergency Planning Fieldwork 3

Outcomes

- 1) Describe the relationships between climate change, disasters, and human adaptation and resilience with respect to international research findings and policy recommendations.
- 2) Identify the needs of deaf, hard of hearing, and deaf-disabled people and communities in disaster planning and relief.
- 3) Describe the theory, practice, and purpose of Disability Inclusive Disaster Risk Reduction.
- 4) Demonstrate knowledge of government systems and international treaties and mechanisms governing Disability Inclusive Disaster Risk Reduction and Emergency Planning (e.g. IASC, UN Security Council Resolution on PWD in situations of conflict).
- 5) Conduct community participatory disaster risk assessment and mitigation planning with deaf, deafblind, hard of hearing people and people with disabilities, their families, and communities.
- 6) Advocate for development of information and communication materials, mitigation planning and response protocols, disability inclusive policy guidance, and hiring of deaf DRR trainers and specialists with organizations and government entities.

Interpretation and Translation

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:

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. 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 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 small-scale 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 46 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.

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

Program Specific Requirements

- An ASLPI result of 3 or higher (2.5 for international applicants who are fluent in another sign language)
- CV or resume highlighting experience with language mediation, interpretation and/or translation.
- Skills assessment task(s) [provided by the department after initial screening]
- Goals statements in ASL and written English [provided by the department after initial screening]:
 - 1) professional goals related to interpreting and/or translation;
 - 2) research interests around a topic in interpreting or translation;
 - 3) how the applicant plans to contribute to Deaf and/or DeafBlind communities at Gallaudet;
 - 4) description of the applicant's understanding of social justice movements and how they relate to interpreting/translation work.

Graduation Requirements

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 that consists of an interpreting skills assessment. Students unable to achieve a passing score will be asked either to retake the examination (one time) 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 assessing conceptual components of the program. The comprehensive examination is offered to students in the final spring semester of the program.

Plan of study

Semester I (Fall) - 12 credits

INT 701	History of Interpreting	3
INT 707	Structure of Language for Interpreters: American Sign Language and English	3
INT 726	Fundamentals of Interpreting	3
	Elective #1	3

Semester II (Spring) - 12 credits

INT 720	Discourse Analysis for Interpreters	3
INT 736	Professional Practice I	3
INT 750	Research Methods in Interpretation	3
	Elective #2	3

Qualifying Exam

Semester III (Fall) - 12 credits

INT 749	Professional Practice II	3
INT 777	Guided Research Project I	3
	Elective #3	3
	Elective #4	3

Semester IV (Spring) - 9 credits

INT 778	Guided Research Project II	3
INT 781	Field Rotation	3
	Elective #5	3

Comprehensive Exam

Semester V (Summer) - optional 1 credit

INT 785	Internship	1
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Outcomes

Demonstrate the sociocultural proficiency necessary to perform effectively in a broad range of translation and interpreting assignments.

Apply critical thinking and knowledge of theories and research in the translation and interpreting field to one's ethical decision-making.

Articulate and apply one's conceptualization of equivalence in interpreting in terms of both theory and practice.

Integrate social justice concepts and principles in interpreting and translation work with members of various communities in the field. signed language translation and interpretation.

Design and execute a small-scale research project on a topic identified as relevant and timely to the field of signed language translation and interpreting.

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.

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

Program Specific Requirements

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

Graduation Requirements

Qualifying Paper

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

Typical Program of Study (Two Years)

Semester I (Fall)		
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 750	Research Methods in Interpretation	3
	Elective	3
	Elective	3
Semester III (Fall)		
INT 777	Guided Research Project I	3
	Elective	3
Candidacy paper		
Semester IV (Spring)		
INT 778	Guided Research Project II	3
Qualifying paper		
Typical Program of Study (One Year - Full-time Only)		
Semester I (Summer conducted ONLINE)		
INT 701	History of Interpreting	3
INT 707	Structure of Language for Interpreters: American Sign Language and English	3
INT 750	Research Methods in Interpretation	3
Semester II (Fall)		
INT 720	Discourse Analysis for Interpreters	3

INT 726	Fundamentals of Interpreting	3
INT 777	Guided Research Project I	3
	Elective	3
Candidacy paper		
Semester III (Spring)		
INT 778	Guided Research Project II	3
	Elective	3
	Elective	3

Qualifying paper

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.

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

Program Specific Requirements

- MA in interpretation, translation or related field
- 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 (RID NIC, CI/CT, CDI, or equivalent)
- 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 Elective in curriculum or assessment	1 3 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
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
Semester IV - Spring		
INT 833	Research Internship IV	1
INT 841	Doctoral Teaching Internship I	3
INT 845	Guided Research Project 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
Semester VII - Fall		
INT 900	Dissertation Research	1-9
Semester VIII - Spring		
INT 900	Dissertation Research Defend Dissertation	1-9

Subtotal: 49-58

Linguistics

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

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 571G	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 571G	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 510G	Introduction to First and Second Language Acquisition	3
LIN 537G	Depiction, Iconicity, and Gesture	3
LIN 543G	Bilingualism	3
LIN 585G	Prosody in Sign and Spoken Languages	3
LIN 741	Sociolinguistics 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

Ph.D. in Linguistics

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.

Admissions

Successful applications include a letter of interest that identifies a prospective Ph.D. advisor. Applicants are encouraged to contact the prospective advisor and the Linguistics Graduate Coordinator ahead of time to discuss the admissions process. Applicants also submit a CV, transcripts, and a sample of their academic work; the Graduate Admissions webpage lists detailed information about the application process and requirements.

Required Coursework Credits for Graduation

Students who have already completed the 41 credits required for the Gallaudet LIN M.A. are required to complete a minimum of 36 additional credits (24 required credits and 12 elective credits) for the LIN Ph.D. For these students, the doctoral curriculum consists of a total of 77 credits of coursework plus dissertation research.

Students who enter the LIN Ph.D. program without a Gallaudet LIN M.A. are required to complete a minimum of 62 credits (26 required M.A. credits, 24 required Ph.D. credits, and 12 elective credits) plus dissertation research. These students must also successfully complete the Qualifying Exam and Viva Exam. Although these students are not typically awarded an incidental M.A. on the way to the Ph.D., this option is available upon completion of the entire M.A. in Linguistics, which includes an additional 15 elective credits.

All Ph.D. students must complete the following courses (24 credits): Sociolinguistics in Deaf Communities (LIN 741), Phonology III (LIN 801), Generative Linguistics III (LIN 802), Cognitive Linguistics III (LIN 827), Guided Research Project (LIN 880, taken twice), Concept Paper (LIN 883), and Dissertation Proposal Development (LIN 890).

All Ph.D. students must also complete a minimum of 12 elective credits, to be chosen by the student in consultation with the student's advisor. Electives outside of Linguistics are subject to approval by the Linguistics faculty, and 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 of the Washington Metropolitan Area.

Guided Research Project (LIN 880), GRP Reader and GRP Presentation Milestones

For the Guided Research Project (GRP), students design and conduct an independent research project under the guidance of their dissertation advisor. The GRP typically is related to the student's dissertation topic, but is not required to be. LIN 880 is taken twice, and the final GRP paper is evaluated by both the advisor and a GRP reader who is a Linguistics faculty member external to the project. The GRP paper must be considered satisfactory by both evaluators in order for the student to continue in the Ph.D. program.

Students are required to give a presentation on their GRP, similar to what would be given at a professional conference. This is a formal presentation, 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, and students receive feedback from the faculty. 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 Milestones

The Concept Paper serves as a transition from students' preparatory coursework to their dissertation proposal. This paper includes a statement of the research question(s) and a review of relevant literature, and focuses primarily on (a) defining the key concepts relevant to the student's anticipated research plans and (b) making the underlying theoretical assumptions explicit. The Concept Paper must be completed in the first 10 weeks of LIN 883 in order to provide time for the Field Exam and Concept Paper Presentation to occur. LIN 883 may be taken twice, at the discretion of the Linguistics faculty.

The content of the Field Exam is determined by the student's Concept Paper. Three examiners (the LIN advisor for the 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) conduct in-

depth questioning in areas pertinent to the Concept Paper topic. Student responses are 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 are required to retake the exam; students who Fail the Field Exam are dismissed from the program. Students who retake the Field Exam and receive either a score of Unsatisfactory or Fail are dismissed from the program.

After successful completion of the Field Exam, students give a presentation on their Concept Paper. This is a formal presentation, similar to what would be given at a professional conference, 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, and students receive feedback from the faculty. Successful completion of the Concept Paper Presentation is required to continue in the Ph.D. program.

Dissertation Proposal Development (LIN 890) and Proposal Defense Milestone

Each student seeking a Ph.D. is required to complete a research-based dissertation on a topic acceptable to their dissertation committee. LIN 890 is the course in which students develop their dissertation proposal. LIN 890 may be taken twice, at the discretion of the Linguistics faculty. The proposal defines a project of appropriate scope, extends the literature review from the Concept Paper, and outlines an appropriate research design and methodology. Students meet regularly with their dissertation advisor for guidance and discussion, but are expected to pursue the bulk of the work independently. Once the full committee deems the proposal defendable, a defense date is set.

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 Ph.D. program.

Dissertation Research (LIN 900) and Dissertation Defense Milestone

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

The dissertation is a research project designed to provide new understanding of a topic, and includes 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.

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 School Director, and the Associate Dean of Graduate Education.

Ph.D. Coursework

24 required credits, LIN 880 is taken twice

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

26 additional required credits, only for students who did not complete the Gallaudet M.A. in Linguistics

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

12 elective credits (selected sample of offerings)

LIN 510	Introduction to First and Second Language Acquisition	3
LIN 522	Psycholinguistics of Sign Languages	3
LIN 525	Cognitive Linguistics and Translation	3
LIN 537	Depiction, Iconicity, and Gesture	3
LIN 543	Bilingualism	3
LIN 572	Language Documentation	3
LIN 573	Corpus Linguistics	3
LIN 811	First Language Acquisition	3
LIN 812	Second Language Acquisition	3
LIN 841	Discourse Analysis	3

Elective offerings vary each semester. Electives outside of LIN are subject to approval by the Linguistics faculty.

Outcomes

Specialized knowledge: Demonstration of in-depth familiarity with current literature relevant to their chosen topic of research.

Critical evaluation: Ability to critically compare and evaluate claims from the linguistics literature and argue for or against them in a coherent manner.

Formulation of research questions: Ability to independently formulate clear and tractable research questions related to their individual projects, and develop a systematic and culturally responsible plan for answering them, including identification of data needed to further the investigation.

Dissemination and communication: Ability to communicate information about sign language linguistics competently and respectfully to the field, the Deaf communities, and the greater public.

Ethical conduct as researchers: Demonstrating academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved.

Typical Program of Study 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

Complete Qualifying Exam during the Year 1 Fall Semester.

Year I - Spring

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

Year II - Fall

LIN 571	Field Methods	4
LIN 880	Guided Research Project	3
	Elective #1	3

Complete Viva Exam during the Year 2 Fall Semester.

Year II - Spring

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

Present Guided Research Project during the Year 2 Spring Semester.

Year III - Fall

LIN 802	Generative Linguistics III	3
LIN 883	Dissertation Concept Paper	3
	Elective #2	3

Complete the Field Exam and Present Concept Paper during Year 3 Fall Semester.

Year III - Spring

LIN 827	Cognitive Linguistics III	3
	Elective #3	3
	Elective #4	3

Year IV - Fall

LIN 890	Dissertation Proposal Development	3
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Defend Dissertation Proposal during Year 4 Fall Semester.

Year IV - Spring (and onward)

LIN 900	Dissertation Research	1-9
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Defend Dissertation.

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

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.

DEADLINE	DATE
First Date for Consideration of Application:	December 15
Last Date for Completed Application:	January 1

Program Specific Requirements

Three Letters of Reference

Narrative Statements/Essays

Writing Sample

Resume

On-campus Interview by invitation in February-March

Prior Degrees Required

Undergraduate Psychology Major or Minor, or Related Field

Prerequisite Coursework

Statistics

Child Development

Abnormal Psychology

Experimental Psychology

18 hours of Undergraduate Psychology courses preferred

Prior Professional Experience

Preferred

Program of Study

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

Sign Language Requirements

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

Practicum Opportunities

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

Plan of Study

First Year Fall Semester

PSY 710	Introduction to Applied Statistics in the Social Sciences	3
PSY 712	Research Methods in Psychology	3
PSY 749	Intellectual Assessment: Measurement Principles and Applications	4
PSY 781	Clinical Psychology Ethics and Professional Issues	3
PSY 834	Adult Psychopathology	3
ASL	Class as needed	

First Year Spring Semester

PSY 703	Research Seminar	1
PSY 713	Psychological Statistics II	3
PSY 759	Personality Assessment	4
PSY 782	Foundations of Clinical Skills	3
PSY 836	Methods of Adult Psychotherapy	3
ASL	Class as needed	

First Year Summer

PSY 704	Research Seminar	1
PSY 722	History and Systems of Psychology	2
	Predissertation Proposal Lit Review	

Second Year Fall Semester

PSY 723	Psychology and Deafness	3
PSY 784	Clinical Psychology Practicum I: Therapy (Fall)	3
PSY 785	Clinical Psychology Practicum I: Assessment (Fall)	3
PSY 800	Pre-Dissertation Research	1-3
PSY 840	Neuroanatomical & Neurophysiological Foundations of Neuropsychology	3

Second Year Spring Semester

PSY 733	Lifespan Developmental Psychology	3
PSY 762	Cognition and Emotion	3
PSY 786	Clinical Psychology Practicum I: Therapy (Spring)	3
PSY 787	Clinical Psychology Practicum I: Assessment (Spring)	3
PSY 800	Pre-Dissertation Research	1-3

Second Year Summer

PSY 800	Complete Predissertation Project	
PSY 800	Pre-Dissertation Research	1-3

Third Year Fall Semester

PSY 800	Pre-Dissertation Research	1-3
PSY 809	Social Psychology and Human Diversity	3
	One elective 800-level PSY course on psychological intervention	3
	Or	
PSY 862	Multicultural and Urban Issues in Clinical Practice	3

PSY 885	Clinical Psychology Practicum II	3	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-Scholar 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.
PSY 900	Dissertation Research	1-3	
Third Year Spring Semester			
PSY 800	Pre-Dissertation Research	1-3	
	One elective 800-level PSY course on psychological intervention	3	
	Or		
PSY 862	Multicultural and Urban Issues in Clinical Practice	3	
PSY 886	Clinical Psychology Practicum III	3	
PSY 900	Dissertation Research	1-3	
Optional:			
PSY 887	Clinical Psychology Practicum IV	1-3	The Psy.D. program in School Psychology requires completion of 99 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 56-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.
PSY 900	Dissertation Research	1-3	
PSY 985	Advanced Clinical Psychology Practicum I	1-3	
Fourth Year Fall Semester			
	One elective 800-level PSY course on psychological intervention	3	
PSY 900	Dissertation Research	1-3	
PSY 985	Advanced Clinical Psychology Practicum I	1-3	
Fourth Year Spring Semester			
	One elective 800-level PSY course on psychological intervention	3	
PSY 900	Dissertation Research	1-3	
PSY 986	Advanced Clinical Psychology Practicum II	1-3	
Optional:			
PSY 900	Dissertation Research	1-3	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
PSY 987	Advanced Clinical Psychology Practicum III	1-3	
Fifth Year Fall-Spring-Summer			
PSY 900	Dissertation Research	1-3	
PSY 999	Clinical Psychology Internship	1-6	
	Complete and defend dissertation		
	Degree awarded in August		

are Entry into the Program, M.A. Degree in Developmental Psychology with a Specialty in Working with Deaf Children, Advancement to Pre-Advanced Practicum and Advanced Doctoral Practicum, 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 interest or experience related to deafness sub-specialization, 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 pass comprehensive examinations.
3. Advancement to Pre-Advanced Practicum and Advanced Doctoral Practicum	Completion of all previous transition points plus a prerequisite grade of B or above in Practicum I and integrative pre-advanced doctoral practicum field experiences, successful ratings on Practicum I and Pre-Advanced Doctoral Practicum, and Advanced Doctoral Practicum Field Supervisor/Faculty Surveys, completion of a six credits ASL courses (or waiver), and successful completion of the Communication Profile.
4. Advancement to Internship	Successful completion of M.A. plus 2 nd and 3 rd year courses; Advanced Doctoral Practicum with a grade of B or above; successful completion of Practicum logs, Field Supervisor/Faculty Surveys (Advanced Doctoral Practicum II & III and Consultation), Pre-Internship File (Individual Internship Plan, and Communication Profile); and passing the Research Applied Project (program evaluation). Candidates are required to take and pass the PRAXIS at the end of their 3 rd year.
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 Surveys, and Internship Intervention Binder (includes: <i>Internship Comprehensive Intervention Case Studies (Academic & Behavioral)</i> , <i>Family/Parent and Teacher Workshop Report</i> , and <i>Legal and Ethical Case Application Report</i>), completion of the Candidate Exit Survey, and Evaluation of Internship Site/Supervisor. Total 99 credits.
6. Alumni Status	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		Collaboration: Theory, Research, and Practice
First Date for Consideration of Application:	No set date	PSY 734	Memory and Learning 3
Last Date for Completed Application:	February 1	PSY 756	Pre – Advanced Practicum and Supervision in School 3
Typical Program of Study			
Semester 1		PSY 765	Psychology II 3
PSY 701	Legal, Ethical and Professional Issues in School Psychology 3		Assessment III: School and Clinical Assessment of Child and Adolescent Personality and Behavior 3
PSY 706	Equity, Diversity, Inclusion and Social justice in Schools and Communities 3	PSY 766	Behavioral and Therapeutic Interventions with Children 3
PSY 711	Principles of Statistics 3	Summer 2	
PSY 723	Psychology and Deafness 3	ASL	Class as needed
PSY 743	Assessment I: History, Theory, and Psychometrics 4	Semester 5	Single Subject Methods for the Behavioral Sciences 3
PSY 712	Research Methods in Psychology 3	PSY 705	Advanced Practicum and Supervision in School 3
PSY 732	Child Psychopathology and Behavior Disorders 3	PSY 771	Psychology 3
PSY 733	Lifespan Developmental Psychology 3	PSY 774	Advanced Therapeutic Methods with Children and Adolescents 3
PSY 746	Assessment II: Intellectual Assessment 3	PSY 809	Social Psychology and Human Diversity 3
PSY 770	Practicum in School Psychology 3	<i>PSY 720 Teaching of Psychology is also an elective that can be taken by students with second year status and above.</i>	
Comprehensive Exams			
Summer 1		Semester 6	
ASL	Class as needed	PSY 702	Seminar for Professional Practice in School Psychology 1
HSL 507	Audiology and Communication Access for Service Providers and Professionals 3	PSY 735	Applied Behavior Analysis 3
PSY 722	History and Systems of Psychology 2	PSY 762	Cognition and Emotion 3
		PSY 768	Home/ School/ Community Collaboration, Family and Exceptionalities 3
Semester 3		PSY 773	Advanced Practicum and Supervision in School 3
PSY 748	Academic Assessment, Learning Disabilities & Evidence Based Interventions 3		<i>Students take Praxis exam during the summer or fall. Complete Applied Research Project. PSY 720 Teaching of Psychology is also an elective that can be taken by students with second year status and above.</i>
PSY 754	Biological Psychology: Brain & Behavior 3		
PSY 755	Pre – Advanced Practicum and Supervision in School Psychology I 3	Semester 7	
PSY 760	School Psychology and Prevention Services 3	PSY 790	Internship: Individual Case Study 3
PSY 767	Consultation and 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

Program of Study and Sample Schedule**Outcomes**

The PsyD Program's SLO are the training standards established by NASP, APA, and the PsyD Program special competencies.

