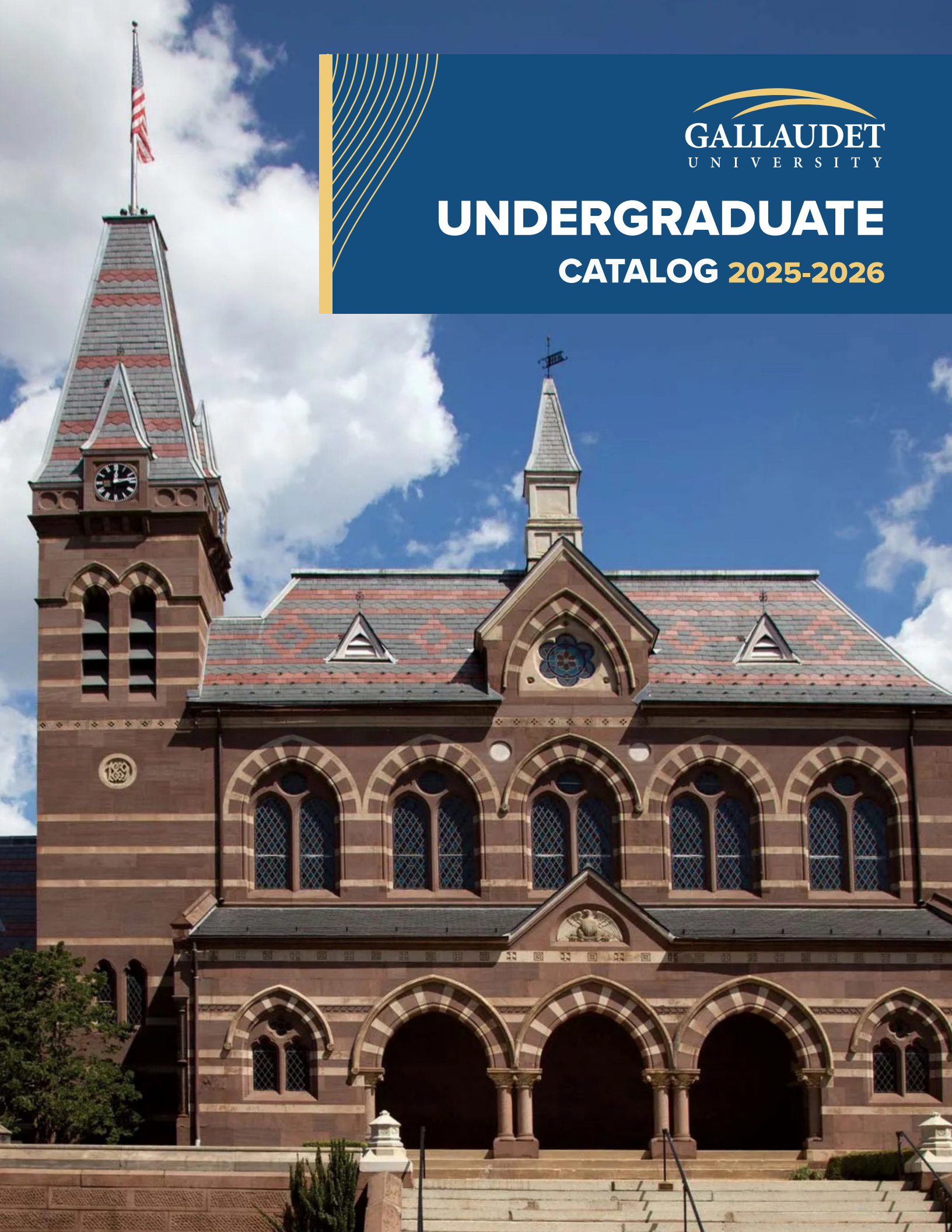
GALLAUDET UNIVERSITY

UNDERGRADUATE CATALOG 2025-2026



GALLAUDET UNIVERSITY

Academic Calendar Fall 2025

On Campus

July 22	Deadline to submit Consortium Program Authorized Requests for Fall 2025
August 18-20	Professional Development Week
August 19	All residence halls open at 9 a.m. for **NEW** students (Arrival Day/Business Registration)
August 20-23	New Student Orientation
August 23	All residence halls open at 9 a.m. for **RETURNING** students
August 25	**Classes begin** - Late Registration Fee begins (fee charged) / Faculty and Staff tuition waiver deadline
August 29	**UNDERGRADUATE** - Last day to ADD/DROP/AUDIT courses
September 1	Labor Day Holiday (No classes)
September 5	**GRADUATE** - Last day to ADD/DROP/AUDIT courses
September 19	**GRADUATE** - Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
September 26	Final payment for Fall 2025 charges due (charges must be paid in full to register for Spring 2026 courses)
October 6-10	**UNDERGRADUATE** - Midterm week
October 13	All midterm grades due from Faculty no later than noon
October 13	**UNDERGRADUATE** - Last day to change Incomplete grades from previous semester
October 21	**UNDERGRADUATE** - Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 28	Last possible day to submit defensible dissertation to Graduate School Office
November 3	Course registration begins for Spring 2026 semester for currently enrolled students
November 18	Last possible day to defend dissertation for December 2025 graduation
November 24-28	Fall Break
December 1	Last possible day to submit final version of dissertation and post-defense paperwork
December 5	Graduation application deadline for December 2025 and May/August 2026 graduation
December 5	Deadline to submit OCICU/Consortium Program Authorized Requests for Spring 2026
December 6	Late graduation application begins (fee charged)
December 8	**GRADUATE** - Last day to change Incomplete grades from the previous semester
December 8	**GRADUATE** - 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 8	Classes end
December 9	Study Day
December 10-12	Final examination period
December 13	All residence halls close at noon and Winter Break begins
December 15	All grades due from Faculty no later than noon
December 25-January 1	Winter Break (University closed)

Online: 8 Week (Session 1)

August 25	**Classes begin**– Late Registration Fee Begins
August 27	Last day to ADD/DROP courses
September 5	**GRADUATE** - Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 7	**UNDERGRADUATE** - Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
October 17	**GRADUATE** - 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 17	Classes end
October 20	All grades due from Faculty no later than noon

Online: 8 Week (Session 2)

October 20	**Classes begin**
October 21	Last day to ADD/DROP courses
October 31	**GRADUATE** - Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
November 21	**UNDERGRADUATE** - Last day to withdraw with WD grades (forms must be signed and returned to the Registrar's Office by 4:30 p.m.)
December 12	**GRADUATE** - 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 12	Classes end
December 15	All grades due from Faculty no later than noon
December 25–January 1	Winter Break (University closed)

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

GALLAUDET UNIVERSITY

Academic Calendar Spring 2026

On Campus

January 12-13	Professional Development Week
January 14	All residence halls open at 9 a.m. for **NEW** students
January 15-17	New Student Orientation
January 18	All residence halls open at 9 a.m. for **RETURNING** students
January 19	Martin Luther King, Jr. Holiday
January 20	**Classes begin**/Late Registration Fee begins (fee charged) / Faculty and staff tuition waiver deadline
January 23	**UNDERGRADUATE** - Last day to ADD/DROP/AUDIT courses
January 30	**GRADUATE** - Last day to ADD/DROP/AUDIT courses
February 13	**GRADUATE** -Last day to withdraw with WD grades
March 2-6	**UNDERGRADUATE** - Midterm week
March 9	**UNDERGRADUATE** - Last day to change Incomplete grades from previous semester
March 11	Course registration begins for Summer School 2026 for currently enrolled students (Spring 2026 charges must be paid in full)
March 16–20	Spring Break
March 24	**UNDERGRADUATE** - Last day to withdraw with WD grades
March 24	Last possible day to submit defensible dissertation to Graduate School Office
April 3	Deadline submit Consortium/OCICU Program Authorized Requests for Summer 2026
April 13	Course registration begins for Fall 2026 semester for currently enrolled students
April 14	Last possible day to defend dissertation for May 2026 graduation
April 21	Last possible day to submit final version of dissertation and post-defense paperwork
May 4	**GRADUATE** - 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 4	**GRADUATE** - Last day to change Incomplete grades from the previous semester
May 4	Classes end
May 5	Study Day
May 6-8	Final examination period
May 9	All residence halls close at noon
May 11	All grades due from Faculty no later than noon
May 15	Commencement exercises

Online: 8 Week (Session 1)

January 20	**Classes begin** – Late Registration Fee Begins
January 21	Last day to DROP courses
January 30	**GRADUATE** - Last day to withdraw with WD grades
February 24	**UNDERGRAUDATE** - Last day to withdraw with WD grades
March 13	**GRADUATE** - 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 13	Classes end
March 16	All grades due from Faculty no later than noon

Online: 8 Week (Session 2)

March 16	**Classes begin**
March 17	Last day to DROP courses
March 27	**GRADUATE** - Last day to withdraw with WD grades
April 21	**UNDERGRADUATE** - Last day to withdraw with WD grades
May 8	**GRADUATE** - 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 8	Classes end
May 11	All grades due from Faculty no later than noon

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

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Undergraduate 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 August 25, 2025.

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: 202-250-2995

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.

Undergraduate Studies Mission

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

Gallaudet University welcomes students into a unique learning environment, designed for deaf scholars and those who wish to engage deeply with deaf communities. Within this context, Gallaudet's Core curriculum provides learning opportunities that support the ability to be healthy, productive agents of positive change in all of our communities. We do so by deeply respecting our Deaf and other interacting identities, and grounding into them as we explore ways to engage more deeply with each other and the world. A Gallaudet education provides students with opportunities to develop as wellness-grounded, proudly bilingual, career-ready critical thinkers, who are digitally aware, ethical, scientifically literate global citizens.

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 Disability Service Center.

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.

Undergraduate Standard Admissions Procedures

Office of Admissions

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

202-250-2474 (videophone)
202-250-5050 (voice)
800-995-0550 (voice)
202-651-5744 (fax)

Deaf, hard of hearing, or hearing students are welcome to apply for admission to the baccalaureate program at Gallaudet University. Deaf and hard of hearing applicants who have no knowledge of sign language are strongly encouraged to apply. Hearing applicants should be proficient in American Sign Language at the time of application.

Gallaudet, located in the nation's capital, 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 capitalizes on its undergraduate liberal education program to provide resources and opportunities for students to prepare for advanced studies and achieve professional career success on and off campus. The university offers relevant majors/programs that meet the demands of the employment market; provides challenging and competitive internship opportunities; and maintains an extensive career center focused on lifelong support for our students and graduates. Student graduates leave the university as well-rounded global citizens of the 21st century.

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

University Standard Admissions Procedures

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

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

Student classifications (p. 23) help applicants identify what status they would like to hold within the University and what documents they would need to submit. Deferred Action Childhood Arrival (DACA) and/or undocumented applicants are welcome and encouraged to apply. Under the Education of the Deaf Act, both DACA and undocumented applicants are classified under international status. General application requirements include the following:

- completed application
- copies of transcript(s)
- one letter of recommendation

- one essay
- test scores
- audiogram

In certain student classifications, supplemental documents may be needed or waived. The Office of Admissions reserves the right to request additional documentation from any applicant. Applicants should review application materials described in this section, then visit the Student Classification (p. 23) section to begin the application process.

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

For more information on admissions procedures or to apply online, please visit https://www.gallaudet.edu/undergraduate-admissions. Applicants are required to submit their application online through Application Central.

Admissions Criteria

In determining an applicant's qualifications for admission, the University considers the applicant's academic standing, standardized test scores, essays, courses taken in school, and letters of recommendation from academic officials. The Office of Admissions evaluates prospective students based on their profile of academic, professional, personal achievements, and educational and career goals. Gallaudet University adheres to the Statement of Principles of Good Practice (http://oacac.org/wp-content/uploads/2017/09/NACAC-2017-SGPG.pdf) endorsed by the National Association for College Admission Counseling (www.nacacnet.org).

Merit Scholarships

Prospective students may qualify for merit-based scholarships if they are deaf or hard of hearing, U.S. citizens or permanent residents, and applying as new undergraduate freshmen or transfer students. Scholarships are awarded based on test scores, GPA, and academic achievements. To be considered for Honors scholarships, the deadline is February 15, 2023. Transfer applicants with 30 or more credits will be awarded scholarships for three years only. International, online degree completion program, special student, second bachelor's degree, and hearing applicants are not eligible for scholarships. More information about the merit-based scholarships such as deadlines and criteria can be found on the Merit Scholarships website.

Application

Applicants should fill out and submit a completed application online with biographical and educational details. Carefully written essay responses to application questions should demonstrate applicants' abilities to organize and express their thoughts. If the essays do not meet the minimum requirement of length, the application will be considered incomplete.

Transcripts

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

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

Official sealed transcripts should be sent to:
The Office of Undergraduate Admissions
Edward Miner Gallaudet Building
800 Florida Ave Northeast

Washington, DC 20002

Letters of Recommendation

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

Standardized Tests

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

Advanced Placement Tests

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

Audiogram

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

Admissions Review Committee

The Admissions Review Committee (ARC) was formed to review applicants who may have academic conditions for admission to the University. The committee determines an applicant's admissions status by weighing potential future outcomes against submitted application materials, and may request supplemental materials from the applicant, such as a proctored writing sample. Appeal for reconsideration must be submitted in writing by the applicant. Please see the Appeal Procedures (p. 21) for how to submit an appeal. The ARC consists of faculty and staff from the departments of Student Success, English, General Education, Math, and Academic Advising who work with representatives from the Office of Admissions. The committee reviews files until June 30th for possible admission in the upcoming Fall Semester. After June 30th, the committee will reconvene in October to review files for possible admission to the following term.

When to Apply

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

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

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

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

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

Appeal Procedures

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

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

Your appeal package must include the following documents:

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

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

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

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

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

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

Transfers

Transfer students who have completed 30 college credit hours or a combination of 12 hours of college English and math credit with a grade of "C" or higher in each course will be notified by the Office of Admissions if they are waived from submitting ACT/SAT scores. Applicants who

have been waived from submitting test scores may still be required to take English, math, and ASL placement tests for the purpose of being placed in the appropriate General Education courses. Applicants with 56 or more hours of college credit are waived from taking the DRP and GWE placement tests. Students with three hours credit in college English with grades of "C" or higher will not take the DRP and GWE placement tests. Students with three hours credit in college math with grades of "C" or higher will not take the Math placement test. Final high school transcripts will be waived if applicants submit college transcript(s) indicating 30 college credit hours or more. Applicants must submit official transcripts from all prior colleges attended.

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

Applicants may request an official evaluation of transferable college credits. Gallaudet will accept college-level courses completed with a grade of "C" or better. Transferred courses may be applied to satisfy general education requirements or major requirements only when approved by the appropriate program coordinator/school director. Transferred courses with no Gallaudet equivalent will be considered as elective credit. Gallaudet University operates under the semester system, and any transfer credits not on the semester system will be converted to semester credits. The 'T' grade and grade points from transferred courses are not calculated in the student's GPA at Gallaudet. Refer to the section entitled "Prior Permission Transfer Credit (p. 95)" for courses transferred to substitute for a Gallaudet course with a lower grade.

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

Articulation Agreements

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

Articulation Agreements with:
Austin Community College
Ohlone College

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

Online Degree Completion Program

Gallaudet University's Online Degree Completion Programs (ODCP) are degree completion programs open to eligible transfer or returning students. Applicants should have accumulated at least 45 hours of college credit toward a bachelor's degree, either at Gallaudet or at other institutions, and who wish to complete that degree at Gallaudet. Exceptions may be made based on the review of representatives from designated major programs. Once admitted, students will work with an academic advisor for the first six weeks and then be transferred to a faculty advisor. A degree earned through the ODCP will be indicated as such on the student's transcript.

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

Admitted students will be required to pay the $150 enrollment fee.

Hearing applicants may apply.

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

Applicants Seeking a 2nd Degree

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

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

Applicants seeking a second degree must meet all of the requirements for undergraduate admissions, include their

official college transcripts with their application, and meet the program's admissions requirements. A letter of acceptance from the program coordinator/school director should be included in the application. Test scores and high school transcripts do not need to be submitted. Applicants are also waived from English and math placement testing.

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

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

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

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

Students pursuing their second degree at Gallaudet are not eligible for Merit scholarships.

Student Classifications

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

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

Deaf and Hard of Hearing US Citizen/Permanent Resident Applicants

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

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

completed application	$50 application fee
copies of transcript(s)*	one letter of recommendation
one essay	test scores**
audiogram	Green Card (permanent residents only) ***

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

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

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

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

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

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

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

International

Applicants with this classification are not registered residents of the United States. Deferred Action Childhood Arrival (DACA) and/or undocumented applicants are welcome and encouraged to apply. Under the Education of the Deaf Act, both DACA and undocumented applicants are classified under international status.

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

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

International applicants who possess degrees from colleges or universities other than Gallaudet--and have never previously attended Gallaudet but want to get an additional degree at Gallaudet--should follow procedures in the Applicants Seeking a 2nd Degree (p. 22) section.

International hearing applicants may apply as non-degree or degree-seeking students through the ISSP.

For more information, please visit: International hearing applicants

Transfer Credit Evaluation

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

English Language Skills

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

American Sign Language Skills

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

At the graduate level, applicants who seek to become special (non-degree) students are required to possess "working knowledge" of ASL, as interpreted by each department within the Graduate School and specified in the 2025-2026 University Catalog. Graduate applicants are referred for ASL skills evaluation that is based on their proposed area of study. If the applicant has prior sign language skills and has been evaluated after taking the American Sign Language Proficiency Interview test, the student must provide the results of the test; if not, department administrators will interview the applicant to determine his/her readiness to study at Gallaudet without classroom communication support.

Application Deadlines

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

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

Financial Information

International applicants are asked to document how financial support will be provided for their first year at Gallaudet, a requirement of the United States Citizenship and Immigration Services (USCIS). **Without completed *Certification of Finances and Sponsor's Affidavit of**

Annual Cash Support forms, applications are considered incomplete. After evidence of adequate financial support has been submitted and the student has been accepted, the Office of International Affairs (OIA) can issue an I-20 or DS-2019 form. This form is needed to secure, transfer, and extend a student visa. Students will have a hold placed on their account until a good faith deposit, financial support, or notification of support is received by Student Financial Services. The University reserves the right to require advance payment of one full academic year's costs before issuing this form. The payment will be held in trust by Student Financial Services and applied to a student's account when the student officially enrolls. If the student is unable to enroll due to visa denial or to other reasons, the money will be refunded upon written request.

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

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

International applicants must submit the following materials:

Completed application	$50 application fee
High school transcripts	College transcript(s), if applicable
One letter of recommendation	One written English essay and one video ASL essay
Test scores	Audiogram
Certification of Finances form	Sponsor's Affidavit of Support form
Copies of high school/secondary school records, including any secondary external examinations	F-1 Transfer Request form (if transferring from a college in the U.S.)

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

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

For more information, please visit International Affairs.

International Student Orientation

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

International Students and SEVIS

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

- Confirmation that they have enrolled within 30 days, or give notification of their failure to enroll.
- Changes of legal name and/or address.
- Graduation prior to the end date listed on the I-20 (F-1) or DS-2019 (J-1).
- Academic or disciplinary actions taken due to a criminal conviction.
- Failure to maintain a full course of study (see Full Course of Study section), unless given permission by RSIA.
- Dismissal or withdrawal date, and the reason for dismissal or withdrawal.
- Procedures such as program extensions, school transfers, changes in level of study, employment authorizations, and reinstatement.

International Business Registration

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

Full Course of Study

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

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

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

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

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

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

Online Courses

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

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

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

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

J-1 students cannot use online or distance education classes to satisfy the full course of study requirements. All classes a J-1 student--undergraduate or graduate--registers to take require physical classroom attendance.

Class Attendance Policy

To maintain legal status, international students are responsible for regular attendance in all classes in which they are officially enrolled. The University's class attendance policy can be found at the link: Class Attendance Policy (p. 91)

It is the student's responsibility to notify instructors of any situation that causes him/her to miss class. The student is to notify the instructor through official University email;

the student is also required to check email frequently for communication from instructors or OIA. Communication from a personal email account is not acceptable.

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

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

Grading Policy

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

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

Hearing U.S. Citizen/Permanent Resident Applicants

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

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

- Hearing Undergraduate (HUG) program
- Bachelors in Interpretation (BAI) program
- Applicants should understand that once admitted, no voice interpreters or language accommodations will be provided.

Hearing Undergraduate Program

The Hearing Undergraduate (HUG) program is a unique program for hearing students who want to enroll as degree-seeking undergraduate students at Gallaudet University. The program is designed for those who know American Sign Language (ASL), want to study alongside deaf and hard of hearing individuals, and will pursue a career that furthers the education of deaf and hard of hearing.

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

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

Bachelor of Arts in Interpretation Program

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

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

Application and supporting documents must be received or postmarked on or before the priority deadline of April 1, 2022.

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

Enrollment Limits

There is a limited number of slots for incoming hearing students in either program. Due to the limited space, the

HUG and BAI programs are highly selective. Hearing students are expected to be able to express and follow classroom instruction and discussion in American Sign Language (ASL) at all times.

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

completed application	$50 application fee
copies of transcript(s)*	one letter of recommendation
One written English essay and one video ASL essay	test scores***
Green Card (permanent residents only)**	

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

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

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

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

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

Applicants who currently possess B.A., B.S., or higher degrees from colleges or universities other than Gallaudet and have never previously attended Gallaudet, but want to get a second degree through the HUG or BAI program at Gallaudet, should apply as applicants seeking a 2nd degree. Applicants should follow standard application procedures in accordance with this section and the Applicants Seeking a 2nd Degree (p. 22) section.

After Submission of Application

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

Special Student

There are four types of Special Students at Gallaudet University:

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

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

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

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

Office for more information.

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

Visiting/Exchange Student applicants must submit the following materials:

completed application	$50 application fee each semester
copies of transcript(s)*	one letter of recommendation
one essay	hearing applicants only: ASL video essay

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

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

Visiting Students

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

Exchange Students

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

Non-Degree Special and Online Non-Degree Special Students

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

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.)

Online Degree Completion Program

Online Degree Completion Program Admission Requirements

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

- An application form completed by the applicant. Completion of answers, including an essay question, is a required part of the application form.
- An application fee of $50 USD payable to Gallaudet University.
- Applicants who have completed less than 12 semester hours of college English and/or Mathematics must submit ACT or SAT Scores dated no more than three years prior to application to ODCP program. ACT test scores in English and Reading of 17 and above, or SAT Critical Reading and Writing scores of 420 and above are considered satisfactory.
  - ACT: Send to College Code 0662
  - SAT: Send to College Code 5240
- Official transcripts from college(s).
- An audiogram.
- Hearing applicants must follow Gallaudet University Hearing Undergraduate Admission Requirements (p. 27) stated in the catalog.
- International applicants must follow the International Student Admission Requirements (p. 24) stated in the catalog.
- Transfer students who have completed 30 college credit hours or a combination of 12 hours of college English and math credit with a grade of "C" or higher in each course will be notified by the Office of Admissions if they are waived from submitting ACT/SAT scores. Applicants who have been waived from submitting test scores may still be required to take English, Math, and ASL placement tests for the purpose of being placed in the appropriate General Education courses.
- Students must take the ASL Placement Test and receive a passing score for admission to the program.
- Applicants may request official evaluation of transferable college credits. Gallaudet will accept any college-level courses completed with a grade of "C" or better at any college or university. Transferred courses may be applied to satisfy general education requirements and/or major requirements. Transferred courses with no Gallaudet equivalent will be considered as elective credit.

Requirements for Admission to a Major Program in Deaf Studies

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

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

Requirements for Admission to a Major Program in Psychology

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

- PSY 101 Introduction to Psychology
- English Composition

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

Readmit Student Applicants

Readmit Student applicants were formerly enrolled full-time at Gallaudet for at least one semester, but have since withdrew or were discontinued for any reason. Readmit Student applicants must re-apply through the Registrar's Office. Readmission procedures are described in the Registration and Policies (p. 98) chapter of the catalog.

There are three types of Readmit Student applicants:

- students who have left the University and want to readmit to complete their degree;
- students who graduated from the University and want

to apply for a second degree;

- and students who have enrolled in the University, but left to graduate at another university and returned to apply for a second degree.

Note: Students who have never been enrolled in the University and are seeking a second degree should apply through the Office of Admissions. For more information, please refer to the Second Degree (p. 22) page.

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

Undergraduate in Good Standing

Applicants should follow standard readmit procedures.

Undergraduate Academically Suspended or Dismissed

Applicants who were suspended or dismissed for an academic reason should follow standard readmit procedures. Readmits should include any college transcripts attended while away from Gallaudet, an Academic Appeal Form, and two letters of recommendations from faculty, counselors, advisors, employers, or community leaders. If students were placed on Academic Suspension or Academic Dismissal before leaving the university, and they want to apply as a readmit student, they may be asked to apply as a special student until academic conditions are removed. For more information, please see this link: Readmission (p. 98).

Undergraduate with Disciplinary Suspension

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

Gallaudet graduate seeking 2nd undergraduate degree

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

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

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

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).

Post-Acceptance Information

Applicants admitted to the University will need to submit the intent to enroll form and pay the $150 non-refundable enrollment fee prior to being officially enrolled into the University. Please note that your $150 deposit will be credited to your first semester student bill. The sections below provide a brief overview of what to expect.

Email Communications

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

Final Official Transcript

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

Course Registration

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

- Fees ($150 Enrollment fee) and forms
- Health and immunization records
- English, Math, and ASL Placement Test scores
- Student Checklist on my.gallaudet.edu ("Academic Advising" portal)

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

Financial Aid

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

Medical Records/Health Insurance

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

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

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

Disability Service Center

The Disability Services Center (DSC) provides individually tailored, comprehensive, support services and programs for students with disabilities. Students who wish to use disability accommodations may register with DSC via Workday, Gallaudet’s online information-management system. Students also are required to include medical documentation about their disability with their requests, as explained in the Workday process. DSC staff will then review requests to determine eligibility.

Students may apply for services and request accommodations at any time during their academic career at Gallaudet. We encourage students new to Gallaudet to start this process well before their first term begins. Disability-related information is strictly confidential and handled the same as other medical information. Contact dsc@gallaudet.edu for more information or view our website at https://gallaudet.edu/belonging-engagement/disability-services-center/.

Orientation Programs

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

Placement Testing

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

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

JumpStart

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

Student Success

The Student Success program promotes every student's success and retention. Upon completion of JumpStart, students will continue receiving additional academic support through the Student Success program and be assigned a peer mentor. First-year students are identified

through the admissions process and/or placement testing to participate in the program. Therefore, the program is not limited to students in JumpStart. Students will have the opportunity to participate in one of our popular initiatives, the Peer Mentoring Program. The program will continue to support participating students towards their second year and further if necessary.

Programs - Honors and ELI

Honors Program

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

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

During the interview we look for students to demonstrate intrinsic intellectual motivation, dedication and commitment to a program of study, and an ability to engage ideas and text beyond or in addition to the personal. Students will also be invited to ask questions about Honors or the University.

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

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

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

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

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

English Language Institute

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

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

For more information, please visit: English Language Institute

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

International Special Scholar Program/International Special Student

The International Special Student Program (ISSP) is a tremendous learning experience designed for non-U.S. students who are not pursuing an academic degree at Gallaudet University. Many students from around the world with a professional interest in the education of deaf and hard of hearing people, their language, and their history and culture find the ISSP ideal for their learning needs.

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

Each ISSP student is assigned a mentor who is an expert in the particular area the student wishes to learn about.

For more information, please visit: International Affairs

Equal Opportunity/Non-Discrimination

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

Student Right to Know Act

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

- Academic programs of the institution including a description of the facilities, faculty, and other instructional personnel, and accreditation information. (Consumer Information)
- Financial assistance available to students. (Financial Aid)
- Cost of attending the institution (Tuition and Fees) and (Refund Policy)
- Description of any special facilities available to disabled students. (DSC)
- Institutional Security Policies and Crime Statistics (Annual Security Report)
- Completion/graduation rate of freshmen (Retention)

Additional information provided under the Higher Education Opportunity Act of 2008 (HEOO) can be accessed from the Consumer Information page of the University website.

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

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

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

All prospective students are recommended to read the report.

Professional Studies Course Admissions

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

To register for professional studies (PST) courses, follow the procedures outlined on the website of the Center for Continuing Education at https://www.gallaudet.edu/cce.

Tuition, Fees and Aid

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 online via Transact. 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

- Undergraduate and Online Degree Completion Program Students - Fall 2025 and Spring 2026
- ELI Students
- Graduate Students, please refer to the Tuition and Fees (p. 36) section in the Graduate Catalog.

Explanation of Basic Costs:

Tuition:

Undergraduate: Amount indicated is for full-time undergraduate students for two semesters (Fall 2025 and Spring 2026). A full-time course load for undergraduate students is 12 to 18 credits. Additional credits above 18 credits will incur additional part-time tuition rate per credit. Part-time status for undergraduate study is 1-11 credits.

International: These reflect the 100% tuition surcharge for students from Non-Developing countries and 75% tuition surcharge for students from Developing countries. 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 $3,451 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, 2025 at 12:01 a.m. to July 31, 2026 at 12:01 a.m.

Students enrolling in spring semester 2026 are billed $1,428 for coverage from January 1, 2026 to May 31, 2026. Students enrolling in summer session 2026 are billed $872 for coverage from May 1, 2026 to July 31, 2026. The health insurance fees for 2025-2026 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 and Meal Plans: Please see On-Campus Housing and Board Rates.

Veteran Education Benefits

Veteran's Benefits -- Student's Financial Responsibilities

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

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

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

Once a student has begun using VA education benefits at the university it is their responsibility to check in with a School Certifying Official (SCO) in the Registrar's Office every semester for re-certification of benefits. Additionally, students making changes to their enrollment after they have been certified for a semester are responsible for contacting the SCO in the Registrar's Office so that any necessary adjustment to benefits can be processed.