FIRST YEAR			
Crd	Fall Semester	Spring Semester	Crd
3	PSY 701 Legal, Ethical and Professional Issues in School Psychology	*PSY 712 Research Method	3
3	PSY 711 Principles of Statistics	PSY 746 Assessment II	3
3	PSY 706 Equity, Diversity & Inclusion in Communities and Schools	PSY 732 Child Psychopathology and Behavior Disorders	3
4	PSY 743 Assessment I: History, Theory, and Psychometrics	*PSY 733 Lifespan Development	3
3	*PSY 723 Psychology and Deafness	PSY 770 Practicum I: Cognitive Assessment	3
	Comprehensive Examination (Legal & Ethical & Statistics, Psychometrics & Research Method)	Comprehensive Examination (Developmental Psychology & Child Psychopathology).	
	Summer		
2	HSL 507 Audiology and Communication Access for Service Providers and Professionals	ASL Courses PSY 722 History & System	2
SECOND YEAR			
Crd	Fall Semester	Spring Semester	Crd
3	PSY 767 Consultation Theory, Practice, & Collaboration	PSY765 Assessment III: Child and Adolescents Personality and Behavior	3
3	PSY 748 Academic Assessment, Learning Disabilities & Evidence Based Intervention	PSY 734 Learning and Memory	3
3	PSY 754 Biological Psychology: Brain & Behavior	PSY 766 Behavioral and Therapeutic Interventions with Children	3
3	PSY 760 Crisis Intervention and Prevention Services	PSY 795 Pre-Practicum Clinical Supervision	3
3	PSY 795 Pre-Practicum Clinical Supervision		
	Summer		
	ASL Courses		
THIRD YEAR			
Crd	Fall Semester	Spring Semester	Crd
3	PSY 771 Advanced Doctoral Practicum and Supervision II	PSY 773 Advanced Doctoral Pract. and Supervision III	3
3	PSY 705 Single Subject Method for Behavioral Science	*PSY 762 Cognitive and Affective Basis of Behavior	3
3	*PSY 809 Social Psychology & Human Diversity	PSY 768 Home-School-Community Collaboration and Family Therapy	3
3	PSY 774 Advanced Therapeutic Methods for Children and Adolescents	PSY 735 Applied Behavior Analysis	3
		PSY 702 Seminar for Professional Practice in School Psychology	1
	Applied Research Project	PRAXIS	
	Summer		
FOURTH YEAR			
Crd	Fall Semester	Spring Semester	Crd

3	PSY 790 Internship: Individual Case Conferencing	PSY 792 Internship: System Consultation	3
3	PSY 791 Internship: Teacher Consultation	PSY 793 Advanced case Study	3
	Comprehensive Intervention Case Study	Comprehensive Intervention Case Study	

*Courses shared with the Clinical Psychology Program

These are electives:

PSY 720 Teaching of Psychology

PSY 854 Psychopharmacology (or equivalent)

Other courses with program director's permission

Science Technology Accessibility Mathematics and Public Health

M.S. in Accessible Human-Centered Computing

The Master of Science in Accessible Human-Centered Computing is designed for deaf, hard of hearing and hearing individuals seeking specialized academic training in designing, evaluating, and implementing effective, evidence-based accessible design and evaluation strategies and messages to address the accessibility needs of diverse audiences.

Students will also gain knowledge of accessible research design and methods. Graduates of the program will be prepared for a variety of positions, including those in accessibility or information technology in industry, federal agencies, and non-profit organizations.

The program is an international resource for research, innovation and outreach related to deaf and hard of hearing people and provides an environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

Admissions Requirements

To be admitted to the program, applicants must:

Completion of a bachelor's degree, including, but not limited to computer science, information technology, human-computer interaction, audiology, communication studies, government affairs, psychology, and social work. Relevant work experience in the field of accessible technology will be considered in lieu of a bachelor's degree in the above fields (Note: this is not waiving a bachelor's degree requirement. It is only considering other undergraduate majors who have relevant work experience in the field).

Complete and submit a program application by the application deadline date, that includes:

- Two letters of recommendation
- A letter of interest with a vision statement
- Approval by the AHCC program, who will review the application to determine if the student shows high promise of success in the program.

Requirements for Degree Completion

- Completion of 36 credits required by the program, including 30 units of course work and 3 units of the culminating Graduate Project.
- All course work in the student's graduate program must be completed with a B or better while maintaining an overall GPA of 3.0 or higher.
- Graduate students are required to be enrolled the semester in which their degree is to be awarded.

Plan of Study

Year 1		
AHC 601	Accessible Human-Computer Interaction	3
AHC 602	Communication Accessibility	3
AHC 605	Accessibility Standards I	3
AHC 606	Accessibility Standards II	3
AHC 695	Special Topics	3
DST 700	Deaf Studies Research Methods I	3
Year 2		
AHC 603	Applied Communication Accessibility	3
AHC 604	Applied Information Accessibility	3
AHC 621	Interactive Design for Accessibility	3
AHC 622	Accessible Data Visualization	3
AHC 691	Thesis Accessibility Project Planning	1
AHC 692	Accessibility Internship	1
AHC 693	Thesis Accessibility Project Report	1
AHC 695	Special Topics	3

Total Credit Hours: 36

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.

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.

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

- Online graduate application
- Goal statements

- A Bachelor's or Master's Degree in a relevant field of study: ASL (or other signed languages), Deaf Studies, Linguistics, or Bilingual Education. If a candidate does not possess a degree in a relevant field of study, the following may be considered
 - Candidates who can demonstrate with a transcript of cumulative elective courses taken that are equivalent to a degree in a relevant field of study may be considered
 - A Bachelor's degree and experience of at least 1,350 hours (approximately 5 years) of language instruction with language courses within secondary or post-secondary institutions may be considered
 - A MASTER Certification from ASLTA may be considered
 - Submission of all official postsecondary transcript(s)
 - A minimum of 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study
 - Three names of references

Mail the official transcript(s) to:
 Graduate Admissions
 Kendall Hall 101
 Gallaudet University
 800 Florida Avenue NE
 Washington DC 20002

-Applications to open on August 16

-Applications to close by the end of February

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

ASLPI Requirement

Students who teach ASL will be required to receive a level of 4 on the ASLPI, and students who teach other signed languages will be required to receive a level of 3+ on the ASLPI to be considered for admission to the program.

Program Specific Requirements:

Online Video interview. The direct link for the online video interview will be sent to you by invitation. The interview can be conducted at any time and location with

high-speed internet.

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.

*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.

Fall I (Online) (7 Credits)

Candidates with extensive experience may request to forgo Practicum by submitting an application, however, an Internship is required. To be eligible to submit an application, one must:

- Have at least 1,620 hours (approximately 6 years) of sign language instruction with language courses

within secondary or post-secondary institutions, as described below:

- Have at least 810 hours (approximately 3 years) of language instruction in both basic and advanced sign language courses.
- Have at least 810 hours (approximately 3 years) of curricular and course development for advanced sign language courses.

Deadline for the Practicum waiver is July 1.

In addition: Students who meet the criteria and are eligible to submit an application must procure and provide their best sample lesson plan, syllabus, and assessment tool. They also must obtain grades of A- or above for their first Summer courses.

ASL 752	Sign Language Practicum	3
ASL 761	Seminar in Sign Language Education - Professional Preparation	1
LIN 510G	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
DST 743	Community Organizing for Social Change	3

*ASL 709 and ASL 752 may not be required for students with extensive media, film, and editing experience and/or extensive teaching experience.

Social Work

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)

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 online program study. The generalist 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. Generalist 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 generalist year and develop special knowledge and skills needed for practice with deaf and hard-of-hearing populations. 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 generalist curriculum, prior to admission into the Deaf and hard of hearing specialized curriculum. Students are responsible for scheduling their ASLPI evaluations by appointment with the ASLPI CenterCenter early in the fall semester of their first year in the program.

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

Generalist Year Curriculum

NOTE: Three elective courses (9 credits) may be taken any semester of the program.

Semester I – Fall (16 Credits)

SWK 705	Human Behavior and the Social Environment I	3
SWK 711	Social Policy and Social Services	3
SWK 741	Social Work Practice I : Individuals	3
SWK 755	Qualitative Social Work Research	3
SWK 771	Generalist 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	Generalist Field Practicum II	4

Complete the MSW Comprehensive Examination at the end of the semester

Deaf and Hard of Hearing Specialized Year Curriculum

NOTE: Advanced standing students must take three 3-credit electives

Semester III – Fall (9 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

Semester IV – Spring (12 Credits)

SWK 752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK 783	Advanced Field Practicum	9

with Deaf and Hard of Hearing Populations

Three-Year Course Plan

NOTE: Three elective courses (9 credits) may be taken any semester of the program.

First and Second Years: Generalist Year

Semester I – Fall (9 Credits)	
SWK 705	Human Behavior and the Social Environment I
SWK 711	Social Policy and Social Services
SWK 755	Qualitative Social Work Research

Semester II – Spring (6 Credits)

SWK 706	Human Behavioral and the Social Environment II
SWK 756	Quantitative Social Work Research

Semester III – Fall (7 Credits)

SWK 741	Social Work Practice I : Individuals
SWK 771	Generalist Field Practicum I

Semester IV – Spring (9 Credits)

SWK 742	Social Work Practice II
SWK 744	Social Work Practice with Families and Small Groups
SWK 772	Generalist Field Practicum II

Completing the MSW Comprehensive Examination at the end of the semester

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

Semester V – Fall (9 Credits)	
SWK 709	Social Work Perspectives on Dysfunction
SWK 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations

SWK 751	Practice with Deaf and Hard of Hearing Populations: Micro Interventions
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Semester VI – Spring (12 Credits)

SWK 752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions	3
SWK 783	Advanced Field Practicum with Deaf and Hard of Hearing Populations	9

University Community

The Gallaudet University community is composed of students, alumni, faculty, staff, administrators, and the Board of Trustees. Many friends of Gallaudet - from all corners of the world - also consider themselves part of the Gallaudet community.

The following directories, guides, and resources are available:

- Gallaudet Employee Directory: people.gallaudet.edu
- Alumni Relations: <http://www.gallaudet.edu/alumni>

Organizational Charts:

- Gallaudet University Organizational Chart
- Academic Affairs Organizational Chart

Additional information about the Gallaudet University Community:

Patron and Board of Trustees

Patron

Joe Biden

President of the United States

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- **Jose "Pepe" Cervantes**, '05, Maryland
- **Edna Conway**
- **Dr. Leah Cox**, North Carolina
- **Melissa Draganac-Hawk**, '98 & G'01, Pennsylvania
- **Dr. Charlene Dwyer**, Wisconsin
- **Dr. Joyce Ester**, Minnesota
- **Edson F. Gallaudet III**, Washington

- **Mindi Greenland**, Georgia
- **Gregory J. Hlibok, Esq.**, '89, Maryland
- **Dr. Philip P. Kerstetter**, PhD '85, Pennsylvania
- **Thomas Mulloy**, London, England
- **Dr. Nicole Snell**, '04, Arizona
- **The Honorable Dr. Wilma Newhoudt-Druchen**, '92, G-'05 & H-'09, Republic of South Africa

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- **The Honorable Betty McCollum**, Minnesota

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- **Philip W. Bravin**, '66, Vermont
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- **Dr. Benjamin J. Soukup**, H-'00, South Dakota
- **Frank H. Wu, Esq.**, New York

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- **Dr. Marlee Matlin**, H-'87, California

Additional information about the Board of Trustees can be found at: <http://www.gallaudet.edu/board-of-trustees>

Academic Organization

Academic Affairs operates under the direction of the Provost as the Chief Academic Officer. The Faculty Senate works collaboratively with the Provost in shared governance processes. The Academic Affairs leadership includes:

- Dr. Khadijat Rashid, *Provost*, Academic Affairs
- Dr. Robert Sanchez, *Dean*, Academic and Career Success

- Dr. Caroline Solomon, *Dean of Faculty*
- Dr. Teresa Blankmeyer Burke, *School Director*, Arts and Humanities
- Emilia Chukwuma, *School Director*, Civic Leadership, Business, and Social Change
- Dr. Daniel Koo, *School Director*, Human Services and Sciences
- Dr. Daniel Lundberg, *School Director*, Science, Technology, Accessibility, Mathematics and Public Health
- Dr. Helen Thumann, *School Director*, Language, Education and Culture
- Charles Reilly, *Executive Director*, International Affairs
- Poorna Kushalnagar, *Strategic Research Officer*, Office of Research
- Amy Malm, *Associate Dean*, University Library and Archives

University Faculty

2024-2025

This list includes all full-time regular faculty as of August 2024.

Makur Aciek, CPA, *Associate Professor, Accounting*; School of Civic Leadership, Business, and Social Change; B.S., Gallaudet University, MBA, Rochester Institute of Technology

Thangi Appanah, *Professor, Education*; School of Language, Education, and Culture; B.A., University of South Africa; M.A., Gallaudet University; Ph.D., Central Connecticut State University

Gaurav Arora, *Associate Professor, Biology*; School of 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*; School of Human Services and Sciences; B.S., Gallaudet University; M.S., McDaniel College

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Cynthia Neese Bailes, *Professor Emerita*; B.A., Gallaudet University; M.A.T., Augustana College; Ph.D., University of Maryland

Deborah Meranski Blumenson, *Professor Emerita*; B.A., Gallaudet University; M.A., The Catholic University of America; Ph.D., New York University

Barbara A. Bodner-Johnson, *Professor Emerita*; B.A., Creighton University; M.A., University of Iowa; Ph.D., Syracuse University

Marcia B. Bordman, *Professor Emerita*; B.A., University of Missouri; M.A., Wayne State University; Ph.D., University of Maryland

Harry Bornstein, *Professor Emeritus*; A.B., Rutgers University; M.A., Fordham University; Ph.D., American University

John B. Christiansen, *Professor Emeritus*; B.S., Carroll College; M.A.T., Antioch University; M.A., University of Wisconsin; Ph.D., University of California, Riverside

Robert R. Davila, *President Emeritus*; B.S., Gallaudet University; M.A., Hunter College of the City University of New York; Ph.D., Syracuse University

Jane R. Dillehay, *Professor Emerita*; B.S., Allegheny College; Ph.D., Carnegie-Mellon University

James J. Fernandes, *Professor Emeritus*; B.A., Allegheny College; M.A., Ph.D., University of Michigan

Stephen D. Fox, *Professor Emeritus*; B.A., Duke University; M.A., Ph.D., Emory University

J. Philip Goldberg, *Professor Emeritus*; B.A., M.A., Ph.D., University of Maryland

Harvey Goodstein, *Professor Emeritus*; B.A., Gallaudet University; M.S., The Catholic University of America; Ph.D., American University

Virginia A. Gutman, *Professor Emerita*; A.B., Stetson University; Ph.D., Duke University

Rachel Hartig, *Professor Emerita*; B.A., Brooklyn College; M.A., Rutgers University; Ph.D., The Catholic University of America

Doin E. Hicks, *Professor Emeritus*; B.A., Arkansas College; M.S., Ph.D., University of Arkansas

Robert E. Johnson, *Professor Emeritus*; B.A., Stanford University; Ph.D., Washington State University

Thomas W. Jones, *Professor Emeritus*; B.A., University of South Florida; M.A., George Peabody College for Teachers, Vanderbilt University; Ph.D., University of Pittsburgh

I. King Jordan, *President Emeritus*; B.A., Gallaudet University, Ph.D., University of Tennessee

Nancy Evans Kensicki, *Professor Emerita*; B.A., M.A., Gallaudet University; D.A., The Catholic University of America

Joseph G. Kinner, *Professor Emeritus*; B.A., M.A., California State University, Northridge; Ph.D., University of California, Los Angeles

Carol J. LaSasso; *Professor Emerita*; B.S., University of Colorado; M.A., University of Denver; Ph.D., University of Maryland

Irene W. Leigh, *Professor Emerita*; B.S., Northwestern University; M.A., PhD., New York University

Scott Liddell, *Professor Emeritus*; B.S., Weber State College; M.A., Ph.D., University of California at San Diego

Ellen Loughran, *Professor Emerita*; A.B., Chestnut Hill College; M.A., Ph.D., University of Virginia

Ceil Lucas, *Professor Emerita*; B.A., Whitman College; M.A., University of Texas at Austin; M.S., Ph.D., Georgetown University

James J. Mahshie, *Professor Emeritus*; B.S. LeMoyne College; M.S., Ph.D., Syracuse University

Harry Markowicz, *Professor Emeritus*; B.A., University of Washington; M.S., Simon Fraser University

William J. A. Marshall, *Professor Emeritus*; B.S., Stonehill College; M.S., Gallaudet University; Ed.D., University of Illinois

David S. Martin, *Dean/Professor Emeritus*; B.A., Yale University; Ed.M., C.A.D., Harvard University; Ph.D., Boston University

William P. McCrone, *Professor Emeritus*; B.A., Canisius College; M.A., The Catholic University of America; Ed.D., University of Arizona; J.D., Georgetown University

Kathryn P. Meadow- Orlans, *Professor Emerita*; B.A., Denison University; M.A., University of Chicago; Ph.D., University of California, Berkeley

Richard W. Meisegeier, *Professor Emeritus*; B.A., St. Olaf College; M.A., Gallaudet University; Ph.D., University of Maryland

Donna M. Mertens, *Professor Emerita*; B.A., Thomas More College; M.S., Ph.D. University of Kentucky

Constantina T. Mitchell, *Professor Emerita*; B.A., George Washington University; Licence en lettres, M.A., Middlebury College; Ph.D., McGill University

Janice D.M. Mitchell, *Professor Emerita*; A.B., Lycoming College; M.S., Georgetown University; Ph.D., North Texas State University

Donald F. Moore, *Professor Emeritus*; B.A., Amherst College; M.A., Gallaudet University; M.S., California State University, Northridge; Ph.D., University of Illinois

Ava Morrow, *Professor Emerita*; B.S., Morgan State University; M.S., Ph.D., Howard University

Ronald E. Nomeland, *Professor Emeritus*; B.S., Gallaudet University; M.Ed., University of Maryland; M.A., California State University, Northridge; Ph.D., Syracuse University

David W. Pancost, *Professor Emeritus*; A.B., Wabash College; A.M., Ph.D., Duke University

Ann Davidson Powell, *Professor Emerita*; B.S., Virginia State University; M.S., Ph.D., Howard University

H. Neil Reynolds, *Professor Emeritus*; B.S., Tufts University; M.A., Ph.D., Cornell University

Marilyn Sass-Lehrer, *Professor Emerita*; B.A., Queens College of the City University of New York; M.A., New York University; Ph.D., University of Maryland

William P. Sloboda, *Professor Emeritus*; CDP, CPA, B.S., Gallaudet University; M.B.A., George Washington University

Ausma Smits, *Professor Emerita*; B.A., Gallaudet University; M.A., Georgetown University

Charlene C. Sorenson, *Professor Emerita*; B.S., St. Andrew Presbyterian College; Ph.D., University of Tennessee, Knoxville

Anne B. Spragins-Harmuth, *Professor Emerita*; B.A., Agnes Scott College; M.A., Ph.D., University of South Carolina

Ronald E. Sutcliffe, *Dean Emeritus*; B.S., Gallaudet University; M.A., Ph.D., University of Maryland

Louis F. Townsley, *Professor Emeritus*; B.A., M.A., University of Florida; Ph.D., University of Maryland

John Vickrey Van Cleve, *Professor Emeritus*; B.A., Western State College; M.A., Ph.D., University of California, Irvine

Mark S. Weinberg, *Professor Emeritus*; C.E.L.G., Universite de Montpellier; B.A., Queens College of the City University of New York; M. Phil., Yale University

Rosemary D. Weller, *Professor Emerita*; B.A., St. Mary's College; M.A., The Catholic University of America; Ph.D., University of Maryland

Bruce A. White, *Professor Emeritus*; B.A., Tufts University; M.Ed., M.A., Boston College; Ph.D., University of Maryland

Marshall Wick, *Professor Emeritus*; B.A., Gallaudet University; M.B.A., University of Toronto; J.D., George Washington University

Robert Williams, *Professor Emeritus*; B.A., New Mexico State University; Ph.D., University of Tennessee

Anne D. Womeldorf, *Professor Emerita*; B.A., King College; M.A., Ph.D., University of North Carolina

Courses

AHC - Accessible Human-Centered Computing

AHC 601 - Accessible Human-Computer Interaction (3)

This course examines the practical and theoretical issues of how diverse people interact with personal devices. Students are introduced to an overview of accessible and user-centered design principles and tools that help them develop effective and efficient user interfaces in subsequent courses and in their careers. Topics include HCI history, accessibility, cognitive psychology, and styles assessment, user analysis, task analysis, interaction design, prototyping, and human-centered evaluation.

AHC 602 - Communication Accessibility (3)

The course explores the impact of hearing differences 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. Then it will examine how communication accessibility is achieved through study of current and emerging technology, trends in industry, public policies, and the government agencies that enforce these policies. Access to telecommunications (including Internet and wireless communications, relay services, etc.), information, video media, emergency services, public accommodations, employment, education, and other contexts are included.

AHC 603 - Applied Communication Accessibility (3)

This course will provide an overview of accessible communication devices, ranging from auditory, visual, and vibrotactile receptive communication modalities 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.

AHC 604 - Applied Information Accessibility (3)

This course will provide an overview of accessible information devices, ranging from auditory and visual information modalities 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 including broadcast multimedia or video blogging. 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 21st Century Captioning Research Lab.

AHC 605 - Accessibility Standards I (3)

This course covers in depth WCAG (Global), Section 508 (US) and EN 301 549 (EU) from an applied and practical point of view. Students will be introduced to basic approaches on how to apply these standards to widely used information technologies such as web accessibility, PDF accessibility and epub3 to provide access to multimedia such as image or audio.

AHC 606 - Accessibility Standards II (3)

This course covers in depth widely used standards such as WCAG, Section 508 (US) and EN 301 549 (EU) from an applied and practical point of view. Students will learn how to apply these standards to emerging accessibility fields, such as Extended Reality (XR) accessibility, and to apply these to the software ecosystem and toolchains for documents in Word, PDF and multimedia.

Prerequisite: AHC 605.

AHC 621 - Interactive Design for Accessibility (3)

Designing meaningful relationships among people and the products they use to ensure that they are accessible is both an art and a science. This course will focus on the unique design practice of representing and organizing information in such a way as to facilitate perception and understanding of accessibility (information architecture) and specifying the appropriate mechanisms for accessing and manipulating task information (interaction design). This course will also explore the various design patterns (design solutions to problems) that are appropriate for the HCI professional. Students will need prior knowledge of an interface prototyping tool.

Prerequisite: AHC 601 or permission of the instructor.

AHC 622 - Accessible Data Visualization (3)

Data visualization is the art and science of turning data into readable graphics. We'll explore how to design and create accessible data visualizations based on data available and tasks to be achieved that are accessible to people with diverse sensory abilities. This process includes data modeling, data processing (such as aggregation and filtering), mapping data attributes to graphical attributes, and strategic visual encoding based on known properties of visual perception as well as the task(s) at hand. Students will also learn to evaluate the effectiveness of visualization designs, and think critically about each design decision, such as choice of color and choice of visual encoding. Students will create their own data visualizations, and learn to use Open Source data visualization tools. Students will also read papers from the current and past visualization literature and create video presentations of their findings.

Prerequisite: AHC 601.

AHC 691 - Thesis Accessibility Project Planning (1)

The Master's Project 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 Accessible Technology. Students may elect to produce a Master's thesis, a creative project, or an applied advocacy project.

Prerequisite: AHC 606 or permission of the instructor.

AHC 692 - Accessibility Internship (1)

Students will undertake an internship in an accessible technology role that is suited to their professional pursuits. These may include serving as Research Assistants within the University, at other Universities, or at federal or private companies. This program provides students with a means to integrate academic theories and principles with practical job experience through internships. The goal of the internship is to gain experience as a competent and effective accessible technology professional.

Prerequisite: AHC 691.

AHC 693 - Thesis Accessibility Project Report (1)

The Master's Project 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 Accessible Technology. Students may elect to produce a Master's thesis, a creative project, or an applied advocacy project.

Prerequisite: AHC 692.

AHC 695 - Special Topics (3)

Special Topics in the discipline, designed primarily for graduate students in the program. Students may enroll in 695 Special Topics multiple times, as long as the topics differ.

Prerequisite: Permission of the instructor.

ASL - American Sign Language**ASL 595G - 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.

Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

ASL 742 - Curriculum and Assessment - Primary Language Learners (3)

This course examines the philosophical and historical roots of language teaching curricula through the lens of sign language teaching for primary language learners. Students will apply curriculum design theories, lesson planning, and assessment in developing a unit. This course will tie curricular outcomes and design with developing and administering assessments for students of sign language and their linguistic proficiency and socio-cultural competence. Topics include the role and function of assessment, validity, reliability, current approaches to assessing language learning, and an analysis of currents for testing sign language skills and knowledge. During this course, students will develop samples of unit plans, lesson plans, and assessments for sign language classes.

General Prerequisite Knowledge: This class brings together a combination of different Bachelor's degrees, and you are not expected to have prior knowledge in education, curriculum, or assessment. Going to school and taking tests do not guarantee that you will have a working knowledge of school systems, language learning, or the purpose of assessments. If you already have training in education, social work, psychology, or related fields, this class might be a review of what you already know. For most students, this class is a brand new introduction to the field of education and language learning. What you do need to bring is your own prior knowledge in your field- find ways

to apply what you know in the assignments and activities! You might be surprised how many overlaps there are between fields.

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.

Prerequisite: Matriculation into the M.A. program in ASL & Deaf Studies or permission of the program coordinator.

ASL 744 - Curriculum and Assessment - World Language (3)

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

Prerequisite: Matriculation into the M.A. in Sign Language Education program.

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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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) 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.

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) 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) 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.

BUS - Business Administration

BUS 595G - 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 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 - Psychopathology and Diagnostics (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 current DSM and medical diagnoses that may have emotional, behavioral or learning implications for children, adolescents and adults. In addition, the course will address the impact of cultural aspects, age considerations, associated complications, and predisposing factors on diagnosis and treatment planning. 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.

Prerequisite: Completion of COU 710 or 712; COU 721 and COU 732.

COU 715 - Family Therapy (3)

This course is designed to examine the major contemporary theories and approaches in couples, marital and family therapy. From this framework, candidates will also consider the applicability of these theories in working with deaf children, adolescents, adults and families with deaf members. Examined will be major concepts of family dynamics and the family life cycle, with additional emphasis on families with deaf members. Candidates will be introduced to key concepts involving 1) the understanding of functional and dysfunctional relationships which often occur within couples and families and which also may occur between the client/family and therapist or other professionals involved with deaf persons, 2) the formulation and implementation of clinical intervention techniques to modify dysfunctional individuals, couples or families and larger than family dynamics. Activities will include lecture, class discussion, case presentations, and role playing simulation sessions with post-session discussions. A major emphasis is placed on the development and becoming of the couples, marital and family therapist.

Prerequisite: COU 732.

COU 716 - Psychopharmacology for Counselors (1)

This is an introduction to current psychoactive medications used most often in schools and counseling/psychiatric settings today. The course will explore the conditions which respond best to psychoactive drugs, the specific drugs used to treat specific conditions, and the typical dosages used. In addition, it will explore when it is appropriate to suggest medication and also alternative medication, side effects to be aware of, and the benefits gained from the use of psychoactive drugs.

Prerequisite: Graduate-level standing.

COU 717 - Lifespan Development (3)

This course is designed to review theories and principles of human development across the lifespan, and to familiarize students with current knowledge and research in the field. This course also covers areas of childhood disabilities, as well as current issues regarding deafness and human development. Developmental issues across the life span related to culture, gender, heredity and environment will also be included.

Prerequisite: Undergraduate course in child/adolescent development and an undergraduate course in abnormal psychology.

COU 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 (3)

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.

Prerequisite: COU 717, COU 721, and COU 732.

COU 728 - The Cycle of Substance Abuse (3)

The goal of this course is to help professionals working with deaf and hard of hearing people understand the impact of drug and alcohol abuse throughout the individual's life span as well as within family and social systems. The course will examine current trends in alcohol and drug abuse; legal implications; street names and drug symptom identifiers for counselors; the medical implications for prescription and non-prescription drug abuse; substance abuse terminology; the historical context of substance abuse in American society; community responses to substance abuse; essentials of substance abuse prevention; deafness, family dynamics, and substance abuse; and substance abuse treatment strategies and service accessibility.

Prerequisite: Graduate level standing.

COU 730 - 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, and communities requires helping professionals to develop a continuing awareness of self; increased knowledge and practical understanding of others' worldviews; and an ever changing and evolving skill set for effective engagement with diverse individuals/populations. Throughout the course, students will engage in activities and experiences in and outside of the classroom setting designed to draw out personal reflections, self-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.

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.

Prerequisite: Department of Counseling degree students and special graduate students with permission.

COU 734 - Lifestyles and Career Development (3)

This course is designed to provide students with knowledge of theories, materials, programs, and practices in the career development area. It specifically seeks to identify practices used with or potentially useful with deaf people. A central theme is the recognition of the role of career and work with the integration of personality. The course will discuss multicultural issues. Emphasis will be placed on discussing the career needs of deaf and hard of hearing people.

Prerequisite: COU 710.

COU 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.

Prerequisite: 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 738 - Child and Adolescent Counseling (3)

This course provides students with a specialized training in evidence-based techniques and strategies in child and adolescent counseling. Special emphasis will be given to working with children and adolescents who are deaf or hard of hearing. Students will learn about relevant codes of ethics, legislation, and regulatory processes relevant to working with minors.

Prerequisite: Admission to the counseling program or approval of the program director.

Outcomes

1. Understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling in relation to providing counseling to minors
- Understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling in relation to providing counseling to minors
2. Identifies legislative and government policy relevant to providing counseling services to minors
3. Articulates legal and ethical considerations specific to providing counseling services to minors
4. Understands normal and abnormal development and the influence on functioning of children and adolescents
5. Identifies strategies and techniques appropriate for working with children and adolescents
6. Understands procedures for identifying trauma and abuse and for reporting abuse
7. Identifies techniques of personal/social counseling in school and clinical setting

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.

Prerequisite: 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.

Prerequisite: 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 (3)

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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: COU 712, COU 721, COU 730, and 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.

Prerequisite: 9 credits of undergraduate psychology.

COU 753 - Group Psychotherapy (3)

This is an introduction to the theory and practice of group counseling and psychotherapy, with application to group work with deaf individuals. There are didactic and experiential components in this course which provide students with the opportunity to develop an understanding of group development, dynamics, and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.

Prerequisite: COU 710 and COU 732.

COU 755 - Legal, Ethical, and Professional Issues in Counseling (3)

This course provides graduate clinical mental health counselor trainees with an introduction to the ethical, legal, and professional practices in the field of counseling. Students will learn about relevant codes of ethics, legislation and regulatory processes relevant to the counseling profession, and models for ethical decision-making. The use of technology in counseling will also be covered. The course will include information about ethical business practices and statutory requirements for establishing and operating a counseling practice.

Prerequisite: Admission to the counseling program or approval of the program director.

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.

Prerequisite: COU 717, COU 721, and COU 732.

COU 765 - Crisis and Trauma Counseling (3)

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.

Prerequisite: COU 721 and 732.

COU 768 - Techniques and Skills in Psychotherapy (3)

This is an advanced course in techniques and skills in psychotherapy, designed expressly for second year or advanced students in mental health counseling and related disciplines. Emphasis will be on the application of selected theoretical constructs in working with clients in general and with deaf and hard of hearing clients in particular. An important aspect of the course is on therapist attitude, techniques, and skills essential in effective treatment of clients with specific psychological problems and disorders. 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.

COU 770 - Diversity Foundations 1 (3)

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues and agencies. This class offers the opportunity to study cultural identity and its implications from theoretical, experiential and personal perspectives. It addresses impacts and interactions of multiple cultures on individuals and groups. It examines power in relation to cultures. It takes a meta-model approach to identity, and views people as being multifaceted, potentially members of multiple cultural/language groups, including racial, ethnic, regional, deaf, gay, transgender and more.

Prerequisite: Department of Counseling degree students and special graduate students with permission.

COU 771 - Diversity Foundations 2 (3)

Effective multicultural work requires practitioners to develop continuing awareness of self, increased knowledge and practical understanding of others' worldviews and consequent behaviors, and ever changing skills for engaging increasingly diverse clients, colleagues, agencies

and systems. Successful completion of this course requires that the student have awareness, knowledge, and skills for understanding and addressing the impact of culture and power on organizations and systems. This class builds on the prerequisite course entitled Diversity Foundations 1 by addressing issues of inter-cultural relationships, and the interactions of culture and power structures, and the impact of culture on organizations and systems. In addition to readings and didactic teaching, course methodology incorporates experiential and simulation learning activities including, field trips, guest presentations, and use of media.

Prerequisite: Department of Counseling degree students and special graduate students with permission.

COU 772 - Cultural Diversity Encounter (3)

Over the course of a semester period (15 weeks) in their home communities, students will engage in an interactive cultural diversity experience (through combined observation and actual interactions) with a cultural group/community different from their own. The design and approval for this study will take place during Diversity Foundations 2 in the summer prior to the fall semester in which this practicum experience begins. The objectives of the practicum are to develop deeper awareness, knowledge and appreciation for another cultural group. Students will notice the skills that they have/need to develop in order to work effectively with culturally different groups. They will continue to reflect on themselves as cultural beings and how their own identities and worldviews impact the way in which they perceive, understand and interact with people who are culturally different from themselves.

Prerequisite: COU 770 and 771.

COU 773 - Multicultural Interviewing and Assessment (3)

This class provides an understanding of the importance, history and ethical/legal issues related to culturally/linguistically competent assessment. Its focus is on ethnic/racial diversity; however, deafness issues are woven into the discussion. The class will provide frameworks, approaches, considerations and strategies for engaging diverse clients, conducting culturally appropriate intakes and clinical interviews, and gathering assessment information through a variety of means. We will explore strategies for helping the client/family understand the purpose of our questions. We will look at establishing allies in the cultural communities who can help interpret culturally and linguistically. We will review the major assessment tools and tests used with standard, culturally diverse and special need populations, focusing on

understanding the appropriateness and usefulness of the instruments relative to the backgrounds of the clients, the protocols utilized, potential biases and how validity might be affected. We will examine use of the results, including feedback to the client and family, recommendations and referrals.

Prerequisite: COU 770, 771 and 772.

COU 774 - Multicultural Strategies and Interventions (3)

Utilizing learning from the previous certificate program classes, this fifth and final course explores a range of culturally appropriate intervention strategies at the levels of client, agency and colleagues, community and systems. Some approaches include: non-western and indigenous approaches, and culture-specific strategies. Since no one can know it all, we'll explore how to create culturally relevant resources, and build collateral, collaborative relationships with community cultural agencies and experts.

Prerequisite: COU 770, 771, 772 and 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: COU 741 or 743.

COU 792 - Internship I in Clinical Mental Health Counseling (3)

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 (3)

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) 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.

DAS - Data Science

DAS 532G - 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.

DAS 533G - Advanced Geographical Information Systems (3)

The course introduces students to ArcGIS Pro mapping software, a stand-alone 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 field of interest. DAS 532 is recommended but not required.

DEP - Deaf-Centered DiDRR and Emergency Planning

DEP 601G - Interdisciplinary Foundations in Deaf-Centered Disability Inclusive DRR & Emergency Planning (3)

Climate change and humanitarian disasters are becoming more frequent and more severe, demanding specialists prepared to engage in disaster risk reduction and emergency planning-related advocacy, capacity-building, research, and training across a range of fields and service sectors. 15% of the world population or 1 billion people is comprised of people with disabilities, and 70 million people are Deaf, DeafBlind, Hard of Hearing, or Deaf-plus. This course introduces students to Disability inclusive Disaster Risk Reduction (DiDRR) frameworks, core areas of practice in Deaf-centered DiDRR, and key concepts, international policies and guidelines, assessment tools, and DiDRR entities and networks. The course includes field visits with disaster and emergency services organizations, and provides opportunities for hand-on practice within each core practice area.