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

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

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

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

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

Room and Board

Room

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

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

1. Double-occupancy rooms with community bathroom in Ballard North and Benson Hall: **$4,045**,
2. Standard single-occupancy rooms in Ballard West residence hall: **$5,025**,
3. Standard double-occupancy rooms in LLRH6**: $4,308**,
4. Standard double-occupancy rooms in Clerc Hall **$4,481**.

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: $3,952

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: $3,799

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: $3,799

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: $3,668

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

Undergraduate Enrollment Fee	$150	Required for all students accepting admission to the University
International Student Orientation Fee	$100	Required for all new international students
English Language Institute New Student Orientation Fee	$490	Fall and $400 Spring - Required for all new ELI Students
Parking Fee	$108 $54	Annual parking fee. Required for students parking on campus or Per semester. Required for 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
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

International Students

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

Living Expenses

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

Refunds After Withdrawal from the University

For the procedure for official withdrawal from the University, see the appropriate section under Registration and Policies on Withdrawal from the University for

Undergraduate Students or Graduate Students. Refunds are based on the official date of the student's withdrawal, as accepted by the Registrar's Office, and must be requested by writing to Student Financial Services in College Hall.

Refunds for Fall and Spring Semesters

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

Tuition and Room Charges

- During the first week of class, 100% of the charge
- During the second week of class, 80% of the charge
- During the third week of class, 60% of the charge
- During the fourth week of class, 40% 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

First Floor, Sorenson Language and Communication Center
Email: financial.aid@gallaudet.edu
Website: https://gallaudet.edu/financial-aid/

Gallaudet University provides financial aid to students who demonstrate financial need in order to continue their postsecondary education. Financial aid is awarded to degree-seeking undergraduate students who are eligible for Title IV programs.

Financial Assistance Calculation

Financial need is determined using the following formula:

Financial Assistance Calculation:

Student Cost of Attendance (COA):

- minus (-) **student contribution (SAI)**
- minus (-) **other outside resources**
- equals (=) **financial need for which aid may be awarded**

The student contribution is calculated using the Free Application for Federal Student Aid (FAFSA), which considers taxable and nontaxable income and assets. All applicants for financial aid at Gallaudet must submit the FAFSA, which also serves as the application for a Federal Pell Grant.

Students receiving vocational rehabilitation support should notify the Financial Aid Office immediately to ensure proper aid packaging.

Students and parents may estimate college costs, savings plans, expected family contributions, and other financial information using the Gallaudet Tuition and Aid Calculator.

Educational Costs

Financial aid is intended to assist with educational costs, including tuition, fees, room, board, books, transportation, and an average allowance for personal expenses while enrolled. Aid is not intended to meet all living costs; students should be prepared to cover personal living expenses.

Maximum Cost of Attendance for Financial Aid Purposes: **$42,746.**

Application Process

Prospective students: May apply for financial aid after admission is granted. Students must complete the FAFSA to be considered for need-based aid. **Merit scholarships** are awarded at the time of admission by the Admissions Office to students who meet the eligibility criteria and must be maintained according to scholarship requirements.

Currently enrolled students: Are expected to complete the FAFSA on an annual basis to be considered for need-based financial aid.

Award notifications and revisions for need-based aid are sent via email and Workday, where students may review their aid packages. Merit scholarship awards are initially communicated by the Admissions Office at the time of admission, with all subsequent updates and maintenance communicated by the Financial Aid Office.

Application Deadlines

- Applications are accepted at any time before or during the academic year.
- Funds are awarded on a first-come, first-served basis; institutional funds may be exhausted before priority deadlines.
- FAFSA and all outstanding requirements must be completed four weeks before the last day of each term.
- Applications received after priority deadlines are reviewed for federal grants, federal work-study (FWS), and federal loan eligibility if requested.

Financial Aid Eligibility

Undergraduate students must meet the following to receive Title IV programs (Federal Pell Grant, Federal College Work-Study, Federal Direct Loans):

- Be enrolled in a degree-seeking program at Gallaudet University
- Meet U.S. citizenship requirements
- Make satisfactory progress toward the completion of a degree
- Not be in default on a Federal Direct Loan
- Not owe repayment on a Pell Grant or federal student loans
- Not have reached lifetime limits for Pell Grants or loans

Note: Except for unsubsidized Federal Direct Loans and Parent PLUS Loans, all federal programs are need-based.

Eligibility for University and Federal Aid Programs

Program	UG	U.S.	INT'L	F/T	H/T	P/T	REPAY	GIFT	DEG	SPEC
Pell Grant	✓	✓	✓	✓	✓	✓		✓	✓	
FSEOG	✓	✓	✓	✓	✓			✓	✓	
Federal Work-Study (FWS)	✓	✓	✓	✓	✓			✓	✓	
Need-Based Aid	✓	✓	✓	✓	✓	✓		✓	✓	
Merit-Based Aid (GU)	✓	✓	✓	✓	✓			✓	✓	
Merit-Based Aid (Endowed/Donor)	✓	✓	✓	✓	✓	✓		✓	✓	
Federal Student Loans	✓	✓	✓	✓	✓		✓		✓	
Parent PLUS Loans	✓	✓	✓	✓	✓		✓		✓	
Private Loans	✓	✓	✓	✓	✓	✓	✓		✓	

Abbreviation	Meaning
UG	Undergraduate Student
U.S.	U.S. Citizen or eligible non-citizen
INT'L	International Student
F/T	Full-time (12+ credits)
H/T	At least 6 credit hours
P/T	Less than 6 credit hours
REPAY	Loan, must be repaid
GIFT	Does not require repayment
DEG	Must be enrolled in a degree-seeking program
SPEC	Non-degree or not eligible for aid

Satisfactory Academic Progress (SAP) – Undergraduate Students

In order to be eligible for financial aid, students must maintain Satisfactory Academic Progress (SAP) toward their degrees. This policy applies to **all financial aid programs**, including federal, state, and institutional awards.

SAP is assessed at the end of each semester, including summer, and includes **two components**:

1. **Qualitative Standard:** Cumulative Grade Point Average (GPA)
2. **Quantitative Standard:** Percentage of cumulative earned hours to cumulative attempted hours (student pace) and completion within the maximum timeframe

Qualitative Standard: Cumulative GPA

Undergraduate students must maintain a cumulative GPA of **2.00** to be considered in good standing. This standard includes all degree credit courses and any remedial or conditional courses if applicable. These GPA requirements align with the minimum standards of scholarship outlined in the Gallaudet University Catalog.

Quantitative Standard: Student Pace and Maximum Timeframe

To meet the quantitative standard, students must:

- Successfully earn at least **70% of cumulative attempted degree credits** at each SAP assessment.
- Complete their program within the **maximum timeframe**, which is **150% of the published length of the program** measured in attempted credit hours.

For most undergraduate programs (minimum 120 credit hours), the maximum timeframe is **180 attempted credit hours**. Institutional scholarship funding is limited and subject to these standards.

SAP Status and Consequences

Warning:
Students who fail to meet SAP standards will be placed on **financial aid warning** for one semester, during which financial aid may continue.

Probation and Appeal:
If SAP standards are not met at the end of the warning semester, students will be ineligible for financial aid unless they submit a written appeal to the Financial Aid Office. Appeals must demonstrate circumstances beyond the student's control (e.g., illness, death in the family). Course failures or unsuccessful attempts at conditional courses are **not valid reasons**. Approved appeals may place a student on **financial aid probation** for one semester.

Ineligibility:

- Students on probation who fail to meet SAP in a subsequent semester, or who have received probation twice during their academic career and again fail, will be ineligible for financial aid.
- Students who have completed all degree requirements but have not graduated, or who exceed the maximum 180 attempted credits without completing their degree, are ineligible for financial aid.
- Institutional aid may still be available if other criteria (GPA, enrollment, demonstrated need) are met.
- Students cannot receive institutional aid for quantitative SAP failures after degree completion or after six **cumulative years (12 semesters)** of institutional aid.

Academic Considerations

Course Withdrawals (WD, WP, WF):
Withdrawn courses after the Add/Drop period count toward enrollment, attempted hours, and maximum timeframe.

Incomplete Grades (INC) and No Grade (NG):
INC or NG grades count toward enrollment, attempted hours, and maximum timeframe. SAP is re-evaluated at the University's published deadlines. Failure to complete INC or NG grades by the deadline may result in warning or ineligibility, and aid may be rescinded if grades later convert to WD or F.

Transfer Credits:
Transfer credits are included in earned and attempted hours for student pace and maximum timeframe calculations. Students may drop excessive transfer credits **once**, after advising, but cannot do so to extend aid eligibility.

Repeated Courses:

- Courses repeated **once** to improve a grade count toward SAP.
- Courses repeated multiple times for failing grades count toward attempted hours.

Audited Courses:
Audited courses do not earn credit and generally do not count toward SAP unless changed to audit after Add/Drop; in this case, they are treated like withdrawn courses.

Double Majors/Minors:
Students pursuing a double major or minor must complete all degree requirements within the maximum timeframe.

Change of Major/Degree Program:
Students who change majors or programs are expected to complete all degree requirements within the maximum timeframe.

Enrollment and Eligibility

Student Categories: Financial Aid Eligibility

Financial aid eligibility may vary for students in special circumstances, including graduate students taking undergraduate courses, summer students, online students, international students, and special/visiting students.

Graduate Students Taking Undergraduate Courses

Graduate students enrolled in undergraduate coursework will be awarded financial aid **only for graduate-level credits**. To qualify for federal and institutional aid programs, graduate students must be enrolled in **at least 6 credit hours of graduate coursework**.

Summer Students

Limited financial aid is available for summer school, which is considered the **last semester of the award year**.

- Students must have **a current FAFSA on file**. If their enrollment status has changed since the spring semester (for example, from undergraduate to graduate), they must **submit an updated FAFSA** reflecting their current status.
- Aid is awarded **only for degree-credit coursework**; non-degree credit Sign Language courses or credits offered by other departments/colleges are **not eligible**.
- Aid **does not cover repeated coursework**.
- Summer financial aid is limited; students should **not rely solely on aid** to cover summer charges

Undergraduate Students Beginning Graduate Programs in Summer

FAFSA results filed as an undergraduate **cannot be used for graduate-level aid**.

- Students must ensure their FAFSA **reflects graduate-level enrollment before the start of summer courses** to determine eligibility for federal and institutional aid.
- Students should **consult the Financial Aid Office** regarding requirements and applications even before graduate program acceptance.

Online Students

Students taking online courses may receive financial aid if otherwise eligible.

- The **cost of education** used to determine aid eligibility includes **tuition, fees, and books**.
- Students may live in University housing while taking online courses; however, **housing expenses are not included** in aid calculations.

International Students

First-year international students are **not eligible** for financial aid.

- International students must demonstrate sufficient personal or private resources to maintain valid immigration status.
- Limited aid may be available based on individual need and fund availability.
- Awards are determined collaboratively by the **Financial Aid Office** and International Department
- Assistance is provided **only in cases of unexpected reductions or cancellations** of planned support.

- Students receiving ongoing family/private support or departmental assistance **may not qualify** for financial aid.

Special/Visiting Students

- Special students and visiting students (attending one or two semesters from other institutions) are **not eligible for financial aid**.
- In some cases, home institutions may transfer aid to Gallaudet via a **Consortium Agreement**, but visiting students **must apply for aid at their home institution**, not Gallaudet.
- Visiting students should **coordinate with the Financial Aid Office** at their home school prior to enrollment at Gallaudet.

Summary Table of Financial Aid Eligibility by Student Category

Student Category	Financial Aid Eligibility	Notes / Requirements
Graduate Students Taking Undergraduate Courses	Aid awarded **only for graduate-level credits**	Must be enrolled in **at least 6 graduate credit hours** to qualify for federal and institutional aid
Summer Students	Limited aid available	Must have a **current FAFSA** on file; aid is for **degree-credit coursework only**; repeated courses and non-degree credit courses are not eligible; aid may not cover all summer charges
Undergraduate Students Beginning Graduate Program in Summer	Must submit **FAFSA reflecting graduate-level enrollment**	Undergraduate FAFSA is invalid for graduate-level aid; students should consult the Financial Aid Office regarding requirements even before acceptance
Online Students	Eligible if otherwise qualified	Cost of education includes **tuition, fees, books**; housing expenses for online students **not included** in aid calculations
International Students	Limited aid available	First-year international students **not eligible**; awards determined by **Financial Aid Office and International Department**; assistance only for unexpected reductions in planned support; students with ongoing family/private support may not qualify
Special/Visiting Students	**Not eligible**	Visiting students must apply for aid at their **home institution**; consortium agreements may allow home school aid to transfer; coordinate with Financial Aid Office at home institution

Financial Aid Processing

Financial Aid Disbursement and Application of Title IV Funds

Disbursement Timing and Refunds

- Financial aid is disbursed **after the Add/Drop period** (official enrollment verification) each term.
- **Federal regulations prohibit disbursement of aid earlier than 10 days after the first day of classes.**
- Aid is applied to outstanding balances; any remaining credit is refunded to the student.
- Refunds are processed by the Student Financial Services (SFS) Office and may take **up to 14 calendar days**.
- **Direct Deposit (DD)** is the preferred method for refunds. Students without DD will receive a paper check mailed to the address on file.
- The Financial Aid Office may place aid **on hold** if additional documentation or clarification is needed. Counselors review submitted documentation and update records prior to releasing funds.

Title IV Funds – Charge Application Summary

Charge Category	Title IV Application
Tuition	✅ Automatic
Mandatory fees (e.g., Health Services Fee, Student Unit Fee)	✅ Automatic
Standard on-campus room & meal plans	✅ Automatic
Course or lab fees required for classes	⚠ Student Authorization Required
Study abroad program fees	⚠ Student Authorization Required
Required health insurance billed by University	⚠ Student Authorization Required
Books and supplies from University bookstore	⚠ Student Authorization Required
Past institutional balances ≤ $200	⚠ Student Authorization Required
Optional fees (parking, gym)	❌ Not allowed
Fines or penalties	❌ Not allowed
Optional meal plans or housing upgrades	❌ Not allowed
Health insurance waived or purchased independently	❌ Not allowed
Non-credit or non-degree courses	❌ Not allowed
Personal expenses (transportation, supplies)	❌ Not allowed

Overawards

The Financial Aid Office is responsible for ensuring compliance with federal aid program guidelines, including preventing students from receiving more aid than they are eligible for (exceeding their financial need).

- If a student's total financial assistance, including institutional grants, departmental assistantships, stipends, VR support, waivers, or outside scholarships, exceeds their financial need, the Financial Aid Office may **reduce or cancel awards** to prevent overawards.
- Students must **report any expected or received assistance** from outside sources or other University offices so that the Financial Aid Office can accurately determine eligibility and adjust awards as necessary.
- Institutional grants are limited; adjustments may be necessary to ensure funds are available for students without other sources of assistance.

Student and University Responsibilities

Students are responsible for:

- Understanding their institutional charges
- Providing necessary authorizations for applicable charges
- Keeping contact and banking information current
- Reporting all outside and internal sources of financial assistance

The Financial Aid Office applies Title IV funds in compliance with federal regulations and coordinates with Student Financial Services and other departments to manage billing and disbursements. Scholarships and outside awards are applied according to federal, state, and institutional policies and **cannot be arbitrarily reallocated**.

Financial Aid Office Communication

- Updates or changes to financial aid awards will be communicated via **Workday or email**.
- Students should regularly check Workday and emails from the Financial Aid Office to stay informed about their awards.
- Complete any related financial action items promptly to ensure timely processing of aid.

Student Responsibilities and Timeline

- Ensure **FAFSA and enrollment information** are current for accurate award determination.
- Respond promptly to requests for **documentation or authorizations** from the Financial Aid Office.
- Monitor account balances and disbursement dates via Workday or Student Financial Services.

- Maintain **up-to-date banking and contact information** to receive refunds quickly via Direct Deposit or mailed check.
- Plan ahead to avoid gaps in funding, especially for mid-year enrollment changes or changes in course load.

Grants and Scholarships

The following Grant and Scholarship programs are available:

Federal Pell Grant

Pell Grant–Specific Considerations (2025–2026)

- **Disbursement and Enrollment Status:** Pell Grant disbursements are based on **enrollment status** (full-time, three-quarter time, half-time, less than half-time) and **term length**. Students enrolled less than full-time may receive a **reduced award** proportional to their enrollment.
- **Withdrawal, Drops, or Mid-Term Changes:** Students who **withdraw, drop courses, or otherwise change enrollment** mid-term may be subject to **federal Return of Title IV (R2T4) regulations**. This may require repayment of a portion of the Pell Grant received.
- **Eligibility Requirements:** Pell Grant eligibility requires students to:
  - Be a **U.S. citizen or eligible non-citizen**
  - Demonstrate **financial need** as determined by the FAFSA
  - Be enrolled in a **degree-seeking program**
  - Maintain **Satisfactory Academic Progress (SAP)**
- **Maximum Pell Grant Lifetime Eligibility:** Students are limited to the equivalent of **six years (600%) of Pell Grant funding**. This includes all periods of enrollment at any institution.
- **Application Requirement:** Students must submit a **current FAFSA** each year to be considered for Pell Grant funds. Changes in enrollment status or academic level (e.g., undergraduate to graduate) may require an **updated FAFSA**.
- **Coordination with Other Aid:** Pell Grants are counted in the calculation of **financial need**. Receiving other federal, state, or institutional aid may impact the Pell Grant award to prevent **overawards**.
- **Use of Funds:** Pell Grant funds are applied first to **tuition, mandatory fees, and standard room and board charges**. Any remaining credit is refunded to the student according to federal regulations.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Educational Opportunity Grant (FSEOG) – Specific Considerations (2025–2026)

- **Program Overview:** The FSEOG is a **grant awarded by Gallaudet University** to undergraduate students who demonstrate **exceptional financial need**, as determined by the **FAFSA-generated Student Aid Index (SAI)**.
- **Eligibility Requirements:**
  - Must be an **undergraduate student** enrolled in a **degree-seeking program**
  - Must be enrolled at **least half-time** (6+ credit hours)
  - Must be **eligible for a Pell Grant**
- **Award Amounts:** Awards typically range from **$100 to $4,000 per academic year**, depending on **individual need** and **available institutional and federal funding**.
- **Application Requirement:** Students must have a **current FAFSA on file**. FSEOG eligibility is determined after Pell Grant eligibility is confirmed, as FSEOG is **awarded in coordination with Pell Grant funding**.
- **Disbursement and Use of Funds:**
  - FSEOG funds are applied to **tuition, mandatory fees, and standard on-campus room and board** charges first.
  - Any remaining credit is **refunded to the student** according to federal regulations.
  - **Federal regulations govern the timing and order of disbursement**, which is typically **after the Add/Drop period**.

- **Coordination with Other Aid:** Receiving other federal, state, or institutional aid may affect the FSEOG award to prevent **overawards**.
- **Limitations:** Funding is **limited** and awarded on a **first-come, first-served basis** to eligible students with the greatest financial need.

Gallaudet Grant-in-Aid

Grant-in-Aid Awards (Gallaudet/Gally Aid)

Gallaudet University offers a limited number of **grant-in-aid awards**, also known as **Gallaudet or Gally Aid**, to **degree-seeking undergraduate students who are U.S. citizens or permanent residents**. These grants are intended to assist with **tuition, mandatory fees, and campus-based living expenses** (room and board).

- **Supplemental Nature:** Grant-in-aid awards are **supplemental** to the student's personal funds, parental support, and other financial aid from federal or state programs, including **Federal Pell Grants, Federal Work-Study, and Federal Direct Loans**.
- **Eligibility:**
  - Must be **degree-seeking** and in **good academic standing**
  - Must **demonstrate financial need**
- **Award Amount and Proration:**
  - Awards are **prorated based on the number of credit hours** in which the student is enrolled
  - Any portion of the grant that **cannot be applied to charges will be canceled**; **grant-in-aid funds are not refundable** to the student
- **Coordination with Other Funds:**
  - Grant-in-aid may be **replaced or swapped** with **need-based endowed or donor scholarships** to maximize the use of available funds
  - Remaining funds from the academic year may be used to provide **summer session grants** for students who were enrolled during either the Fall or Spring semester of the preceding academic year.
- **Disbursement:** Grant-in-aid funds are applied **directly to eligible tuition, fees, and campus-based living charges** and follow the University's standard **financial aid disbursement schedule**.

Need-Based Scholarships

Scholarships and State/Vocational Rehabilitation Grants

Donor-Funded Scholarships

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

- **Eligibility:** Students must **meet the scholarship criteria** and have a **current FAFSA on file**. The Financial Aid Office may also consider additional data points to determine eligibility.
- **Application Process:** Students do **not need to apply individually** for these scholarships. The FAFSA serves as the scholarship application, and the Financial Aid Office **matches applicants with scholarships** based on donor intent and other established criteria.
- **Award Administration:** Scholarships are awarded according to the donor's specifications and are applied directly to tuition, fees, or other eligible charges.
- **Scholarship Management Platform:** Gallaudet University may use a platform called **AwardSpring** to identify students eligible for scholarships. AwardSpring can also be used to **replace existing institutional aid** if appropriate.

State Grants and Vocational Rehabilitation (VR) Assistance

Some states provide **need-based grants and scholarships** to undergraduate students. Additionally, students receiving **state Vocational Rehabilitation (VR) support** should notify the Financial Aid Office to ensure proper coordination with other financial aid.

- **Information and Application:** Students should contact their **state department of education** or **regional VR counselor** to explore available funding options. The Financial Aid Office can assist with coordination and verification of these awards

Merit Scholarships

Undergraduate Merit-Based Scholarships

Gallaudet University awards merit-based scholarships to deaf and hard of hearing undergraduate students who demonstrate strong academic performance and personal achievement. Eligibility is determined by criteria such as GPA, standardized test scores, and other academic indicators.

All newly admitted first-time freshmen and transfer applicants are automatically considered; no separate scholarship application is required. Recipients are notified by the Admissions Office. Timely acceptance of both admission and the scholarship offer is required.

Merit scholarships are renewable for students who continue to meet the established eligibility criteria. First-time freshmen may receive merit scholarships for up to eight consecutive semesters, and transfer students may receive them for up to six consecutive semesters, provided they maintain required academic standing and full-time enrollment.

Loans

The following loan programs are available:

Direct Loans for Undergraduates

Federal Direct Loan Programs – Undergraduate Students

The Federal Direct Loan Program provides fixed low-interest loans to eligible undergraduate student borrowers.

Subsidized Direct Loans are need-based. The federal government pays the interest while the student is enrolled at least half-time.
Unsubsidized Direct Loans are not need-based. The student is responsible for paying the interest that accrues during in-school, grace, and deferment periods.

Eligibility Restrictions: Students are **not eligible** for federal student loans if they have a *Total and Permanent Disability (TPD) discharge* that has not been cleared for new borrowing, are in *default* on a federal student loan, or are in *overpayment* status on a federal grant or loan.

Interest Rates for Loans First Disbursed On or After July 1, 2024, and Before July 1, 2025:

- Direct Subsidized & Unsubsidized Loans (Undergraduate): **6.53%**

Origination Fee for Loans First Disbursed On or After October 1, 2024, and Before October 1, 2025:

- **1.057%** loan fee deducted from each disbursement.

Annual Loan Limits for Dependent Undergraduate Students:

- **Freshman:** $3,500 Subsidized + $2,000 Unsubsidized
- **Sophomore:** $4,500 Subsidized + $2,000 Unsubsidized
- **Junior/Senior:** $5,500 Subsidized + $2,000 Unsubsidized

Annual Loan Limits for Independent Undergraduate Students:

- **Freshman/Sophomore:** $3,500 Subsidized + $6,000 Unsubsidized
- **Junior/Senior:** $5,500 Subsidized + $7,000 Unsubsidized

Actual loan amounts may be less, depending on the student's Cost of Attendance, Expected Family Contribution, and other financial aid received.

Loan Disbursements
Loans are typically disbursed in two equal payments—one for the **fall semester** and one for the **spring semester**. Single-term loans are **not approved** unless the student is graduating in **December**, in which case the loan will be **prorated based on the number of credits** for that term.

Repayment
Repayment begins six months after the student graduates, withdraws, or drops below half-time enrollment. Students with Unsubsidized Direct Loans are responsible for interest that accrues during the six-month grace period.

Loan Deadlines

- **Fall Semester:** November 15
- **Spring Semester:** April 15

These deadlines allow adequate time to process applications, complete promissory notes, and receive funds. Loans will not be processed for prior semesters or to cover past-due balances from previous terms. Students with a fall semester balance over $3,000 may not enroll for spring.

Master Promissory Note (MPN)
First-time Direct Loan borrowers (including transfer students) must complete and sign an MPN. Loans will be canceled if MPN requirements are not met within 30 days.

Entrance Loan Counseling
Required for all first-time borrowers before loan funds can be disbursed. May be completed online at **studentaid.gov** or in the Financial Aid Office.

Exit Loan Counseling
Required when a borrower graduates, withdraws, or drops below half-time (6 credits). May be completed online at **studentaid.gov** or in the Financial Aid Office.

Federal Parent Loans for Undergraduate Students (PLUS)

Parent PLUS Loans (2025–2026 Academic Year)

Parent PLUS Loans are federal loans that parents of dependent undergraduate students can use to help pay for education expenses not covered by other financial aid. These loans are credit-based and require a good credit history for approval.ucdenver.edu

Interest Rate and Origination Fee

- **Interest Rate**: Fixed at **8.94%** for loans first disbursed on or after July 1, 2025, and before July 1, 2026. ASU Tuition
- **Origination Fee**: **4.228%**, deducted from each disbursement.

Loan Request Deadlines

- **Fall Semester**: November 15, 2025
- **Spring Semester**: April 15, 2026

Loan Disbursements

Parent PLUS Loans are typically disbursed in two equal payments—one for the **fall semester** and one for the **spring semester**—and are made co-payable to the parent borrower and Gallaudet University. If the student has any outstanding non-institutional or past balance charges, any refunds from the loan must first be applied toward those charges.

Repayment

Repayment of principal and interest generally begins **within 60 days after the loan is fully disbursed**, unless the borrower requests a deferment while the student is enrolled at least half-time. Interest begins accruing from the date of disbursement. Parents should contact their loan servicer to request deferment or for repayment plan options.

Eligibility Restrictions

Parents may not borrow a PLUS Loan if they are in **default** on a federal student loan or owe an **overpayment** on a federal education grant. Additionally, parents who have had a federal student loan discharged due to total and permanent disability (TPD) may not be eligible for a new PLUS Loan. Eastern University+1

Options if Loan is Denied

If a Parent PLUS Loan is denied due to credit, dependent students may:

- **Increase their federal Direct Loan eligibility** by being treated as an independent student for loan purposes.
- **Obtain an endorser (co-signer)** for the Parent PLUS Loan.
- **Appeal the credit decision** by providing documentation of extenuating circumstances to the loan servicer.

Students should contact the Financial Aid Office to discuss options and submit any required documentation.

Application Process

Parents must complete the **Parent PLUS Loan Application** and **Master Promissory Note (MPN)** at **studentaid.gov** each year they wish to borrow. A credit check will be performed as part of the application process.

Private Loans

Private Educational Loans

Students who need additional funding beyond federal student loans—or who do not qualify for Federal Direct Loans or Parent PLUS Loans or have reached federal loan limits—may apply for a **Private Educational Loan** (sometimes called an **Alternative Loan**). These loans are not subsidized, and interest accrues immediately upon disbursement. They may also be used to cover previous outstanding balances to the University, depending on the student's last enrollment period.

Applications must be submitted by:

- **Fall Semester**: November 15, 2025
- **Spring Semester**: April 15, 2026

Students may use **ElmSelect**, the University's third-party loan management platform, to compare lenders, loan terms, and interest rates. The University does not provide preferences or recommendations for specific lenders, and students are strongly encouraged to contact lenders directly with any questions.

For assistance with private loans or to learn more about available options, students should contact the Financial Aid Office.

Other Resources

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

Vocational Rehabilitation

Vocational Rehabilitation (VR) Assistance

Vocational Rehabilitation (VR) is a state-based program designed to assist individuals with hearing loss or other disabilities. VR may provide financial support for college expenses, including tuition, fees, and living costs, as well as assistance for disability-related devices such as hearing aids or glasses.

Eligibility

To qualify for VR assistance, students must:

- Have a documented disability that limits their ability to obtain or advance in employment.
- Demonstrate that VR services will help prepare them for future employment.

Students who believe they may be eligible should apply to the VR agency in their home state.

Coordination with Financial Aid

Many VR agencies require that all financial aid applications be submitted before authorizing support. As a result, students may begin the semester without VR authorization. To avoid delays, students should:

- Apply early for all financial aid programs.
- Inform their VR counselor of financial aid results as soon as they are available.
- Confirm with their VR counselor whether any authorizations will be sent to Gallaudet prior to the release of financial aid.

Registration and Payments

If VR authorizations are not received before registration:

- Students are responsible for paying expenses or signing a promissory note to register.
- Once financial aid and VR assistance are applied, students will be reimbursed for any payments made.

Students should **communicate with their VR counselor each semester** to determine anticipated assistance. VR funds sent directly to the student, rather than to Gallaudet, are considered student payments.

Books and Supplies

Students expecting VR support for books and supplies should plan to purchase these items themselves, as authorizations may not arrive in time for bookstore credit. **Keep all receipts** for reimbursement through Student Financial Services.

The Financial Aid Office cannot provide loans for books and supplies. Students or VR counselors with questions should contact the Financial Aid Office for guidance.

Federal Work Study (FWS)

Federal Work-Study (FWS) Program

The **Federal Work-Study (FWS) program** provides part-time employment opportunities for students who need to earn a portion of their education costs.

Eligibility and Award Amount

- Eligibility is determined by the Office of Financial Aid based on demonstrated financial need.
- The amount a student can earn is based on need and the availability of FWS funds.

Employment and Compensation

- FWS students are paid on an hourly basis every two weeks.
- The starting wage is minimum wage and may

increase depending on the job responsibilities and requirements.