Prerequisite: Students must be admitted to the certificate program in order to participate in the course.

DEP 602G - Summer Institute: Deaf-Centered Disability Inclusive Disaster Risk Reduction & Emergency Planning Fieldwork (3)

Climate change-related and humanitarian disasters are becoming more frequent and more severe, increasing the demand for specialists prepared to conduct research, training, and leadership across a range of fields and service sectors. This course is taught by an interdisciplinary faculty team, together with field-based deaf community

and scientific organizational partners, to immerse students in settings where deaf community partners are committed to establishing Disability inclusive Disaster Risk Reduction and Emergency Planning resources, mechanisms, and networks. The Summer Institute places heavy emphasis on practical skill-building and communication with collaborative partners in such activities as community-led situational analysis and capacity-building, DiDRR advocacy, and coalition-building with key disaster/emergency, science, and governmental entities. Fieldwork sites will be determined each year, depending on level of community interest, disaster impact, and safety of the sites under consideration, including international or domestic locations.

Prerequisite: Students must be admitted to the certificate program in order to participate in the course.

DST - Deaf Studies

DST 595G - 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: Students must have successfully completed the first year of the DST MA program and DST 780.

DST 790 - Deaf Studies Internship (3)

Students will undertake an internship in a placement and role that is suited to their professional pursuits. These may include serving as Teaching Assistants, Research Assistants within the University or an off-site placement determined by the Department and student.

Prerequisite: 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) 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.

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 600G - K-12 Curriculum (2)

This course will familiarize students with the nature and importance of curriculum in education for diverse students from K-12. The course also provides an initial experience in integrated curriculum planning with respect for diversity. Current theories of assessment, curriculum, instruction, and learning across diverse educational settings and cultures are applied in the classroom laboratory settings. Content assessment and evaluation that reflect individual differences in the candidate areas(s) of study are emphasized.

Prerequisite: Admission to the program or permission of

the program director.

EDU 601G - 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 602G - 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.

Prerequisite: Pre- or co-requisite: EDU 600 or equivalent.

EDU 603G - Introduction to Anti-Bias and Anti-Racist Education (3)

This course focuses on anti-bias education for those desiring to work with children and families from birth through adulthood. The course will introduce and expand on the four core goals of anti-bias education, starting with recognizing our own bias. The course will also embrace anti-racism and anti-racist principles as a component of anti-bias education. Students will gain the initial skills to apply anti-bias and anti-racist education pedagogy and practice in their own lives and in their professional careers with children and families.

EDU 609G - 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 students' families and communities 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 program or permission of the program director.

EDU 620G - 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-requisite: admission to the program or permission of the program director.

EDU 621G - 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.

Prerequisite: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.

EDU 622G - Child & Adolescent Development: Observation, Documentation & Assessment (3)

This course prepares teacher candidates with the basic techniques for observing, documenting, and interpreting the development and behavior of young diverse learners from PreK to 12th grade. Candidates will apply their knowledge in child and adolescent development to utilize child observation and assessment strategies and documenting methods to gather information on

development and learning and to make inferences for education planning based on the information gathered. The emphasis in this course also includes culturally relevant and equitable assessment strategies.

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

EDU 624G - 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.

Prerequisite: EDU 620; and admission to the program or permission of the program director.

EDU 626G - 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 628G - 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.

Prerequisite: An approved student teaching application and permission of the Program Director.

Corequisite: EDU 694.

EDU 631G - 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.

Prerequisite: EDU 600; EDU 311 or EDU 601; and admission to the program or permission of the program director.

EDU 633G - 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.

Prerequisite: EDU 600; and

Pre- or co-requisite: EDU 631.

EDU 635G - 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 637G - 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.

Prerequisite: An approved student teaching application and permission of the Program Director.

Corequisite: EDU 694.

EDU 639G - 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 (EES).

Pre- or co-requisites: EDU 600 and admission to the program or permission of the program director.

EDU 641G - 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.

Prerequisite: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.

EDU 643G - 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 645G - 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 647G - 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.

Prerequisite: EDU 600.

Corequisite: Concurrently registered in practicum.

EDU 648G - Student Teaching: Secondary Education (9)

This course is the final professional experience in the secondary programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisite: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694.

EDU 649G - 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 651 - Literacy Teaching and Learning for Teachers Pre- K-12 (3)

This course for PreK-12 teacher candidates provides an integration of literacy, theories in literacy and research for diverse learners including ASL-English bilingual learners, English language learners, struggling readers and writers and students with disabilities. In this course, candidates will expand their knowledge and appreciation for literature and evaluate a range of print and non-print media appropriate for all learners. They will experience first hand the reading and writing process and reflect on effective practices in teaching literacy. Candidates will also apply instructional strategies related to reading and writing during micro teaching activities in class.

EDU 665G - 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 670G - 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 694G - 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-requisite: EDU 628, EDU 638, or EDU 648; and permission of the Department of Education.

EDU 695G - 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.

Prerequisite: 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 presents an overview of the theories, theorists, and paradigms within the domains of language acquisition and cognitive development in hearing learners and compares and contrasts this body of information with the emerging body of knowledge on the language and communication development of children who are deaf/hard of hearing.

The course focuses on examining the impact language acquisition has on: cognitive development, social and emotional development, & literacy development from infancy through early childhood and throughout the school years. The roles caregivers and teachers play in promoting and supporting language, communication, and literacy are also examined.

This course is the second course in the Department of Education's required language series, following EDU 707 "The Structures and Application of ASL and English in the Classroom."

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.

Prerequisite: EDU 600; Admission to the MA program or permission of the program director.

EDU 720 - Introduction to Research for Teaching and Learning (3)

The focus of this course is research as a strategy of inquiry for improving practice and advancing our teaching 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 to inform and improve teaching practice, student learning, or the school learning environment.

EDU 724 - Classroom Applications of Sign Communication (2)

Focuses on the educational application of the principles of sign communication within the framework of a total communication philosophy. Procedures and strategies for effective communication in the educational setting are discussed. Feedback on communicative effectiveness provided.

EDU 730 - Multicultural Foundations of Education (3)

This course focuses on the importance of multicultural education and culturally pluralistic educational practices for all students, and considers the impact of personal, social, political, educational and cultural factors on school success or failure. Topics include: educational equity, anti-racist education, bilingual education, school reform and diversity in U.S. society and the Deaf community in particular. This course considers the Deaf to represent a separate cultural and linguistic group, and furthermore that the situations of multicultural deaf children and adults, based in two distinct communities, differ from the majority Deaf experience. Emphasis will be on the communities of multicultural deaf children and adults and their families that we as professionals and practitioners are most likely to come into contact with, including African Americans, Hispanic/Latinos, Asian/Pacific Islanders and Native Americans. Additionally, issues of class, gender, sexual orientation, ethnic origin, religious diversity, and disability will be considered.

EDU 731 - Home, School, and Community Collaboration for Diverse Learners (3)

This course focuses on developing knowledge, skills, and dispositions in creating and maintaining meaningful collaboration among home, school, and the community for diverse learners (from birth to 21 years old) and their families. The course prepares students to achieve collaborative and respectful relationships with student's family and community as valuable contributors to the educational process. The course also includes developing knowledge in multicultural education and culturally pluralistic educational practices for all students. 25 hours of related field experience is required.

Prerequisite: Admission to the Department of Education or the consent of program director.

EDU 732 - Teaching Latino Deaf and Hard of Hearing Students (3)

The course addresses critical topics relating to the education of Latino deaf and hard of hearing students. It provides teachers and other providers with the knowledge base they need to help meet the needs of Latino deaf and hard of hearing students. The knowledge base for this course is grounded in multicultural foundations. Latino deaf and hard of hearing students are currently one-fourth of all the school-age deaf and hard of hearing Pre-K-12 population, and their numbers grow yearly. A majority of these students are from Spanish-speaking homes, and many are immigrants, or children of immigrants. Topics addressed include: the diversity of Latino deaf and hard of hearing learners, home language issues, collaboration with Latino families, culturally responsive pedagogy, assessment issues, curriculum and materials, working with Spanish-dominant students, and under schooled students, and improving school achievement. This course has a multidisciplinary orientation and is an elective offering for graduate students studying deaf education, school counseling, school psychology, social work, educational administration, and other disciplines. It is also designed for professional currently working with deaf and hard of hearing students as teachers, school counselors, school psychologists, school social workers, administrators, and special educators, particularly those who work with (or will work with) deaf/hard of hearing Latino students and families.

EDU 735 - Special Education Law & IEPs (3)

This course is designed to build on the knowledge gained during previous special education course work and goes deeper into government oversight of special education, including statutory, regulatory, and case law. As the governing documents for providing free appropriate public education, IEPs are given special attention. Students will experience the full IEP process from development through implementation.

Pre- or co-requisite: EDU 670 Teaching Students with Disabilities.

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.

Prerequisite: 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.

Prerequisite: 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. This course 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. 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

Prerequisite: Matriculation into the program.

Outcomes

Demonstrate knowledge of historical perspectives of general, special, and deaf education (including the transition from school to work), and current information about social justice and aspects of oppression in educational settings (i.e., Deafhood, autism, racism, isms) Explore and analyze various educational options and models of instructional applications. Observe and discuss the roles and responsibilities of professionals in educational settings. Reflect on and apply principles within the professional standards of educational best practices. Read, analyze and discuss each component of the Teacher Work Sample performance assessment and the Professional Development and Collaboration Portfolio. Define and differentiate the communities following concepts in relation to Deaf learners: monolingualism, bilingualism, monoculturalism, biculturalism, two types of language proficiency, social (BICS) and academic (CALP), and the Cummins' quadrant.

EDU 787 - Practicum I and Seminar: Deaf Education (3)

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 (3)

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.

Prerequisite: EDU 785 and 787.

Co-requisite: EDU 711.

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 & Seminar (6)

This course is the pre-professional capstone experience of the MA Programs in deaf education at Gallaudet University, and consists of full-time supervised student teaching in deaf education settings for a minimum forty (40) clock hours, typically completed within a ten (10) week period. This course includes online discussions and activities that pertain to their anticipated professional responsibilities as teachers in addition to 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.

Prerequisite: Department approval, after completion of all other program requirements.

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

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

EDU 801 - Principles of Statistics I (3)

This introductory course sequence develops the primary statistical concepts and techniques needed to conduct research. This course presumes no previous statistical background other than college-level algebra or its equivalent. The course goal is to develop many of the basic conceptual theories underlying statistical applications, 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 software will be used to complement course work and analysis.

Prerequisite: 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.

Prerequisite: 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 807 - Seminar I: Critical Issues in Deaf Education â€“ Perspectives of Teachers, School Personnel, and Administrators (1)

During this seminar, candidates will confront, discuss, and analyze the critical issues that are currently affecting deaf schools and programs in America. Panels and/or surveys of current administrators, teachers, specialists and leaders of deaf schools and programs will be on hand to explore the dilemmas that schools face today. Candidates will discover what it means to be a transformational leader and how such leaders identify and approach issues that arise in the schools they lead.

Prerequisite: Admission to an EDU graduate program or permission from the Ed.S./Ph.D. program director.

Outcomes

Upon completion of this seminar, candidates will be able to: 1. Discern and explain elements of transformational leadership in education. (ASL & ENG R/W) 2. Discuss and analyze current issues facing teachers, administrators, school personnel and staff working the deaf and hard of hearing students at the Pre-K to 12 level. (ASL & ENG R/W) 3. Explore and critique past and current leadership practices at deaf schools and programs and how they impact teachers, specialists, paraeducators and staff performance. (ASL & ENG R/W) 4. Reflect on and examine one's own leadership style, strengths, and weaknesses through readings, self-reflection, and discussion. (ASL & ENG R/W) 5. Evaluate and synthesize how transformational leaders can enable a climate of diversity and inclusion that enables teachers, specialists, and school staff to function effectively. (ASL & ENG R/W)

EDU 808 - Seminar II: Critical Issues in Deaf Education - Transformational Solutions (2)

This course is the second of two seminars investigating critical issues in deaf education. Candidates will revisit the critical issues explored in Seminar I and apply principles and concepts learned in the program to propose transformational approaches and/or solutions to these issues. Current leaders or administrators of deaf schools and programs will be available to guide discussions and share successes and

failures in implementing change at their schools. Characteristics of transformational leaders will be reassessed and as a culminating experience, candidates will create a professional portfolio on self-assessment, reflection, personal and professional goal-setting, and discoveries made.

Prerequisite: Successful completion of EDU 807 or permission from the Ed.S./Ph.D. program director.

Outcomes

Upon completion of this seminar, candidates will be able to: 1. Identify and explain elements of transformational leadership in education. 2. Relate and analyze experiences with transformational practices in their own schools or programs. 3. Connect and discuss issues identified in schools and programs serving deaf and hard of hearing students to those discovered in their own schools or programs. 4. Analyze and propose solutions using a transformational approach. 5. Synthesize information about creating change in schools to identify, propose, and design a beginning plan to address a small-scale issue in their own schools or programs. 6. Examine and discuss what collaborative professionalism in education is and how it can be helpful for schools and programs serving deaf and hard of hearing children in America. 7. Share personal reflections, goals and discoveries made during the program.

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.

Prerequisite: 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, correlational research, single subject, case study, survey research, grounded theory, ethnography, and other methodologies of interest to the class; and (b) development of formal research proposals for conducting research in low-incidence populations.

Prerequisite: EDU 801 and 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.

Prerequisite: 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 814 - Action Research in K-12 Education (3)

This course will provide candidates with the knowledge and the skills to apply the principles of action research in order to develop an evidence-based action plan that will

incorporate the use of action research practices when making transformational operational, curricular and instructional decisions at the school-wide and at the classroom level. Candidates will study how to locate data, analyze results, identify gaps and demonstrate timely decision-making, in order to ensure staff and student success in schools and programs for Deaf and Hard of Hearing students. In this course, candidates will plan, develop, and conduct an action research project to address a school or classroom problem in the schools or programs they currently serve in.

Prerequisite: Admission to the Ed.D. in Transformational Leadership and Administration in Deaf Education Program or permission of any of the above program directors.

Outcomes

Upon completion of this course, candidates will: 1. Explore and explain major concepts, terminology, issues, and principles of action research in education. 2. Determine and describe how action research differs from other forms of educational and non-educational research. 3. Articulate the role action research has in creating transformational change when making operational, curricular and instructional decisions at the school-wide level and at the classroom level. 4. Investigate and use different forms of data, including data collection, analysis, and reporting, to identify organizational problems and propose potential solutions. 5. Identify an action research focus to address a school-wide problem and develop an action research plan. 6. Finalize action research plan and draft preparations to conduct the action research project in the field. 7. Discuss how action research is an effective instructional and/or leadership strategy in today's schools. 8. Situate themselves as an action researcher by detailing how their presuppositions impact the design of their study and interpretation of the data and the potential effects their study may have on the field.

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 proseminars.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the Ph.D. program director.

EDU 821 - Proseminar II : Critical Pedagogy in Education (3)

The second of two consecutive proseminars enhances the development of scholarly discourse in first-year doctoral students by providing a foundation for critical inquiry about educational theories, issues and research through analytical reading, synthetical writing, and collegial discussion. Students will build upon and enhance their understanding of divergent perspectives gained during the first proseminar by extending the tenets of critical pedagogy through: 1) critically reflections upon individual culture and lived experiences, and challenging inherent assumptions; 2) critical sharing, examining and challenging of perspectives about the world and society; and 3) consideration of acts to diminish social injustice and transform society toward equitable education for all deaf individuals.

Prerequisite: EDU 820.

EDU 830 - Doctoral Seminar in University Teaching in Education (3)

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, inclusive and equitable practices, developing and using effecting teaching strategies and standards-based assessment techniques, and mentoring for reflective teaching/learning. In addition to seminars, the doctoral student will complete a minimum of 20 (twenty) hours of field experience consisting of classroom observation and conferencing with university faculty.

Prerequisite: Admission to a Gallaudet University doctoral program or permission of the instructor.

EDU 831 - Practicum & Seminar in Teacher Supervision (3)

This doctoral-level field experience course provides students with opportunities to experience practices related to clinical supervision of in-service or pre-service teachers, including observation and conferencing techniques, record-keeping, and providing instructional leadership. This course consists of seminars and field experiences.

Seminars are used for sharing experiences with peers and exploring various approaches in teacher evaluation, with an emphasis on inclusive and equitable practices and minimizing bias. A minimum of 50 hours of field experience is required for this course.

Prerequisite: Admission to the doctoral program or permission of the 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 (2)

This course is offered to doctoral students to prepare their comprehensive examinations for review. The purpose of this exam 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. The student will register for the course 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 - Curriculum & Instructional Leadership in Deaf Education (3)

This course provides students with a broad overview of the history of curriculum in deaf education, which provides the foundation for understanding modern practices in deaf education. Students will be introduced to a variety of curricula used in deaf education, and they will be provided with tools to help evaluate the fit of a curriculum in their context. Finally, strategies for working with teachers to

ensure fidelity of curriculum implementation will be discussed.

Prerequisite: At least 3 years experience teaching K-12 and admission to the CSEDL program; or permission of the program director.

EDU 881 - Studies in General and Special Education Curriculum & Leadership (3)

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 relationships between child development and curriculum, teacher education, and evaluation. Various model programs across the nation will be explored. Students become familiar with theories of curriculum, and important trends in early childhood, elementary, and secondary levels, including special education. The course specifically addresses the challenges facing the educational leader, including teacher educators, as reflected in the professional literature.

Prerequisite: At least 3 years experience teaching K-12 and admission to the CSEDL 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 - Educational Leadership & Organizational Change (3)

Students explore organizational change and leadership in educational organizations, including K-12 schools, schools for the deaf, school districts, and teacher education. This course examines basic organizational theories and models of leadership and management including management styles, strategic planning, organizational improvement, stakeholder engagement, and personal leadership. There will be specific emphasis on shared leadership, communication skills, and promotion of equitable and inclusive environments.

Prerequisite: Admission to the CSEDL program and teaching experience in K-12 schools; or permission of the program director.

EDU 887 - Educational Finance and Resource Management (3)

This course will prepare candidates with the tools that educational leaders will need to budget, administer, and manage the funds and resources needed to create and maintain an equitable and successful learning environment for all teachers and students. Candidates will gain a working knowledge of fundamentals of education finance for residential/day schools for the deaf as well as deaf programs, by exploring sources of revenue at the local, state, and federal levels. Approaches and procedures for forecasting budgets, managing school operations and facilities, reporting and auditing of funds, insurance and risk management as well as human resource management will be explored.