Funding Limitations

- The program is funded annually by the federal government, and the total available funds may vary each year.
- Funds may be exhausted before the end of the academic year depending on the number of students employed, total hours worked, and hourly rates.
- If FWS funds are depleted, continued employment is the responsibility of the employing department.
- Departments and students will be notified in advance if FWS funding will end.

Administration
The Financial Aid Office oversees FWS eligibility, awards, and compliance with federal regulations.

Veterans Education Benefits

GI Bill® and VA Educational Benefits

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

Gallaudet University is committed to serving America's veterans and has a long history of supporting their educational success.

Eligibility and Certification

- Applicants must apply for educational benefits under the **Post-9/11 GI Bill®** with the U.S. Department of Veterans Affairs.
- All veteran education beneficiaries must obtain a **VA Certificate of Eligibility (COE)**.
  - The COE must be submitted to the **VA School Certifying Official (SCO)** at Gallaudet.
  - The COE includes information about veteran status, benefit eligibility, and classifications required for VA certifications.
- Students may only participate in the **Yellow Ribbon Program** during an academic year when Gallaudet University is an approved participant.

Enrollment and Program Compliance

- Students eligible for VA educational benefits must request semester-by-semester **enrollment and program certification** with the university's VA SCO.
- Academic program compliance must be documented. Each student is required to have their advisor submit a copy of the **annual program evaluation** or complete the **Student Advisory Program Compliance Form for VA Educational Certification**.

Certification Requirements

- VA certifications require **active term enrollment**.
- Certifications must be submitted within **30 days of the start of a semester**.
- Initial certification can be submitted by the SCO; any updates (dual certification) require the student to have completed both **course registration and business registration** according to university policy.
- **Audited courses cannot be certified**. Students requiring full-time status must maintain a full credit load exclusive of audited courses.

Reporting Changes

Students are responsible for notifying the SCO of any changes in their status, including:

- Changing major programs or course schedules
- Seeking to be a **guest student** at another institution while enrolled at Gallaudet
- Withdrawing from a course or auditing a course
- Withdrawing from Gallaudet University entirely (transfer or end of studies)
- Any pending or resolved **campus judicial matters**
- Any charges or incarceration for a crime

Additional Resources

For updated information on the Post-9/11 GI Bill®, the Yellow Ribbon Program, and other VA educational benefits:

- Website: https://www.benefits.va.gov/gibill

- Post-9/11 GI Bill® specific: https://www.benefits.va.gov/gibill/post911_gibill.asp
- Phone: 1-888-GIBILL-1 (1-888-442-4551)

University Financial Aid Refunds to Institutional and Title IV Programs

Return of Title IV (R2T4) / Withdrawal Policy

Federal regulations require the Financial Aid Office to recalculate a student's federal financial aid eligibility if the student withdraws, drops out, is dismissed, or takes a leave of absence **before completing 60% of the semester or payment period**. This recalculation affects Title IV funds, including Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and Direct Loans.

Percentage of Payment Period Completed

The percentage of the semester completed is calculated as:

Days completed up to withdrawal date ÷ Total days in the semester

- Breaks of **five days or more** are not included in the calculation.
- This percentage represents the **amount of aid earned**.

Example:

- A student withdraws after 44 days of a 110-day semester:
  - 44 ÷ 110 = 40%
  - The student has earned 40% of their federal aid.
  - If $6,000 was disbursed, $2,400 is earned, and $3,600 must be returned.

Funds Returned

- **Unearned funds** are returned to the appropriate federal program in the following order:
  a. Unsubsidized Direct Loans
  b. Subsidized Direct Loans
  c. Direct PLUS Loans
  d. Federal Pell Grants
  e. Federal Supplemental Opportunity Grants (FSEOG)
  f. Other Title IV programs (e.g., LEAP)
- **Institutional and state funds** may also be adjusted according to University policy.
- Students may owe a **debit balance** if returned federal funds exceed disbursed amounts.

Post-Withdrawal Disbursements

- If a student **earned more aid than was disbursed**, the institution will issue a **post-withdrawal disbursement** within **120 days** of the withdrawal date.
- Students must authorize any disbursement that will be applied to institutional charges.

Institutional Responsibilities

- Title IV funds must be returned **within 45 days** of determining the student's withdrawal or leave of absence.
- The Financial Aid Office tracks enrollment in modular courses (e.g., 8-week sessions) to determine earned aid.
  - Dropping a later module while attending an earlier module does **not** count as a withdrawal.
  - Written confirmation from the student planning to attend a subsequent course within 45 days of last attendance prevents a withdrawal designation.

Unofficial Withdrawals

- Students who **stop attending classes but do not formally withdraw** are considered **unofficial withdrawals**.
- Financial aid will be recalculated based on the date attendance ceased (or at **50% unearned** if no attendance data is available).
- Repayment obligations for disbursed loans may begin on the unofficial withdrawal date.
- Students who unofficially withdraw will **not be eligible for aid in future semesters** until:
  a. Courses are successfully completed, and

b. Satisfactory Academic Progress (SAP) standards are met.

- Undergraduate students must apply for **readmission through the Registrar**.
- Graduate students must apply for **readmission through Graduate Admissions**.

Satisfactory Academic Progress (SAP) Considerations

- Any withdrawal, whether official or unofficial, may negatively affect SAP and financial aid eligibility.
- Students are encouraged to review the SAP section on the Financial Aid website: financialaid.gallaudet.edu

Key Definitions

- **Return to Title IV (R2T4) Calculation:** Determines earned aid for students who do not complete all scheduled days of the payment period.
- **Overaward:** Occurs when a student receives more aid than eligible, requiring recalculation and potential reduction of awards.

Registration and Policies

Registration

Registrar's Office
www.gallaudet.edu/registrar
Sorenson Language and Communication Center

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.

Undergraduate students are served by both the Registrar's Office and the Undergraduate 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, complete onboarding tasks in Workday, 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.

Gallaudet University follows the District of Columbia Immunization Law 38-502 and requires immunizations on all students under 26 years of age.

- Polio Vaccine (required if you are under the age of 18)
- 3 Hepatitis B vaccines or documentation of completed series by a healthcare provider
- 2 MMR vaccines (measles, mumps, rubella) 30 days apart
- 2 Varicella vaccines (chickenpox) 30 days apart or proof from a healthcare provider of having the disease
- 1 Tetanus Diphtheria Pertussis Vaccine (Tdap) every 10 years
- 1 Meningitis dose after 16th birthday

Recommended immunizations:

- Flu (influenza)
- COVID-19 Vaccine
- Human Papilloma Virus (HPV)
- Hepatitis A

Students that are **26 years of age and older** are **not required** to submit proof of immunization status. However, they are required to submit the SHS Health Form to Student Health Services.

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 Workday, 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

Onboarding

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 their 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 Workday.

Course Registration

New Students

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

Continuing Students

Registration for continuing undergraduate and graduate students is conducted online through Workday.

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 Workday.

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 Associate Dean of the Graduate School, and the Registrar's Office if they plan to return from Leave of Absence (RLOA).

Second Degree Students (Undergraduate Students Only)

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

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

Late Course Registration:

Gallaudet University imposes a $50 late registration fee for students who register after the general registration period, which is typically published in the Academic Calendar. To avoid this fee, you must register during the general registration timeframe. Failure to meet this deadline may result in the fee being assessed, and students should check their accounts for any holds that could prevent registration.

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.

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.

Online 8-Week Session Course Changes

Gallaudet University and Online Consortium of Independent Colleges & University (OCICU) online students' add and drop period for enrolling in 8-week

online session courses ends on the last day of the first week of each 8-week session. To be eligible for financial aid, students must maintain their same level of enrollment as stated below:

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

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

Course Audit

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

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

Repeated Courses

Undergraduate Courses: A course may be taken twice. A course taken for the third time requires approval of the school director 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 school director 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. 97) or the University Withdrawal (p. 97) procedure.

Details on course withdrawals are provided under Undergraduate Course Withdrawals (p. 95) and Graduate Course Withdrawals in this catalog.

Undergraduate or graduate students withdrawing from a PST course must email their written withdrawal to cce@gallaudet.edu. 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, and 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.

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 <u>and</u> 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.

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 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: 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 Workday.

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.

Order Official Transcripts (via Parchment)

Gallaudet University has partnered with Parchment to order and send transcripts and other credentials securely.

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

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 $33.00 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:

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 submit an academic override on the student's Academic Progress Report within Workday.

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: Education Abroad, Financial Aid, Office for Career Success, Registrar’s Office, Student Success, University Library
Official Responsible: Dr. Robert Sanchez, Dean

Office: Disability Services Center
Official Responsible: Dr. Jeremy L. Brunson

Disciplinary Records
Office: Student Accountability and Restorative Practices (SARP)
Official Responsible: Ms. Amy Rousseau, Director

Campus Law Enforcement Records
Office: Department of Public Safety
Official Responsible: Daniel Bauer, Commander

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

Student Employment Records - Student Accounts
Office: Student Finance Office
Official Responsible: Brad Hermes, Chief Financial Officer

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

International Student Files
Office: International Affairs
Official Responsible: Dr. Khadijat Rashid, Provost

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 https://gallaudet.edu/student-accountability-and-restorative-practices/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 and/or other alternative approaches 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, this 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. You are encouraged to read this information in its entirety, as each member of the campus community is responsible for complying with Gallaudet’s policy and applicable laws. Ignorance of such rules will not reduce accountability. More importantly, you owe it to yourself. 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://gallaudet.edu/operations/administration-and-operation-manual/105-drug-free-environment/.

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

Gallaudet's Alcohol and Other Drugs policies in the online Student Handbook can be found at this link: https://gallaudet.edu/student-accountability-and-restorative-practices/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://gallaudet.edu/operations/administration-and-operation-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. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not considered work or tasks under the definition of a Service Animal. Other species of animals, whether wild or domestic, trained or untrained, are not considered Service Animals. The work that a Service Animal has been trained to do must be directly related to the person's Disability, including but not limited to:

- Guiding individuals with low vision or blindness
- Pulling a wheelchair
- Retrieving and delivering items such as life-saving medication or the phone
- Detecting and alerting disabled Handlers/Responsible Parties to the presence of allergens

In order to request a Disability-related housing accommodation involving a Service Animal, the Handler/Responsible Party should contact CAAL no less than 30 days prior to anticipated arrival, in order to permit time to gather all necessary documentation. Substantiating documentation will be required which satisfactorily attests to compliance with the specific requirements for animal licensing and vaccinations for the District of Columbia, as outlined in D.C. Code § 8-1804 for licenses and fees and § 8-1803 for vaccinations.

Gallaudet's policy on service animals can be found at this link: https://gallaudet.edu/operations/administration-and-operation-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: https://gallaudet.edu/operations/administration-and-operation-manual/319-title-ix-sex-discrimination-sex-based-harassment-and-retaliation/.

Gallaudet's Interim Gender-Based and Sexual Misconduct Policy and Procedures in the online Student Handbook can be found at this link:https://gallaudet.edu/student-accountability-and-restorative-practices/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 flow chart 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.

XVIII: National Council for State Authorization Reciprocity Agreement (NC-SARA) Grievance Procedures for Distance Education

Gallaudet University is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA). SARA – State Authorization Reciprocity Agreements – provides a voluntary, regional approach to state authorization of postsecondary distance education. As an institutional member of NC-SARA, Gallaudet is authorized to deliver online programs in other NC- SARA member states. Gallaudet is exempt from seeking specific authorization from California. The State Authorization Reciprocity Agreements Policy and Operations Manual is available (https://www.nc-sara.org/resources/guides). Only those complaints resulting from distance education courses, activities, and operations provided by SARA-participating institutions to students in other SARA states come under the coverage of SARA. Complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.

If a student bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA Portal Entity in the home state of the institution against which the complaint has been lodged.

For more information about starting the student complaint process, go to https://gallaudet.edu/institutional-research-effectiveness/institutional-effectiveness-certification/student-complaint-procedures/.

Undergraduate Policies

Catalog Year Requirements

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

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

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

Declaration of Major

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

Double Major

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

Undergraduate Students in Graduate Courses

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

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

Graduate Students in Undergraduate Courses

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

Undergraduate courses will not be counted towards either the total credits earned or any of the graduate degree requirements.

Second Undergraduate Degrees

First Degree from Gallaudet

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

First Degree from Another Institution

Students who have previously earned a B.A., B.S., or higher degree from another college or university must satisfy only the second B.A. or B.S. degree's major requirements and the major prerequisites. Grade points earned in the previous degree(s) will not apply in determining scholastic eligibility while a student is enrolled for a second degree. Students who have previously taken courses at another college or university may request from the appropriate department chairperson that these courses be transferred. Please refer to the Applicants Seeking a Second Degree (p. 22) for further information.

Undergraduate Student Classifications

Lower-Division Students

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

Upper-Division Students

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

Full-Time Undergraduate Student

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

Part-Time Undergraduate Student

- less than 12 credits per semester
- Not eligible for dormitory residence, unless the student obtains permission to reside in a dormitory from the Director of Residence Life and Dean of Student Affairs.

Degree-Seeking Undergraduate Student

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

Undergraduate Students with Conditions

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

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

Non-Degree Special Undergraduate Student

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

Visiting Undergraduate Student

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

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

Exchange Undergraduate Student

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

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

Semester Credit Hour Policy

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

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

	Traditional in-class Credit Bearing Course or Online Course (Per Semester)		**Non-Traditional Credit Bearing Experience (e.g. Internship, Independent Study) (Per Semester)**
Credit Hours Earned	**Minimum amount of Instruction Time Required**	**Minimum Amount of Time Required Outside of Class/Instruction Time**	**Amount of Time required for all Activities (Note: this is the same as the previous two columns combined)**
1 Credit	12.5 hours	25 hours	37.5 hours
2 Credits	25 hours	50 hours	75 hours
3 Credits	37.5 hours	75 hours	112.5 hours
4 Credits	50 hours	100 hours	150 hours
5 Credits	62.5 hours	125 hours	187.5 hours

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

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

Undergraduate Continuous Enrollment

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

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

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

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

Undergraduate Grading System

The following grading system applies to undergraduate courses.

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

Incomplete (INC) Grades

A grade of Incomplete (INC) is given when a portion of a student's required coursework has not been completed and evaluated at the end of the semester due to illness, or other unforeseen, but fully justified reasons, and earning credit is

still possible. When this is the case, the INC form (available electronically upon request), including required supporting documentation and signatures, must be submitted to the registrar's office before the last day of classes. A student will not receive an incomplete grade for poor, incomplete, or failing work, or willful non-attendance of class.

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

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

Pass (P) and No Pass (NP) Grades

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

In Progress (IP) Grades

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

Grades for Repeated Courses

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

Change of Grade

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

Grade Reports

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

Grade Point Average (GPA)

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

Degree Grade Point Average (DGPA)

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

Institutional Grade Point Average (IGPA)

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

Undergraduate Academic Honors

President's Scholars

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

Dean's List

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

Degree with Distinction

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

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

Degree with Honors

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

Undergraduate Academic Integrity Policy

Academic Integrity Defined

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

Undergraduate Academic Integrity Student Standards

Standards of the University Related to Undergraduate Students' Academic Integrity

2.1.1. Faculty, students, staff, and administrators share equally in the responsibility for maintaining standards related to academic integrity.

2.1.2. Undergraduate students must demonstrate behaviors that are consistent with the standards of the University as published in the Gallaudet Undergraduate Catalog, the Student Handbook, and the academic departments and academic support units. These behaviors include, but are not limited to, tact, civility, sensitivity to the needs and interests of others, sound judgment, respect for others, and timely attention to academic responsibilities. Failure to meet these standards may be grounds for dismissal from the University. Undergraduate students enrolled in graduate courses are subject to the Graduate School Academic Integrity Policy. Graduate students enrolled in undergraduate courses are also subject to the Graduate School Academic Integrity Policy.

Undergraduate Academic Integrity Violations

Violations of Academic Integrity

3.1.1. Academic integrity encompasses many principles: respect for intellectual property, fair use, and adherence to the canons of scientific inquiry and reporting. Violations of academic integrity reflect poorly/adversely on the undergraduate student, the academic program, and the University; thus, academic dishonesty in any form undermines individuals' and the University's commitment to academic integrity.

3.1.2. Academic integrity may be violated in any number of ways. Common examples of academically dishonest behavior include, but are not limited to, the following:

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

- copying from another student's work;
- representing material prepared by another as one's own work;
- submitting the same work in more than one course without prior permission of the instructors;
- Unauthorized communication, including through electronic devices, to procure, share, and/or access

information during exams and in classes and assignments;

- procuring or using stolen evaluation/assessment materials;
- violating rules governing the administration of examinations; or
- violating any rules relating to academic conduct of a course or program.

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

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

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

- copying another person's work and submitting it as one's own;
- quoting, paraphrasing, or summarizing and utilizing someone else's ideas without attribution;
- copying or downloading another's work, in part or in whole, articles or research papers or using ideas or information found from other sources and not giving proper attribution.
- self-plagiarizing a student's own work by submitting the same work in two different courses.

3.1.2.4. Facilitation of Academic Dishonesty: Facilitation of academic dishonesty is to use or enable use of one's own or another's work without appropriate attribution, whether knowingly or unknowingly. It also includes participation in or the failure to report known or suspected instances of academic dishonesty.

3.1.2.5. Impeding Academic Progress: Impeding academic progress includes, but is not limited to:

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

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

Undergraduate Academic Integrity Course Grades

XF Transcript Course Grade Notation for Violations of Academic Integrity

4.1.1. An instructor who determines that the appropriate sanction for a student who has violated academic integrity is a failing grade for the course may record a grade of "XF." For purposes of grade point average calculation, an XF will be treated in the same way as an "F."

4.1.2. The XF grade shall be recorded on the student's transcript with the notation, "Failure Due to Violation of the University's Academic Integrity Policy."

4.1.3. XF grades must be reported to the instructor's department chair.

4.1.4. No student who has a grade of XF shall be allowed to participate in any university-sponsored extracurricular activity or organization until the XF is removed. The Dean of the Faculty will notify the Registrar, the student's

academic advisor(s), the relevant School Director, all relevant program directors, coaches, and faculty/staff advisors of student organizations regarding a student's XF grade and their ineligibility to participate in extracurricular activities until further notice.

Undergraduate Academic Integrity Reporting Responsibilities

Reporting Responsibilities

5.1. All instances of academic integrity violations must be reported to an Academic Integrity Officer designated by the Dean of the Faculty. The report must be in digital form and include the name of course, the name of the student, the nature of the violation, the date the violation was committed, and supporting documentation that shows evidence of the violation. If any documentation is in paper format, they must be converted to digital format so it can be part of an electronic database.

5.2. The instructor of the course where the academic integrity violation occurred has primary responsibility for reporting the violation to the Academic Integrity Officer.

5.3. The Academic Integrity Officer shall have the following responsibilities:

5.3.1. Maintaining a central database of all reported violations of academic integrity.

5.3.2. Maintaining, storing, and protecting all documentation of each violation in both paper and digital form.

5.3.3. Reporting the academic integrity violation by the student to the student's academic advisor.

5.3.4. Reporting multiple instances of academic integrity violations by the same student to the Dean of the Faculty.

5.3.5. Participating in meetings of the Academic Integrity Committee.

5.4. If more than one instance of academic integrity violations by the same student is identified in the database, the Academic Integrity Officer shall report these instances to the Dean of Faculty. The Dean of Faculty will determine if the student receives an XF grade in the course(s) where the second and/or subsequent violation took place.

5.5. If the Dean of the Faculty determines that an XF grade is to be assigned, the Dean will notify the instructor(s) of the relevant courses, the program director(s) and school director(s) in the jurisdiction of the relevant courses of the decision. The instructor(s) will then send a letter to the student notifying him/her/them of the XF grade.

Undergraduate Academic Integrity Appeals

Appeal Process

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

6.1.2. If the course where the violation occurred is a cross-listed course with a General Education course, and this course counts toward the student's major or minor, the student's appeal should be directed to either the unit head or school director of the student's major or minor. Otherwise, the appeal should be directed to the General Education Director/First Year Experience coordinator.

6.1.3. Petition for Appeals should include a written, and may additionally include a signed:

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

6.2. Appeals to School Directors and Dean of Faculty

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

6.2.2. The student has the option of appealing to the Academic Integrity Committee within ten business days if they disagree with the school director's decision. The appeal should include any information the student deems to be important to counter the allegation of a violation of academic integrity.

6.2.3. The accuser has the option of appealing to the Academic Integrity Committee within ten business days if they disagree with the school leader's decision. The appeal should include any information the accuser deems to be important to counter the recommendation made by the department chair or unit head.

6.3. Appeals to the Academic Integrity Committee

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

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

6.4. Appeals to the Dean of Faculty

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

6.4.2. The dean will communicate the decisions in writing, on paper or electronically, to all parties involved within ten business days.

Request to Remove XF Grade From Transcript

Request to Remove XF Grade From Transcript

7.1. After an XF grade has appeared on the student's transcript for twelve months, the student may request to have the XF grade removed. The request to remove the XF grade will follow the same procedures described in Section 5 above.

7.2. A request to remove the XF grade from the transcript will only be considered by the Academic Integrity Committee if the student has not been found responsible for any other action of academic dishonesty or similar disciplinary offense at Gallaudet University or any other institution. The student's request should include a written explanation of the reason(s) the XF should be removed.

7.3. The Academic Integrity Committee may consider but is not obligated to approve the student's appeal request. In such instances:

7.3.1. when an appeal is not approved, the XF grade will remain on the student's transcript.

7.3.2. If the student repeats the course, and the XF has not been removed by the previous process, both the new grade and XF will appear on the transcript.

7.3.3. If the course has not been repeated with a passing grade and the appeal to remove the XF grade is approved, the student's XF course grade will convert to an "F" grade.

7.3.4. If the student repeats the course, and the XF has been removed, the new course grade will replace the XF entirely.

Undergraduate Academic Integrity Responsibilities

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

8.1.1. Any member of the Gallaudet community who witnesses a violation of academic integrity is responsible for reporting these violations to the Academic Integrity Committee.

8.2. Academic Department Responsibilities

8.2.1. Academic departments and support units will inform their undergraduate students of the standards of academic integrity and of practices of responsible research and scholarship of their discipline. This information will be

disseminated through a combination of mediums such as student handbooks, the Gallaudet Undergraduate Catalog, and related websites. Specific departmental responsibilities include the following:

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

8.3. Academic Support Unit Responsibilities

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

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

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

8.3.3. Sample incidents include but are not limited to:

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

8.4. Faculty Responsibilities

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

8.5. Student Responsibilities

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

Students are subject to the actions brought by faculty who suspect instances of academic dishonesty or other breaches of academic standards. Students may appeal such faculty actions through the undergraduate student appeals process described in the section called "Student Responses to Academic Integrity Violation Allegations.'

Undergraduate Academic Integrity Procedures

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

9.1.1. Violations of Academic Integrity in Classes

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

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

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

9.1.1.3. The letter to the student will be delivered by mail, or sent electronically, within five business days after meeting with the student. Copies of the letter must be sent to the academic advisor, program director (if appropriate), department chair, and the academic dean.

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

9.2. Violations of Academic Integrity Outside of the Class Context

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

Academic Integrity Committee

Academic Integrity Committee

10.1. Composition

10.1.1. The committee will consist of five faculty members who are directly involved with the Undergraduate programs of the University. The five faculty members may serve two consecutive three-year terms.

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

10.2. Function of the Committee: The committee will meet and act under one of the following circumstances:

10.2.1. Appeals: An individual has exhausted established departmental appeals regarding an academic integrity

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

10.2.2. A student requests a removal of the XF grade from their transcript (see "XF Transcript Course Grade Notation for Violations of Academic Integrity").

10.2.3. A school director recommends suspension or dismissal from the University as a consequence for academic integrity violations.

10.2.4. The academic dean informs the committee chair of two or more incidents of academic integrity violations by a student. The committee reviews letters documenting infractions provided by the academic dean. One of two actions may take place: (1) The committee may decide that the infractions were handled appropriately and no further action is required; or (2) The committee may decide there is reason to be concerned about recurring offenses of academic integrity and conduct a hearing, which may result in additional sanctions, including suspension or dismissal from the university.

10.3. Conduct of Meeting of the Committee

10.3.1. A regular time is reserved for meetings of the Academic Integrity Committee, as agreed by committee members; however, the committee members will convene to perform their functions (above) or to engage in training and preparation.

10.3.2. All meetings are held in the strictest confidence. Records of the meetings are kept by the Academic Integrity Officer. The decision/outcome of the meeting will be communicated to the school director, program director (if applicable), advisor, and faculty member following the hearing described in number eight below. Reports to CUE are of general nature, for example, types of incidents and how they were resolved.

10.3.3. At least three faculty members must be present to conduct a hearing.

10.3.4. The Academic Integrity Committee chair presides over all meetings. The Dean of Faculty provides clerical support to keep records and assist with documentation and letters following each meeting.

10.3.5. Meetings must be held within ten business days upon receiving an action item.

10.3.6. During the Academic Integrity Committee hearing, the student and the instructor will present their case. The student has the right to bring witnesses and an advocate to the hearing. The advisor, program director and department chair may be included if pertinent.

10.3.7. The Academic Integrity Committee's decision will be communicated by letter to all parties. The letter will be hand delivered or sent to the campus post office where the student must sign to receive the letter. Copies will be sent to the instructor, school director, program director, the Registrar and the Dean of Faculty.

10.3.8. Qualifications and role of the advocate: The advocate's primary role is one of moral support for the accused. The advocate must be a member of the Gallaudet staff, faculty, or student body. During any meetings, the advocate is only allowed to address the accused and may not directly address any other members of the meeting or hearing.

Awards and Scholarships

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

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

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

Algernon Sydney Sullivan Award: Given to a student who has demonstrated a high degree of spiritual qualities,

which he or she has applied in daily life on the campus, thereby aiding others and making Gallaudet a better place.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Department of History, Philosophy, Religion, and Sociology: History-Outstanding Graduating Senior Award: To one or two graduating senior History majors who have excelled academically, particularly in History courses, as demonstrated by their GPA in the major and

other academic course work, and who have demonstrated a commitment to the department and the community through participation in department activities, community service, internships, volunteer work, or similar activities. (Chosen by vote of the History faculty.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sociology Department Award: The Sociology Department Annual Award is given to an exemplary graduating senior who has a consistently high GPA in all Sociology courses, as well as outstanding work in their internship, research, and/or leadership.

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

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

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

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

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

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

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

Undergraduate Academic Standing

Good Academic Standing

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

Assessing Academic Progress

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

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

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

Academic Warning

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

Academic Probation

A student is placed on Academic Probation if the student's cumulative GPA is below 2.0 at the end of the semester or summer term. A freshman is placed on Academic Probation if the cumulative GPA falls below 1.75 for the first time or if a freshman has been previously placed on Academic Warning and his/her cumulative GPA remains

below 2.0 for the second time. While on Academic Probation, the student must have a semester GPA of 2.0 or higher to enroll the following semester. The student remains on Academic Probation until his or her cumulative GPA improves to 2.0 or above. A student on Academic Probation whose semester GPA falls below 2.0 is automatically suspended. Nevertheless, if a student on Academic Probation makes a semester GPA of 2.0 or better, but has a cumulative GPA below 2.0, he/she shall remain on Academic Probation.

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

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

Students who fail to meet the requirements of their academic probation contracts contract/success plans may be suspended from the University at any time during the semester. Such suspensions will be determined by the Academic Intervention Team.

Academic Suspension

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

- A student on Academic Probation whose semester GPA falls below 2.0 is placed on Academic Suspension and is ineligible to be readmitted until they have completed 12credits of coursework at another secondary institution with a cumulative GPA of 2.0and satisfied the conditions for readmission as specified in their letter of suspension. Please refer to the Transfer Credits policy for further information
- A student admitted with condition(s) who has not satisfied the condition(s) and who has not been recommended by the Condition Review Committee for continued enrollment as a degree-seeking student will be suspended. That student may re-enroll as a degree-seeking student only after satisfying the condition(s).

Reporting Unsatisfactory Academic Performance

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

Appealing Academic Suspension

Due to compelling and verifiable circumstances such as personal, family, medical, psychological, or any other emergency or special academic consideration, a student subject to Academic Suspension may appeal to the Faculty-Student Affairs Committee. Students who wish to apply for readmission have a right to a hearing before Faculty-Student Affairs Committee if requested by the student. If the committee so decides, the student may be permitted to return for an additional semester on Academic Probation. Except for extenuating circumstances such as personal or family medical/psychological emergency, a student who is suspended for academic reasons cannot be readmitted until they have completed 12 credits of coursework at another secondary institution with a cumulative GPA of 2.0. Please refer to the Transfer Credits policy for further information.

Students wishing to appeal to Faculty-Student Affairs Committee should contact the Registrar's Office for forms and deadlines. Students should visit the Registrar’s website for more information on the procedure and deadlines for appeals.

Undergraduate Placement Tests

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

Placement in American Sign Language (ASL) Courses

The ASL Placement Test is used to determine appropriate placement for new undergraduate students in one of four credit-bearing courses: (1) ASL 100 - Introduction to

American Sign Language, (2) ASL 101 - Intermediate American Sign Language, (3) ASL 102 - Advanced American Sign Language, or (4) ASL 125 - American Sign Language Composition.

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

Placement in English Courses

The ACT-English/Reading scores and/or SAT-Verbal scores are used to determine appropriate placement for undergraduate students in ENG 050 - English Language Study (non-credit bearing course), ENG 070 - English Language Study: Reading and Writing Skills (non-credit bearing course) or ENG 102 - Critical Reading and Writing or higher (credit-bearing courses).

Placement in Mathematics Courses

The Mathematics Placement Test is used to determine appropriate placement for new undergraduate students in MAT 040 - Pre-College Mathematics (non-credit bearing course) or MAT 130 Precalculus or higher (credit-bearing courses).