Prerequisite: Admission to the Ed.S. in Deaf Education or CSEDL Doctoral program or Ed.D. in Transformational Leadership and Administration in Deaf Education Program or permission of any of the above program directors.

Outcomes

Upon completion of this course, candidates will be able to:

1. Analyze the context, purposes, and goals of funding in public education, special education and deaf education.
2. Explore and describe how financial resources are generated for public and special education on federal, state, local and other levels, including the influence of equity and adequacy in the allocation of resources, and how all of these impact deaf schools and programs.
3. Evaluate costs and procedures for goal setting, forecasting, planning, preparing and administering school budgets, including managing and budgeting for human resources, and discuss how to involve staff and representative members of the community in this process.
4. Examine resource management procedures for funding, providing and maintaining instructional and non-instructional materials and equipment.
5. Survey and review procedures in place for funding, building and maintaining school facilities, including those needed for residential schools.
6. Identify and discuss avenues in financing student life, student activities, transportation, and food services within applicable deaf schools and programs.
7. Explore different approaches and/or options to managing and funding public school programs that serve deaf and hard of hearing students.
8. Explain the purpose of and the procedures involved with audits and accountability in education.
9. Outline and clarify the purpose, steps and considerations for risk management.

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 for School Leaders (1-3)

This internship provides an intensive school-based experience for students to develop their skills as school-based leaders and administrators. A minimum of 60 clock hours per credit hour must be completed in the internship setting.

Prerequisite: Completion of all other concentration area requirements and permission of the program director.

EDU 893 - Practicum in University Instruction (3)

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.

Prerequisite: EDU 830.

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.

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

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

EDU 900 - Dissertation Research (1-4)

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.

EIS - Early Intervention Studies

EIS 700 - Socio-Ctrl & Political Cxts for DHH Infants, Toddlers and their Families (3)

This course is the first course in the Early Intervention Studies Graduate 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 Early Intervention Studies Certificate or Masters of Arts Program, or permission of instructor(s).

EIS 701 - Com, Language & Cognitive Dev: DHH Infants and Toddlers (3)

This course is the second course in the Early Intervention Studies Graduate Program. The course requires on-line participation. The course addresses language, communication, and cognitive development and developmental milestones. Participants will examine socio-cultural factors that impact linguistic, cognitive and communication development from diverse perspectives. The course addresses language learning models for ASL and English, bilingual, multilingual and dual language learning. Participants will explore visual, auditory and tactile modalities, technological devices for supporting language and communication development, and the research that underlies current practices. Participants will explore how professionals with varying disciplinary expertise can collaborate to provide support to families to enhance their child's development. Family language learning models including Deaf Professional/ Advisor programs and family sign language programs will also be addressed.

Prerequisite: Admission to the Early Intervention Studies Graduate Certificate or Masters of Arts Program and completion of EIS 700, or permission of instructor(s).

EIS 702 - Ldrsp Persp on Families with DHH Infants and Toddlers: Their Cultures and Comm (3)

This course is the third course in the Early Intervention Studies Graduate Program. The course requires on-line participation. This course examines family systems' perspectives and the interrelationships among the young child who is deaf or hard of hearing, family and communities. Family and community cultures, values and beliefs will be explored. Participants will understand the importance of building relationships and the research underlying the importance of family support systems, acceptance and accommodation. Emphasis will be on collaboration with professionals from different disciplinary backgrounds, leadership and advocacy. The course will address strategies and resources that promote family and professional collaboration, family-to-family support networks, and family involvement.

Prerequisite: Admission into the Early Intervention Studies Graduate Certificate or Masters of Arts Program and completion of EIS 700 and EIS 701, or permission of instructor(s).

EIS 703 - Strategies for Developing Com, Lang & Cogn for DHH Infants and Toddlers (3)

This online course is the fourth course in the Early Intervention Studies Graduate Certificate Program and the sixth course for the Early Intervention Studies Masters of Arts Program. The course addresses the methods, strategies and techniques for developing language, communication, cognition and literacy for infants and toddlers who are deaf or hard of hearing and their families. Candidates will acquire knowledge of assessments used to describe the strengths and needs of these children. The course emphasizes an interdisciplinary collaborative approach and the roles of related professionals (e.g., audiologists, early childhood educators, speech-language pathologists, social workers, psychologists, etc). Strategies and resources will address the continuum of communication and language opportunities including the development of spoken English and American Sign Language.

Prerequisite: Admission to the Early Intervention Studies Graduate Certificate or the Masters of Arts Program and completion of EIS 700, EIS 701, and EIS 702; or permission of instructor(s).

EIS 704 - A Developmental Approach to Programming for Infants/Toddlers and their Families (3)

This course is the final course in the Early Intervention Studies Graduate Certificate Program and the ninth course of the Early Intervention Studies Masters of Arts 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 final portfolios to provide evidence of their knowledge, skills and professional dispositions for working with infants and toddlers who are deaf or hard of hearing, birth-to-three and their families.

Prerequisite: Admission to the Early Intervention Studies Graduate Certificate or Masters of Arts Program and completion of EIS 700, EIS 701, EIS 702, and EIS 703; or permission from instructor(s).

EIS 705 - Early Intervention Studies: Capstone Project Part 1 (1)

This course provides the opportunity for candidates in the Early Intervention Studies 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.

Prerequisite: Admission to the Early Intervention Studies Interdisciplinary Graduate Certificate Program and EIS 700; or permission of the Instructor.

EIS 706 - Early Intervention Studies: Capstone Project Part II (2)

This course focuses on the implementation of a capstone project for candidates in the Early Intervention Studies 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.

Prerequisite: Admission to the Early Intervention Studies Interdisciplinary Graduate Certificate Program and completion of EIS 705; or permission of the instructor.

EIS 707 - Social Justice & Equity Topics for Early Intervention Providers (3)

This course explores the concepts of race, gender, ability, culture, and intersecting identities shape our thoughts as they pertain to the study of early intervention justice and equity for Deaf and Hard of Hearing children and their families. We will make use of social, cognitive, and developmental theories to explore what it means to be providers in a multicultural society. We will evaluate the construct of race, how babies, young children and adults come to make sense of race, and what utility it has for early intervention providers. We will examine how culture shapes our values, worldviews, and the ways we communicate with one another. We will define and examine implicit and explicit bias, how stereotypes affect behavior, and how privilege and discrimination shape the lived experiences of members of society as those experiences directly affect the families in our field. We will also examine the intersection of multiple social identities with an orientation towards providing equitable services with limited barriers. This course has a heavy emphasis on adults to think about the parents and caregivers with whom early intervention providers work, making way for a family-centered approach. Students of this course will take a reflective journey to reveal and begin to process their internal biases.

Outcomes

Demonstrate in writing and in ASL how race, ethnicity, and culture shape our thoughts, behaviors, and interactions. Think critically about how power, privilege, and discrimination affect individuals and groups, and evaluate ethical controversies related to social justice. Analyze how individuals respond to racial, ethnic, and cultural difference and how people can learn to thrive in a multicultural society. How to develop a plan to address systemic and structural, and institutional issues once identified. Apply psychological theories and empirical research to real world social issues such as immigration, affirmative action, health care, and culturally competent clinical practice.

EIS 708 - EIS Practicum & Seminar (3)

This course provides opportunities to observe and participate in early care and education programs for deaf and hard of hearing infants, toddlers and their families across cultural, linguistic, and socioeconomic backgrounds. This course provides a context for developing and enacting content, strategies, and pedagogical knowledge under the supervision of University Supervisor (US) and Mentor professionals (MP). Additionally, this course provides opportunities for

development through self-reflection. The seminar will include opportunities for reflective group sessions.

Prerequisite: Admission to Interdisciplinary Early Intervention Studies Masters of Arts Program or permission of instructor.

Outcomes

- 1) Apply knowledge of human growth and development and the interaction of individual differences to guide learning experiences and relate meaningfully to deaf/hoh infants, toddlers, and their families.
- 2) Observe and reflect upon a variety of evidence-based, developmentally appropriate practices to support deaf/hoh infants and toddlers' development and learning.
- 3) Practice planning, implementing, and evaluating one culturally responsive, developmentally appropriate, evidence-based instructional setting. This setting should be one that promotes the development and achievement of culturally, linguistically, socioeconomically, and ability diverse deaf/hoh infants, toddlers and their families.
- 4) Observe diverse deaf/hoh infants and toddlers, analyze data, use analysis to plan intervention and instruction.
- 5) Evaluate the effectiveness of intervention and instruction , and reflect on future instruction and interactions to promote positive outcomes for each child.
- 6) Collaborate with individuals, teams, and families to promote children's development and learning.
- 7) Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentor professional, the university supervisor, and professionals in the field experience settings.

EIS 709 - Young Deaf Infants & Toddlers with Disabilities (3)

This course provides an introduction to working with and educating young Deaf infants and toddlers with disabilities and their families from a disability critical theory studies approach that incorporates the intersectionality of people with disabilities and racialized bodies. The course covers an overview on the factors including etiology and symptomatology that impact developmental disabilities aspects of Deaf infants and toddlers. This course also addresses evidence-based practices in assessing and interacting working with deaf infants and toddlers with disabilities and their families.

Prerequisite: Admission to Interdisciplinary Early Intervention Studies Masters of Arts Program, completion of EIS 700 and EIS 701; or permission of instructor.

Outcomes

1. Analyze perceptions of disability including cultural perspectives, medical perspectives, societal perspectives through dis/ability critical race studies, and Crip studies.
2. Explain how various factors (e.g., low socioeconomic status, attention deficit disorders, developmental disorders, gifted education, substance use, genetic factors, toxins, trauma) impact development, developmental issues, and developmental disabilities and understand how deafness can overlap with risk factors for developmental delay
3. Identify and describe the typical and atypical physical, social, emotional, speech and language, intellectual, and self-help development and its impact on diagnoses and special education eligibility.
4. Describe and identify ethical and appropriate assessment practices with deaf and hard of hearing infants and toddlers with disabilities.
5. Summarize research on specific disabilities, including medical aspects of the disability and how it affects development in the birth to 3 -year-old population
6. Identify evidence-based practices to support young deaf and hard of hearing children with disabilities and appropriate accommodations, modifications, assistive technology, and adaptive materials to support young deaf and hard of hearing infants and toddlers with the specific disability.
7. Describe research-based instructional and behavior interventions for young children with disabilities and those with a high likelihood of having or developing a disability, from birth to 3 years. These practices and interventions will be considered within the context of the cultural, linguistic, and family context of the child.
8. Engage with an authentic artifact (IFSP) and demonstration of knowledge is consistent with UDL multiple means of expression- demonstrating knowledge through ASL or written English.
9. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field and in interactions with classmates, the instructor, and others.

EIS 710 - Research Seminar I (3)

This course will focus on various techniques and methods of sociological research with an emphasis on selection, formulation, and execution of research projects in an applied early care and early education setting. Students will demonstrate an understanding of early interventionist's relationship with statistics and research considering research and researcher biases as they pertain to evaluation and assessment. The primary objective of this course is to familiarize the student with important concepts of and stages in social scientific research. The course will

begin with many different ways of acquiring knowledge, and then consider such concepts as hypotheses, theories, research designs, measurements, methods of data gathering, and analysis and culminate in the development and completion of an IRB approved research proposal by the student in their area of interest. Students will complete the CITI Trainings for Human Subject's Research by the end of the course. Students' critical thinking skills will be challenged and their points of view will be supported by evidence and theory.

Prerequisite: Admission to Interdisciplinary Early Intervention Studies Masters of Arts Program or permission of instructor.

Outcomes

Identify a research topic based on the issues and challenges that families with diverse backgrounds and experiences face from the time of newborn hearing screening/referral through early intervention and transition to preschool
 Design an ethical research study that meets a need for infants, toddlers, their families or the professionals who work with them and considers factors of researcher bias, and gains IRB approval.
 Evaluate existing literature and peer-reviewed research studies related to young children, their families or professionals in the field of early intervention for deaf and hard of hearing infants and toddlers
 Describe and identify ethical and appropriate research practices that consider deaf and hard of hearing infants and toddlers and their families or providers.

EIS 711 - Research Seminar II (3)

This course will focus on various techniques and methods of sociological research with an emphasis on selection, formulation, and execution of research projects in an applied early care and early education setting. Students will demonstrate an understanding of early interventionist's relationship with statistics, qualitative analyses, and research considering research and researcher biases as they pertain to evaluation and assessment. The primary objective of this course is to familiarize the student with important concepts of and stages in social scientific research. This course will be a continuation of Research Seminar I to proceed on the next steps in the research process including collecting and analyzing data and reporting the findings. Students' critical thinking skills will be challenged and their points of view will be supported by evidence and theory.

Prerequisite: EIS 710 and admission to Interdisciplinary Early Intervention Studies Masters of Arts Program; or permission of instructor.

Outcomes

Execute a research project from concept to journal submission.
 Develop a research presentation designed to showcase their research relating to early intervention for deaf and hard of hearing children, their families, or their providers
 Evaluate research conducted by peer researchers.
 Analyze data based on a chosen research design considering researcher biases.
 Summarize ethical and appropriate research findings that consider deaf and hard of hearing infants and toddlers and their families or providers.

EIS 712 - Internship & Seminar (6)

This course supports candidates to participate full time in an internship to work with deaf and hard of hearing infants and toddlers, and their families in early care and education settings e.g. early intervention programs, parent infants programs, and daycares. This course provides opportunities to synthesize learning across coursework and field experiences and apply content and pedagogical knowledge with culturally, linguistically, ability, and socioeconomically diverse deaf and hard of hearing young infants, toddlers and their families under the supervision of a university supervisor (US) and a mentor professional (MP).

Prerequisite: Admission to Interdisciplinary Early Intervention Studies Masters of Arts Program, completion of EIS 708; or permission of instructor.

Outcomes

Create a supportive, healthy, challenging, safe, and respectful environment for learning young deaf/hoh infants, toddlers and their families from a variety of backgrounds.

Apply knowledge of human growth and development and the interaction of individual differences to guide learning experiences and relate meaningfully to deaf/hoh infants, toddlers, and their families.

Plan, implement, and evaluate culturally responsive, developmentally appropriate and family-centered practices that promote the development and achievement of culturally, linguistically, socioeconomically, and ability minoritized deaf/hoh infants, toddlers and their families.

Assess marginalized deaf/hoh infants and toddlers, analyze data, use analysis to plan intervention and instruction, evaluate the effectiveness of intervention and instruction , and reflect on future instruction and interactions to promote positive outcomes for each child.

Collaborate with individuals, teams, and families to promote children's development and learning.

Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, the mentor professional, the university supervisor, and professionals in the field experience settings.

EIS 795 - Special Topics (1-3)

Grading System: Letter grades only.

EIS 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) 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.

ENG - English

ENG 595G - 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 799 - Independent Study

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

GOV - Government

GOV 595G - 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.

GPS - Graduate School & Professional Studies

GPS 595G - Special Topics [topic to be specified] (1-3)

Special topics course, designed for both undergraduate and graduate students. May be repeated for credit if topics differ.

Prerequisite: permission of the instructor.

GPS 695G - Special Topics [topic to be specified] (1-3)

Special topics course, designed for advanced undergraduate and graduate students. May be repeated for credit if topics differ.

Prerequisite: permission of the instructor.

GPS 795 - Special Topics [topic to be specified] (1-3)

Special topics course, designed for advanced undergraduate and graduate students. May be repeated for credit if topics differ.

Prerequisite: permission of the instructor.

GPS 798 - Continuous Enrollment (0)

This course provides continuous enrollment for master's students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Coordinator of Enrolled Student Services in the Graduate School Office to enroll in this course.

GPS 895 - Special Topics [topic to be specified] (1-3)

Special topics course, designed for doctoral students. May be repeated for credit if topics differ.

Prerequisite: permission of the instructor.

GPS 898 - Continuous Enrollment (0)

This course provides continuous enrollment for doctoral students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Coordinator of Enrolled Student Services in the Graduate School Office to enroll in this course.

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) 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 - Hearing Speech Language Science

HSL 507G - 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 595G - 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.

Prerequisite: 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 audiologic procedures, special diagnostic procedures for infants, children, and difficult-to-test clients, and interpretation of audiologic test data for communication, psychosocial, and educational purposes.

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

HSL 723 - Language Development and Disorders II (3)

This course involves study of the processes and variations of speech, language, communication and literacy skills in typically developing children and adolescents. Emphasis will be given on the assessment of and intervention with school-age children and adolescents with language and learning disorders. Units include interdisciplinary views of

and issues with the child with speech, language, and communication challenges; social-emotional, cultural diversity and cognitive development.

Prerequisite: HSL 713 or permission of the instructor and/or department chair.

HSL 726 - Complex Communication Disorders & AAC (2)

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

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

HSL 727 - Sign Language Development and Differences: Clinical Aspects (2)

This seminar course examines signed language acquisition from multiple perspectives. Implications of development for assessment and instruction/intervention are addressed through readings, collaborative discussion, and cooperative learning experiences. Topics include: signed language acquisition under conditions of early and late language access, signed language disorders, and effects of language deprivation.

Prerequisite: Permission from the instructor.

Outcomes

- Identify and evaluate different lenses through which to examine signed language acquisition
- Identify signed language acquisition milestones/ranges of development
- Identify and evaluate assessment strategies for signed language acquisition
- Identify and evaluate instructional and intervention strategies for D/HH children's language acquisition
- Create assessment and intervention plans for D/HH children who struggle to acquire signed language
- Apply research literature to assessment and treatment scenarios
- Recognize the cultural and linguistic diversity of their clients and how their backgrounds shape their lived experience. Analyze their own diverse backgrounds and lived experiences and how they inform working with children with language acquisition differences and their families.

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-requisite: HSL 745 and HSL 771.

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-requisite: HSL 744 and HSL 771.

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 770 - Research Lab Experience (1-3)

This course provides students with research experience.

The course is designed for students who want to gain research experience, but are not pursuing independent research projects. Upon identification and acceptance into a lab, they will work with the lab director to identify their role for the semester which may include: inception of projects, literature review, data collection, data management, data analysis, and/or dissemination.

Prerequisite: Permission of the instructor.

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 (2)

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 874.

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) 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: 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 audiologic concepts to lab findings. Laboratory format also provides an introduction to scientific report writing using the APA format.

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

Co-requisite: HSL 815, HSL 832.

HSL 815 - 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. Corequisite: 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.

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, audiology test interpretation, and instructional techniques for communication therapy.

Co-requisite: 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 audiology 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 HSL 838, 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: HSL 817, HSL 833; or 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 3 rd 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 audiologic activities under the guidance of clinical supervisors, including structured participation in diagnostic evaluations and hearing aid services. The experience will expose students to audiologic evaluation, treatment, prevention/identification, as well as professional and culturally sensitive communication.

Prerequisite: HSL 871.

HSL 873 - Clinical Practicum-Advanced (2)

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

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

HSL 874 - Clinical Practicum-Specialty Areas (1)

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

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

HSL 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 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).

Prerequisite: 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.

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, methods, and terminology of the Language Sciences.

Prerequisite: Open to HSLS students only or permission of the instructor.

Outcomes

Describe foundational concepts in language science.
 Discuss current trends in language science.
 Describe key methodologies used for research in language science.
 Demonstrate emerging competence with scientific writing and presentations.

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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Outcomes

Describe the functions of the AAUP and current trends in higher education.

Describe and discuss the concepts of shared governance, university leadership, faculty evaluation, and tenure.

Reflect on the importance of cultural and linguistic diversity in the HSLS professions.

Describe accreditation at the program and university level. Discuss scientific, research, and medical ethical issues that apply to HSLS faculty and researchers.

Discuss the construct of mentoring and describe the different types of mentoring in an academic setting.

Describe the process of applying for academic jobs and prepare application materials.

HSL 892 - Dissertation Seminar (1)

The Dissertation Seminar is for students preparing their dissertation proposal. Students will describe a problem area and explore research hypotheses (Chapter 1), develop a rationale for a study through the literature review (Chapter 2), and come up with appropriate research methodology and data analysis (Chapter 3). Students will share their progress on the development of their dissertation proposal and give feedback to their peers. The course can be repeated up to three times until the research proposal is approved by the student's dissertation committee.

Prerequisite: Open to all HSLS students who have passed their Ph.D. candidacy examination and are preparing their dissertation proposal.

Outcomes

Analyze, synthesize, and critique literature related to the dissertation topic.

Generate research questions and hypotheses based on application of the literature.

Design a research study to answer the research questions.

Develop a data analysis plan.

Submit an IRB application.

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 university-level course. The goal of this practicum is to develop the PhD student's ability to plan, teach, and evaluate the effectiveness of a course in a content area in which the student has expertise. Students earn 2-3 credits for the practicum, depending on the level of involvement in designing and/or teaching the course.

Prerequisite: HSL 893; permission of the instructor.

Outcomes

Design course materials for a university-level course. Demonstrate effective use of a variety of instructional strategies.

Demonstrate effective use of instructional technologies.

HSL 897 - Ph.D. Internship (1-6)

It is expected that every student complete at least six credits of supervised research under the mentorship of an established researcher/faculty member. 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. The research practicum should culminate in completion of the pre-dissertation project, unless special approval is granted by the program director.

Prerequisite: Matriculation as a HSLS PhD student; permission of the instructor.

Outcomes

Develop emerging skill in the design, conduct, analysis, and documentation of research projects.

Demonstrate breadth and depth of knowledge of the research literature in the area of specialization.

Demonstrate emerging competence with scientific writing and presentations.

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) 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.

Outcomes

Student learning outcomes are individualized for an independent study.

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 595G - 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: IDP 770 or 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.

Prerequisite: IDP 770 and IDP 771.

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.

Prerequisite: IDP 770 and IDP 771; or 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 working with Deaf, DeafBlind, and Hard of Hearing people and people with disabilities in disaster and humanitarian contexts. 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). Work on peer teams, students will then submit an Evaluation Plan for an actual program. 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.

Outcomes

Course Student Learning Outcomes Learning Opportunities Assessment Tools Program SLOs At the completion of the course students will be able to: 1) Recognize the International Disability Rights framework, and the Sustainable Development Goals as foundations for new International Development strategies, programs and projects to be formulated and implemented, specifically in developing countries. • Lectures • Guest lectures • Course Literature • Class discussion • Class participation rubric • Written assignment rubric 1, 3, 4 2) Explain the interrelatedness of international development programs, projects and activities and critically assess how these varying levels of interventions ultimately contribute to the achievement of broader development goals and objectives, particularly from a human rights-based perspective. • Lectures • Course Literature • Class Discussion • Class participation rubric • Written assignment rubric 2, 3, 4 3) Identify, analyze and prioritize key partner organizations, including donors, whose development policies and strategic objectives align with human rights perspectives and promote inclusion of Deaf communities and persons with disabilities in broad development programming and develop a strategy for engagement. • Lectures • Class discussion • Course Literature • Independent research •

Class participation rubric • Written assignment rubric • Donor Engagement Plan assignment 1, 3 _____4) Propose innovative Programs aimed to overcome the gaps for the inclusion of persons with disabilities and Deaf persons in developing countries from a human rights perspective. Students will be able to identify potential funding opportunities and present justification for a disability inclusive program/project/or activity based on actual funding proposals. • Lectures • Class discussion • Course Literature • Written Assignment • Class participation rubric • Written assignment rubric 3, 4 5) Develop a performance-based evaluation design for an existing development program that describes: the human and organizational context, salient socioeconomic (and other) factors, stakeholders, salient focal issues, and program to be evaluated (organizational components and functions); evaluation methodology and management plan; and application of relevant course readings to critically analyze identified program strengths and weaknesses. • Lecture • Guest Lectures • Class discussion • Course Literature • Interviews • Independent research • Class participation rubric • Written assignment rubric • Performance Monitoring & Evaluation Plan assignment 1, 3, 4, 5

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 with a focus on disaster and humanitarian contexts. Theoretical frameworks address the nature of social change in societies around the world, the interrelationship between inequitable social conditions and efforts 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.

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

Outcomes

Course Student Learning Outcomes Learning Opportunities Assignments Tools for Assessment and Expected Level Program SLOs At the completion of the course students will be able to: 1) Identify root problems of disaster-related or humanitarian concern to a target population, choose a problem, and analyze the critical

dimensions of that problem. • Lecture • Course Literature • Class discussion • Homework Assignment • Class Participation rubric • ASL & Written English rubric 1,3,4 2) Conduct a situation analysis to identify social and legal conditions, prevailing attitudes and practices, and other factors within the nation or sector that influence the design & implementation of a project. • Lecture • Course Literature • Class discussion • ASL presentation assignment • Homework Assignment • Class Participation rubric • ASL & Written English rubrics 2,4 3) Devise an appropriate project idea and strategy for addressing a specific disaster-related or humanitarian problem in a resource-poor nation, while considering alternative ideas and the feasibility of the chosen project idea in a specific context. • Lecture • Class discussion • Course literature • DAP part 1 and 2 • Final Report and Presentation • Class Participation rubric • ASL & Written English rubrics 1,2,4,5 4) Design a sound and participatory project, as it might be done in the field, including mission statement, outcomes and activities in a logic model or project framework, and insightful indicators of progress to plan for, mitigate, respond to, or support recovery from disaster or humanitarian events. • Class discussion • Course Literature • DAP part 3 and 4 • Final Report and Presentation • Class Participation • ASL & Written English rubrics 1,4,5

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.

Prerequisite: Completion of the first year of IDP core coursework, or 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.

Prerequisite: 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.

Prerequisite: 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: IDP 779 or 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) 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 501G - 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 502G - 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.

Prerequisite: INT 501 and permission of the department.

INT 503G - 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 504G - DeafBlind Interpreting II (3)

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

Prerequisite: INT 503 and permission of the department.

INT 595G - 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.

Prerequisite: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

INT 663 - Introduction to Processing Skills for Interpreting (1)

This course presents provides information on the importance of rapid and efficient cognitive processing in English and ASL. Exercises in ASL and English are provided. They include; shadowing, decalage, dual tasking, memory development and digit processing.

Prerequisite: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

INT 664 - Introduction to Consecutive Interpretation (1)

This course is designed for interpreters who would like to develop consecutive interpretation skills. Consecutive interpretation can be used as a professional tool or as a training exercise. Consecutive interpretation of the message begins after the source message has paused or stopped. Development of consecutive interpretation skills enhances memory development, both visual and auditory. The development of this skill enhances self-confidence in interpreters, and it allows for the development of cognitive control of processes central to interpretation. Component skills are also addressed, such as abstraction, note taking, expansion, cloze, and prediction.

Prerequisite: Fluency in ASL, English, and translation skills.

INT 665 - Introduction to Simultaneous Interpretation of ASL Monologues (1)

This is an introductory course dealing with interpretation of ASL to English monologues. Emphasis is placed on comprehension of ASL prior to interpretation into English.

Course topics include effort in interpretation, restructuring, coping skills, simultaneity, and repair strategies.

Prerequisite: Fluency in ASL and English at levels which permit full comprehension of source text in either language.

INT 667 - Introduction to Simultaneous Interpretation of English Monologues (1)

This is an introductory course dealing with interpretation of English to ASL monologues. Emphasis is placed on comprehension of English prior to interpretation into ASL. Course topics include effort in interpretation, restructuring, coping skills, simultaneity and repair strategies.

Prerequisite: Fluency in ASL and English at levels which permit full comprehension of source texts in either language. Also, students must have expressive language abilities which are commensurate with their current level of receptive skill.

INT 668 - Introduction to Deaf-Blind Interpretation (1)

This is an introductory course designed for interpreters or future interpreters who have a good command of English and American Sign Language and would like to develop deaf-blind interpreting skills. This course may be taken for: (1) no credit, (2) undergraduate credit, and (3) graduate credit.

Prerequisite: INT 605, fluency in ASL and English, and permission of the instructor.

INT 680 - Introduction to Interpreting in Legal Settings, Part I (1)

This is an introductory course designed for interpreters who are interested in or are already working in the legal system. This course covers: pre-requisite skills and knowledge for legal interpreters; roles and protocol for legal interpreters; positioning of legal interpreters; roles of legal personnel; and ethics and the court code of conduct. All of the information is applicable for both deaf and hearing interpreters and for working in deaf/hearing interpreter teams. This course may be taken for (1) no credit, (2) undergraduate credit, or (3) graduate credit.

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.

Prerequisite: INT 680. Hearing interpreters must hold certifications (RID CSC, CI or CI/CT or NAD level V). Deaf interpreters do not have to hold certification. The completion of pre-reading is required.

INT 691 - Fingerspelled Word Recognition for Interpreters (1)

This graduate-level course is designed for interpreters who already have experience in interpreting from ASL to English and from English-based signing into English and who can usually understand most of the message but frequently miss the fingerspelled word on the first try. Experiences will be provided that are designed to improve fingerspelled word recognition on the first try. Fingerspelled words will be studied in context and in isolation. This course also has a theoretical component in that the underlying cognitive processes associated with fingerspelled word recognition will be explained and discussed. The theoretical aspects form the basis for the practical applications.

INT 695 - Special Topics (1-3)

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

INT 699 - Independent Study (1-3)

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

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

INT 700 - How to Teach Processing Skills for Interpretation (1)

This course introduces the theoretical and practical basis for the development of cognitive processing skills in practice and training. Teaching methods are demonstrated for teaching processing skills. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

INT 701 - History of Interpreting (3)

This course focuses on the historical progression of the emerging professional and academic field of interpreting. Beginning with early perceptions of interpreters in both signed and spoken languages, the course includes topics such as the impact of translation research and practice on interpretation, issues of equivalency and accuracy, definitions, approaches to research, professional organizations, working conditions, international perspectives, and working with oppressed groups of people.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 702 - How to Teach Translation (1)

The practical and theoretical applications of translation to the development of sign language interpreters is explored. Methods for creating a translation are demonstrated. Approaches to evaluating a translation are included. Practical experience in translations is an integral part of the course.

INT 703 - Theory and Practice for Interpreter Educators (1)

This course is designed for professionals in the field of interpreter education who wish to upgrade their skills and knowledge in relation to teaching interpretation. The course includes a theoretical base for teaching, appropriate sequencing of skills in interpreter education programs, and an examination of student outcomes and how to evaluate them. Each participant will receive a set of instructional materials including videotapes and an audiotape, all with scripts and suggestions for using them in teaching and testing. This course is not included in the major.

INT 704 - How to Teach Consecutive Interpreting (1)

This course introduces the theoretical and practical basis for consecutive interpreting in practice and training. Teaching methods are demonstrated for teaching consecutive interpretation of monologues and dialogues. Issues related to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

INT 706 - How to Teach Simultaneous Interpretation of Monologues (1)

This course introduces the theoretical and practical basis for simultaneous interpreting in practice and training. Teaching methods are demonstrated for teaching simultaneous interpretation of monologues. Issues related

to grading and evaluation are discussed.

Prerequisite: Interpretation skills required.

INT 707 - Structure of Language for Interpreters: American Sign Language and English (3)

This course is 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 an introduction to the study of language in interaction where students analyze language use from the perspective of interactional linguistics. The course centers on examination of how signers and speakers structure their respective linguistic systems in communicative events. Starting with the theoretical constructs in interactional linguistics, students will learn techniques to analyze language use for specific purposes that benefit language practitioners of various disciplines (e.g., interpreters, translators, language teachers, linguists). Students will engage in practical exercises to learn how to transcribe and analyze video and text data.

Prerequisite: Prerequisites: Acceptance into the M.A. in Interpretation program or permission of the instructor.

Outcomes

Describe turn construction units in ASL and English and demonstrate how turns are organized in each language. Analyze an (ASL, English and/or interpreter-mediated) interaction using sequential techniques. Transcribe video data for the purpose of interaction analysis. Identify and describe turn types in ASL and English video data. Explain social effects of utterance expressions (e.g., stance and footing) in ASL and English.

INT 726 - Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain how meaning is co-constructed and where meaning lies, and 2)

of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation, text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Students will address theoretical constructs of translation and interpretation, as well as application of strategies and techniques required for effective interpretation. This class focuses on interactive settings with both face-to-face and monologic discourse for Deaf, Deaf/Blind, and non-deaf interpreters.

Prerequisite: Acceptance into the M.A. in Interpretation program or permission of the instructor.

INT 734 - Interpreting Legal Discourse (3)

This course focuses on translating and interpreting in legal settings. Students will study the American legal system, its history, and its basis for operation, including conventions, expectations, and protocol of the participants involved. Students will critically analyze the social structure of legal events, and discourse analysis of the talk, interaction and strategies that appear in the various stages of the legal process. Students will look at the consequences of modes of interpretation (for example consecutive interpretation and simultaneous interpretation) and qualifications of interpreters while considering the unique and serious responsibilities inherent in interpreting in a legal setting. Students will apply text analysis skills to the translation, sight translation, consecutive interpretation and simultaneous interpretation of discourse in legal interactions.

Prerequisite: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 735 - Interpreting Mental Health Discourse (3)

The course focuses on interpreting interaction in mental health settings. Students will be exposed to an overview of the mental health professions and the various roles of practitioners (counselors, psychiatrists, psychologists, etc), including the interpreter's role as a member of the professional team. Students will explore the theoretical approaches used by mental health practitioners and the conventions, expectations and culture in which these services are provided. The course includes a critical analysis of therapeutic discourse based on a variety of commonly available services such as the interactive aspects of peer support groups, drug and alcohol screenings, individual, couple, and group counseling, intake interviews, case conferences and hospital staffing, psychological testing and psychiatric evaluations. Students will apply text analysis skills to the translation, consecutive

interpretation and simultaneous interpretation of discourse in therapeutic encounters.

Prerequisite: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 736 - Professional Practice I (3)

This course provides a focused analysis of the ethics and role of the interpreter in various settings, along with opportunities for directed observation of various encounters. Observations will be accompanied by in-class discussions and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these types of encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these types of interactions.

Prerequisite: INT 701, INT 720 and INT 726 or permission of the instructor.

INT 744 - Interpreting the Discourse of Education (3)

The course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, and the ways in which language attitudes and language policy affect participants in the educational setting. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of discourse in educational interactions.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: INT 744, 746, 749, or permission of the instructor.

INT 777 - Guided Research Project I (3)

This course is the first course of the two courses, which will provide students with experience in gathering and analyzing interpretation data. In this course, students will select their methodology, conduct a literature review, gather data, and perform analyses of the data. Either replication studies or original work may be accepted and students will be required to include abstracts, follow style guidelines in preparation of their work for submitting it to a peer-reviewed journal for publication.

Prerequisite: INT 750, 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.

Prerequisite: INT 744, INT 746, INT 749.

INT 785 - Internship (1)

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.

Outcomes

Demonstrate competence in arriving at professional and ethical judgments and actions based on an integration of knowledge, theory, and practice in the context of professional values.

Apply interpretation and translation theory to their interpreting practice.

Relate instances of interpreted events across the 120 hour internship to the Code of Professional Conduct.

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) 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. Corequisite: INT 810.

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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

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

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

INT 900 - Dissertation Research (1-9)

Students register for this course while conducting all aspects of the dissertation research.

Prerequisite: INT 850.

ITS - Information Technology**ITS 595G - Special Topics (1-3)**

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

LIN - Linguistics**LIN 510G - 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.

Prerequisite: 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 521G - 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.

Prerequisite: LIN 101, 263.

LIN 522G - Psycholinguistics of Sign Languages (3)

Deaf and hearing people around the world acquire, produce and perceive sign languages. This course takes an in-depth look at how they acquire, produce and perceive sign languages. Psycholinguistics generally covers three domains: acquisition, use (perception and production) and brain studies. This course focuses on perception and production, as well as brain studies (aka neurolinguistics). With respect to production, we will examine studies that focus on "slips of the hands", both spontaneous and induced. With respect to perception, we will look at both online and offline cases. For brain studies, we will discuss both behavioral and imaging studies.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 525G - 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 537G - 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.

Prerequisite: LIN 101, graduate student status, or permission of the instructor.

LIN 541G - Introduction to Sociolinguistics (3)

Sociolinguistics is the discipline that studies the interaction of language and social life. This course will examine the major areas of sociolinguistics, including multilingualism, language contact, variation, language policy and planning and language attitudes. Methodological issues pertaining to the collection of sociolinguistic data will also be examined. The application of sociolinguistics to education, the law, medicine and sign language interpretation will be covered. All issues will be considered as they pertain to both spoken and signed languages.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 543G - 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.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 545G - 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 555G - 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 571G - 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 572G - 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 573G - Corpus Linguistics (3)

A corpus is a large collection of machine-readable texts, and corpus linguists use computers to analyze the contents of a corpus. This methods course introduces the discipline of corpus linguistics and the typical tools that are used when working with corpora. We will also take a hands-on approach to the development of sign language corpora, using a dataset of Gallaudet ASL videos. Students will consider design choices and annotation guidelines as they pertain to building a corpus.