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

Class Attendance

Purpose of Class Attendance and Participation

Class attendance and participation is an academic commitment assumed by every student enrolled at Gallaudet University. As a bilingual university, Gallaudet's courses are designed to optimize student-instructor interaction for language access. Class attendance and participation are linked to bilingual robustness and academic success. This policy outlines details related to first-week verification, forfeiture of credit, and excused absences. Any policies established by the University regarding class attendance and participation override school or instructor policy. For additional information about withdrawals on the condition of lack of class attendance and participation, please refer to Administrative Withdrawal (provide hyperlink) policy.

First Week Verification

Students are required to attend the first week of classes for the purpose of verification of enrollment. Students who are registered for class and do not attend the first week of scheduled classes or make a documented effort to communicate with the course instructor will be dropped from the course by the instructor.

Forfeiture of Credit

To earn academic credits, students are expected to adhere to class attendance and participation policies at 75% threshold through face to face, online, and/or hybrid courses as outlined in the course syllabi and communicated explicitly by the instructor. Faculty and/or programs have the right to establish their own attendance policies specific to their disciplines, including requirements for student-instructor interaction for the purpose of learning, skills development, or practice (e.g., lab, practice, performance, and art, etc.). International students should refer to the attendance policy established by Gallaudet University's Office of International Affairs, which may require an attendance threshold higher than 75% of class sessions. Students should make every effort to attend and participate in classes, with mindfulness of the policy 75% attendance threshold for forfeiture of academic credits due to excessive absences. To meet the 75% threshold of class attendance and/or participation, please consult these charts for the corresponding number of overall absences before loss of credit.

For 14-week semester:

Class sessions per week	Total Number of sessions during semester	Required number of attended class sessions	Overall absences before loss of credits
1	14	11	3
2	28	21	7
3	42	32	10

For 8-week semester:

Class sessions per week	Total Number of sessions during semester	Required number of attended class sessions	Overall absences before loss of credits
1	8	6	2
2	16	12	4
3	24	18	6

For 5-week semester:

Class sessions per week	Total Number of sessions during semester	Required number of attended class sessions	Overall absences before loss of credits
3	15	12	3
4	20	15	5
5	25	19	6

For 3-week semester:

Class sessions per week	Total Number of sessions during semester	Required number of attended class sessions	Overall absences before loss of credits
5	15	12	3

Class Absence

Gallaudet University expects students to attend and participate in all classes. There are times when students do miss class due to emergency or extenuating circumstances. Students are responsible for communicating with their faculty and making arrangements to make up for the missed classes and assignments. Faculty have the right to define the specifics of their course attendance and participation policies consistent with the approved excuse absences, excused absences, and unexcused absences outlined below. The list of approved excused absences below does not release students from their obligations for communicating with their instructor.

Approved Excused Absences

1. **University-sanctioned events**

   Participation in NCAA-sanctioned athletic events, exceptional events, learning activities required for another course (e.g., field trips with approval of instructor), and university representation obligations (e.g.,, student governance representation, university-sponsored conferences, or university research travel). Absences due to attendance at University-sanctioned events should be verified by written or electronic documentation. A letter sent from the Athletic Director, Faculty member responsible for an event, or Supervisory unit must be sent directly to instructors of participating students at least one week prior to the absence that names the student impacted, the date(s) of the event, and the time that the student(s) will need to be released from class(s) to attend the event(s). In addition to the letter, the student is responsible for communicating with faculty about the scheduled absence and making arrangements to submit all work.

2. **Religious observances**

   Absence(s) due to religious observances should be communicated by the student to instructors within the first two weeks of the semester. If a student will need to miss the first week of class due to religious observances, the student is responsible for communicating with the instructor. Faculty may consult the calendars of the University Academic Affairs Division, University Office of Campus Ministries, or Religion faculty for clarification of religious observance obligations. Pursuant to discussion between faculty and student, reasonable extension of time on assignments and/or exams must be given without any academic penalty.

3. **Excusals for short-term absences and lengthy medical events**

   Instructors should use judgment when deciding whether to excuse single-day or short-term absences. Faculty should not require students to seek excusals from the Student Health Service (SHS) or Office of the Dean of Academic and Career Success for these types of absences. Faculty should seek guidance from their program director or school director if they are unsure about whether to excuse an absence.

   Students seeking an excused absence for significant or lengthy medical events must provide the Dean of Academic and Career Success with documentation from a medical or mental health provider. Students may also be asked to provide appropriate documentation to support the need for extended absences for other significant personal or family

concerns. Faculty members should not ask for or accept medical, mental health, or other documentation directly from students.

The definition of "significant or lengthy personal or medical event" generally indicates a student has missed multiple class meetings. This will be evaluated according to the length of the course and number of scheduled class meetings.

4. **Athletic Contests**

   A student athlete who represents the University in an athletic contest shall be excused from class with the explicit understanding that the student is responsible for making up any missed work. The student athlete is responsible for communicating any University athletic contest dismissals with the faculty.

   No student athlete shall be allowed to represent the University in an athletic contest unless the student athlete has been officially approved for participation.

   A list of student athletes expecting to participate in the contest must be maintained and updated by Gallaudet Athletics. This list of student athletes and athletic contests is to be sent out to the faculty at the beginning of every semester and be available at any time upon request.

Excused Absences

Unexpected events, such as significant illness or injury, hospitalization, mental health crisis, a death in the immediate family, emergency, and severe weather conditions may be those resulting in missed classes. Documentation of unexpected events must be provided for the resultant absence(s) to be officially excused.

Unexcused Absences

Unexcused absences may include travel, vacations, appointment conflicts (e,g., routine appointment with doctor, academic advisor, or other instructors), and no reason given.

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 Disability Service Center web site, http://www.gallaudet.edu/office-for-students-with-disabilities.

The Reasonable Accommodation policy is also online here.

Senior Year Residence

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

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

Transfer Credits

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

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

Transfer students must meet the residency requirement, which requires residency for the senior year (at least 24 credits). To earn a major, students must complete at least half of the major requirements at Gallaudet. To earn a minor, students must also complete at least half of the minor requirements at Gallaudet. Additional general

studies courses may be required to satisfy Gallaudet University degree requirements. Note that some departments may have additional residency requirements for their majors.

For veterans, applicants must submit official transcripts from all prior colleges attended.

Evaluation/Re-evaluation Process

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

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

Developmental Credits (English and/or Mathematics)

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

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

Developmental mathematics courses may be considered for waivers at Gallaudet.

Credits Conversion

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

International Credits

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

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

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

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

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

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

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

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

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

Credits by Examination

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

College Level Examination Program (CLEP)

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

Advanced Placement Tests

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

Prior Permission Transfer Credit

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

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

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

Undergraduate Course Withdrawals

Students may withdraw from individual courses within the first half of the semester, summer session, or non-traditional term in which the course is offered. No students will be allowed to withdraw from a course after the first half of the semester, summer session, or non-traditional term has passed, except for compelling and verifiable circumstances, in which case the student must obtain the permission of the course instructor and the appropriate dean. Students may not withdraw from the same course more than once. This policy does not apply to a student who takes a leave of absence or withdraws from all courses

during a semester, summer session, or non-traditional term. Once the withdrawal form is filed with the Registrar's Office, "WD" will appear on the student's official transcript. Withdrawal procedures for undergraduate students taking PST courses are outlined on the Center for Continuing and Online Education website.

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

If in any circumstances, the student does not fill out an official withdrawal and has failing grades ("Fs") or a combination of "Fs" and "WDs" for all courses and has stopped attending those courses, the student is considered unofficially withdrawn from the University. Students who are unofficially withdrawn and wish to be reinstated must apply for readmission through the Registrar's Office. Forms are available on the Registrar's Office web site at http://www.gallaudet.edu/registrar/forms.

Academic Administrative Withdrawals

Regular attendance and participation are key factors in academic success for all students enrolled at Gallaudet University. Students are expected to attend classes and complete course assignments while making substantive progress toward their degree(s).

The following Academic Administrative Withdrawal conditions and procedures have been set in place to support student progress towards degree(s) completion, while outlining policy and procedures for situations involving compromised academic performance. The Academic Intervention Team (AIT) plays a role in decisions and processes related to University withdrawal.

Academic Administrative Withdrawal from a Course

A student who ceases regular attendance any/all course meetings (classes) and/or who does not complete assignments in keeping with course requirements, but who does not officially withdraw from Gallaudet University during that semester, may be **administratively withdrawn from that course** in accordance with the policy described herein.

A student may be required to withdraw from a course or may be automatically withdrawn by faculty with approval from the Academic Intervention Team (AIT) if the student:

1. Has not communicated with with the faculty by the third week of classes, as indicated by absence of email, Blackboard, or Navigate communications; and/or

2. Does not progress satisfactorily in coursework by the noted course withdrawal date; as indicated by not submitting course assignments on time, or by submitting work that does not meet minimum requirements outlined in the syllabus, assignment sheets, or rubrics; and/or

3. Engages in any prohibited conduct resulting in the disruption of a class or academic activity, as evidenced by repeated documentation of violations of the Student Code of Conduct outlined by the Office of Student Conduct.

Students in violation of the above criteria in any particular course may be required to withdraw from that course, or may be withdrawn by action of their professor and the School Leader of that course, with a grade of Withdraw (WD) if prior to the date indicated in the Undergraduate Academic Calendar for withdrawal (typically the week after midterms), or with a grade of F if on or after that date.

Academic Administrative Withdrawal from the University

Should the above conditions pertaining to Academic Administrative Withdrawal from a Course occur **simultaneously in two or more courses at any point** during the academic year, the Academic Intervention Team (AIT) shall assume responsibility of the University Academic Administrative Withdrawal process in accordance with the following procedure:

Procedure for Withdrawal and Appeals

1. After all measures have been taken by faculty to retain the student, faculty will submit the case to the Academic Intervention Team (AIT), and the student shall receive a written and electronic notification of their pending case of administrative withdrawal after AIT approval within 3-5 business days.

2. A student wishing to appeal the pending withdrawal must respond within 3-5 business days following receipt of the notification to AIT. Appeals should be submitted to the respective School Leader(s) in the form of a written letter, or ASL video letter, requesting an appeal to the pending withdrawal. If a satisfactory resolution is not reached, the student has 3-5 business days to appeal to the Dean of the

Faculty.

3. The Dean of the Faculty will make the final decision regarding the status of the appeal within 5 business days. During that time, the student will remain enrolled in the course and may continue to attend classes subject to approval of the Dean of the Faculty and the faculty instructor.

Importantly, if a student has the status of administrative withdrawal in all courses, the Academic Intervention Team (AIT) may require the student to withdraw from the University or be automatically withdrawn by the Office of the Registrar.

Students who are required to withdraw or withdrawn by Administrative Action during a given term will have the notation, “Academic Administrative Withdrawal (date)” entered on their permanent academic record following the semester in which the action occurred. A grade of W (withdrawal) or WD (administrative withdrawal) will be entered for each course in which the student was registered and subsequently withdrawn.

Students who have been placed on Academic Administrative Withdrawal from the University and wish to return, must apply for readmission through the Office of the Registrar. The student’s application for readmission will be reviewed by the Faculty Student Affairs (FSA) Committee for denial or approval and determination of conditions for use of support services and guidance using the same application and review for return from the Academic Suspension Policy.

Undergraduate Leave of Absence (LOA)

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

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

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

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

Undergraduate Withdrawals from the University

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

Students can withdraw from the University through the eighth week of classes. A "WD" will appear on the student's official transcript for all courses the student was enrolled in. See the "Refunds After Withdrawal from the University (p. 39)" description in the "Fees and Financial Services" section of this catalog for information on refunds.

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

A student receiving failing grades ("F") or a combination of "F" and "WD" in all classes, and has stopped attending all classes during the semester (based on attendance dates provided in their grade reports) will be declared to be unofficially withdrawn. Students who are unofficially withdrawn and wish to be reinstated must apply for readmission through the Registrar's Office. These cases for readmission will be subject to a review by the Faculty

Student Affairs committee. Reapplicants have a right to a hearing before Faulty-Senate Affairs Committee if requested by the student. Students wishing to reapply should contact the Registrar's Office.

Undergraduate Readmission

Readmission for a Second Undergraduate Degree

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

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

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

Readmission After Withdrawal

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

Readmission After Suspension

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

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

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

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

Academic Clemency

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

Undergraduate Application for Graduation

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

Graduation Checklist and Application

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

Six (6)-Week Grace Period

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

6 Week Grace Period Date Calculation:

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

Graduation Fest

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

Description of Commencement Ceremonies

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

Participation in Commencement Ceremony

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

Academic Attire

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

Degree with Distinction

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

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

Transcripts and Diplomas

Students may obtain transcripts of their academic records from the Registrar's Office. There is a $18 fee for each official transcript. Transcripts will be released only by signed request. In compliance with Family Educational Rights and Privacy Act (FERPA), Gallaudet University will not make copies of transcripts on file from other colleges and universities. Diplomas are issued only once, and any errors must be brought to the attention of the Registrar's Office within 90 days of receipt. **Diplomas will not be released to students with a balance owed to the University or an incomplete Exit Interview.**

Posthumous Degree

Faculty may recommend that a student who passes away while pursuing a degree be awarded a posthumous degree. To qualify for a posthumous degree, the student must have been a senior (90 credit hours or more completed) who had earned at least 24 credits from Gallaudet University. The student must also have been in good academic and disciplinary standing.

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

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

Communication Access Policies

Division of Academic Affairs
Communication Access Policies and Guidelines

Last Revision: May 1, 2014

Refer Questions To: Office of the Provost

Introduction

1. The Division of Academic Affairs is one of the university's heaviest consumers of communication access services, broadly defined as interpreting and captioning. In recent years, each new undergraduate and graduate cohort has included increasingly greater numbers of students for whom American Sign Language and Deaf culture are new or emerging concepts. In addition, Gallaudet enrolls a growing number of students with additional disabilities who request communication access services through the university's Disability Services Center (DSC), a unit of the Office of Belonging and Engagement. 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 Office of Belonging and Engagement.

2. Communication access services are provided in a variety of situations, both on-campus and off-campus.

These situations include, but are not limited to:

a. Academic classes

b. Practica, internships, externships, student teaching, and other "field" activities

c. Telephone calls and teleconferences

d. Meetings

e. Lectures, panels, symposia, face-to-face conferences, videoconferences, webinars

f. Performances

g. Athletic events

h. Official University functions (Convocation, Commencement, dissertation defenses, etc.)

i. Mission-critical activities

j. Crisis and emergency situations

3. The following types of interpreting are provided.

   a. American Sign Language to English

   b. English to American Sign Language

   c. deaf-blind (including tactile, tracking, and close vision)

4. The following types of captioning are provided.

   a. Communication access realtime translation (CART)

   b. TypeWell, also known as C-Print or Text Interpreting

   c. live captioning

   d. transcription services

5. GIS will make efforts to provide other specialized communication access services, such as international interpreting, trilingual interpreting, or cued speech, if requests are submitted in a timely manner and qualified providers are available.

Shared Responsibility for Communication Access

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

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

Related Documents: Student Attendance Requirements; Student Agreement Forms - Academic Settings and Non-Academic Settings, Academic and Student Affairs

Student Attendance Requirements

Student Attendance Requirements

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

- **Timely cancellations.** Students must inform GIS of any expected absences three or more business days prior to their occurrence.

- **Late cancellations.** Late cancellations are those that are reported to GIS with less than three business days notice.

- **Emergency situations.** 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 Communication Access Policies (p. 100) for the full text of policies and procedures.

Students needing Tactile, Pro-Tactile or Close Vision interpreting in the classroom will need to work with the Disability Services Center (DSC) to make arrangements. DSC will submit interpreting requests via BisonTerp.

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
- DSC (if registered with DSC)

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 DSC, I must talk with my DSC 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 review the guidelines and put in your request here at https://gallaudet.edu/belonging-engagement/disability-services-center/dsc-forms-for-students/.

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

- Academic Advising
- Gallaudet Interpreting Service
- Disability Service Center
- 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 Communication Access Policies (p. 100).

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

Campus Activities

Gallaudet Interpreting Service

Dean of Student Affairs

Undergraduate Education

Student Learning Outcomes

A Gallaudet education provides students with opportunities to develop as wellness-grounded, proudly bilingual, career-ready critical thinkers, who are digitally aware, ethical, scientifically literate global citizens. Gallaudet's curriculum provides learning experiences to promote the development of Gallaudet Scholars:

Core Student Learning Outcomes

Click on above link for full listing with sub-skills for each Learning Outcome

Wellness: Recognize how my choices can transform my health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within myself.

Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes.

Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning.

Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines.

Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways.

Ethics: Formulate reasoned decisions about ethical issues that lead to wise action.

Science Literacy: Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies.

Global Citizenship: Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels.

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

Undergraduate Degree Requirements

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

1. 43 hours of General Education Requirements
2. A minimum of 120 hours, including the requirements of a major listed in the catalog
3. A minimum of 2.0 cumulative grade point average (GPA), unless major departments or programs use higher cumulative GPA standards. Students must follow the requirements set by respective departments or programs they are enrolled in.
4. A one-year residency requirement
5. A satisfactory record of conduct

General Education Requirements

The following general education requirements apply to students matriculated (admitted and registered) during or after Fall 2021. Students matriculated before Fall 2021 should refer to the archived catalog of record for the academic year in which they were admitted.

Core Requirements

Requires 43 credits (some credits may also count toward the student's major or minor)

Three components of the Core curriculum:

- **Examine (18 credits)**:
  - Seminars: VEE* 101 & VEE* 102 (6 credits)
  - ASL course: ASL 125 (3 credits)
  - English course: ENG 102 or above (3 credits)

    - Bilingual course: VEE* 150 (3 credits)
    - Math course: MAT 101 or above (3 credits)
- **Explore (24 credits)**:
    - **Purpose**: allow students the freedom to determine and follow their own interests while gaining the skills needed to explore big questions, develop foundational competence in discipline-specific methodologies and create new knowledge or novel solutions
    - 4 Areas of Inquiry
        - Creativity & Communication
        - Identities & Cultures
        - Ethics & Civics
        - Science & Technology
    - Two courses (6 credits) required from each Area
    - These may also count toward the student's major or minor
- **Engage (participation milestones plus 1 credit)**:
    - Purpose: To foster a sense of belonging, develop relationships, build an ethic of civic responsibility and service, and gain practical experience
    - At least two semesters of active participation on campus
    - At least one semester of active participation off campus
    - A final culmination one-credit online course
        - VEE* 300
        - Completion of both on- and off-campus engagement as prerequisites
        - Focused on developing a reflective portfolio, integrating learning from throughout the EXAMINE, EXPLORE, and ENGAGE components of the Core curriculum
        - Connecting Core learning to the student's major and future plans
        - Using the Core SLOs as the touchstone

*VEE is the label for an ASL sign that doesn't have a direct English translation. Its meaning incorporates the concepts of "notice, be fascinated, find interesting, analyze, observe, and watch". When we use VEE as the name for our Core curriculum courses, we are celebrating our bilingualism and encouraging our students to be intellectually curious in both ASL and English and whatever languages they bring with them.

Schools

School of Arts and Humanities

Dr. Teresa Burke, School Director

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

Art and Digital Media

- **BA in Art and Media Design** (p. 128)
- **Minor in Art History** (p. 129)
- **Minor in Digital Media** (p. 129)
- **Minor in Graphic Design** (p. 129)
- **Minor in Photography** (p. 130)
- **Minor in Studio Art** (p. 130)

Deaf Studies

- **B.A. in Deaf Studies** (p. 148)
- **B.A. in Deaf Studies for Online Degree Completion Program** (p. 119)
- **Minor in Black Deaf Studies** (p. 149)
- **Minor in Deaf Studies** (p. 149)
- **ODCP Minor in Deaf Studies** (p. 123)

History

- **B.A. in History** (p. 176)
- **Minor in Documentary Studies** (p. 177)
- **Minor in History** (p. 177)

Liberal Studies

- **B.A. in Liberal Studies**

Philosophy & Religion

- **Minor in Ethics** (p. 188)
- **Minor in Philosophy** (p. 188)

Theatre

- **B.A. in Theatre Arts: Production/Performance** (p. 221)
- **Minor in Dance** (p. 221)
- **Minor in Theatre**

School of Human Services and Sciences

Dr. Daniel Koo, School Director

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

Counseling

Hearing, Speech, and Language Sciences

Early Intervention Studies

- **Minor in Family Studies** (p. 153)

Physical Education and Recreation

- **B.S. in Physical Education and Recreation** (p. 190)
- **Minor in Athletic Coaching** (p. 191)
- **Minor in Sport Management** (p. 191)

Psychology

- **B.A. in Psychology** (p. 193)
- **B.A. in Psychology for Online Degree Completion Program** (p. 121)
- **Minor in Psychology** (p. 193)
- **ODCP Minor in Psychology** (p. 123)

School of Language, Education, & Culture

Dr. Helen Thumann, School Director

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

American Sign Language

- **B.A. in American Sign Language** (p. 127)
- **Minor in ASL** (p. 127)

Education

- **BA in Education with a Specialization in Early Childhood Education** (p. 156)

- **BA in Education with a Specialization in Elementary Education** (p. 159)
- **BA or BS in Education with a Specialization in Secondary Education Science English Mathematics or Social Studies** (p. 161)
- **Minor in Education** (p. 164)

English

- **B.A. in English** (p. 166)
- **B.A. in English for Online Degree Completion Program** (p. 119)
- **Minor in English** (p. 168)
- **Minor in Writing** (p. 169)
- **ODCP Minor in Writing** (p. 124)

Honors

- **Honors Program** (p. 178)

International Development

- **Minor in Disability Inclusive DRR & Emergency Planning**

Interpretation and Translation

- **B.A. in Interpretation** (p. 183)

Linguistics

- **Minor in Linguistics** (p. 186)

World Languages and Cultures

- **B.A. in International Studies** (p. 224)
- **B.A. in Interdisciplinary Spanish** (p. 226)
- **Minor in Spanish** (p. 227)
- **Peace Corps Prep program** (p. 228)

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 undergraduate programs:

Business

- **B.S. in Accounting** (p. 132)
- **B.S. in Accounting for Online Degree Completion Program** (p. 109)
- **B.S. in Business Administration** (p. 135)
- **B.S. in Business Administration for Online Degree Completion Program** (p. 112)
- **B.S. in Risk Management and Insurance** (p. 141)
- **Minor in Accounting** (p. 142)
- **Minor in Business Administration** (p. 142)
- **Minor in Risk Management and Insurance** (p. 143)

Communication Studies

- **B.A. in Communication Studies**
- **B.A. in Communication Studies for Online Degree Completion Program**
- **Minor in Communication Studies** (p. 146)
- **ODCP Minor in Communication Studies** (p. 122)

Criminal Justice

- **Minor in Criminal Justice** (p. 147)

Government & Public Affairs

- **B.A. in Government** (p. 174)
- **B.A. in Government with a Specialization in Law** (p. 175)
- **Minor in Government** (p. 175)

Sexuality and Gender Studies

- **Certificate in Sexuality and Gender Studies** (p. 216)

Social Work

- **B.A. in Social Work (BSW)** (p. 217)

Sociology

- **B.A. in Sociology with a concentration in Criminology** (p. 219)
- **Minor in Sociology** (p. 220)
- **Minor in Sociology with a concentration in Criminology** (p. 220)

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 undergraduate programs:

Biology

- **B.A. in Biology**
- **B.S. in Biology**
- **Minor in Biology**

Chemistry & Physics

- **Minor in Chemistry**

Data Science

- **B.S. in Data Science** (p. 202)
- **Minor in Data Science** (p. 203)

Information Technology

- **B.S. in Information Technology**
- **Minor in Information Technology** (p. 206)

Mathematics

- **B.A. in Mathematics** (p. 207)
- **B.S. in Mathematics** (p. 209)
- **Minor in Mathematics** (p. 210)

Public Health

- **B.S. in Public Health** (p. 212)
- **Minor in Public Health** (p. 215)

Undergraduate Majors and Minors

Online Degree Completion Program

Gallaudet University offers the Online Degree Completion Program (ODCP), an online undergraduate degree attainment avenue for degree completion students who have accumulated 45 hours of college credits.

Online Courses

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

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

Online Learning Readiness

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

Gallaudet University Online Academic Calendar

Students in the ODCP program will abide by the online academic calendar. (p. **Error! Bookmark not defined.**)

Gallaudet Thirty Credits Minimum Requirement

For the online degree completion program, at least 30 credits of the total degree requirement, including half the major/minor requirements, must be earned from courses owned by Gallaudet and taught by its faculty. OCICU and transfer credit may not be applied to this 30 credit/50% minimum requirement.

Transfer Students

Transfer online students with 75 or more credits will be able to ask their program director/coordinator and the Director of General Education for a waiver of VEE 101 and 150. The Director of General Education will approve the waiver for VEE 101 and 150 for all transfer online students with 75 or more credits.

B.S. in Accounting for Online Degree Completion Program

The Accounting program provides a foundation in Accounting to prepare graduates with skills and knowledge to excel in business globally, searching for career opportunities in a highly competitive, fast-changing world involving fast-paced technology changes in any industry of their choice: business, education, non-profit, public, and private settings.

The Business core courses cover essential disciplines in business such as accounting, business ethics, economics, finance, global business, management, marketing, and a few other identified core courses. In addition, the student will be able to have some free management electives to take while taking accounting-related and required courses.

Students interested in completing their Bachelor of Science degree in Accounting online have requirements to follow.

To be eligible to take the Online Degree Completion Program (ODCP) in accounting, the requirements are:

• Completed forty-five (45) college credits toward a Bachelor of Science degree

• You must have passed the college English core courses with a C- or higher

• Submit the application for admission to the Office of Admissions.

Requirements for Admission to a Major Program in ODCP-Accounting (ACC)

• A cumulative GPA of 2.5 or better.

• Successful completion of BUS 101 and 181 with a grade C+ or better or equivalent

• Department of Business online admission application.

• An unofficial transcript in PDF format

Please contact the Department of Business (DOB) Admissions at dobadmissions@gallaudet.edu for questions related to the major admission application.

Requirements for a Major in Accounting

Students are expected to maintain a cumulative GPA of 2.5 or better during the business program. Students whose GPA falls below a cumulative 2.5 will be placed on

probation.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	9
Major and Related Courses	72
Free Elective Courses	6
TOTAL	130

Required pre-major courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required core courses 54 credits

ACC 201	Financial Accounting I	3
ACC 202	Financial Accounting II	3
ACC 203	Managerial Accounting	3
BUS 201	Quantitative Reasoning in Business	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 301	Business Communication	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Dimensions of Business	3
BUS 371	Business Law I	3
BUS 381	Management Information Systems	3
BUS 391	Operations and Supply Chain Management	3
BUS 492	Senior Capstone I: Business Strategy	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Required accounting courses 19 credits

ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 321	Managerial Cost Accounting	3
ACC 331	Income Tax Accounting	3
ACC 401	Advanced Accounting	3
ACC 441	Auditing	3
BUS 392	Internship	1

Department of Business Program Core Course Requisites Requirements:

Required Program core courses (54 credits)			Requisites:
ACC	201	Financial Accounting I	C+ in BUS 101 and BUS 181; any GE Math pathway course
ACC	202	Financial Accounting II	ACC 201 and BUS 181
ACC	203	Managerial Accounting	ACC 201 and BUS 181
BUS	201	Quantitative Reasoning in Business	C+ in BUS 101 and BUS 181 or permission of the department
BUS	211	Management and Organizational Behavior	
BUS	221	Marketing	C+ or better in BUS 101
BUS	301	Business Communication	C+ in ENG 102
BUS	331	Business Statistics	C or better in BUS 201
BUS	341	Business Ethics	BUS 211
BUS	351	Business Finance	ACC, ECO 201; co-requisites ECO 202
BUS	361	Global Dimensions of Business	BUS 211 and co-requisites ECO 202
BUS	371	Business Law I	co-requisite BUS 301
BUS	381	Management Information System	BUS 181
BUS	391	Operations and Supply Chain Management	BUS 331
BUS	492	Senior Capstone I: Strategic Management	Senior status & planning to graduate in the same academic year; permission by department.
BUS	493	Senior Capstone II: Assessment	Senior status & planning to graduate in the same academic year; BUS 341, BUS 351, BUS 361, BUS 371, BUS 381, BUS 391; permission by the department.
ECO	201	Introduction to Macroeconomics	C+ or better in BUS 101
ECO	202	Introduction to Microeconomics	ECO 201

Major elective courses 6 credits

Choose two courses:

ACC 350	Non-Profit Organization Accounting	3
ACC 402	Current Accounting Theory	3
ACC 421	Advanced Cost Accounting	3
ACC 442	Accounting Information Systems	3
ACC 461	International Accounting	3
ACC 495	Special Topics	1-5
BUS 382	Applied Business Analytics	3

ACC 350: Recommended for those planning to sit for the CPA examination.

ACC 421: Recommended for those planning to sit for the CMA examination.

ACC 495: Students must take three credits of ACC 495

B.S. in Business Administration for Online Degree Completion Program

Overview

The Business Administration program provides a foundation in Business Administration to prepare graduates with skills and knowledge to excel in business globally, searching for career opportunities in a highly competitive, fast-changing world involving fast-paced technology changes in any industry of their choice: business, education, non-profit, public, and private settings.

The Business core courses cover essential disciplines in business such as: accounting, business ethics, economics, finance, global business, management, marketing, and a few other identified core courses. In addition, the student will take free concentration electives while taking one concentration area of their choice, such as esports management, economics & finance, entrepreneurship, hospitality and event management, human resources, and marketing.

Students interested in completing their Bachelor of Science degree in Business Administration online have requirements to follow.

To be eligible to take the Online Degree Completion Program (ODCP) (p. 109), the requirements are:

- Completed forty-five (45) college credits toward a Bachelor of Science degree
- You must have passed the college English core courses with a C- or higher.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Major Courses	54
Major Related Concentration and Electives	16
General Free Electives	3
TOTAL	122

The Business Administration program provides a foundation in business administration to prepare students for entry-level management positions in either the private or public sector. Minoring in business administration is an excellent choice for students with management and leadership potential who choose to major in a liberal arts discipline.

Requirements for a Major in Business Administration

1. Students must be accepted into the Business Administration major before taking 300-level or above courses in the Department of Business.

2. Students must pick one concentration: esports management, economics & finance, entrepreneurship, hospitality & event management, human resources, and marketing.

3. The Department of Business major must complete one (1) internship prior to graduation. There are internship requirements of a minimum of eight (8) consecutive weeks in a semester (any semester) and a minimum of one hundred (100) hours on the internship site and complete weekly or biweekly internship reports, mid-evaluation, final evaluation, and presentation held by the Department of Business Internship Coordinator(s). Further internship program requirements and information are shared in the Department of Business student handbook.

4. Students are expected to maintain a cumulative GPA of 2.5 or better during the business Program and to meet graduation requirements (major and non-major courses overall). Students whose GPA falls below a cumulative 2.5 will be placed on probation.

5. The major program core courses are required to be taken under the Department of Business and cannot be taken at another University.

Required pre-major courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required core courses 54 credits

ACC 201	Financial Accounting I	3
ACC 202	Financial Accounting II	3
ACC 203	Managerial Accounting	3
BUS 201	Quantitative Reasoning in Business	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 301	Business Communication	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Dimensions of Business	3
BUS 371	Business Law I	3
BUS 381	Management Information Systems	3
BUS 391	Operations and Supply Chain Management	3
BUS 492	Senior Capstone I: Business Strategy	3
BUS 494	Senior Capstone II: Comprehensive Assessment	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Business Administration Concentration (select one for a total of 19 credits)

Business Administration majors must select and complete ***one*** *of the following six concentrations: esports management, economics & finance, entrepreneurship, hospitality & event management, human resources management, and marketing, for a total of 19 credits.*

Concentration in Entrepreneurship (19 credits)

BUS 290	Foundations of Entrepreneurship	3-4
BUS 392	Internship	1
BUS 494	Senior Capstone II: Comprehensive Assessment	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3

Concentration in Economics & Finance (19 credits)

BUS 250	Personal Financial Literacy	3
BUS 253	Investments	3
BUS 392	Internship	1
ECO 351	Money and Banking	3
	Elective	3
	Elective	3
	Elective	3

Concentration in eSports Management (19 credits)

BUS 214	Introduction to Esports Management	3
BUS 314	Event Management	3
BUS 392	Internship	1
	Elective	3
	Elective	3
	Elective	3
	Elective	3

Concentration in Hospitality and Event Management (19 credits)

BUS 212	Introduction to Hospitality Management	3
BUS 312	Food and Beverage Management	3
BUS 314	Event Management	3
BUS 392	Internship	1
	Elective	3
	Elective	3
	Elective	3

Concentration in Human Resources Management (19 credits)

BUS 372	Business Law II	3
BUS 392	Internship	1
BUS 414	Human Resources Management	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3

Concentration in Marketing (19 credits)

BUS 320	Marketing Research	3
BUS 323	Digital Marketing	3
BUS 392	Internship	1
BUS 422	New Product Development	3

	Elective	3
	Elective	3
	Elective	3

Free Electives

ACC 331	Income Tax Accounting	3
BUS 295	Special Topics	1-5
BUS 314	Event Management	3
BUS 323	Digital Marketing	3
BUS 354	Entrepreneurial Finance	3
BUS 372	Business Law II	3
BUS 382	Applied Business Analytics	3
BUS 395	Special Topics	1-5
BUS 412	Project Management	3
BUS 451	Real Estate Finance and Investments	3
BUS 452	Public Finance and Budgeting	3
BUS 495	Special Topics	1-5
COM 330	Interpersonal and Group Conflict Management	3
COM 460	Organizational Communication	3
ECO 361	International Economics	3
ECO 403	Research Methods in Economics	3
MAT 150	Calculus I	3

Concentration Free Electives: Limited to:

BUS 295 Special Topics (3) [ESM/E/EF/HEM/HRM/M]

BUS 314 Event Management (3) [ESM/E/HEM/HRM/M]

BUS 321 Marketing Research (3) [E]

BUS 323 Digital Marketing (3) [ESM/E/HEM/HRM/M]

BUS 354 Entrepreneurial Finance (3) [ESM/E/EF]

BUS 372 Business Law II (3) [HRM/EF]

BUS 382 Applied Business Analytics (3) [ESM/E/HEM/HRM/M]

BUS 395 Special Topics (3) [ESM/E/HEM/HRM/M]

BUS 412 Project Management [ESM/E/EF/HEM/HRM/M]

BUS 422 New Product Development (3) [ESM/E/HEM/HRM/M]

BUS 451 Real Estate Finance and Investment (3) [E/HEM/HRM]

BUS 452 Public Finance and Budgeting (3) [E/HRM]

BUS 495 Special Topics (3) [ESM/E/HEM/HRM/M]

ACC 331 Income Tax Accounting (3) [E]

ECO 361 International Economics (3) [EF]

ECO 403 Research Methods in Economics (3) [EF]

COM 330 Interpersonal and Group Conflict Management (3) [HEM/HR]

COM 460 Organizational Communication (3) [HR]

MAT 150 Calculus I (3) [EF]

Visual Chart of Concentration Free Electives students can choose to take from:

			eSports Management [ESM]	Entrepreneurship [E]	Economics & Finance [EF]	Hospitality and Event Management [HEM]	Human Resources Management [HRM]	Marketing [M]
BUS	295	Special Topics	X	X	X	X	X	X
BUS	314	Event Management	X	X	X	X	X	
BUS	321	Marketing Research		X				X
BUS	323	Digital Marketing	X	X		X	X	X
BUS	354	Entrepreneurial Finance	X	X	X			
BUS	372	Business Law II			X		X	
BUS	382	Applied Business Analytics	X	X	X	X	X	X
BUS	395	Special Topics	X	X	X	X	X	X
BUS	412	Project Management	X	X	X	X	X	X
BUS	422	New Product Development	X	X		X	X	X
BUS	451	Real Estate Finance and Investment		X	X	X	X	
BUS	452	Public Finance and Budgeting		X	X		X	
BUS	495	Special Topics	X	X	X	X	X	X
ACC	331	Income Tax Accounting		X	X			
ECO	361	International Economics			X			
ECO	403	Research Methods in Economics			X			
COM	330	Interpersonal and Group Conflict Management				X	X	
COM	460	Organizational Communication					X	
MAT	150	Calculus I			X			

Department of Business Program Core Course Requisites Requirements:

Required Program core courses (54 credits)			Requisites:
ACC	201	Financial Accounting I	C+ in BUS 101 and BUS 181; any GE Math pathway course
ACC	202	Financial Accounting II	ACC 201 and BUS 181
ACC	203	Managerial Accounting	ACC 201 and BUS 181
BUS	201	Quantitative Reasoning in Business	C+ in BUS 101 and BUS 181 or permission of the department
BUS	211	Management and Organizational Behavior	
BUS	221	Marketing	C+ or better in BUS 101
BUS	301	Business Communication	C+ in ENG 102
BUS	331	Business Statistics	C or better in BUS 201
BUS	341	Business Ethics	BUS 211
BUS	351	Business Finance	ACC, ECO 201; co-requisites ECO 202
BUS	361	Global Dimensions of Business	BUS 211 and co-requisites ECO 202
BUS	371	Business Law I	co-requisite BUS 301
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BUS	493	Senior Capstone II: Assessment	Senior status & planning to graduate in the same academic year; BUS 341, BUS 351, BUS 361, BUS 371, BUS 381, BUS 391; permission by the department.
ECO	201	Introduction to Macroeconomics	C+ or better in BUS 101
ECO	202	Introduction to Microeconomics	ECO 201

Outcomes
1. Accurately apply fundamental business concepts, models, and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry)
2. Communicate effectively in both American Sign Language and written English in various formats and styles to a variety of audiences in multiple business contexts. (Communication)
3. Apply technological tools, and statistical and quantitative reasoning skills in analyzing and evaluating numerical information to support evidence-based business decisions. (Quantitative Reasoning & Technological Skills)
4. Critically assess business problems and develop well-supported solutions. (Critical Thinking & Problem Solving)
5. Critically evaluate all business opportunities and challenges using a global business perspective. (Global Dimension)
6. Foster personal growth by acting in a professional, ethical, and socially responsible manner, and collaborate effectively in teams as required. (Wellness, Ethics & Social Responsibility)

B.A. in Communication Studies for Online Degree Completion Program

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

1. 43 hours of General Education Requirements
2. A minimum of 120 hours, including the requirements of a major listed in the catalog
3. A minimum of 2.5 cumulative grade point average (GPA), unless major departments or programs use higher cumulative GPA standards. Students must follow the requirements set by respective departments or programs they are enrolled in.
4. A satisfactory record of conduct

Outcomes
COM Learning Outcomes 1: Deliver Messages – Students create and deliver messages in American Sign Language (ASL) and written English appropriate for diverse audiences, purposes, and contexts. Aligns with GU SLOs: Bilingualism: Composition Bilingualism: Expression of ideas & information Digital Awareness: Communication Software
COM Learning Outcomes 2: Critically analyze messages – Apply fundamental communication concepts and theories to critically analyze, evaluate, and respond to a variety of messages. Aligns with GU SLOs: Critical thinking: Analyze arguments Critical thinking: Evaluate arguments Critical thinking: Support opinions
COM Learning Outcomes 3: Create effective communication that embraces differences – Students recognize and apply complex social identities and design communication for diverse cultural contexts. Aligns with GU SLOs: Career Readiness: Personal interest Global Citizenship: Comparison of cultures Global Citizenship: Working in multicultural groups
COM Learning Outcomes 4: Identify and solve impediments to successful communication – Students apply knowledge from a variety of disciplines to identify and analyze barriers in communication. Aligns with GU SLOs: Ethics: Disruption of oppression Global Citizenship: Comparison of cultures Global Citizenship: Working in multicultural groups
COM Learning Outcomes 5: Apply ethical communication perspectives and practices – Students identify ethical perspectives and apply them in different communication situations. Aligns with GU SLOs: Ethics: Points of View Ethics: Disruption of oppression Global Citizenship: Intersection of privilege and oppression

Summary of Requirements

Much like in personal relationships, communication is the key to success in business and your career. Communication Studies majors learn the skills most desired by employers:

- The ability to work in teams
- The skill to communicate with diverse audiences in a variety of settings
- The capability to create and edit information
- The capacity to make compelling presentations in front of small and large audiences

The Communication Studies program teaches students about intrapersonal, interpersonal, public, intercultural, and

corporate communication. This provides the firm foundation necessary for creating a successful career in fields such as media, health communication, human resources, and public relations. You'll come out of the communication program with the ability to think critically, express ideas impactfully, and understand the diverse forms of communication that draw people in.

Students will have the ability to put their knowledge and experience into practice as they take up positions of influence in their communities or continue postgraduate studies.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	9
Major and Related Courses	45-47
Free Elective Courses	20-24
TOTAL	120

Admission to Communication Studies requires:

1. A GPA of 2.50 or better in the Communication Studies major.
2. Successful completion of COM 150, ENG 250, and PSY 101 or SOC 101 with a grade of C or better.
3. An unofficial transcript in PDF format.

Requirements to maintain good standing and graduation for Communication Studies majors:

1. Graduate with a major GPA of 2.50 or better. Students whose GPA falls below a cumulative 2.50 will be placed on probation and given one semester to improve their major GPA to 2.50. Failure to do so will result in dismissal from the major.
2. A student majoring in Communication Studies can have no more than one "D" or "D+" in major courses.
3. A Communication Studies major must complete one internship in the field prior to graduation. Internships range from one to three credits and must occur at least for 10 consecutive weeks in a semester. The program's Internship Coordinator will approve and oversee the academic requirements of all internships. Internships cannot be completed with a student's family business or a company that contracts with the family member's business.
   a. A one-credit internship requires 100 hours on the internship site.
   b. A two-credit internship requires 200 hours on the internship site.
   c. A three-credit internship requires 300 hours on the internship site.

Only students who have declared a major in Communication Studies are eligible to take COM 300-level and above courses unless given permission by the instructor. (Ex: Majors from other programs may take 300-level and above courses with permission).

Required pre-major courses 9 credits

COM 150	Introduction to Communication	3
ENG 250	Introduction to Public and Professional Writing	3
	and	
PSY 101	Introduction to Psychology	3
	Or	
SOC 101	Introduction to Sociology	3

Required courses 27-29 credits

COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 320	Internship Seminar	1
COM 321	Internship	1-3
COM 324	Interpersonal Communication	3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 380	Theories of Human Communication	3
COM 440	Intercultural Communication	3
COM 490	Visual Communication	3
COM 493	Senior Seminar: Communication Ethics	1

Required elective courses 15 credits

Choose 15 credits:

COM 160	Communication Research	3
COM 235	Intergroup Dialogue	3
COM 330	Interpersonal and Group Conflict Management	3
COM 335	Mediation, Deliberation, and Dialogue	3
COM 360	Introduction to Public Relations	3

COM 390	Communication Accessibility	3
COM 400	Persuasion	3
COM 410	Advanced Public Presentations	3
COM 420	Nonverbal Communication	3
COM 430	Gender and Communication	3
COM 450	Political Communication	3
COM 460	Organizational Communication	3
COM 470	Family Communication	3
COM 480	Argumentation and Debate	3
COM 495	Special Topics	1-5
COM 499	Independent Study	1-3

Required related courses 3 credits

Take any one of the following English courses:

ENG 260	Introduction to Layout and Design for Writers	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 385	Fundamentals of Journalism	3

B.A. in Deaf Studies for Online Degree Completion Program

Summary of Requirements

	2025-2026
Core Curriculum	43
Major and Related Courses	45
Free Elective Courses	32
TOTAL	120

Required major courses 45 credits

ASL 270	ASL and English: Comparative Analysis	3
DST 101	Introduction to Deaf Studies	3
DST 203	Introduction to Cultural Studies	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3
DST 314	Oral Traditions in the Deaf Community	3
DST 316	Disability Studies	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
DST 497	Deaf Studies Senior Thesis I	3
DST 498	Deaf Studies Senior Thesis II	3
HIS 331	History of the American Deaf Community	3
LIN 101	Sign Language & Sign Systems	3
LIN 263	Introduction to the Structure of American Sign Language	3

DST 410: Topic to be specified

B.A. in English for Online Degree Completion Program

In an increasingly complex and interconnected world, the demand for citizens who think critically, analyze carefully, and understand language, literature, and cultures has never been more crucial. The English Major, English Minor and Writing Minor at Gallaudet University are designed to meet this demand and foster a vibrant community of scholars who critically engage with reading and writing English in a variety of forms and in various approaches to text generation. Our dedicated faculty, composed of accomplished scholars and passionate educators, strive to foster an inclusive and supportive learning environment where diverse perspectives are celebrated, students are encouraged to pursue their unique academic interests, and community members can recognize the health and wellness benefits of reading and writing.

Students who major in English may also minor in writing, but courses cannot be double-counted

Declaring a Major

Admission to the English major program requirements:

A grade of C or better in any ENG Literature-focused course or ENG 250 or their equivalents, and permission of Major/Minor coordinator or chair.

Students who have not yet declared a major in the English Department may take up to twelve credits of courses numbered 208 or above with permission of the English Major/Minor coordinator; thereafter, admission to the major program is required.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related Courses	30
Free Elective Courses	44
TOTAL	120

Requirements for a Major in English

To continue and graduate in the program, English majors must maintain a GPA of C or better in their major coursework. Students whose major GPA falls below this will be placed on probation and given one semester to improve to a C average. Failure to do so will result in dismissal from the major. English majors are also expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the university's Academic Integrity Policy and Behavior Codes. Violations of either will result in probation for the remainder of the student's major coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the major, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the school leader and/or university Academic Integrity Committee.

Required Pre-Major Courses 3 credits

To be taken in freshman or sophomore years:

ENG 250	Introduction to Public and Professional Writing	3

Required English Courses 6 credits

ENG 320	Field Experience	3
ENG 493	Senior Thesis Project [Topic to be specified]	3

Elective English Courses 24 credits

ENG 323	Literature and Film I	3-4
ENG 324	Literature and Film II	3-4
ENG 325	Introduction to Deaf Literature	3-4
ENG 326	Deaf Memoirs	3
ENG 330	Topics in Popular Culture and Literature	3-4
ENG 350	Introduction to African American Literature	3-4
ENG 355	Literature by Women	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 366	Travel Literature [Topic to be specified]	3
ENG 367	Ghost Stories and Haunted History	3
ENG 370	Multimedia Composition	3
ENG 373	Introduction to Hispanic-American Literature	3
ENG 375	Media Literacy	3
ENG 376	Comics and Critical Literacy	3
ENG 380	Business and Technical Writing	3
ENG 381	Report Writing	3
ENG 382	Fundraising and Grant Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 387	Writing Center Theory and Practice	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
ENG 393	Intermediate Creative Writing [Topic to be specified]	3
ENG 408	Multicultural Literature and Perspectives	3
ENG 410	Adolescent Literature	3
ENG 433	Seminar in Pre-1800 Literature [topic to be specified]	3
ENG 435	Seminar in Post-1800 Literature [Topic to be specified]	3
ENG 441	Shakespeare	3
ENG 442	Major Author [Topic to be specified]	3
ENG 460	English Grammar for Writers & Future Teachers	3
ENG 495	Special Topics	1-5
ENG 499	Independent Study	1-3

ENG 433 and ENG 435: Topic to be specified

Outcomes
SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively in academic tasks and situations. Aligns with GU SLOs Bilingualism and Wellness
SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness
SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy.
SLO 4: Career Readiness. Students will demonstrate effective communication, critical thinking, and networking skills, enabling them to excel in a variety of professional environments. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness
SLO 5: Reading, Writing, and Wellness. Students will build cultural reading and writing skills that offer comfort, inspiration, and emotional support to help reduce stress and increase empathy. Aligns with GU SLOs Bilingualism, Digital Awareness, and Wellness

B.A. in Psychology for Online Degree Completion Program

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related Courses	49
Free Elective Courses	25
TOTAL	120

Required pre-major courses 3 credits

PSY 101	Introduction to Psychology	3

Required courses 34 credits

BIO 105	Introduction to Human Biology	4
PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3
PSY 324	Cognition	3
PSY 341	Research Design and Analysis I	3
PSY 342	Research Design and Analysis II	3
PSY 350	Internship Seminar	3
PSY 358	Social Psychology	3
PSY 451	Internship I	3-6
PSY 486	Senior Capstone: Current Issues in Psychology	3

Elective Psychology courses 15 credits

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

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

	Community	
PSY 411	Psychology of Personality	3
PSY 424	Neuropsychology	3
PSY 434	Methods of Therapy Emotional Disturbance	3
PSY 441	Learning Theories and Applications	3
	Or	
EDU 323	Educational Psychology	3
PSY 447	Psychological Tests and Measurements	3
PSY 448	Psycholinguistics	3
PSY 452	Internship II	3-6
PSY 453	Internship III	3-6
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
PSY 495	Special Topics	1-5
PSY 499	Independent Study	1-3
COU 330	Introduction to the Counseling Profession	3-4
PHI 290	Ethics and Health Care	3
SOC 151	Introduction to the Criminal Justice System	3

ODCP Minor in Communication Studies

A minor in Communication Studies guarantees a student benefits from required classes in addition to one elective of choice. This provides a broad base of theoretical knowledge and practical skills to augment any course of study.

Please contact Marina Dzougoutov for admission to the minor.

Summary of Requirements

Required pre-minor course 3 credits

COM 150	Introduction to Communication	3

Required courses 18 credits

COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 324	Interpersonal Communication	3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 380	Theories of Human Communication	3

Required elective minor courses 3 credits

Select one course in consultation with the program

COM 160	Communication Research	3
COM 330	Interpersonal and Group Conflict Management	3
COM 335	Mediation, Deliberation, and Dialogue	3
COM 360	Introduction to Public Relations	3
COM 390	Communication Accessibility	3
COM 400	Persuasion	3
COM 410	Advanced Public Presentations	3
COM 420	Nonverbal Communication	3
COM 430	Gender and Communication	3
COM 440	Intercultural Communication	3
COM 450	Political Communication	3
COM 460	Organizational Communication	3
COM 470	Family Communication	3
COM 480	Argumentation and Debate	3
COM 490	Visual Communication	3

Outcomes
Create and Deliver Messages – Students create and deliver messages in American Sign Language (ASL) and written English appropriate for diverse audiences, purposes, and contexts. Aligns with GU SLOs: Bilingualism: Composition, Bilingualism: Expression of ideas & information, Digital Awareness: Communication Software. Critically analyze messages – Apply fundamental communication concepts, and theories to critically analyze, evaluate and respond to a variety of messages. Aligns with GU SLOs: Critical thinking: Analyze arguments, Critical thinking: Evaluate arguments, Critical thinking: Support opinions. Create effective communication that embraces differences – Students recognize and apply complex social identities and design communication for diverse cultural contexts. Aligns with GU SLOs: Career Readiness: Personal interest, Global Citizenship: Comparison of cultures, Global Citizenship: Working in multicultural groups Identify and solve impediments to successful communication – Students apply knowledge from a variety of disciplines to identify and analyze barriers in communication. Aligns with GU SLOs: Ethics: Disruption of oppression, Global Citizenship:, Comparison of cultures, Global Citizenship: Working in multicultural groups Identify and solve impediments to successful communication – Students apply knowledge from a variety of disciplines to identify and analyze barriers in communication. Aligns with GU SLOs: Ethics: Points of View, Ethics: Disruption of oppression, Global Citizenship: Intersection of privilege and oppression

ODCP Minor in Deaf Studies

Requirements for Admission to an ODCP Minor in Deaf Studies

Students must pass ASL 125 and DST 101 with a grade of "B" or better prior to declaring a minor in ODCP Deaf Studies.

Summary of Requirements

Required pre-minor courses 6 credits

DST 101	Introduction to Deaf Studies	3
ASL 125	ASL Composition	3

Required minor courses 9 credits

DST 203	Introduction to Cultural Studies	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3

Elective minor courses 6 credits

Choose two:

DST 314	Oral Traditions in the Deaf Community	3
DST 316	Disability Studies	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3

ODCP Minor in Psychology

Requirements for Admission to an ODCP Minor in Psychology

Students must complete all pre-minor and minor courses with a "C" or better. In addition, students wishing to declare a Psychology minor must have an overall GPA of at least 2.5.

Summary of Requirements

Required psychology courses 9 credits

PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3

Required pre-minor courses 3 credits

PSY 101	Introduction to Psychology	3

Elective psychology courses 6 credits

Choose any three psychology courses in consultation with the department, list below:

PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 316	Bullying: From Childhood to Adulthood	3
PSY 317	Health Psychology	3
PSY 319	The Psychology of Exceptional Children	3
PSY 324	Cognition	3
PSY 325	Sports Psychology	3
PSY 341	Research Design and Analysis I	3
PSY 342	Research Design and Analysis II	3
PSY 350	Internship Seminar	3
PSY 358	Social Psychology	3

PHS 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PSY 411	Psychology of Personality	3
PSY 424	Neuropsychology	3
PSY 424	Neuropsychology	3
PSY 441	Learning Theories and Applications	3
	Or	
EDU 323	Educational Psychology	3
PSY 447	Psychological Tests and Measurements	3
PSY 448	Psycholinguistics	3
PSY 451	Internship I	3-6
PSY 452	Internship II	3-6
PSY 453	Internship III	3-6
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
PSY 486	Senior Capstone: Current Issues in Psychology	3
PSY 495	Special Topics	1-5
PSY 499	Independent Study	1-3
COU 330	Introduction to the Counseling Profession	3-4
PHI 290	Ethics and Health Care	3
SOC 151	Introduction to the Criminal Justice System	3
	Psychology courses available via OCICU*, as agreed upon between the student and faculty advisor	

**less than 50% of the ODCP-PSY minor can be courses taught outside of Gallaudet including OCICU courses.*

ODCP Minor in Writing

Requirements for Admission to an ODCP Minor in Writing

- A grade of B or better in a writing course;
- Recommendation from one English instructor;
- One writing sample;
- An unofficial transcript; and
- A statement of interest in the writing minor.

To graduate in the program, writing minors must maintain a GPA of 2.0 or better in their minor coursework. Writing minors are also expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the University's and department's Academic and Personal Integrity Policies. Violations of either will result in probation for the remainder of the student's minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the department chair and/or university Academic Integrity Committee.

Summary of Requirements

Required pre-minor courses 3 credits

ENG 250	Introduction to Public and Professional Writing	3

Required minor courses 15 credits

Choose five courses:

ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 381	Report Writing	3
ENG 382	Fundraising and Grant Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
ENG 393	Intermediate Creative Writing [Topic to be specified]	3
ENG 460	English Grammar for Writers & Future Teachers	3
ENG 495	Special Topics	1-5
ENG 499	Independent Study	1-3

University Capstone Honors for Online Degree Completion Program

University Capstone Honors for Online Degree Completion Program

The Gallaudet Honors Program is a learning community for the most academically capable and motivated students. The overall goal is to foster skills, work habits, and attitudes conducive to future achievement and lifelong learning. To this end, the program focuses on rigorous, challenging, and innovative interdisciplinary curricular offerings as well as connections between curricular and co-curricular activities such as service learning and civic life. The successes of the program's innovations may be replicated for all students. Students are considered in good standing in the Honors Program if they have a cumulative GPA of 3.2 or greater or a semester GPA of 3.2 or greater for those returning to good standing. A cumulative GPA of 3.4 is required for graduation.

Students in good standing have active status. New students also are considered active during their first semester although they do not have a GPA yet. Students who are on probation for one semester because their cumulative GPA has fallen below 3.2 are still considered to have active status for this purpose.

ODCP students are eligible for University Capstone Honors.

University Capstone Honors (12 credits)

Upper Level Honors Option Contracts (minimum 6 Honors Credits):

Honors students must complete Honors Option Contracts in two upper level courses. These are typically 300 or 400 level courses with some exceptions made for courses at the 200 level that are not introductory courses. Upper level contracts will be taken in courses related to disciplines supporting their eventual capstone project goals. Courses taken at other Consortium member institutions or Graduate courses may be substituted for these requirements with the approval of the Honors Director. A grade of B or better is required in all of the HON courses listed below; if not, courses must be retaken assuming good standing. For graduation, a minimum overall cumulative GPA of 3.4 is required.

University Honors Capstone Courses (6 Honors Credits):

The following sequence of courses should be taken starting the Spring semester the year before anticipated graduation in order to complete the Honors Capstone. Honors Capstone completion includes a public presentation and final approval by the Honors Council.

HON 487 – Proposal for University Honors Capstone – 3 credits
HON 488 – University Honors Capstone Progress – 1 credit
HON 489 – University Honors Capstone Completion – 2 credits
Total: 12 University Capstone Honors Credits.

Note: Students graduating with University Honors will also be expected to give a presentation to the campus community on their Capstone project. Those students who have met the requirements will have "University Honors" noted on their transcripts and a gold seal placed on their diplomas.

Sample Plan:

Semester 1 or 8-week 1	• One upper-level course with an Honors Option Contract
Semester 2 or 8-week 2	• One upper-level course with an Honors Option Contract
Semester 3 (spring)	• HON 487
Semester 4 (fall)	• HON 488
Semester 5 (spring)	• HON 489 • Completed University Honors Capstone approved by the Honors Council

Admissions to the Honors Program:

Students will be asked to interview with the program director and will be asked to supply information to justify their admission to the program. For more information, contact honors@gallaudet.edu.

American Sign Language

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

If interested, students can then explore further by majoring in ASL, providing that pre-major course requirements are met. The major is designed for students to develop a multidisciplinary approach in the areas of teaching, language, community, history, culture, and literature to the study of American Sign Language.

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

Declaring a Major

Requirements for Admission to a Major in American Sign Language

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

- A video-letter of interest;
- ASL Proficiency Interview rating of 4 or above;
- A B or better in GSR 102 and GSR 103, or the equivalent;
- A B or better in ASL 270, or the equivalent;
- A copy of the applicant's transcript; and
- An interview with the major/minor coordinator.

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

Requirements for Admission to a Minor in American Sign Language

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

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

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

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

Continuation in The Program

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

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

Undergraduate Majors and Minors offered:

B.A. in American Sign Language

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	9
Major and Related Courses	51
Free Elective Courses	17
TOTAL	120

Required pre-major courses 9 credits

ASL 270	ASL and English: Comparative Analysis	3
ASL 290	Visual Language Resource Development	3
LIN 101	Sign Language & Sign Systems	3

Required major courses 48 credits

ASL 304	ASL Data Analysis and Applications I	3
ASL 305	ASL Data Analysis and Applications II	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 315	ASL Literature: Poetry	3
ASL 370	Foundations and Practices in ASL Analysis and Critique	3
ASL 380	ASL Elocution: Applications	3
ASL 390	Discourse Features in ASL	3
ASL 401	Language Attitudes and Ethics	3
ASL 402	Sign Language Rights and Advocacy	3
ASL 421	Introduction to ASL Instruction	3
ASL 422	Application to ASL Instruction	3
ASL 480	Introduction to ASL Research	3
ASL 494	Senior Seminar	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3
LIN 263	Introduction to the Structure of American Sign Language	3

One elective ASL course from the following: 3 credits

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

Minor in ASL

Summary of Requirements

Required pre-minor courses 3 credits

ASL 125/PST 321	ASL Composition	3

Required minor courses 15 credits

ASL 270	ASL and English: Comparative Analysis	3
ASL 290	Visual Language Resource Development	3
ASL 304	ASL Data Analysis and Applications I	3
ASL 305	ASL Data Analysis and Applications II	3
ASL 314	American Sign Language Literature: Narratives	3

Elective minor courses 6 credits

Choose two courses:

ASL 315	ASL Literature: Poetry	3
ASL 380	ASL Elocution: Applications	3
ASL 390	Discourse Features in ASL	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3

Art and Media Design

Art and Media Design provides a quality bilingual, interdisciplinary, liberal arts education with a focus on art. Major programs prepare students to be creative problem-solvers, dynamic leaders, effective communicators, and innovative artists affecting positive social change.