Prerequisite: Either LIN 301 or LIN 302, or graduate student status, or permission of instructor.

Outcomes

1. Discuss the major goals and tools of corpus linguistics. Opportunities: readings, reading facilitation Assessment: facilitator rubric MA-SLOs: 1, 3, 4, 5 GU-SLOs: 2, 3, 4, 5, 6
2. Annotate ASL corpus data Opportunities: assignments Assessment: assignment rubric MA-SLOs: 1, 2, 3, 5 GU-SLOs: 2, 3, 4, 5, 6
3. Describe how corpus data can be applied to address linguistic questions Opportunities: final project Assessment: project rubric MA-SLOs: 2, 3, 4 GU-SLOs: 2, 3, 4, 5, 6

LIN 575G - Languages of the World (3)

This course is an introduction to language typology, an approach that focuses on cross-linguistic diversity and possible language universals. Topics covered are primarily from morphology and syntax, including constituent order patterns and levels of morphological agglutination. Students will learn to use reference grammars to study lesser-known world languages from a linguistic typology perspective.

Prerequisite: Either LIN 301 or LIN 302, or graduate student status, or permission of instructor.

Outcomes

Students will define and give examples of language phenomena that are often discussed in the field of typology, such as grammatical relations or grammaticalization

Students will analyze linguistic patterns in a diverse sample of languages

Students will explain how typological patterns are realized in a particular language that they are not already familiar with

LIN 585G - 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.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 595G - Special Topics (1-3)

Grading System: letter grades only.

Prerequisite: This section is designed for Graduate students.

LIN 695 - Special Topics (1-3)

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

LIN 699 - Independent Study (1-3)

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

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

LIN 701 - 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-requisite: 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-requisite: 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-requisite: First semester Linguistics MA courses or permission of 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. Examination of semiotic diversity in ASL from the perspective of Cognitive Grammar, with an emphasis on analysis of data. The primary focus of the course is on depiction, establishing a typology of depiction that includes many imagistic phenomena in ASL and other spoken and signed languages, such as enactments, manual depictive forms, and ideophones. Notions in Cognitive Grammar benefiting depiction analysis, such as constructions and construal, are also introduced.

Co-requisite: LIN 701 and 702; or permission of instructor.

Outcomes

1. Articulate the basic premise behind a Cognitive Grammar view that face-to-face language use is multimodal
2. Correctly identify parameters of depictive spaces
3. Use appropriate terminology and academic register when making cognitive linguistic explanations in written English and signed ASL for depictive space structure and constructional phenomena
4. Distinguish between different types of constructions

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, with discussion of the tenets of cognitive linguistics, particularly the view that lexicon and grammar are a continuum of form-meaning pairings with varying degrees of abstraction and complexity. This discussion provides the theoretical background with which to investigate grammatical structures in ASL, English, and other languages, including metaphor, grammatical classes (e.g., noun and verb categories), and complex expressions (e.g., morphology, compounding, grammatical relations, and grammatical constructions).

Prerequisite: LIN 721 or permission of instructor.

Outcomes

1. Define and give examples of concepts that are often discussed in the field of cognitive linguistics, such as schematicity and metaphor
2. Model the structure of linguistic expressions using cognitive linguistic devices, such as symbolic structures and metaphorical mappings
3. Argue that linguistic knowledge is shaped by domain-general mechanisms, such as categorization and attention

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.

Prerequisite: All first year Linguistics MA courses or by permission of instructor.

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) 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 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.

Prerequisite: 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.

Prerequisite: 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 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.

Prerequisite: All first year Linguistics MA courses, or permission of 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 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.

Prerequisite: 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.

Prerequisite: 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.

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

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) 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.

Prerequisite: 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 Administration

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 discussions, and field assignments. The ultimate goal of the course is to help students develop a solid understanding of public

administration theory and practice.

Outcomes

Students will become familiar with the historical development of public administration and basic concepts to effectively manage in the governmental, non-profit, and private sectors.

Students will be able to identify people who contributed to the underlying modern public organizational theory.

Students will be able to explain, apply critical thinking and evaluate alternative theoretical approaches to effectively execute the goals of public administration in the governmental, non-profit, and private sectors.

Students will be able to explain in their own words the structures of public administration in terms of value conflicts and competing interests and the impacts those variables have on public policy-making.

Students will demonstrate the ability to analyze public administration issues, present those issues, and recommend solutions to the underlying issue (or issues) in ASL and/or in written form.

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.

Outcomes

- Students will be able to identify and describe the financial and political forces influencing the availability of funds to support their agencies, programs, and policies.
- Students will demonstrate the ability to participate in and contribute to the policy process.
- Students will be able to analyze a routine institutional budget.

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.

Outcomes

- Learn concepts and techniques used by organizations in doing strategic planning
- Develop excellent skills related to ethics, creativity, and applying analytical leadership tools.
- Apply strategic planning concepts, to a variety of organizational settings.
- Engage with other students in the classroom bilingually, practicing signed and written communication skills.

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.

Outcomes

- Students will be able to identify and describe and apply the major organization theories to enhance their understanding of (their) agencies, programs, and policies.
- Students will demonstrate the ability to participate in and contribute to the discussion about (their) agencies, programs, and policies.
- Students will be able to present their understanding and assessment of agencies, programs, and policies from the perspective of organization theory.

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.

Outcomes

- Students will be able to appreciate an understanding of the role and responsibilities of quality management and services and impact on financial provisions in government and non-profit organizations.
- Students will be able to focus on three core principles of quality: customers, the workforce, and processes and to utilize the Malcolm Baldrige Award criteria and process for assessing quality in their agencies.
- Students will be able to design products and use a variety of tools and techniques to support quality improvement tools and practices for continuous improvement.
- Students will be able to develop and provide a strategic focus on quality and to discuss strategic planning, organizational design, and strategic work system design.
- Students will be able to demonstrate leadership for quality management, both from a theoretical and practical perspective and to sustain high-performance in governmental agencies and non-profit organizations.

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 722 - Public Administration and People with Disabilities (3)

People with disabilities are the largest minority group in the United States. Yet their enduring legacy in public administration is not well known. This course will explore

the intellectual history and persistent challenges of people with disabilities 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 people with disabilities 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 people with disabilities in public administration.

Outcomes

Students will be able to identify, describe, and critique the historical and contemporary contributions of people with disabilities in public administration.

Students will be able to identify, describe, and critique the historical and contemporary challenges facing people with disabilities in public administration.

Students will be able to articulate the enduring need for a disability justice perspective in public administration and public organizations.

Students will be able to apply appropriate disability justice concepts and frameworks in analyzing challenges faced by leaders/managers in public administration.

MPA 723 - Nonprofits and Social Change (3)

This course offers students an opportunity to explore the role of the nonprofit sector in creating social change. This course will introduce theoretical and practical frameworks of social change and include activities related to logic models and program design. Students will learn the unique tools available to nonprofit organizations to be agents of change as well as restrictions imposed on the nonprofit sector. A background in nonprofit management is not needed for this course.

Outcomes

Students will be able to identify and explain a select range of concepts, principles, and practices in nonprofit management.

Students will be able to explain why it is important for philanthropic and nonprofit organizations to have an understanding of public service values such as empathy, equity, accountability, and social justice.

Students will be able to analyze and critique social justice efforts using nonprofit management concepts such as governance frameworks and fundraising strategies.

MPA 724 - Leadership Roundtable (3)

This course will give you the opportunity to interact with leaders inside and outside the deaf community, in a roundtable series. Key leaders from both inside and outside of the deaf community will join our class and share their perspectives, experiences, and unique leadership styles.

Students will learn about how leaders tackle problems in their particular areas of focus, as well as unique challenges facing Deaf leaders.

Outcomes

Analyze leadership traits, strengths, weaknesses, and contrast leadership styles, especially in the nonprofit sector.

Investigate leadership decisions through analyses of ethics and background characteristics through the lens of various social constructions, e.g. race, gender, disability, hearing status, country of origin, and so on.

Examine leadership experiences and processes, applying understanding of leadership theories, strategic planning concepts, and various social constructions, e.g. critical race theory.

Formulate an evidence-based narrative of specific theories, practices, or decisions within leadership in a bilingual format, engaging with other students, professionals in the public administration sector, and with your professor.

MPA 725 - Foundations of Public Administration (3)

This course is an exploration of the past, present, and future of public administration. The question we will explore is "where did public administration come from, and where is it going?" This course will provide students with an opportunity to understand the social pressures that shaped public administration in the past and explore emerging trends that will shape public administration in the future. This course will consist of student-led discussions about how public administration can best serve our communities in the future.

Outcomes

Familiarize students with the history of public administration

Consider and articulate the impact societal development will have on our cultures and communities and propose solutions to mitigate challenges.

Practice formal public communication skills

MPA 739 - 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.

Outcomes

Students will be able to identify and describe and apply the major organization theories to enhance their understanding of (their) agencies, programs, and policies.

Students will demonstrate the ability to participate in and contribute to the discussion about (their) agencies, programs, and policies.

Students will be able to present their understanding and assessment of agencies, programs, and policies from the perspective of organization theory.

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.

Outcomes

Students will be able to identify and understand concepts of leadership and ethics.

Students will be able to apply appropriate ethical concepts and frameworks in analyzing ethical challenges faced by leaders/managers.

Students will be able to apply the fundamental principles of ethical systems.

Students will be able to articulate the need for ethics for leaders/managers and be able to describe their own ethical system.

Students will be able to demonstrate the ability to explore ethical leadership/management issues and application and present the results in a research paper.

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.

Outcomes

Students will be able to understand and describe the major concepts, questions, and debates within the field of HRM. Students will demonstrate the ability to participate in and contribute to the HRM-related policy discussion about (their) agencies, programs, and policies.

Students will be able to present their understanding and assessment of HRM about (their) agencies, programs, and policies.

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.

Outcomes

Students will analyze audiences and design communication strategies tailored to them.

Students will plan and deliver prepared and impromptu individual and prepared team presentations confidently and persuasively.

Students will write effective memos, letters, e-mail correspondence, and reports.

Students will integrate high-quality graphics into ASL and written reports.

Students will work constructively in teams, manage team meetings, and evaluate peers effectively.

MPA 798 - Internship (3)

The internship is an opportunity for students to gain supplementary skills or experience while enrolled in the MPA Program. The internship is intended to give students experience substantially different from their current set of experiences. Students are encouraged to take an internship at a government agency or nonprofit organization. In some cases, students may take an internship at Gallaudet University if the internship develops skills directly tied with a student's career goals. As a part of this internship, students are expected to take the lead on some project that will make an impact on the organization. Students will need to complete a minimum of 112.5 hours of internship work during this course, in addition to meetings with the professor and course work. Prior to starting the internship, the student will need to provide documentation of the responsibilities of the internship as well as the project they are expected to complete.

Outcomes

Course-Specific Learning Outcome 1: Students will be able to apply their leadership and managerial knowledge and skills within a supervised internship experience.

Course-Specific Learning Outcome 2: Students will be able to implement some program or service that contributes to the development of an organization

Course-Specific Learning Outcome 3: Students will demonstrate an ability to reflect on their performance, as well as the functioning of the organization, to improve their effectiveness.

MPA 799 - Independent Study (1-3)

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

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

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 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 841 - Redesigning Organizations (3)

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

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: Non-PEN students: permission of instructor.

Co-requisite: PEN 703 and 705.

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-requisite: 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-requisite: 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.

Prerequisite: Non-PEN students: permission of instructor.

Co-requisite: PEN 701 and 703.

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 780 - Social Neuroscience & Learning (3)

This course examines how social processes in the human brain support learning from infancy through adulthood. Topics to be discussed include theory of mind, empathy, mirror neurons, imitation, stereotypes, and group dynamics. The course will be based on current research findings in the field.

Human beings are social animals, and our brains have evolved over time in the context of relationships, society, and culture. As humans develop through infancy, childhood, and beyond, learning takes place via social interactions. These interactions take place between infants and caregivers, students and teachers, and within peer groups. Even after the early years of childhood, learning occurs in a social context. In recent decades, the study of the human being as a social animal has incorporated the study of neuroscience in order to better understand how social contexts and relationships impact our cognition, perception, and learning. This course will cover the foundations of social neuroscience, with a particular emphasis on those processes that are most important for learning. We will explore the topic via primary and secondary research, and the course activities will include lecture, discussion, presentations, and a variety of classroom activities designed to allow for deep engagement with the material.

Prerequisite: Enrollment in the PEN program or permission of the instructor.

Outcomes

Outcome 1: Evaluating and thinking about educational neuroscience: Students will be able to critically evaluate the research literature in the fields of Cognitive/Educational Neuroscience, including the neural, behavioral, and cognitive determinants, and sociocultural factors, that impact all human learning, especially learning in the young deaf visual learner.

Outcome 2: Demonstrating understanding of existing research work: Students will demonstrate an ability to communicate, organize knowledge, and disseminate existing knowledge through various means, including writing scientific papers, giving presentations, and engaging in scholarly discussion about scientific articles.

Outcome 3: Developing novel research ideas: Students will demonstrate the ability to apply these skills to their own written and signed products. Students will generate original ideas, select appropriate scientific methods, and share their work with their peers.

PEN 781 - Experience, Sign Language and Numerical Reasoning (3)

Understanding number symbols and performing arithmetical operations is a necessary skill in our modern society. Proficiency in mathematics has been shown to be a predictor of later income and life success. This complex skill is, however, rooted in more evolutionary ancient skills shared with animals. Through education and enculturation, children learn the numerical symbols (written, visual, or spoken) and come to understand the exact meaning of numbers. Therefore, children's cultural, linguistic, and educational experiences play a crucial role in children's acquisition of numerical and mathematical skills.

In this course, we will emphasize the effects of education and language experience on the brain and math learning, typical and atypical. Specifically, this course will tackle the complex issue of language experience and language modality on numerical arithmetical processes and their underlying brain networks. This will be achieved by reading scientific literature and activities related to studies in the NENS lab with children and adults.

Overall, this course will introduce students to numerical cognition in humans with emphasis on its neural substrates and the influence of education. It will span from the preverbal core systems, shared with animals, that are foundational for later formal numerical understanding to the neural networks involved in higher arithmetical processing. At the end of this course, students will have a comprehensive overview of the uniquely human ability to count and do arithmetic.

Prerequisite: Enrollment in the PEN Program or permission from the instructor.

Outcomes

1. Students will learn the core questions, knowledge domains, and methods of the field of numerical cognition, especially in relation to the young deaf visual learner.
2. Students will learn how to conduct research in Cognitive and Educational Neuroscience to investigate numerical reasoning and its intersection with language or other socio-cultural experiences likely impacting numerical and arithmetical performance.
3. Students will be exposed to the scientific method and the application of statistics to ask relevant questions and interpret results.
4. Students will gain knowledge in critical analysis and critical analytical thinking when reading and comprehending research articles.
5. Students will gain presentation skills following the communication standards in the field of cognitive and educational neuroscience

PEN 782 - Emotions, Learning, and the Brain (3)

This course examines how emotional processes in the human brain are related to learning throughout the lifespan. Topics to be discussed include different theories of emotional experience, emotion regulation, emotional imitation, physiological and neural correlates of affect, and interpersonal emotional experiences. The course will be based on current research findings in the field. This course will follow a few different lines of inquiry:

- Theories of Emotion: What is an emotion? We will explore different theories of emotion and how we combine feelings, thoughts, experiences, and context in emotional experience
- Emotional Display: What are emotional expressions? What function do they serve for our emotional experience, and what function do they serve for social interaction?
- Emotional Experiences: We'll explore different experiences of emotion, including negative emotions, positive emotions, and the role of emotions in learning and memory.
- Emotions throughout the lifespan: How does development play a role in emotional experience? How does emotional experience change as a function of aging, and how does that relate to neural development?
- Emotion Regulation: How do we control and change

our emotional experiences and reactions?

Prerequisite: Enrollment in the Educational Neuroscience program or permission of the instructor.

Outcomes

1. Students will analyze and connect the core questions, principles, goals, knowledge domains, and methods of the new multidisciplinary field Educational Neuroscience.
2. Students will analyze and explain the principled and meaningful links between emotion and learning through problems explored in and out of the class.
3. Students will design and critically evaluate research literature in emotion and Educational Neuroscience, developing their own independent interests and research ideas.
4. Students will articulate their own identities and perspectives as developing scientists from unique cultural backgrounds.

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

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

PEN 801 - Guided Studies I: Clerc Center/Pk-12 Schools and Two-Way Translation (3)

In this first of three-part sequence of intensive guided study courses (in class discussions and field experiences), Guided Studies (I): Translation (PEN 801), students advance their knowledge in making "two-way" connections between basic research discoveries and educational translation, with a special focus on building students' understanding of the priorities, prevailing issues, translational challenges, and translational successes that are of looming importance in education today. Students will interact with educational personnel, parents, and deaf and hard of hearing children in the greater Washington area (for example, the Laurent Clerc National Deaf

Educational Center administrators, teachers, children, and parents). The PEN student will gain new knowledge spanning K-12 educational settings, understand the many processes involved in going from translational research outcomes to and educational policy change, and gain specific and crucial new knowledge about the education of the young deaf visual learner. On-site oversight of the student will occur through close, mutually rewarding collaboration with members of the school. Both a written paper on the topic of translational research as well as a presentation of this paper to the student's PEN Program Committee, will comprise the student's first-year Preliminary Exams, which will occur at the end of this course.

Prerequisite: 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 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.

Prerequisite: PEN 710 and PEN 801.

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) 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.

PHS - Public Health Science**PHS 595G - Special Topics [topic to be specified] (1-3)**

Special topics course, designed for both undergraduate and graduate students. May be repeated for credit if topics differ.

Prerequisite: Permission of the instructor.

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 permission 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.

Prerequisite: 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 722 - History and Systems of Psychology (2)

Review of theoretical approaches in the historical development of psychology as a discipline, including the emergence of clinical and experimental psychology from philosophical and physiological perspectives. The principal systems and schools of thought in the history of

psychology will be surveyed, including psychophysics, structuralism, functionalism, behaviorism, gestalt theory, psychoanalysis, and cognitive theories. These systems and schools of thought will be analyzed as they relate to contemporary psychology.

Prerequisite: Enrollment in the Ph.D. or Psy.D. Psychology Doctoral Programs.

PSY 723 - Psychology and Deafness (3)

This course provides in-depth exploration of the complex interrelationships between the functioning of deaf and hard-of-hearing individuals and psychological, biological, and socio-cultural aspects within a human systems framework that incorporates multicultural perspectives. Psychological principles and theories related to the emotional, cognitive/linguistic, behavioral, and cultural development of deaf and hard -of-hearing individuals are considered. Also considered are factors including the influence of etiology/genetics, varying levels of hearing loss and age of onset, familial variables, linguistic and communication approaches, technology, educational settings, psychopathology, and cultural aspects.