Undergraduate Majors and Minors offered:

B.A. in Art and Media Design

The Art and Media Design major is an integrated program that emphasizes the development of skills and techniques employed by artists and designers working across the various disciplines. Through courses in digital media, graphic design, photography, studio arts, film, and art history students gain experience in a range of methodologies and applications needed to develop their portfolio and market themselves in the highly competitive, social media driven world of today.

Note:

* Students can only pick one Concentration

* Students can only pick one Minor

Summary of Requirements

	2025-2026
Core Curriculum	43
Major and Related Courses	33
Major Concentration Elective Courses	15
Free Elective Courses (additional art courses or courses offered by other programs)	29
TOTAL	120

Required major courses 24 credits

All students majoring in Art and Media Design must complete the following courses

ART 131	Beginning Photography	3
ART 135	Digital Media I	3
ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3
ART 260	Design II	3
ART 290	Web Design I	3

Art History courses 3 credits

Select one of the following two courses:

ART 219	Modern Art	3
ART 450	Studies in Art History: [topic to be specified]	3

Concentration in Digital Media 15 credits

Students who select a concentration in Digital Media select five courses from the list below (15 credits)

ART 110	Introduction to Television, Film and Photography	3
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 224	Digital Media II	3
ART 236	Robotics and Interactivity	3
ART 270	Typography	3
ART 342	Advanced Digital Media	3
ART 361	Advanced Design	3
ART 392	Studies in Graphic Design	3
ART 440	Production Design	3

Concentration in Studio Art 15 credits

Students who select a concentration in Studio Art select five courses from the list below (15 credits)

ART 220	Beginning Painting	3
ART 251	Women in Art	3
ART 350	Studies in Drawing: [medium to be specified]	3
ART 360	Studies in Sculpture	3
ART 363	Photojournalism	3
ART 370	Studies in Printmaking: [medium to be specified]	3
ART 460	Studies in Photography	3
ART 470	Studies in Painting: [medium to be specified]	3

Senior level courses 3 credits

Students who are Seniors and majoring in Art and Media design must select one of the following courses (3 credits)

ART 490	Senior Studio	3
ART 492	Internship	3

Senior Year 3 credits

Seniors take this course their last spring semester before graduating.

ART 491	Portfolio/Senior Exhibit	3

Free Electives

Students in the Art and Digital Media major may take any course offered by the Art Program in beyond the courses required for the major and their chosen concentration as a free elective. Other free electives are listed below:

ART 126	Ceramics:Basic Hand-building Techniques	3
ART 195	Special Topics	1-5
ART 227	Ceramics:Advanced Hand-building & Wheel	3
ART 232	Intermediate Photography	3
ART 295	Special Topics	1-5
ART 390	Web Design II	3
ART 395	Special Topics	1-5
ART 495	Special Topics	1-5

Outcomes
Provide evidence of creative and technical critical skills in art and media design via their portfolio and exhibits.
Explain in writing and ASL the purpose and creative process of art/media design through their artist statement.
Demonstrate ability to critique theirs and others' art/media design projects in writing and ASL.
Demonstrate ability to revise theirs and others' art/media design projects in response to self-analysis and critical/technical feedback.
Analyze the ethical responsibility of art and artists.

Minor in Art History

Summary of Requirements

Required pre-minor courses 12 credits

ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

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

Required art courses 9 credits

Choose three courses:

ART 219	Modern Art	3
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 251	Women in Art	3
ART 450	Studies in Art History: [topic to be specified]	3

ART 450:

1. Topic to be specified

2. Students take this course two times as topics change.

Minor in Digital Media

Summary of Requirements

Required pre-minor courses 12 credits

ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

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

Required art courses 9 credits

Choose three courses:

ART 135	Digital Media I	3
ART 224	Digital Media II	3
ART 236	Robotics and Interactivity	3
ART 255	Digital Photography	3
ART 290	Web Design I	3
ART 342	Advanced Digital Media	3

Minor in Graphic Design

Summary of Requirements

Required pre-minor courses 12 credits

ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

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

Required art courses 9 credits

Choose three courses:

ART 260	Design II	3
ART 270	Typography	3
ART 361	Advanced Design	3
ART 392	Studies in Graphic Design	3
ART 440	Production Design	3

Minor in Photography

Summary of Requirements

Required pre-minor courses 12 credits

ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

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

Required art courses 9 credits

Choose three courses:

ART 131	Beginning Photography	3
ART 232	Intermediate Photography	3
ART 255	Digital Photography	3
ART 363	Photojournalism	3
ART 460	Studies in Photography	3

Minor in Studio Art

Summary of Requirements

Required pre-minor courses 12 credits

ART 140	Art History	3
ART 150	Fundamentals of Design in Art	3
ART 160	Design I	3
ART 170	Introduction to Drawing	3

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

Required art courses 9 credits

Choose three courses:

ART 126	Ceramics:Basic Hand-building Techniques	3
ART 220	Beginning Painting	3
ART 222	Caves to Computers: The Evolution of the Graphic Arts	3
ART 227	Ceramics:Advanced Hand-building & Wheel	3
ART 350	Studies in Drawing: [medium to be specified]	3
ART 360	Studies in Sculpture	3
ART 370	Studies in Printmaking: [medium to be specified]	3
ART 426	Studies in Ceramics : [medium to be specified]	3
ART 470	Studies in Painting: [medium to be specified]	3

ART 350, ART 370, ART 426 and ART 470: Medium to be specified

Business

The Department of Business offers three undergraduate programs (1) B.S. in Accounting, and (2) B.S. in Business Administration (with concentrations in economics, entrepreneurship, finance, management, international business, and marketing) and (3) B.S. in Risk Management and Insurance. All three programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The department seeks to provide students with programs that reflect the most recent developments in the broader spectrum of business and management arena to prepare students with problem solving and technological skills required at the today's information and technology centric workplace, and to afford students through internships the opportunity of applying classroom theories and practices in "real-life" settings.

The department programs, designed to provide education concerning the highly complex and technical character of management common to all organizations, are aimed to prepare students for direct entry into a career in business or government or for graduate study in business, accounting, economics, finance, insurance, law, public administration, risk management, or related fields. Students are expected to develop an insight into basic tenets and analytical skills that will equip them to meet the needs of diverse types of business organizations. Students who plan to major in one of the Department of Business programs are encouraged to start their business courses in their freshman year.

Gallaudet University supports undergraduate students interested in pursuing graduate degrees in business through our Pre-MBA Program. This program consists of several elements:

- Pre-MBA advising/workshops (including Graduate Management Test preparation)
- Foundational business courses
- Availability of on- and off-campus internships in management, marketing, accounting, economics, entrepreneurship, finance, and risk management and insurance.

Undergraduate students participating in this preparatory program, which supports preparation for application to graduate schools of business, must still select a major offered at Gallaudet University; they may also apply for a self-directed major as explained in the University catalog.

Policy on taking online courses:

1. Core courses for Accounting, Business Administration and Risk Management and Insurance Programs - Students must take all core courses onsite. If they fail a course, they must repeat it onsite and cannot take it online or at any other university.
2. Business Administration concentration elective courses - Students may take online courses from Online Consortium of Independent Colleges and Universities (OCICU) if they are not available onsite. However, permission must be obtained from the Department prior to registering for an online course, using the GU-OCICU Authorization Form available through EchoSign.
3. Accounting major required courses - Students must take them onsite at Gallaudet. Students may take Accounting elective courses online from OCICU if they are not available onsite. However, permission must be obtained from the Department prior to registering for an online course, using the GU-OCICU Authorization Form available through EchoSign..
4. Risk Management and Insurance major required courses - Students must take them onsite at Gallaudet. Students may take Risk Management and Insurance elective courses online from OCICU if they are not available onsite. However, permission must be obtained from the Department prior to registering for an online course, using the GU-OCICU Authorization Form available through EchoSign.
5. Exceptions to the above rules are granted on a case-by-case basis for students with special circumstances. In such a case, the student and his/her major adviser must present the rationale to the Department Chair to obtain permission.

Requirements for Admission to an Accounting, Business Administration, or Risk Management and Insurance Major

Students considering a Business Administration or Accounting or Risk Management and Insurance major are encouraged to declare their major by their sophomore year in order to complete all the required major and elective courses in a timely fashion. Below is a list of minimum major admission criteria at the time of application:

- A minimum cumulative GPA of 2.5.
- C+ or better in BUS 101 and BUS 181, or equivalent

- Completion of an online application form
- One letter by a Department of Business professor.

For continuation in a Business Administration or Accounting or Risk Management and Insurance major/minor, a student must maintain a minimum cumulative GPA of 2.5 in both major/minor and non-major courses in any given semester. If a student fails to maintain the 2.5 GPA, he/she is given one semester to mitigate the deficiency and bring up the GPA to its required maintenance level.

Graduation GPA requirements for both major and minor is 2.5.

All Business Administration or Accounting or Risk Management and Insurance majors must complete at least one internship in their chosen field prior to graduation.

For students who do not meet the major admission requirements but are interested in studying business or accounting or risk management and insurance, we encourage you to consider taking a minor in the respective discipline. The minimum GPA requirement for admission into a minor in business or accounting or risk management and insurance is 2.5.

Credit Transfer Policies:

For transfer students, their prior onsite, as well as online courses, will be evaluated for course equivalence based on established criteria. The maximum number of transfer credits the Department will accept for one of its majors or minors will follow the university policy which states, "To earn a major, students must complete at least half of the major requirements at Gallaudet. To earn a minor, students must also complete at least half of the minor requirements at Gallaudet."

For quality assurance and to meet the accreditation requirements, the Department will not accept transfer credits for ACC 301, ACC 302, BUS 491, and BUS 492.

For students who have transfer credits or course waivers for GSR 102, GSR 104, and GSR 150, demonstration of competency—a GPA of 2.5 from at least two courses in the business core curriculum—is required at the time when applying for a major offered by the Department. Business Administration or Accounting or Risk Management and Insurance major.

For program assessment purposes, the Department will not accept transfer credits for BUS 101. Instead, the transfer student will take the BUS 101 waiver test and score 60% or better to have the course requirement waived.

Undergraduate Majors and Minors offered:

B.S. in Accounting

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

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Major and Related Courses	73
Major Elective Courses	6
TOTAL	128

Requirements for Admission to a Major Program in Accounting (ACC)

- A cumulative GPA of 2.5 or better.
- Successful completion of BUS 101 and 181 with a grade C+ or better or equivalent
- Department of Business online admission application.
- An unofficial transcript in PDF format

Students are expected to maintain a cumulative GPA of 2.5 or better during the business program. Students whose GPA falls below a cumulative 2.5 will be placed on probation.

Please contact the Department of Business (DOB) Admissions at dobadmissions@gallaudet.edu for questions related to the major admission application.

Required pre-major courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required core courses 54 credits

ACC 201	Financial Accounting I	3
ACC 202	Financial Accounting II	3
ACC 203	Managerial Accounting	3
BUS 201	Quantitative Reasoning in Business	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 301	Business Communication	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Dimensions of Business	3
BUS 371	Business Law I	3
BUS 381	Management Information Systems	3
BUS 391	Operations and Supply Chain Management	3
BUS 492	Senior Capstone I: Business Strategy	3
BUS 494	Senior Capstone II: Comprehensive Assessment	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Required Accounting Courses 19 credits

ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 321	Managerial Cost Accounting	3
ACC 331	Income Tax Accounting	3
ACC 401	Advanced Accounting	3
ACC 441	Auditing	3
BUS 392	Internship	1

Major Elective courses 6 credits

Choose two courses:

ACC 350	Non-Profit Organization Accounting	3
ACC 402	Current Accounting Theory	3
ACC 421	Advanced Cost Accounting	3
ACC 442	Accounting Information Systems	3
ACC 461	International Accounting	3
ACC 495	Special Topics	1-5
BUS 382	Applied Business Analytics	3

ACC 350: Recommended for those planning to sit for the CPA examination.

ACC 421: Recommended for those planning to sit for the CMA examination.

ACC 495: Students must take three credits of ACC 495

Department of Business Program Core Course Requisites Requirements:

Required Program core courses (54 credits)			Requisites:
ACC	201	Financial Accounting I	C+ in BUS 101 and BUS 181; any GE Math pathway course
ACC	202	Financial Accounting II	ACC 201 and BUS 181
ACC	203	Managerial Accounting	ACC 201 and BUS 181
BUS	201	Quantitative Reasoning in Business	C+ in BUS 101 and BUS 181 or permission of the department
BUS	211	Management and Organizational Behavior	
BUS	221	Marketing	C+ or better in BUS 101
BUS	301	Business Communication	C+ in ENG 102
BUS	331	Business Statistics	C or better in BUS 201
BUS	341	Business Ethics	BUS 211
BUS	351	Business Finance	ACC, ECO 201; co-requisites ECO 202
BUS	361	Global Dimensions of Business	BUS 211 and co-requisites ECO 202
BUS	371	Business Law I	co-requisite BUS 301
BUS	381	Management Information System	BUS 181
BUS	391	Operations and Supply Chain Management	BUS 331
BUS	492	Senior Capstone I: Strategic Management	Senior status & planning to graduate in the same academic year; permission by department.
BUS	493	Senior Capstone II: Assessment	Senior status & planning to graduate in the same academic year; BUS 341, BUS 351, BUS 361, BUS 371, BUS 381, BUS 391; permission by the department.
ECO	201	Introduction to Macroeconomics	C+ or better in BUS 101
ECO	202	Introduction to Microeconomics	ECO 201

Outcomes
1. Accurately apply fundamental business concepts, models and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry)
2. Communicate effectively in both American Sign Language and written English in various formats and styles to a variety of audiences in multiple business contexts. (Communication)
3. Apply technological tools, and statistical and quantitative reasoning skills in analyzing and evaluating numerical information to support evidence-based business decisions. (Quantitative Reasoning & Technological Skills)
4. Critically assess business problems and develop well-supported solutions. (Critical Thinking & Problem Solving)
5. Critically evaluate all business opportunities and challenges using a global business perspective. (Global Dimension)
6. Foster personal growth by acting in a professional, ethical, and socially responsible manner, and collaborate effectively in teams as required. (Wellness, Ethics & Social Responsibility)
7. Accounting Discipline Specialty Knowledge and Inquiry
7a. Demonstrate knowledge in Generally Accepted Accounting Principles (GAAP), managerial accounting theories, auditing, taxation, and other accounting concepts and rules.
7b. Prepare, interpret, and summarize financial statements and reports in accordance with GAAP.
7c. Apply Information Technology tools in analyzing accounting information and solve business problems based on accounting theory, financial regulations, and business standards.

B.S. in Business Administration

The Business Administration program provides a foundation in Business Administration to prepare graduates with skills and knowledge to excel in business globally, searching for career opportunities in a highly competitive, fast-changing world involving fast-paced technology changes in any industry of their choice: business, education, non-profit, public, and private settings.

The Business core courses cover essential disciplines in business such as: accounting, business ethics, economics, finance, global business, management, marketing, and a few other identified core courses. In addition, the student will take free concentration electives while taking one concentration area of their choice, such as esports management, economics & finance, entrepreneurship, hospitality and event management, human resources, and marketing.

A business administration major with an identified concentration must complete at least one internship before graduation. Students are encouraged to do more than one internship to gain skills and knowledge, explore options, build a global network, and achieve at least one Microsoft Office Specialist certification.

Minoring in business administration is an excellent choice for students with the opportunity to gain and expand foundational business skills, knowledge, and expertise, including supplementing business credentials who choose to major in a liberal arts discipline.

Admission to the Department of Business requires:

1. A cumulative GPA of 2.5 or better.

2. Successful completion of BUS 101 and 181 with a grade of C+ or better.

3. Department of Business online admission application

4. An unofficial transcript in PDF format.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Major Courses	54
Major Related Concentration and Electives	19
TOTAL	122

The Business Administration program provides a foundation in business administration to prepare students for entry-level management positions in either the private or public sector. Minoring in business administration is an excellent choice for students with management and leadership potential who choose to major in a liberal arts discipline.

Requirements for a Major in Business Administration

1. Students must be accepted into the Business Administration major before taking 300-level or above courses in the Department of Business.

2. Students must pick one concentration: esports management, economics & finance, entrepreneurship, hospitality & event management, human resources, and

marketing.

3. The Department of Business major must complete one (1) internship prior to graduation. There are internship requirements of a minimum of eight (8) consecutive weeks in a semester (any semester) and a minimum of one hundred (100) hours on the internship site and complete weekly or biweekly internship reports, mid-evaluation, final evaluation, and presentation held by the Department of Business Internship Coordinator(s). Further internship program requirements and information are shared in the Department of Business student handbook.

4. Students are expected to maintain a cumulative GPA of 2.5 or better during the business Program and to meet graduation requirements (major and non-major courses overall). Students whose GPA falls below a cumulative 2.5 will be placed on probation.

5. The major program core courses are required to be taken under the Department of Business and cannot be taken at another University.

Required pre-major courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required core courses 54 credits

ACC 201	Financial Accounting I	3
ACC 202	Financial Accounting II	3
ACC 203	Managerial Accounting	3
BUS 201	Quantitative Reasoning in Business	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 301	Business Communication	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Dimensions of Business	3
BUS 371	Business Law I	3
BUS 381	Management Information Systems	3
BUS 391	Operations and Supply Chain Management	3
BUS 492	Senior Capstone I: Business Strategy	3
BUS 494	Senior Capstone II: Comprehensive Assessment	3
ECO 201	Introduction to Macroeconomics	3
ECO 202	Introduction to Microeconomics	3

Business Administration Concentration (select one for a total of 19 credits)

Business Administration majors must select and complete ***one*** *of the following six concentrations: esports management, economics & finance, entrepreneurship, hospitality & event management, human resources management, and marketing, for a total of 19 credits.*

Concentration in Entrepreneurship (19 credits)

BUS 290	Foundations of Entrepreneurship	3-4
BUS 392	Internship	1
BUS 494	Senior Capstone II: Comprehensive Assessment	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3

Concentration in Economics & Finance (19 credits)

BUS 250	Personal Financial Literacy	3
BUS 253	Investments	3
BUS 392	Internship	1
ECO 351	Money and Banking	3
	Elective	3
	Elective	3
	Elective	3

Concentration in eSports Management (19 credits)

BUS 214	Introduction to Esports Management	3
BUS 314	Event Management	3
BUS 392	Internship	1
	Elective	3
	Elective	3
	Elective	3
	Elective	3

Concentration in Hospitality and Event Management (19 credits)

BUS 212	Introduction to Hospitality Management	3
BUS 312	Food and Beverage Management	3
BUS 314	Event Management	3
BUS 392	Internship	1
	Elective	3
	Elective	3
	Elective	3

Concentration in Human Resources Management (19 credits)

BUS 372	Business Law II	3
BUS 392	Internship	1
BUS 414	Human Resources Management	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3

Concentration in Marketing (19 credits)

BUS 320	Marketing Research	3
BUS 323	Digital Marketing	3
BUS 392	Internship	1
BUS 422	New Product Development	3
	Elective	3
	Elective	3
	Elective	3

Free Electives

ACC 331	Income Tax Accounting	3
BUS 295	Special Topics	1-5
BUS 314	Event Management	3
BUS 323	Digital Marketing	3
BUS 354	Entrepreneurial Finance	3
BUS 372	Business Law II	3
BUS 382	Applied Business Analytics	3
BUS 395	Special Topics	1-5
BUS 412	Project Management	3
BUS 451	Real Estate Finance and Investments	3
BUS 452	Public Finance and Budgeting	3
BUS 495	Special Topics	1-5
COM 330	Interpersonal and Group Conflict Management	3
COM 460	Organizational Communication	3
ECO 361	International Economics	3
ECO 403	Research Methods in Economics	3
MAT 150	Calculus I	3

Concentration Free Electives:		**Limited to:**
BUS 295	Special Topics (3)	[ESM/E/EF/HEM/HRM/M]
BUS 314	Event Management (3)	[ESM/E/HEM/HRM/M]
BUS 321	Marketing Research (3)	[E]
BUS 323	Digital Marketing (3)	[ESM/E/HEM/HRM/M]
BUS 354	Entrepreneurial Finance (3)	[ESM/E/EF]
BUS 372	Business Law II (3)	[HRM/EF]
BUS 382	Applied Business Analytics (3)	[ESM/E/HEM/HRM/M]
BUS 395	Special Topics (3)	[ESM/E/HEM/HRM/M]
BUS 412	Project Management	[ESM/E/EF/HEM/HRM/M]
BUS 422	New Product Development (3)	[ESM/E/HEM/HRM/M]
BUS 451	Real Estate Finance and Investment (3)	[E/HEM/HRM]
BUS 452	Public Finance and Budgeting (3)	[E/HRM]
BUS 495	Special Topics (3)	[ESM/E/HEM/HRM/M]
ACC 331	Income Tax Accounting (3)	[E]
ECO 361	International Economics (3)	[EF]
ECO 403	Research Methods in Economics (3)	[EF]
COM 330	Interpersonal and Group Conflict Management (3)	[HEM/HR]
COM 460	Organizational Communication (3)	[HR]
MAT 150	Calculus I (3)	[EF]

Visual Chart of Concentration Free Electives students can choose to take from:

			eSports Management [ESM]	Entrepreneurship [E]	Economics & Finance [EF]	Hospitality and Event Management [HEM]	Human Resources Management [HRM]	Marketing [M]
BUS	295	Special Topics	X	X	X	X	X	X
BUS	314	Event Management	X	X	X	X	X	
BUS	321	Marketing Research		X				X
BUS	323	Digital Marketing	X	X		X	X	X
BUS	354	Entrepreneurial Finance	X	X	X			
BUS	372	Business Law II			X		X	
BUS	382	Applied Business Analytics	X	X	X	X	X	X
BUS	395	Special Topics	X	X	X	X	X	X
BUS	412	Project Management	X	X	X	X	X	X
BUS	422	New Product Development	X	X		X	X	X
BUS	451	Real Estate Finance and Investment		X	X	X	X	
BUS	452	Public Finance and Budgeting		X	X		X	
BUS	495	Special Topics	X	X	X	X	X	X
ACC	331	Income Tax Accounting		X	X			
ECO	361	International Economics			X			
ECO	403	Research Methods in Economics			X			
COM	330	Interpersonal and Group Conflict Management				X	X	
COM	460	Organizational Communication					X	
MAT	150	Calculus I			X			

Department of Business Program Core Course Requisites Requirements:

Required Program core courses (54 credits)			**Requisites:**
ACC	201	Financial Accounting I	C+ in BUS 101 and BUS 181; any GE Math pathway course
ACC	202	Financial Accounting II	ACC 201 and BUS 181
ACC	203	Managerial Accounting	ACC 201 and BUS 181
BUS	201	Quantitative Reasoning in Business	C+ in BUS 101 and BUS 181 or permission of the department
BUS	211	Management and Organizational Behavior	
BUS	221	Marketing	C+ or better in BUS 101
BUS	301	Business Communication	C+ in ENG 102
BUS	331	Business Statistics	C or better in BUS 201
BUS	341	Business Ethics	BUS 211
BUS	351	Business Finance	ACC, ECO 201; co-requisites ECO 202
BUS	361	Global Dimensions of Business	BUS 211 and co-requisites ECO 202
BUS	371	Business Law I	co-requisite BUS 301
BUS	381	Management Information System	BUS 181
BUS	391	Operations and Supply Chain Management	BUS 331
BUS	492	Senior Capstone I: Strategic Management	Senior status & planning to graduate in the same academic year; permission by department.
BUS	493	Senior Capstone II: Assessment	Senior status & planning to graduate in the same academic year; BUS 341, BUS 351, BUS 361, BUS 371, BUS 381, BUS 391; permission by the department.
ECO	201	Introduction to Macroeconomics	C+ or better in BUS 101
ECO	202	Introduction to Microeconomics	ECO 201

Outcomes
1. Accurately apply fundamental business concepts, models, and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry)
2. Communicate effectively in both American Sign Language and written English in various formats and styles to a variety of audiences in multiple business contexts. (Communication)
3. Apply technological tools, and statistical and quantitative reasoning skills in analyzing and evaluating numerical information to support evidence-based business decisions. (Quantitative Reasoning & Technological Skills)
4. Critically assess business problems and develop well-supported solutions. (Critical Thinking & Problem Solving)
5. Critically evaluate all business opportunities and challenges using a global business perspective. (Global Dimension)
6. Foster personal growth by acting in a professional, ethical, and socially responsible manner, and collaborate effectively in teams as required. (Wellness, Ethics & Social Responsibility)

B.S. in Risk Management and Insurance

The Risk Management & Insurance program is designed to provide students with the knowledge and skills for a career in the insurance industry and enterprise risk management field. In the RMI Program, students will explore the various functional areas, such as underwriting, claims, and loss control that are related to RMI. Students will become skilled in identifying, accessing, and managing the types of risks facing financial institutions, corporations, and individuals and in recommending appropriate insurance coverages.

Summary of Requirements

The program will consist of: General Education requirements; business pre-major requirements; business core requirements; RMI major requirements; major electives; and free electives as shown below:

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Major and Related Courses	76
Major Elective Courses	6
Total	131

Requirements for a Major in Risk Management and Insurance:

Students must be accepted into the Risk Management and Insurance major before taking 300-level or above courses in the Department of Business. For continuation in the major, a student must maintain a minimum cumulative GPA of 2.5 in major and non-major courses. A risk management and insurance major must complete at least one internship in the field and are strongly encouraged to achieve at least one Microsoft Office Specialist certification prior to graduation.

Required pre-major courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required core courses 57 credits

ACC 201	Financial Accounting I	3
ACC 202	Financial Accounting II	3
ACC 203	Managerial Accounting	3
BUS 201	Quantitative Reasoning in Business	3
BUS 211	Management and Organizational Behavior	3
BUS 221	Marketing	3
BUS 301	Business Communication	3
BUS 331	Business Statistics	3
BUS 341	Business Ethics	3
BUS 351	Business Finance	3
BUS 361	Global Dimensions of Business	3
BUS 371	Business Law I	3
BUS 381	Management Information Systems	3
BUS 391	Operations and Supply Chain Management	3
BUS 492	Senior Capstone I: Business Strategy	3
BUS 494	Senior Capstone II: Comprehensive Assessment	3
ECO 201	Introduction to	3

	Macroeconomics	
ECO 202	Introduction to Microeconomics	3
MAT 130	Precalculus	3

Required Risk Management and Insurance courses 19 credits

BUS 392	Internship	1
RMI 201	Introduction to Risk Management and Insurance	3
RMI 301	Property and Casualty Insurance	3
RMI 310	Insurance Company Operations	3
RMI 315	Underwriting	3
RMI 401	Topics in Risk Management and Insurance	3
RMI 410	Enterprise Risk Management	3

Major Electives courses 6 credits

Choose two courses:

ACC 321	Managerial Cost Accounting	3
ACC 331	Income Tax Accounting	3
BUS 253	Investments	3
BUS 372	Business Law II	3
BUS 382	Applied Business Analytics	3
RMI 206	Emerging Risks	3
RMI 295	Special Topics	1-5
RMI 305	Life Insurance	3
RMI 495	Special Topics	1-5

Minor in Accounting

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

Summary of Requirements

Required Pre-Minor courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required Minor courses 15 credits for Business Majors

ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
	Three 300-400 level accounting courses to be determined in consultation with the student's faculty advisor in the Department of Business.	

Required Minor Courses 18 hours for non-Business Majors

ACC 201	Financial Accounting I	3
ACC 202	Financial Accounting II	3
ACC 203	Managerial Accounting	3
ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
	Any ACC course that is 300- or 400- level to be determined in consultation with the student's faculty advisor in the Department of Business.	

Minor in Business Administration

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

Summary of Requirements

Required Pre-Minor Courses 6 credits

BUS 101	Introduction to Business	3
BUS 181	Computer Skills for School and Workplace	3

Required Minor Courses 15 credits

The specific course of study will be determined in consultation with the student's faculty advisor in the Department of Business.

	Two of any BUS/ECO 200-level courses	
	Three of any BUS/ECO 300-/400-level courses	

Minor in Risk Management and Insurance

he Risk Management & Insurance program is designed to provide students with an understanding of the insurance industry and of the current academic and practitioner literature on financial risk management. In the Risk Management & Insurance program, students will explore the various functional areas of insurance company management, including investment and financing policies as well as pricing and underwriting activities. Students will also become familiar with the types of risks facing financial institutions, corporations, and individuals and learn how to measure and manage these risks. The Risk Management & Insurance program prepares students for careers in the financial services industry (insurance companies, banks, securities firms, and pension funds).

Summary of Requirements

Requirements for a Minor in Risk Management and Insurance:

To declare a minor in RMI, students must complete:

- BUS 101
- BUS181

The minor in Risk Management and Insurance consists of a minimum of 15 credit hours. Students must take RMI 201 and RMI 301, plus three advanced (300- or 400-level) courses. The specific course of study will be determined in consultation with the student's faculty advisor in the Department of Business.

Communication Studies

Much like in personal relationships, communication is the key to success in business and your career. Communication Studies majors learn the skills most desired by employers:

- The ability to work in teams
- The skill to communicate with diverse audiences in a variety of settings
- The capability to create and edit information
- The capacity to make compelling presentations in front of small and large audiences

The Communication Studies program teaches students about intrapersonal, interpersonal, public, intercultural, and corporate communication. This provides the firm foundation necessary for creating a successful career in fields such as media, health communication, human resources, and public relations. You'll come out of the communication program with the ability to think critically, express ideas impactfully, and understand the diverse forms of communication that draw people in.

Students will have the ability to put their knowledge and experience into practice as they take up positions of influence in their communities or continue postgraduate studies.

Opportunities and Outcomes Research

Technology Access Program

Students in the Communication Studies program can collaborate with faculty in the Technology Access Program (TAP) on various research projects. TAP conducts communication technology-related research with the goal of providing useful, and relevant information to industry, government, and deaf or hard-of-hearing consumers looking for equality in communication.

Internship Opportunities

Students in our Communication Studies program are required to do an internship so they can apply their academic learning in professional environments. Students can earn up to three credit hours toward the major requirements through an internship. There are opportunities to intern with Gallaudet's Office of University Communications.