PSY 724 - Psychology and Disability (3)

This course provides a comprehensive foundation of theory, research, and practice relating to general and special psychological aspects of physical, mental, and emotional disabilities in American society. Includes medical, psychological, psychiatric, and employment-related as well as entitlement program-related definitions of disability and their ramifications; the impact of disabilities upon psychological growth and coping in individuals and families, societal attitudes toward disabilities, and prevention and treatment strategies and issues.

Prerequisite: Current enrollment in the clinical psychology program or permission of instructor.

PSY 732 - Child Psychopathology and Behavior Disorders (3)

A study of child behavior disorders and other psychopathologies of childhood, including types of disorders, etiology, and intervention and prevention strategies. Psychological, developmental, biological, cultural, and educational factors are included.

Prerequisite: Permission of the instructor.

PSY 733 - Lifespan Developmental Psychology (3)

This course reviews theories and empirical research on

human development from conception through old age, with specific emphasis on psychological frameworks.

Theoretical and methodological considerations in the study of human development are discussed with special attention on deaf and hard of hearing populations.

Prerequisite: Enrollment in the PhD or PsyD Psychology Doctoral Programs.

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.

Prerequisite: 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-requisite: PSY 743 and PSY 746; or Permission of Instructor.

PSY 749 - Intellectual Assessment: Measurement Principles and Applications (4)

An intensive course in theory, methods, and clinical skills in appraisal of individual intelligence, including a critical analysis of individual tests, criteria for evaluating and selecting tests, values, limitations of tests, test selection, administration & scoring, analysis and interpretation of test results, preparation of reports, and legal and ethical standards in assessment.

Prerequisite: Matriculation in the Clinical Psychology Program.

PSY 750 - Language Intervention with Special Populations (3)

A seminar in which students critically evaluate research articles related to language development and intervention of special education populations such as mentally retarded, blind/low vision, autistic/emotionally disturbed, deaf or hard of hearing, and learning-disabled children. This course is generally taken by students enrolled in PSY 771 and concurrently serving special education referral children.

Prerequisite: PSY 736 or permission of instructor.

PSY 751 - Psychology of Perception (3)

Theories and research findings in human and animal perception with emphasis on the visual system. Course topics include: neuroanatomy and physiology of the visual system, psychophysics, color vision, space perception, form perception, information processing, and the psychopathology of perception.

Prerequisite: Enrollment in a graduate program in clinical psychology or school psychology or permission of the instructor.

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 755 - Pre – Advanced Practicum and Supervision in School Psychology I (3)

This course is designed to provide students with their initial exposure to working in school settings with children who have a range of challenges. Students work under the close supervision of a certified or licensed psychologist one day a week. The course has several components that include students work in a school or clinic setting providing psychological and educational assessments, preparing reports, conducting counseling individually or in group with children, consulting with teachers and school staff, and implementing intervention programs. In addition, students attend a weekly seminar where major issues in the professional practice of school psychology (i.e.,

supervision, ethical and professional conduct, time management, performance evaluation methods, diversity in staff, professional relationships, and staff development) are discussed with a university-based supervisor. Students also develop supervisory experience and learn about supervision models and practices.

Prerequisite: PSY 743 and 746. Students must have experience in administering, scoring, and interpreting cognitive tests as well as writing reports.

Outcomes

The course uses the training standards set by the accreditation bodies (NASP and APA)

PSY 756 - Pre – Advanced Practicum and Supervision in School Psychology II (3)

This course is designed to provide students with their initial exposure to working in school settings with children who have a range of challenges. It is the second part of the course that began in the fall. Students work under the close supervision of a certified or licensed psychologist. The course has several components that include students work in a school or clinic setting providing psychological and educational assessments, preparing reports, conducting counseling individually or in group with children, consulting with teachers and school staff, and implementing intervention programs. In addition, students attend a weekly seminar where major issues in the professional practice of school psychology (i.e., supervision, ethical and professional conduct, time management, performance evaluation methods, diversity in staff, professional relationships, and staff development) are discussed with a university-based supervisor. Students also develop supervisory experience and learn about supervision models and practices.

Prerequisite: PSY 748 and 755. Students must experience administering, scoring, and interpreting cognitive tests as well as writing psychological reports.

Outcomes

The program SLO are the training standards set by NASP and APA as our accrediting bodies.

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 759 - Personality Assessment (4)

During this course, students learn the basic principles of projective and objective personality assessment theory and techniques. Students learn how to administer, score and interpret the Rorschach Test, Thematic Apperception Test, and projective drawings. Students also will learn objective personality testing theory and techniques including the MMPI-3; MMPI-2-RF, PAI, and MCMI-IV. Screening instruments will be introduced and discussed in relation to minoritized populations including deaf and hard of hearing individuals. Students will practice case conceptualization and integrative report-writing skills.

Prerequisite: Enrollment in the Clinical Psychology PhD Program, successful completion of PSY749 and PSY781; or permission of instructor.

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 - Cognition and Emotion (3)

This course introduces doctoral students in psychology to the history, philosophy, theoretical perspectives, and methodological considerations for understanding human cognition and emotion. The course will examine each domain separately as it relates to human functioning, as well as the relationship between the two fields. Cross-cultural perspectives of each domain will be explored throughout the course.

Prerequisite: Enrollment in the PhD or PsyD Psychology Doctoral Programs.

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.

Prerequisite: PSY 723 and 732.

Co-requisite: 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.

Prerequisite: Permission of the instructor.

Pre- or co-requisite: PSY 746.

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.

Prerequisite: PSY 701, PSY 743, PSY 746, PSY 748, PSY 770 and Permission of the instructor.

PSY 772 - Psychological Consultation: Externship (1)

A supervised practicum in which the student is responsible for designing, implementing, and evaluating a psychological consultation experience in a school or educational program.

Prerequisite: PSY 767 and PSY 771.

PSY 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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.

Prerequisite: 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) 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 - Pre-Dissertation Research (1-3)

This course provides credit for individual student research projects at the pre-dissertation stage, conducted under approved faculty supervision.

Prerequisite: PSY 703, PSY 704, PSY 711, PSY 712, PSY 713, and PSY 781 or equivalent with consent of instructor.

PSY 809 - Social Psychology and Human Diversity (3)

This course provides an introduction to theoretical and research foundations in social psychology, particularly as related to clinical/personality psychology and to the study of cultural minorities and the diversities of human experience.

PSY 815 - Psycholinguistics (3)

This course provides an overview of theoretical perspectives and research issues in psycholinguistics. Topics include theoretical perspectives, language development and acquisition, neurolinguistics, language comprehension and production, and the relationships between language and cognition, social relationships, self-concept, and power. Cross-linguistic comparisons will be made between signed and spoken languages.

Prerequisite: Graduate standing in psychology or permission of the instructor.

PSY 825 - Health Psychology (3)

This course provides an introduction to the interaction of psychological and biological factors in health and illness, and the effects of psychological interventions on high- and low-risk lifestyles and medical outcomes. Students become familiar with theories of psychobiological interactions, biological systems believed to be affected by this interaction, and assessment and intervention techniques used to alter health outcomes of these interactions. Specific diseases such as cancer, heart disease, and asthma are addressed, as are treatment compliance and the role of the psychologist in the medical setting.

Prerequisite: PSY 754.

PSY 826 - Child Clinical Psychology Treatment Methods (3)

A survey of treatment methods with children and adolescents, the child in the context of the family, and issues in working with and understanding educational and

other settings.

Prerequisite: PSY 732 and PSY 782.

PSY 834 - Adult Psychopathology (3)

This course provides an understanding of normal and psychopathological variants of adult functioning and development. Diagnostic criteria, psychodynamic issues, and applications of DSM-IV will be discussed. Treatment implications of various diagnostic categories will be included.

Prerequisite: Enrolled students in clinical psychology or mental health counseling; or permission of instructor.

PSY 835 - Late Adulthood and Aging (3)

This course provides the student with basic information about the physical, social, and psychological effects of aging, the developmental issues that arise during older adulthood, and the approaches to coping with these changes and adjustment to the death of loved ones and the individual's own confrontation with mortality.

PSY 836 - Methods of Adult Psychotherapy (3)

An overview of methods and theories of psychotherapy used with adults. Covers professional and ethical guidelines as applied to the conduct of psychotherapy.

Prerequisite: PSY 781 and PSY 834; or permission of instructor.

PSY 840 - Neuroanatomical & 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 - Clinical Psychopharmacology (2)

This course introduces 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 and behavioral disorders will be discussed. Discussion of the use and effects of recreational substances and herbal medicines also will be explored during this course.

Prerequisite: Enrollment in the Ph.D. or Psy.D. Psychology Doctoral Programs; PSY 712, PSY 834 and PSY 840.

PSY 857 - Qualitative Research Methodology (3)

This course is designed to explore the theory and practice of qualitative research at a graduate introductory level. As qualitative research has grown in prominence within the social sciences, it has taken many distinct forms. Hence a challenge for this course is to strike a balance between (1) discussion of broad theoretical issues and current debates concerning those issues, (2) exposure to the practice of at least one qualitative method, and (3) development of and consultation on individual research projects. In striving to attain that balance, the first portion of the course addresses general issues across qualitative approaches followed by an exploration of particular qualitative research methods. Student presentations and consultation on individual research topics also will be addressed during the course. Where appropriate, discussion will occur regarding the unique nature of conducting qualitative research with various multicultural groups, including those who identify as deaf, hard-of-hearing, and deafblind.

Prerequisite: Enrollment in the Clinical Psychology PhD

Program, successful completion of PSY712; or permission of instructor.

PSY 860 - Cognitive-Behavior Therapies (3)

This course provides an in-depth examination of the theories, principles, and applications of cognitive-behavior therapy. Historical issues, behavioral models, and specific types of cognitive-behavioral therapy, including Rational Emotive, Cognitive Therapy, and the Case Formulation Model, are explored. Research trends including application to the problems of eating disorders, anxiety, depression, poor social skills, and marital dysfunction are also addressed.

Prerequisite: PSY 712, PSY 781, PSY 834, or permission of instructor.

PSY 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.

Prerequisite: 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.

Prerequisite: PSY 781, PSY 834, PSY 836, PSY 865, and PSY 866.

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 and Consultation (3)

Clinical Supervision and Consultation provides students with an introduction to theory, methods, and legal and ethical issues in the supervision of clinical services and the consultation in professional psychology. The course emphasizes the supervision of psychotherapy and related interventions, as well as the supervision of other clinical services including assessment and crisis intervention. Individual and group supervision theories are considered. Similarly, the course includes consultation models and practices in which clinical psychologists may provide specialty services in intentional collaboration across professions and in diverse settings.

Prerequisite: Enrollment in the Clinical Psychology PhD Program, successful completion of PSY 781, PSY 785, 786, and 787; or permission of instructor.

PSY 885 - Clinical Psychology Practicum II (3)

Generally taken in the third year, this practicum includes clinical training and experiences in assessment, evidence-based interventions, case conceptualization, the diagnostic process, and treatment planning and outcomes. Clinical supervision and or consultation may be included as a training experience depending on the placement. Training sites include medical centers, community agencies, government agencies, primary and secondary schools, college counseling centers or other service facilities.

Prerequisite: Third year standing in the Clinical Psychology Ph.D. Program, PSY 785, PSY 786, PSY 787, and PSY 836.

PSY 886 - Clinical Psychology Practicum III (3)

Generally taken in the third year, this practicum includes clinical training and experiences in assessment, evidence-based interventions, case conceptualization, the diagnostic process, and treatment planning and outcomes. Clinical supervision and or consultation may be included as a training experience depending on the placement. Training sites include medical centers, community agencies, government agencies, primary and secondary schools, college counseling centers or other service facilities.

Prerequisite: Third year standing in the Clinical Psychology Ph.D. Program, PSY 785, PSY 786, PSY 787, PSY 836, and PSY 885.

PSY 887 - Clinical Psychology Practicum IV (1-3)

This optional summer practicum includes clinical training and experiences in assessment, evidence-based interventions, case conceptualization, the diagnostic process, and treatment planning and outcomes. Clinical supervision and or consultation may be included as a training experience depending on the placement. Training sites include medical centers, community agencies, government agencies, primary and secondary schools, college counseling centers or other service facilities.

Prerequisite: Third year standing in the Clinical Psychology Ph.D. Program, PSY 785, PSY 786, PSY 787, PSY 836, PSY 885, and PSY 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) and syllabus must be submitted to the Registrar's Office before the add/drop period ends to register for an Independent Study

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

PSY 900 - Dissertation Research (1-3)

This course provides credit for individual student research

projects at the dissertation stage, conducted under approved faculty supervision.

Prerequisite: PSY 703, PSY 704, PSY 711, PSY 712, PSY 713, PSY 781, PSY 800, and advancement to doctoral candidacy or equivalent with consent of instructor.

PSY 985 - Advanced Clinical Psychology Practicum I (1-3)

Generally taken in the fourth year or beyond, the advanced clinical psychology practicum includes additional clinical training and experiences in assessment, evidence-based interventions, case conceptualization, the diagnostic process, and treatment planning and outcomes. Clinical supervision and or consultation may be included as a training experience depending on the placement. Training sites include medical centers, community agencies, government agencies, primary and secondary schools, college counseling centers or other service facilities.

Prerequisite: Fourth year standing in the Clinical Psychology Ph.D. Program, PSY 785, PSY 786, PSY 787, PSY 836, PSY 885 and PSY 886.

PSY 986 - Advanced Clinical Psychology Practicum II (1-3)

Generally taken in the fourth year or beyond, the advanced clinical psychology practicum includes additional clinical training and experiences in assessment, evidence-based interventions, case conceptualization, the diagnostic process, and treatment planning and outcomes. Clinical supervision and or consultation may be included as a training experience depending on the placement. Training sites include medical centers, community agencies, government agencies, primary and secondary schools, college counseling centers or other service facilities.

Prerequisite: Fourth year standing in the Clinical Psychology Ph.D. Program, PSY 785, PSY 786, PSY 787, PSY 836, PSY 885, PSY 886, and PSY 985.

PSY 987 - Advanced Clinical Psychology Practicum III (1-3)

Generally taken in the fourth year or beyond, this optional advanced clinical psychology practicum includes additional clinical training and experiences in assessment, evidence-based interventions, case conceptualization, the diagnostic process, and treatment planning and outcomes. Clinical supervision and or consultation may be included as a training experience depending on the placement. Training sites include medical centers, community agencies, government agencies, primary and secondary schools, college counseling centers or other service

facilities.

Prerequisite: Fourth year standing in the Clinical Psychology Ph.D. Program, PSY 785, PSY 786, PSY 787, PSY 836, PSY 885, PSY 886, PSY 985 and PSY 986.

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.

Prerequisite: 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.

Prerequisite: Open only to students who have completed comprehensive examinations, advanced to candidacy for the Ph.D. degree, and are in an internship approved by the clinical psychology program faculty.

SGS - Sexuality and Gender Studies

SGS 501G - 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 504G - 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 505G - LGBTQ+ Mental Health Practice (3)

The purpose of the course is to increase students' understanding of life span theories, human behavior theories, and intervention models and techniques when working with people who identify as lesbian, gay, bisexual, transgender, queer, and/or additional identities (LGBTQ+). Although the emphasis will be on a social work perspective, students from various majors will benefit from this knowledge if they plan to work with LGBTQ+ people or if they would like this knowledge for their personal benefit. Important issues covered include sexual-minority identity formation; internalized homophobia; transference and countertransference issues; theories of assessment and intervention; and, cultural competence.

SGS 511G - 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 512G - 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 513G - 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 520G - 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 530G - 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 595G - 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 507G - Alcohol and Drug Addictions: Intervention Strategies (3)**

This course prepares the student in one of the helping professions to understand the primary issues related to the use and abuse of alcohol and other drugs, including narcotics, depressants, stimulants, hallucinogens, and marijuana. The impact of drug use on the individual, the family, and society will be examined, including the psychological ramifications of children of alcoholics and drug abusers. Emphasis will be on the development of intervention skills and identifying the person who is abusing chemicals. Knowledge of community resources and programs, with attention given to accessibility to deaf substance abusers, will be covered.

SWK 595G - 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.

Prerequisite: 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.

Prerequisite: SWK 705 and SWK 706.

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.

Prerequisite: 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-requisite: 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.

Prerequisite: 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 - Generalist Field Practicum I (4)

Generalist 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.

Outcomes

COMPETENCY 1: Demonstrate Ethical and Professional Behavior
 COMPETENCY 2: Engage Diversity and Difference in Practice
 COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice
 COMPETENCY 4: Engage in Practice-Informed Research and Research-Informed Practice
 COMPETENCY 5: Engage in Policy Practice
 COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities
 COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SWK 772 - Generalist 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.

Outcomes

COMPETENCY 1: Demonstrate Ethical and Professional Behavior
 COMPETENCY 2: Engage Diversity and Difference in Practice
 COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice
 COMPETENCY 4: Engage in Practice-Informed Research and Research-Informed Practice
 COMPETENCY 5: Engage in Policy Practice
 COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities
 COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SWK 773 - Clinical Supervision for Field I (1)

This course provides instruction on the process of clinical supervision, its history, and ways that it can prepare students for professional practice in the future. Clinical supervision focuses on professional identity and social work skills development. The course will also review major clinical supervision approaches and theoretical models with particular emphasis on the supervision of social workers engaging directly with clients. Course learning activities will include discussion and case study review. This course is uniquely designed to support students at a placement where direct supervision is not being provided by a person with an MSW degree and at least 3 years of post-degree experience.

Co-requisite: SWK 771 is required for students not directly supervised by an MSW in the field.

Outcomes

COMPETENCY 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. **COMPETENCY 2: Engage Diversity and Difference in Practice** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty,

marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

SWK 774 - Clinical Supervision for Field II (1)

This course provides instruction on the process of clinical supervision, its history and ways that it can prepare students for professional practice in the future. Clinical supervision focuses on professional identity and social work skills development. The course will also review major clinical supervision approaches and theoretical models with particular emphasis on the supervision of social workers engaging directly with clients. Course learning activities will include discussion and case study review. This course is uniquely designed to support

students at a placement where direct supervision is not being provided by a person with an MSW degree and at least 3 years of post degree experience.

Co-requisite: SWK 772 is required for students not directly supervised by an MSW in the field.

Outcomes

COMPETENCY 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. **COMPETENCY 2: Engage Diversity and Difference in Practice** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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.

Prerequisite: 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) 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.