Lambda Pi Eta Honor Society

To achieve the honor of Lambda Pi Eta membership, students must have junior or senior standing with a minimum cumulative grade point average of 3.0; must have completed at least 12 credits in Communication Studies with a grade point average of 3.25 or higher; and are required to be enrolled full-time and in good standing.

Alice M. Teegarden Memorial Award

The Alice M. Teegarden Memorial Award recognizes excellence in public presenting. Any Communication Studies major or minor who has passed or is currently enrolled in COM 290: Public Presentations and has a GPA of 2.75 or better is eligible for the award. The Communication Studies program hosts an annual competition for public presentations. Finalists receive certificates of participation and winners are recognized with the Teegarden Memorial Award and presented with the Teegarden Memorial Scholarship. Their names are also engraved on plaques commemorating the achievement.

Undergraduate Majors and Minors offered:

B.A. in Communication Studies

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

1. 43 hours of General Education Requirements
2. A minimum of 120 hours, including the requirements of a major listed in the catalog
3. A minimum of 2.5 cumulative grade point average (GPA), unless major departments or programs use higher cumulative GPA standards. Students must follow the requirements set by respective departments or programs they are enrolled in.
4. A one-year residency requirement
5. A satisfactory record of conduct

Summary of Requirements

Much like in personal relationships, communication is the key to success in business and your career. Communication Studies majors learn the skills most desired by employers:

- The ability to work in teams
- The skill to communicate with diverse audiences in a variety of settings
- The capability to create and edit information
- The capacity to make compelling presentations in front of small and large audiences

The Communication Studies program teaches students about intrapersonal, interpersonal, public, intercultural, and corporate communication. This provides the firm foundation necessary for creating a successful career in fields such as media, health communication, human resources, and public relations. You'll come out of the communication program with the ability to think critically, express ideas impactfully, and understand the diverse forms of communication that draw people in.

Students will have the ability to put their knowledge and experience into practice as they take up positions of influence in their communities or continue postgraduate studies.

	2025-2026
Core Curriculum	43
Pre-Major Courses	9
Major and Related Courses	45-47
Free Elective Courses	21-23
TOTAL	120

Admission to Communication Studies requires:

1. A GPA of 2.50 or better in the Communication Studies Major
2. Successful completion of COM 150, ENG 250, and PSY 101 or SOC 101 with a grade of C or better.
3. An unofficial transcript in PDF format.

Requirements to maintain good standing and graduation for Communication Studies majors:

1. Graduate with a major GPA of 2.50 or better. Students whose GPA falls below a cumulative 2.50 will be placed on probation and given one semester to improve their major GPA to 2.50. Failure to do so will result in dismissal from the major.
2. A student majoring in Communication Studies can have no more than one "D" or "D+" in major courses.
3. A Communication Studies major must complete one internship in the field prior to graduation. Internships

range from one to three credits and must occur at least for 10 consecutive weeks in a semester. The program's Internship Coordinator will approve and oversee the academic requirements of all internships. Internships cannot be completed with a student's family business or a company that contracts with the family member's business.

- A one-credit internship requires 100 hours on the internship site.
- A two-credit internship requires 200 hours on the internship site.
- A three-credit internship requires 300 hours on the internship site.

Only students who have declared a major in Communication Studies are eligible to take COM 300-level and above courses unless given permission by the instructor. (Ex: Majors from other programs may take 300-level and above courses with permission).

Required pre-major courses 9 credits

COM 150	Introduction to Communication	3
ENG 250	Introduction to Public and Professional Writing	3
	and	
PSY 101	Introduction to Psychology	3
	Or	
SOC 101	Introduction to Sociology	3

Required courses 27-29 credits

COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 320	Internship Seminar	1
COM 321	Internship	1-3
COM 324	Interpersonal Communication	3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 380	Theories of Human Communication	3
COM 440	Intercultural Communication	3
COM 490	Visual Communication	3
COM 493	Senior Seminar: Communication Ethics	1

Required elective courses 15 credits

Choose 15 hours:

COM 160	Communication Research	3
COM 235	Intergroup Dialogue	3
COM 330	Interpersonal and Group Conflict Management	3
COM 335	Mediation, Deliberation, and Dialogue	3
COM 360	Introduction to Public Relations	3
COM 390	Communication Accessibility	3
COM 400	Persuasion	3
COM 410	Advanced Public Presentations	3
COM 420	Nonverbal Communication	3
COM 430	Gender and Communication	3
COM 450	Political Communication	3
COM 460	Organizational Communication	3
COM 470	Family Communication	3
COM 480	Argumentation and Debate	3
COM 495	Special Topics	1-5
COM 499	Independent Study	1-3

Required related courses 3 credits

Take any one of the following English courses:

ENG 260	Introduction to Layout and Design for Writers	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 385	Fundamentals of Journalism	3

Outcomes
COM Learning Outcomes 1: Deliver Messages – Students create and deliver messages in American Sign Language (ASL) and written English appropriate for diverse audiences, purposes, and contexts. Aligns with GU SLOs: Bilingualism: Composition Bilingualism: Expression of ideas & information Digital Awareness: Communication Software
COM Learning Outcomes 2: Critically analyze messages – Apply fundamental communication concepts and theories to critically analyze, evaluate, and respond to a variety of messages. Aligns with GU SLOs: Critical thinking: Analyze arguments Critical thinking: Evaluate arguments Critical thinking: Support opinions
COM Learning Outcomes 3: Create effective communication that embraces differences – Students recognize and apply complex social identities and design communication for diverse cultural contexts. Aligns with GU SLOs: Career Readiness: Personal interest Global Citizenship: Comparison of cultures Global Citizenship: Working in multicultural groups
COM Learning Outcomes 4: Identify and solve impediments to successful communication – Students apply knowledge from a variety of disciplines to identify and analyze barriers in communication. Aligns with GU SLOs: Ethics: Disruption of oppression Global Citizenship: Comparison of cultures Global Citizenship: Working in multicultural groups
COM Learning Outcomes 5: Apply ethical communication perspectives and practices – Students identify ethical perspectives and apply them in different communication situations. Aligns with GU SLOs: Ethics: Points of View Ethics: Disruption of oppression Global Citizenship: Intersection of privilege and oppression

Minor in Communication Studies

A minor in Communication Studies guarantees a student benefits from required classes in addition to one elective of choice. This provides a broad base of theoretical knowledge and practical skills to augment any course of study.

Please contact Marina Dzougoutov for admission to the minor.

Summary of Requirements

Required pre-minor course 3 credits

COM 150	Introduction to Communication	3

Required courses 18 hours

COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 324	Interpersonal Communication	3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 380	Theories of Human Communication	3

Required elective minor courses 3 hours

Select one course in consultation with the program

COM 160	Communication Research	3
COM 330	Interpersonal and Group Conflict Management	3
COM 335	Mediation, Deliberation, and Dialogue	3
COM 360	Introduction to Public Relations	3
COM 390	Communication Accessibility	3
COM 400	Persuasion	3
COM 410	Advanced Public Presentations	3
COM 420	Nonverbal Communication	3
COM 430	Gender and Communication	3
COM 440	Intercultural Communication	3
COM 450	Political Communication	3
COM 460	Organizational Communication	3
COM 470	Family Communication	3
COM 480	Argumentation and Debate	3
COM 490	Visual Communication	3

Minor in Criminal Justice

The curriculum for the criminal justice minor requires a total of 18 credits. Students will be required to take SOC151 Introduction to the Criminal Justice System (3 credits) and Theories of Crime and Criminal Justice Policy (3 credits). Theories of Crime and Criminal Justice Policy will be a higher level 300-level class. Students will be required to take two of three courses offered within the **Criminal Justice Systems cluster**. If a student wants to take all three courses within the Criminal Justice Systems Cluster, they will be permitted to, with the third course being accepted as an elective.For the remaining electives students can pick from a number of criminal justice-related courses as well as courses offered outside of the minor. This includes courses offered in Sociology, Government, Psychology, Philosophy, and Social Work.

Summary of Requirements

Required courses 6 credits

CRJ 350	Theories of Crime & Criminal Justice Policy	3
SOC 151	Introduction to the Criminal Justice System	3

Criminal Justice Systems Cluster 6 credits

Choose two of the following:

CRJ 250	Law Enforcement in the United States	3
CRJ 255	Corrections in the United States	3
GOV 352	Civil Liberties	3

Electives 6 credits

Choose from the following:

CHE 250	Introduction to Forensic Science	4
GOV 355	Mock Trial Experience	3
GOV 370	Human Rights	3
PHI 359	Philosophy of Criminal Punishment	3
PSY 321	Abnormal Psychology	3
SOC 243	Sociology of Deviance	3
SOC 351	Juvenile Delinquency	3
SOC 405	Current Issues in Criminology [Topic to be specified]	3
SOC 436	Social Inequality: Race, Class and Gender	3
SWK 318	Human Diversity	3
	Criminal Law	
	Environmental Criminology	
	Ethics in the CJS	
	Crime and the Mass Media	
	The Deaf Experience and CJS	
	Victimology	

Outcomes

Criminal Justice SLO 1: Identify the underlying philosophies, history, and processes across the three components of the criminal justice system (law enforcement, courts, corrections) (GU SLO: Critical thinking)

Criminal Justice SLO 2: Identify the nature, extent, causation, and prevention of deviance and crime and understand of the major theories that are used to explain deviance and criminal behavior (GU SLO: Critical thinking)

Criminal Justice SLO 3: Critically interpret and synthesize research related to the criminal justice field and criminological theory (GU SLO: Science literacy, Critical Thinking)

Criminal Justice SLO 4: Employ effective communication and presentation skills when discussing criminal justice-related issues (GU SLO: Bilingualism)

Criminal Justice SLO 5: Understand and apply criminal justice concepts and theories to contemporary social issues and events (GU SLO: Career Readiness)

Criminal Justice SLO 6: Identify and understand ethical considerations in policy construction and implementation (GU SLO: Career Readiness, Ethics)

Criminal Justice SLO 7: Identify how the criminal justice system is differentially experienced based on social status and identity. (GU SLO: Critical Thinking)

Deaf Studies

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

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

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

Declaring a Major

Requirements for Admission to a Major in Deaf Studies

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

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

Requirements for Admission to a Minor in Deaf Studies

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

Undergraduate Majors and Minors offered:

B.A. in Deaf Studies

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	15
Major and Related Courses	48-51
Free Elective Courses	11-14
TOTAL	120

Required pre-major courses 9 credits

DST 101	Introduction to Deaf Studies	3
LIN 101	Sign Language & Sign Systems	3
SOC 101	Introduction to Sociology	3

Required Deaf Studies major courses 36 credits

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

Required related courses 9 credits

Choose three courses:

ASL 270	ASL and English: Comparative Analysis	3
ASL 290	Visual Language Resource Development	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 380	ASL Elocution: Applications	3
ASL 390	Discourse Features in ASL	3
COM 430	Gender and Communication	3
COM 440	Intercultural Communication	3
COM 450	Political Communication	3

DST 210	Gallaudet Alumni Relations	3
DST 315	Introduction to Deaf View/Image Art	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
DST 495	Special Topics	1-5
DST 595U	Special Topics	3
EDU 250	Introduction to Education and Teaching	3
GOV 360	Public Policy	3
GOV 370	Human Rights	3
HIS 287	Research Methods in History	3
HIS 322	Cultural Geography	3
HIS 332	History of Mass Media and the Deaf Community	3
HIS 333	History of Disability in the U.S.	3
HIS 340	Nineteenth Century American Deaf History	3
HIS 378	U.S. Women's History	3
HIS 380	The History of Sexuality	3
HIS 381	Gay & Lesbian History	3
HIS 400	Deaf Women's History	3
PHI 450	Bioethics and the Deaf Community	3
PSY 270	Psychology and Deaf People	3
PSY 448	Psycholinguistics	3
SOC 211	Race and Ethnic Relations	3
SOC 225	Sociology of Deafness and Deaf People	3
SOC 250	Gender and Society	3
SOC 268	Cultural Anthropology	3
SOC 313	Work and Globalization	3
SOC 318	Medical Sociology	3
SOC 436	Social Inequality: Race, Class and Gender	3
SWK 318	Human Diversity	3

Minor in Black Deaf Studies

The Black Deaf Studies Minor is open to anyone with an existing major who wants to supplement their majors with studies in Black Deaf experience, culture, and language. The minor requires a minimum of 24 credits, including six credits of pre-requisite courses, 15 credits of required courses, and three credits of electives. Courses include DST 401: Black Deaf People Studies, DST 413, Black Deaf History: 1818-1890, and more. They are taught by the faculty, staff, and adjuncts from various departments with scholarly interest in Black Deaf Studies. Students will gain a much broader view, understanding, and appreciation of Black Deaf Studies, which will guide them as they work with Black Deaf people in their careers.

Summary of Requirements

Required pre-minor courses 6 credits

DST 101	Introduction to Deaf Studies	3
DST 311	Dynamics of Oppression	3

Required Minor Courses 15 credits

DST 212	Black ASL	3
DST 213	Orature & Literature in the Black Deaf Community	3
DST 401	Black Deaf People's Studies	3
DST 403	Black Deaf History	3
DST 490	Black Deaf Studies Seminar	3

Elective minor courses 3 credits

DST 495	Special Topics	1-5
ENG 350	Introduction to African American Literature	3-4
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
ENG 408	Multicultural Literature and Perspectives	3
HIS 351	History of Africa	3
HIS 375	African American History: Civil War to the Present	3
PHI 450	Bioethics and the Deaf Community	3
PHS 203	Introduction to Personal and Community Health	3
REL 330	Black Religions in the Americas	3
SOC 211	Race and Ethnic Relations	3
SOC 436	Social Inequality: Race, Class and Gender	3

Minor in Deaf Studies

Overview

Students must pass ENG 102, ASL 125 and DST 101 with a grade of "B" or better prior to declaring a minor in Deaf Studies.

Summary of Requirements

Required pre-minor courses 6 credits

DST 101	Introduction to Deaf Studies	3
DST 203	Introduction to Cultural Studies	3

Required Minor Courses 6 credits

DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3

Elective minor courses 6 credits

DST 210	Gallaudet Alumni Relations	3
DST 305	Deaf Space: Concepts & Methodologies	3
DST 314	Oral Traditions in the Deaf Community	3
DST 315	Introduction to Deaf View/Image Art	3
DST 316	Disability Studies	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
DST 410	Multicultural Deaf Lives (Topic to be specified)	3
DST 495	Special Topics	1-5
DST 595U	Special Topics	3
HIS 331	History of the American Deaf Community	3

Minor in Disability Inclusive DRR & Emergency Planning

The Disability Inclusive DRR & Emergency Planning is an 18-credit graduate certificate program/undergraduate minor track 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 undergraduate minor track, students must: 1) have a cumulative GPA of 2.8 or above; 2) be in or approaching the junior or senior year; 3) have completed at least 18 credits of introductory courses from the list of pre-approved STAMP and Social Work courses; 4) meet with their academic advisor and the certificate program administrator to develop a study plan.

All minor track 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.

Admissions Requirements

Undergraduate students interested in pursuing a minor track in Disaster and Emergency Planning within their undergraduate Public Health, Social Work or other undergraduate degree program, must demonstrate evidence of:

1. Current enrollment in a Gallaudet undergraduate program.
2. Cumulative undergraduate GPA of 2.8 or above
3. Complete 18 credits of prerequisite courses from the list below and earn a "C" or better:

- BIO 105 Human Biology
- BIO 107 Principles of Biology I
- BIO 108 Principles of Biology II
- BIO 109L Principles of Biology I - Laboratory
- BIO 110L Principles of Biology II - Laboratory
- BIO 233 Anatomy
- BIO 241 Ecology
- BIO 333 Physiology
- BUS 101 Introduction to Business
- BU 211 Management and Organizational Behavior
- BUS 341 Business Ethics
- INT 101 Intro to Interpreting
- INT 223 Interactive Discourse Analysis
- INT 325 Fundamentals of Interpreting
- INT 340 Interpreting Interaction: Translation and Consecutive Interpretation
- INT 344 Interpreting Interaction: Medical
- PHI 450 Bioethics and the Deaf Community
- PHS 202 Foundations of Environmental Health
- PHS 203 Introduction to Personal and Community Health
- PHS 204 Foundations in Global Health
- PHS 301 Behavior Health Interventions: Planning and Evaluation
- PHS 370 Health Disparities in the DHH Community
- RMI 201 Introduction to Risk Management and Insurance
- RMI 301 Property & Casualty Insurance
- RMI 310 Insurance Company Operations
- RMI 401 Topics in Risk Management and Insurance
- RMI 410 Enterprise Risk Management
- SWK 203 Introduction to Social Work
- SWK 304 Social Welfare Policy
- SWK 307 Human Behavior and the Social Environment in Micro
- SWK 308 Human Behavior and the Social Environment in Macro
- SWK 318 Human Diversity
- SWK 337 Case Management

Undergraduate students are encouraged to meet with their academic advisor in their home program and the IDMA program director as early as possible to determine eligibility for the minor track.

To declare the DEP minor, interested students should:

- Contact their Academic & Career Success Advisor (for undeclared students) or their Faculty Advisor (for declared students) and confirm readiness to declare the minor.
- Contact the DEP program at dep@gallaudet.edu to discuss the minor track application process, which includes the following:
    - A one-page written essay and a video in ASL responding to admission questions indicating the reason for your interest in pursuing a minor focused on Deaf leadership in Disaster Risk Reduction & Emergency Planning.
    - Copy of unofficial transcript.
    - One letter of recommendation.
    - Interview with DEP faculty.

- Demonstrated proficiency in American Sign Language and English (via personal statement, ASL video, and interview).

Technology requirements and Computer Requirements/skills: A Mac or PC computer with access to the internet capable of running a most recent and updated web browser is necessary for participation in our online courses. The minimum operating system is Windows XP or higher for PC and MacOS 10.5 or higher for Mac. See Online Computer Requirements for more detailed information. Students are responsible for obtaining their own Internet access and are expected to have basic computer and internet literacy prior to the start of the course, including use of email, word processing programs, presentation programs (such as PowerPoint), and the internet to search.

Summary of Requirements

Summer I

DEP 601U	Interdisciplinary Foundations in Deaf-Centered Disability Inclusive DRR & Emergency Planning	3

Fall I

IDP 775	Project Design and Implementation for Social Change	3

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
MSW 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations	3
PHS 202	Foundations of Environmental Health	3

Spring I

IDP 774	Program Development and Evaluation for Social Change	3

Spring I Electives
Choose one of the following:

DAS 532U	Fundamentals of Geographic Information Systems	3
MPA 716	Quality Management in Public Sector and Non-Profit Organizations	3
PHS 301	Behavioral Health Interventions: Planning and Evaluation	3
PHS 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
	Trauma and Resiliency with Deaf Communities	3

Summer II

DEP 602U	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.

Early Intervention Studies

Minor in Family Studies

The minor in Family Studies offers students the opportunity to expand their professional preparation or to satisfy a personal interest.

There are many career paths and job possibilities for students with a Child Development specialization, depending on whether they choose to move directly into a work setting or attend graduate school. Required courses provide the foundation for understanding how children develop, learn, and behave and develop the competence needed to effectively guide children and work with their families. Field experiences permit students to apply this knowledge base and develop their professional skills.

Summary of Requirements

Required courses 15 hours

Choose 15 hours:

COM 470	Family Communication	3
FCS 306	Contemporary Families	3
FCS 309	Marriages and Families: Diversity and Change	3
FCS 333	Child, Family, and Community	3
FCS 334	Parent-Child Interactions	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 457	Psychology of Human Sexuality	3
SOC 210	Sociology of Death and Dying	3
SWK 307	Human Behavior and the Social Environment I: Micro	3

Education

5 Year BA + MA in Teacher Preparation

The 5 Year BA + MA program allows candidates to earn both a B.A. and M.A. by completing 5.5 years of study. In addition, candidates can earn two teaching licenses in Washington, DC, one in general education and one in deaf education through successful completion of the program.

The 5 Year BA + MA affords candidates the opportunity to begin graduate study concurrent with undergraduate work in their senior year. Upon meeting all general education requirements up to student teaching internship, candidates may apply to transition to graduate status.

In order to complete this program in 5 years, it is critical that students who are interested in becoming teachers contact the department of education as soon as possible. The department can guide you to the best possible plan of studies for program completion in 5 years.

Students who are thinking about application are encouraged to take one or more of the following courses that are part of the program requirements, and are available without formal admission to the education program major: EDU 250, EDU 311, EDU 320, EDU 323, LIN 101, and PSY 101.

Applying to the 5 Year BA + MA Program

All students who wish to major in education, or in a content area and secondary education, must apply for admission to teacher education by completing and returning an application form to the Department of Education in Fowler Hall, Room 309.

Applications are accepted twice a year for admission. The fall application deadline is usually the third Friday in October and the spring application deadline is the fourth Friday in February.

To apply, contact the Undergraduate Program Director, Dr. Thangi Appanah (thangi.appanah@gallaudet.edu).

Requirements for program admission are:

- Completed Undergraduate Teacher Education Program Application.
- Current enrollment or completion of EDU 250.
- Submission of a minimum of three disposition recommendations by current and former professors.
- Scores for Praxis Core Academic Skills for

Educators. To determine acceptable scores, please contact the Undergraduate Program Director

- A 2.75 or higher cumulative grade point average.
- Submission of a portfolio including a resume, educational philosophy, essay and lesson plan.
- An interview with the Undergraduate Teacher Education Admissions Committee.

Transitioning to Graduate Status

In order to transition to the graduate portion of the program, you must:

1. Complete or be eligible to take student teaching (EDU 628, EDU 638, EDU 648, and EDU 694);
2. Graduate with a Bachelor's degree;
3. Submit ASLPI score of 2+ or higher to the MA Program Director
4. Submit an “Intent to Continue” form to the MA Program Director
5. Pay a $100 transition fee to Graduate Admissions

Failure to complete any of the requirements listed above may result in removal from the program.

The Master's Portion of the Program

Once elevated to the graduate portion of the program, you will enroll as a full-time student and follow the continuation and program plan of the MA in Deaf Education program. You will complete the regular sequence of courses except for those taken as part of your undergraduate program. You should complete your program 15 months later.

Accreditation Information

All teacher preparation programs have received approval from the Office of the State Superintendent of Education of the District of Columbia and are part of Gallaudet's Educator Preparation Provider Unit which is accredited by the National Council on the Accreditation of Teacher Education (NCATE). In order to obtain a teaching license from the District of Columbia, education majors must be recommended for licensure by Gallaudet University. To be recommended for licensure students must satisfactorily complete all required course work and a number of performance assessments (see below for a listing of performance assessments). The District of Columbia has an interstate compact agreement with most states in the U.S. so that an individual holding a valid D.C. license may be able to obtain a license in these other states relatively easily. Contact the individual states since specific coursework, testing, or grade point averages may be required that are different than requirements for D.C. licensing. A Gallaudet University Program Completer may submit any out-of-state forms requesting verification of program completion to the Office of Institutional Effectiveness and Certification (see Office of Institutional Effectiveness and Certification).

Declaring a Major

Requirements for Admission to a Major in Education

Students in early childhood education and elementary education must major in education. Students pursuing any secondary education focus must be accepted as a major in a content area such as science (biology or chemistry), English, history, or mathematics. Each of these programs includes coursework in psychology, human development, teaching methods, curriculum, and a supervised field practicum experience (student teaching) in nearby school settings. Students wishing to obtain a B.A. or B.S. degree in the teacher education program must meet the following Undergraduate Education requirements:

Requirements for Admission to Teacher Education*

Admission to teacher education is conditional upon acceptance by an Admissions Committee of the Undergraduate Teacher Education Program. Application for admission to teacher education is to be made upon satisfactory completion of or while enrolled in the EDU 250 - Introduction to Education course. (Students are encouraged to apply no later than the second semester of their sophomore year in order to complete the program in two years). Students wishing to major in secondary education must first be accepted in their content area major such as science, English, history, or mathematics). Criteria considered for admission to the teacher education program include:

1. Completed Undergraduate Teacher Education Program application.
2. Current enrollment or completion of EDU 250.
3. Scores for Praxis Core Academic Skills for Educators. To determine acceptable scores, please contact the Undergraduate Program Director
4. Submission of a minimum of three disposition evaluations by current and former professors.

5. A 2.75 or higher cumulative grade point average.
6. Submission of a portfolio including a resume, educational philosophy, essay and lesson plan.
7. A personal interview with members of the Undergraduate Teacher Education Admissions Committee.

Requirements for Admission to Student Teaching

Admission to student teaching is conditional upon approval by the Student Teaching Committee of the Department of Education. *Application for admission to student teaching is to be made after satisfactory completion of 90 semester hours. Criteria considered for admission to student teaching would include:

1. A 2.75 cumulative grade point average with grades of B or higher in education courses and a C+ or better in all pre-professional and pre-major courses.
2. For those students in secondary education, a grade point average of 2.75 or higher in the (teaching field) content area.
3. Satisfactory completion of all but 6 hours of preprofessional courses and professional education courses.
4. Completion of all remaining required courses before or during the student teaching semester.
5. Submission of application and portfolio which includes passing scores on the Praxis Core Academic Skills for Educators tests and taking the Praxis 2 exams required for the major and satisfactory evaluations of performance assessments.
6. Satisfactory Background check
7. Review and approval of the Department of Education Student Teaching Committee.

**Exceptions to the above may be made on the merits of each individual case.*

Recommendation for Teaching Licensure

In order to obtain a teaching license from the District of Columbia, you must be recommended for licensure by the Gallaudet University Department of Education. It is possible for an Education major to complete a degree in Education and not be recommended for a teaching license. In order to be recommended for a teaching license education, majors must meet all graduation requirements and satisfactorily complete the required performance assessments for their program. These performance assessments include:

- Praxis 2 exams (exams vary by content area)
- Content area assessment (one or more)
- Lesson Planning Assessment
- Student Teaching Evaluation
- Disposition Assessment
- Student Teaching Teacher Work Sample

To determine what performance assessments you need to satisfy your program requirements and to be recommended for licensure contact the Undergraduate Program Director. Candidates who are not recommended for licensure will have a statement on their transcript that state that they did not complete the accredited program and were not recommended for licensure.

Praxis Requirements for all Education Majors

For admission:

1. Students must take the Praxis Core Academic Skills for Educators tests to demonstrate competency in Reading, Writing and Mathematics prior to admission to the undergraduate program. Students with acceptable scores will be considered for an interview with the Undergraduate Education Admission Committee. (To get information about the acceptable assessments and scores go to www.ets.org/praxis/dc/requirements or contact Dr. Thangi Appanah, the Undergraduate Program Director for the department.)
2. Students who satisfy the minimum requirements on the Praxis Core Academic Skills for Educators tests and meet the other admission requirements will be interviewed for admission. (Exceptions will be made in the case of strong candidates.)
3. Students admitted to the program who meet the minimum requirements but do not pass the Praxis Core Academic Skills for Educators tests will be required to attend study groups or provide evidence of participation in a Praxis workshop.

After admission:

1. Students admitted to the program will be asked to take practice exams in their content area.

2. Students who do not pass their content area practice exam may be required to take additional coursework, attend study groups or otherwise demonstrate content area proficiency prior to admission to practicum.

For entrance to Practicum (EDU 493):

1. Students must pass all the Praxis Core Academic Skills for Educators tests prior to beginning practicum.
2. Students must demonstrate content area proficiency prior to admission to practicum

For entrance to Student Teaching:

1. Students must pass the Praxis Core Academic Skills for Educators tests and have taken all Praxis 2 exams prior to student teaching.

For Program Completion and Recommendation For Licensure:

1. Students must pass all required licensure exams (the Praxis Core Academic Skills for Educators tests & Praxis 2) prior to program completion and recommendation for licensure. For list of required exams refer to www.ets.org/praxis/dc/requirements

Undergraduate Majors offered:

B.A. in Education with a Specialization in Early Childhood Education

Requirements for a major in Early Childhood Education

Applicants who are interested in Early Childhood Education are admitted to our program. Applicants must meet the admission requirements for full admission to Early Childhood Education to enroll in the professional sequence of the teacher preparation degree programs. The admission process includes two steps:

1. Pre-Admission Review: Applicants must:

- Provide an ACT composite score of 18 or better, OR
- SAT Verbal + Math score of 960 or better
- Cumulative GPA of 2.75 or higher with a B or better in all Education courses
- Enroll in or complete EDU 250 - Introduction to Education
- Enroll in or complete LIN 101 - Introduction to Linguistics
- Submit one (1) novice-level disposition assessment from faculty or staff
- Complete the Disposition Self-Assessment
- Submit a portfolio that includes
  - Resume - emphasizing work with preschool - 12th grade and in educational settings
  - Philosophy of Education (from EDU 250)
  - Lesson Plan (from EDU 250)
- All college-level transcripts (including from previous universities or colleges)

2. Interview:

- The program faculty will interview the candidates who meet the above criteria and schedule an interview with the Program Committee.

Applicants who the Program Committee interviews will either:

1. be accepted into the program and take the Praxis II Content Knowledge test the following semester.
2. not accepted into the program -- applicants can re-apply the following semester.\

For continuation in a teacher education preparation program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional, and related elective courses.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	9
Major and Related Courses	61
Free Elective Courses	7
TOTAL	120

Requirements for a Major in Early Childhood Education

Applicants who are interested in Early Childhood Education are admitted to our department. Applicants must meet the admission requirements for full admission into

Early Childhood Education in order to enroll in the professional sequence of the teacher education degree programs. The admission process includes two steps:

1. **Pre-Admission Review**: Applicants must:

- possess a cumulative GPA of 2.75 or higher with a B or better in all Education courses
- enroll in or complete EDU 250 - Introduction to Education
- enroll in or complete LIN 101 - Introduction to Linguistics
- submit three (3) notice level disposition assessments from faculty or staff
- complete the disposition self-assessment
- provide passing scores on a test of basic skills as determined by OSSE: SAT, ACT, or Praxis Core: Academic Skills Assessments:

Test	Passing Score
ACT	20 or better
OR	
SAT	Verbal + Math 960 or better
OR	
Praxis Core Math	150 or better
Praxis Core Reading	156 or better
AND	
Praxis Core Writing	162 or better

- A portfolio includes a resume, philosophy of education, lesson plan, and a one-page or 3-minute video via unlisted YouTube link Essay on why you want to be a teacher?
- all college-level transcripts (including from previous universities or colleges)

2. **Interview**:

- The program faculty will review the applications of the candidates who meet the above criteria and schedule an Interview with the Program Committee.

Applicants who are interviewed by the Program Committee will either:

1. Be accepted into the program

2. Not accepted into the program -- applicants who are not accepted can re-apply the following semester.

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional and related elective courses.

Required pre-major courses 9 credits

To be taken in freshman or sophomore year:

EDU 250	Introduction to Education and Teaching	3
LIN 101	Sign Language & Sign Systems	3
PSY 101	Introduction to Psychology	3

Required major and related courses 61 credits

Pre-professional Component 18 credits

EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 320	Early Childhood Environments	3
EDU 323	Educational Psychology	3
MAT 171	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers I	3
MAT 172	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers II	3
PSY 311	Development I: Child Psychology	3

Professional Component 43 credits

Must be accepted to the Education program to enroll in these courses [See Admission Requirements above]

EDU 493	Integrative Practicum and Seminar in Teaching	3
EDU 602	Educational Technology	2
EDU 609	Home, School and Community Collaboration for Diverse Learners	3
EDU 620	Historical & Curricular Foundations of Early Childhood Education	2

EDU 622	Child & Adolescent Development: Observation, Documentation & Assessment	3
EDU 624	Integrative Methods for Early Childhood Education: Preprimary	3
EDU 626	Integrative Methods for Early Childhood Education: K-3	3
EDU 628U	Student Teaching in Early Childhood Education	9
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 651	Literacy Teaching and Learning for Teachers Pre-K-12	3
EDU 665	Children's Literature	3
EDU 670	Teaching Students with Disabilities	3
EDU 694	Student Teaching Seminar	3

Education Elective Courses 3 credits

Choose one course from the following:

DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3
EDU 600	K-12 Curriculum	2
EDU 603	Introduction to Anti-Bias and Anti-Racist Education	3
GOV 370	Human Rights	3
HIS 333	History of Disability in the U.S.	3
PER 386	Teaching Physical Education and Wellness in Elementary Schools	3
PER 440	Adapted Physical Education and Recreation	3
SWK 318	Human Diversity	3

Field Experience Requirements up to 125 Clock Hours

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU 320	Early Childhood Environments	3
EDU 609	Home, School and Community Collaboration for Diverse Learners	3
EDU 624	Integrative Methods for Early Childhood Education: Preprimary	3
EDU 626	Integrative Methods for Early Childhood Education: K-3	3
EDU 651	Literacy Teaching and Learning for Teachers Pre-K-12	3

EDU 320: 20 clock hours

EDU 609: 25 clock hours

EDU 624: 20 clock hours

EDU 626: 30 clock hours

EDU 651: 30 clock hours

Outcomes

Program Outcomes Based on the Council of Exceptional Children (CEC) Standards and Interstate New Teacher Assessment and Support Consortium (INTASC) Principles 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.

B.A. in Education with a Specialization in Elementary Education

Requirements for a major in Elementary Education

Applicants who are interested in Elementary Education are admitted to our program. Applicants must meet the admission requirements for full admission to Elementary Education to enroll in the professional sequence of the teacher preparation degree programs. The admission process includes two steps:

1. Pre-Admission Review: Applicants must:

- Provide an ACT composite score of 18 or better, OR
  - SAT Verbal + Math score of 960 or better
- Cumulative GPA of 2.75 or higher with a B or better in all Education courses
- Enroll in or complete EDU 250 - Introduction to Education
- Enroll in or complete LIN 101 - Introduction to Linguistics
- Submit one (1) novice-level disposition assessment from faculty or staff
- Complete the Disposition Self-Assessment
- Submit a portfolio that includes
  - Resume - emphasizing work with preschool - 12th grade and in educational settings
  - Philosophy of Education (from EDU 250)
  - Lesson Plan (from EDU 250)
- All college-level transcripts (including from previous universities or colleges)

2. Interview:

- The program faculty will interview the candidates who meet the above criteria and schedule an interview with the Program Committee.

Applicants who the Program Committee interviews will either:

1. be accepted into the program and take the Praxis II Content Knowledge test the following semester.
2. not accepted into the program -- applicants can re-apply the following semester.

For continuation in a teacher education preparation program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional, and related elective courses.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	9
Major and Related Courses	64-65
Free Elective Courses	3-4
TOTAL	120

Requirements for a Major in Elementary Education

Applicants who are interested in Elementary Education are admitted to our department. Applicants must meet the admission requirements for full admission into Elementary Education to enroll in the professional sequence of the teacher education degree programs. The admission process includes two steps:

1. **Pre-Admission Review**: Applicants must:

- possess a cumulative GPA of 2.75 or higher with a B or better in all Education courses
- enroll in or complete EDU 250 - Introduction to Education
- enroll in or complete LIN 101 - Introduction to Linguistics
- submit three (3) notice level disposition assessments from faculty or staff
- complete the disposition self-assessment
- provide passing scores on a test of basic skills as determined by OSSE: SAT, ACT, or Praxis Core: Academic Skills Assessments:

Test	Passing Score
ACT	20 or better
OR	
SAT	Verbal + Math 960 or better
OR	
Praxis Core Math	150 or better
Praxis Core Reading	156 or better
AND	
Praxis Core Writing	162 or better

- A portfolio includes a resume, philosophy of education, lesson plan, and a one-page or 3-minute video via unlisted YouTube link Essay on why you want to be a teacher?
- all college-level transcripts (including from previous universities or colleges)

2. **Interview**:

- The program faculty will review the applications of the candidates who meet the above criteria and schedule an Interview with the Program Committee.

Applicants who are interviewed by the Program committee will either:

1. Be accepted into the program

2. Not accepted into the program -- applicants who are not accepted can re-apply the following semester.

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional and related elective courses.

Required pre-major courses 9 credits

To be taken in freshman or sophomore year:

EDU 250	Introduction to Education and Teaching	3
LIN 101	Sign Language & Sign Systems	3
PSY 101	Introduction to Psychology	3

Required major and related courses 64-65 credits total

Pre-professional Component 18-19 credits

EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 323	Educational Psychology	3
MAT 171	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers I	3
MAT 172	Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers II	3
PSY 210	Lifespan Development	3-4
PSY 311	Development I: Child Psychology	3

Professional Component 43 credits

Must be accepted to the Education program to enroll in these courses [See Admission Requirements above]

EDU 493	Integrative Practicum and Seminar in Teaching	3
EDU 600	K-12 Curriculum	2
EDU 602	Educational Technology	2
EDU 622	Child & Adolescent Development: Observation, Documentation & Assessment	3
EDU 633	Language Arts in Elementary Education	3
EDU 635	Elementary School Teaching Methods in Social Studies	3
EDU 637	Elementary School Teaching Methods in Science	3
EDU 638	Student Teaching: Elementary Education	9
EDU 639	Elementary School Teaching Methods in Mathematics	3
EDU 651	Literacy Teaching and Learning for Teachers Pre- K-12	3
EDU 665	Children's Literature	3
EDU 670	Teaching Students with Disabilities	3
EDU 694	Student Teaching Seminar	3

Education Elective Requirements 3 credits

Choose one course from the following:

DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3

EDU 603	Introduction to Anti-Bias and Anti-Racist Education	3
GOV 370	Human Rights	3
HIS 333	History of Disability in the U.S.	3
PER 386	Teaching Physical Education and Wellness in Elementary Schools	3
PER 440	Adapted Physical Education and Recreation	3
SWK 318	Human Diversity	3

Field Experience Requirements up to 100 Clock Hours

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

EDU 651	Literacy Teaching and Learning for Teachers Pre-K-12	3

EDU 651: 30 clock hours

Outcomes

Based on the Council of Exceptional Children (CEC) Standards and Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

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.

B.A. or B.S. in Education with a Specialization in Secondary Education: Science, English, Mathematics or Social Studies

Requirements for a major in Secondary Education

Applicants who are interested in Secondary Education are

admitted to our program. Applicants must meet the admission requirements for full admission to Secondary Education to enroll in the professional sequence of the teacher preparation degree programs. The admission process includes two steps:

1. Pre-Admission Review: Applicants must:

- Provide an ACT composite score of 18 or better, OR
  - SAT Verbal + Math score of 960 or better
- Cumulative GPA of 2.75 or higher with a B or better in all Education courses
- Enroll in or complete EDU 250 - Introduction to Education
- Enroll in or complete LIN 101 - Introduction to Linguistics
- Submit one (1) novice-level disposition assessment from faculty or staff
- Complete the Disposition Self-Assessment
- Submit a portfolio that includes
  - Resume - emphasizing work with preschool - 12th grade and in educational settings
  - Philosophy of Education (from EDU 250)
  - Lesson Plan (from EDU 250)
- All college-level transcripts (including from previous universities or colleges)

2. Interview:

- The program faculty will interview the candidates who meet the above criteria and schedule an interview with the Program Committee.

Applicants who the Program Committee interviews will either:

1. be accepted into the program and take the Praxis II Content Knowledge test the following semester.

2. not accepted into the program -- applicants can re-apply the following semester.

For continuation in a teacher education preparation program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses and a C+ or better in all pre-major, pre-professional, and related elective courses.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	21
Major and Related Courses	31-34
Content Major Courses	39-61
TOTAL	134 - 159

Requirements for a Major in Education in Secondary Education

Applicants who are interested in Secondary Education are admitted to our department. Applicants must meet the admission requirements for full admission into Secondary Education in order to enroll in the professional sequence of the teacher education degree programs. The admission process includes two steps:

1. **Pre-Admission Review**: Applicants must:

- possess a cumulative GPA of 2.75 or higher with a B or better in all Education courses
- enroll in or complete EDU 250 - Introduction to Education
- enroll in or complete LIN 101 - Introduction to Linguistics
- submit three (3) notice level disposition assessments from faculty or staff
- complete the disposition self-assessment
- provide passing scores on a test of basic skills as determined by OSSE: SAT, ACT, or Praxis Core: Academic Skills Assessments:

Test	Passing Score
ACT	20 or better
OR	
SAT	Verbal + Math 960 or better
OR	
Praxis Core Math	150 or better
Praxis Core Reading	156 or better
AND	
Praxis Core Writing	162 or better

- A portfolio includes a resume, philosophy of education, lesson plan, and a one-page or 3-minute video via unlisted YouTube link Essay on why you want to be a teacher?
- all college-level transcripts (including from previous universities or colleges)

2. **Interview**:

- The program faculty will review the applications of the candidates who meet the above criteria and schedule an Interview with the Undergraduate Admissions Committee.

Applicants who are interviewed by the Undergraduate Admissions committee will either:

1. Be accepted into the program

2. Not accepted into the program -- applicants who are not accepted can re-apply the following semester.

For continuation in a teacher education program, an education major must maintain a cumulative degree average of 2.75 or better, with a B or higher in education courses, a C+ or better in all pre-major, pre-professional courses, as well as a 2.75 content major GPA.

Required Pre-Major Core courses 21 credits

EDU 250	Introduction to Education and Teaching	3
EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 323	Educational Psychology	3
LIN 101	Sign Language & Sign Systems	3
PSY 101	Introduction to Psychology	3
PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3

Professional Component 31-34 credits

Must be accepted to the Education program to enroll in these courses [See Admission Requirements above]

EDU 493	Integrative Practicum and Seminar in Teaching	3
EDU 600	K-12 Curriculum	2
EDU 602	Educational Technology	2
EDU 622	Child & Adolescent Development: Observation, Documentation & Assessment	3
EDU 648	Student Teaching: Secondary Education	9
EDU 651	Literacy Teaching and Learning for Teachers Pre- K-12	3
EDU 670	Teaching Students with Disabilities	3
EDU 694	Student Teaching Seminar	3

Choose one course in consultation with the department 3 credits

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

For English Majors Only 3 credits

EDU 665	Children's Literature	3

Required courses for a content major: 39-61 credits

Choose a content major program from the following:

- Biology 49 hours and Chemistry 61 hours (for a complete list of courses required for licensure in Biology, Chemistry, or General Science, please contact the Undergraduate Program Director)
- English 39 hours - English majors must take ENG 375 and 460

- Mathematics 43 hours - Mathematics majors must take MAT 410
- Social Studies 39 hours [30 hours in history which includes ECO 205, GOV 110, GOV 301, and SOC 101]

Field Experience Requirements up to 100 clock hours

Students will complete field experiences in conjunction with the courses below. These field experience hours do not count in the summary of requirements for the specialization. Students will be required to pay a fee for suitability background checks prior to their initial field experiences in the program. The courses with field experiences include:

Required

EDU 651	Literacy Teaching and Learning for Teachers Pre-K-12	3

EDU 651: 30 clock hours

Outcomes

Based on the Council of Exceptional Children (CEC) Standards and Interstate New Teacher Assessment and Support Consortium (INTASC) Principles 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.

Minor in Education

Students who minor in education can choose from various foundational education courses.

Requirements for a minor in Education:

A GPA of 2.75 is required to enter and continue in the minor track.

Summary of Requirements

Year 1	Fall	Credits	Year 1	Spring	Credits
	EDU 311: Foundation of Literacy Teaching and Learning EDU 323: Educational Psychology	3 3		EDU 670: Teaching Students with Disabilities EDU 665: Children's Literature	3 3
	Total	6		Total	6
Year 2	**Fall**	**Credits**			
	EDU 600: K-12 Curriculum & Instructional Technology EDU 651: Literacy Teaching and Learning for Teachers Pre-K - 12	3 3			
	Total	6			

Total Credits: 18

A minor in Education does not directly lead to a teaching licensure

Required pre-minor courses 6 credits

EDU 250	Introduction to Education and Teaching	3
LIN 101/PST 374	Sign Language & Sign Systems	3

Required Education courses 18 credits

EDU 311	Foundations of Literacy Teaching and Learning	3
EDU 323	Educational Psychology	3
EDU 600	K-12 Curriculum	2
EDU 651	Literacy Teaching and Learning for Teachers Pre-K-12	3
EDU 665	Children's Literature	3
EDU 670	Teaching Students with Disabilities	3

Outcomes
Wellness: Recognize how my choices can transform my health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within myself.
Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes.
Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning.
Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines.
Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways.
Ethics: Formulate reasoned decisions about ethical issues that lead to wise action.
Science Literacy: Evaluate evidence derived from a systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies.
Global Citizenship: Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in a constructive civic discourse on the local, national, and global levels.

English

The study of language and literature is the heart of a liberal arts education. The major program at Gallaudet provides not only an understanding of our rich literary heritage, but also offers an opportunity to develop the advanced reading and writing abilities necessary for anyone wishing to participate fully in modern society. A major or minor in English prepares students for graduate school, careers in education, professional, and creative writing, and for a variety of professional fields. A minor in Writing provides students with the critical thinking skills and information and digital literacies that are essential to employment in the professional world, as well as the exploration of their creative capacities. Students who major in English may also minor in writing, but courses cannot be double-counted.

Academic and Personal Integrity Policy:

Students enrolled in English programs are expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the university's Academic Integrity Policy and Behavior Codes. Violations of either will result in probation for the remainder of the student's major or minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the major or minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the department chair and/or university Academic Integrity Committee.

Undergraduate Majors and Minors offered:

B.A. in English

The study of language and literature is the heart of a liberal arts education. The major program at Gallaudet provides not only an understanding of our rich literary heritage, but also offers an opportunity to develop the advanced reading and writing abilities necessary for anyone wishing to participate fully in modern society. A major or minor in English prepares students for graduate school, careers in education, professional, and creative writing, and for a variety of professional fields. A minor in Writing provides students with the critical thinking skills and information and digital literacies that are essential to employment in the professional world, as well as the exploration of their creative capacities. Students who major in English may also minor in writing, but courses cannot be double-

counted.

Declaring a Major

Admission to the English major program requirements:

A grade of C or better in any ENG Literature-focused course or ENG 250 or their equivalents, and permission of Major/Minor coordinator or chair.

Students who have not yet declared a major in the English Department may take up to twelve credits of courses numbered 208 or above with permission of the English Major/Minor coordinator; thereafter, admission to the major program is required.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related Courses	30
Free Elective Courses	44
TOTAL	120

Requirements for a Major in English

To continue and graduate in the program, English majors must maintain a GPA of C or better in their major coursework. Students whose major GPA falls below this will be placed on probation and given one semester to improve to a C average. Failure to do so will result in dismissal from the major. English majors are also expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the university's Academic Integrity Policy and Behavior Codes. Violations of either will result in probation for the remainder of the student's major coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the major, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the school leader and/or university Academic Integrity Committee.

Required Pre-Major Courses 3 credits

To be taken in freshman or sophomore years:

ENG 250	Introduction to Public and Professional Writing	3

Required English Courses 6 credits

ENG 320	Field Experience	3
ENG 493	Senior Thesis Project [Topic to be specified]	3

Elective English Courses 24 credits

ENG 323	Literature and Film I	3-4
ENG 324	Literature and Film II	3-4
ENG 326	Deaf Memoirs	3
ENG 330	Topics in Popular Culture and Literature	3-4
ENG 350	Introduction to African American Literature	3-4
ENG 355	Literature by Women	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 366	Travel Literature [Topic to be specified]	3
ENG 367	Ghost Stories and Haunted History	3
ENG 370	Multimedia Composition	3
ENG 373	Introduction to Hispanic-American Literature	3
ENG 375	Media Literacy	3
ENG 376	Comics and Critical Literacy	3
ENG 380	Business and Technical Writing	3
ENG 381	Report Writing	3
ENG 382	Fundraising and Grant Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 387	Writing Center Theory and Practice	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
ENG 393	Intermediate Creative Writing [Topic to be specified]	3
ENG 408	Multicultural Literature and Perspectives	3
ENG 410	Adolescent Literature	3
ENG 433	Seminar in Pre-1800 Literature [topic to be specified]	3
ENG 435	Seminar in Post-1800 Literature [Topic to be specified]	3
ENG 441	Shakespeare	3
ENG 442	Major Author [Topic to be	3

	specified]	
ENG 460	English Grammar for Writers & Future Teachers	3
ENG 495	Special Topics	1-5
ENG 499	Independent Study	1-3
THE 342	Play Creation Lab	3

ENG 433 and ENG 435: Topic to be specified

Outcomes

English Major SLOs ● SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness ● SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness ● SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy. ● SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts.

Minor in English

Admission to the English minor program Requirements:

● A grade of C or better in any ENG Literature course or ENG 250 or their equivalents.

● Recommendation from one English instructor.

● One writing sample, preferably an essay written for ENG 250 or their equivalents.

● An unofficial transcript; and

● A statement of interest in the English minor.

All of these materials are to be given to the major/minor coordinator. Admission to the minor is conditional upon review by the major/minor coordinator. Students who are not approved by the major/minor coordinator may appeal to the school leader.

To graduate in the program, English minors must maintain a GPA of 2.0 or better in their minor coursework. English minors are also expected to demonstrate academic and personal integrity in minor coursework and interactions with faculty and peers, as specified in the University's and department's Academic and Personal Integrity Policies. Violations of either will result in probation for the remainder of the student's minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the school leader and/or university Academic Integrity Committee.

Summary of Requirements

Required pre-minor courses 3 credits

ENG 250	Introduction to Public and Professional Writing	3

OR any ENG Literature course

Elective English courses 15 credits

Choose five courses:

ENG 323	Literature and Film I	3-4
ENG 324	Literature and Film II	3-4
ENG 330	Topics in Popular Culture and Literature	3-4
ENG 350	Introduction to African American Literature	3-4
ENG 355	Literature by Women	3-4
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 373	Introduction to Hispanic-American Literature	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 381	Report Writing	3
ENG 382	Fundraising and Grant Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
ENG 393	Intermediate Creative Writing [Topic to be specified]	3
ENG 403	British Literary Foundations	3
ENG 405	American Literary Foundations	3
ENG 408	Multicultural Literature and	3

	Perspectives	
ENG 410	Adolescent Literature	3
ENG 433	Seminar in Pre-1800 Literature [topic to be specified]	3
ENG 435	Seminar in Post-1800 Literature [Topic to be specified]	3
ENG 441	Shakespeare	3
ENG 442	Major Author [Topic to be specified]	3
ENG 495	Special Topics	1-5
ENG 499	Independent Study	1-3
ENG 326	Deaf Memoirs	3
ENG 366	Travel Literature [Topic to be specified]	3
ENG 367	Ghost Stories and Haunted History	3
ENG 376	Comics and Critical Literacy	3

ENG 433 and ENG 435: topic to be specified

Outcomes

Course Objectives 1. Students will describe what critical literacy is. 2. Students will identify themes and social issues within the readings. 3. Students will tell their stories using the comic format. 4. Students will present their chosen social issues. Student Learning Outcomes By the end of the course, students should be able to: ● Identify significant concepts, events, issues, and themes in various graphic novels. (ENG SLO 4.1) ● Describe in writing how specific social issues are vital in current society. (ENG SLO 3.4) ● Analyze and explain the importance of the problems brought up in graphic novels (ENG SLO: 2.1) ● Demonstrate effective argumentation in written and ASL forms (ENG SLO 1.2). English Major SLOs ● SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness ● SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness ● SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy. ● SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts. Aligns with GU SLOs Global Citizenship, Bilingualism.

Minor in Writing

Admission to the Writing Minor Requirements:

- A grade of C or better in a writing course;
- Recommendation from one English instructor;
- One writing sample;
- An unofficial transcript; and
- A statement of interest in the writing minor.

All of these materials are to be given to the major/minor coordinator. Admission to the minor is conditional upon review by the major/minor coordinator. Students who are not approved by the major/minor coordinator may appeal to the school leader. Courses taken to satisfy major requirements in English cannot be counted toward the Writing minor.

To graduate in the program, writing minors must maintain a GPA of 2.0 or better in their minor coursework. Writing minors are also expected to demonstrate academic and personal integrity in major coursework and interactions with faculty and peers, as specified in the University's and department's Academic and Personal Integrity Policies. Violations of either will result in probation for the remainder of the student's minor coursework, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Further violations will result in dismissal from the minor, in addition to other penalties deemed appropriate by the instructor and/or Major/Minor Review Committee. Students may appeal such decisions to the school leader and/or university Academic Integrity Committee.

Summary of Requirements

Required pre-minor course 3 credits

ENG 250	Introduction to Public and Professional Writing	3

Required courses 15 credits

Choose five courses:

ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3
ENG 370	Multimedia Composition	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 381	Report Writing	3
ENG 382	Fundraising and Grant	3

	Writing	
ENG 385	Fundamentals of Journalism	3
ENG 390	Theories of Composition and Language Acquisition	3
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
ENG 393	Intermediate Creative Writing [Topic to be specified]	3
ENG 460	English Grammar for Writers & Future Teachers	3
ENG 495	Special Topics	1-5
ENG 499	Independent Study	1-3
THE 342	Play Creation Lab	3

Note: ENG 320 Field Experience (3) or a consortium course (3 credit hours) may substitute for one elective.

Subtotal: 18

General Education

Gallaudet University welcomes students into a unique learning environment, designed for deaf scholars and those who wish to engage deeply with deaf communities. Within this context, Gallaudet's Core curriculum provides learning opportunities that support the ability to be healthy, productive agents of positive change in all of our communities. We do so by deeply respecting our Deaf and other interacting identities, and grounding into them as we explore ways to engage more deeply with each other and the world.

Three components

- **Examine**: welcoming ourselves and each other to this journey of deaf academic co-creation; setting the foundation for continuously striving to better understand ourselves, in relation to each other, and the skills we all continually strive to improve
- **Explore**: challenging ourselves to consider myriad possible ways of thinking, learning, interacting, innovating, and creating that lead toward positive advancement of deaf and other communities
- **Engage**: practicing deep and positive interaction with each other and honing our skills for long-term engagement with our communities throughout our lives

The Core curriculum begins and ends with VEE*.

Our two semesters of first-year seminar (VEE 101 and VEE 102) welcome students into Gallaudet’s unique educational environment with deep dives into Deafhood, our bilingual identities as ASL and English users, and multi-cultural and multi-identity exploration, all grounded in personal wellness and self-discovery, which lead toward exploration of the academic possibilities Gallaudet has to offer while opening up thinking about myriad career opportunities beyond.

VEE 300 caps off each student’s Core experience with deep self-reflection on how they have grown and will continue to develop as Gallaudet scholars:

wellness-grounded, proudly bilingual, career-ready critical thinkers, who are digitally aware, ethical, scientifically literate global citizens

*VEE is the label for an ASL sign that doesn’t have a direct English translation. Its meaning incorporates the concepts of “notice, be fascinated, find interesting, analyze, observe, and watch”. When we use VEE as the

name for our Core curriculum courses, we are celebrating our bilingualism and encouraging our students to be intellectually curious in both ASL and English and whatever languages they bring with them.

Core Required Courses

Examine (18 credits)

VEE 101	Examine seminar	3
VEE 102	Explore seminar	3
ASL 125	ASL Composition	3
ENG 102	Critical Reading and Writing	3
MAT 101	Introductory Mathematical Applications	3
VEE 150	Research Methods in ASL/English Bilingual Academic Contexts	3

Explore (24 credits)

Purpose: allow students the freedom to determine and follow their own interests while gaining the skills needed to explore big questions, develop foundational competence in discipline-specific methodologies and create new knowledge or novel solutions

Areas of Inquiry

Eight courses (24 credits) required - two from each Area

Communication and Creativity

- *Choose two from the following:*
- *These may also count toward the student's major or minor*

ART 110	Introduction to Television, Film and Photography	3
ART 131	Beginning Photography	3
ART 135	Digital Media I	3
ART 160	Design I	3
ART 363	Photojournalism	3
ASL 270	ASL and English: Comparative Analysis	3
ASL 290	Visual Language Resource Development	3
BIO 106	Medical Terminology	3
BUS 214	Introduction to Esports Management	3
BUS 290	Foundations of Entrepreneurship	3-4
BUS 291	Social Entrepreneurship	3
COM 290	Public Presentations	3
ENG 330	Topics in Popular Culture and Literature	3-4
ENG 355	Literature by Women	3-4
ENG 375	Media Literacy	3
ENG 376	Comics and Critical Literacy	3
ENG 392	Introduction to Creative Writing [Topic to be specified]	3
GSR 220	Methods of Multiples Disciplines	4
PHI 150	Introduction to Philosophy	3
PHI 210	Science Fiction Philosophy	3
REL 210	Religion and Literature	3
THE 101	Visual Gestural Communication	3
THE 110	Introduction to Theatre	3
THE 281	Theatre Production Practicum	1-3
THE 282	Theatre Performance Practicum	3
THE 350	Script Analysis	3
THE 466	Scenic Design Lab	3

Identities and Cultures

- *Choose two from the following:*
- *These may also count toward the student's major or minor*

BUS 212	Introduction to Hospitality Management	3
DST 101	Introduction to Deaf Studies	3
ENG 350	Introduction to African American Literature	3-4
ENG 410	Adolescent Literature	3
ENG 325	Introduction to Deaf Literature	3-4
ENG 326	Deaf Memoirs	3
ENG 335	Queer Literature and Cultures	3
ENG 367	Ghost Stories and Haunted History	3
FRE 111	Basic French I	4
FRE 112	Basic French II	4
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
LIN 101	Sign Language & Sign Systems	3
PER 237	Principles of Health	3
PER 240	Diversity Topics in Sports and Recreation	3
PSY 270	Psychology and Deaf People	3

REL 201	World Religions	3
SGS 501U	Introduction to Sexuality & Gender Studies	3
SOC 101	Introduction to Sociology	3
SPA 111	Basic Spanish I	4
SPA 112	Basic Spanish II	4
SWK 203	Introduction to Social Work	3
SWK 318	Human Diversity	3
THE 353	Foundations of Acting	3
WLC 380	The Latino Presence in the United States	3
WLC 384	U.S. Latino Literature	3

Ethics and Civics

- *Choose two from the following:*
- *These may also count toward the student's major or minor*

BUS 261	Global Business Foundations	3
DST 311	Dynamics of Oppression	3
EDU 250	Introduction to Education and Teaching	3
ENG 366	Travel Literature [Topic to be specified]	3
ENG 368	Prison Literature	3
ENG 385	Fundamentals of Journalism	3
GOV 335	American State and Local Politics	3
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 396	International Law and Organization	3
GSR 240	Ethical Evaluations and Actions	4
HIS 111	American History I	3
HIS 112	American History II	3
PHI 190	Animal Rights	3
PHI 255	Ethics in Popular Culture	3
PHI 257	Moral Philosophy	3
PHI 290	Ethics and Health Care	3
PSY 358	Social Psychology	3
REL 355	Religion in American Society	3
REL 360	Interfaith Intersections	3
RMI 201	Introduction to Risk Management and Insurance	3
SOC 351	Juvenile Delinquency	3
THE 373	Performing Arts Management	3
WLC 315	Contemporary African Issues	3

Science and Technology

- *Choose two from the following:*
- *These may also count toward the student's major or minor*

BIO 105	Introduction to Human Biology	4
BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 251	Nutrition	3
BUS 181	Computer Skills for School and Workplace	3
BUS 250	Personal Financial Literacy	3
BUS 253	Investments	3
CHE 107	General Chemistry I	3
CHE 215	The History and Science of Beer Brewing	3
CHE 240	Computer Simulations in Natural Sciences	3
CHE 250	Introduction to Forensic Science	4
DAS 101	Introduction to Data Analysis	3
GSR 230	Scientific and Quantitative Reasoning in Context	4
ITS 101	Computer Applications I	3
ITS 105	Information Technology Fundamentals	3
LIN 260	Structure of English	3
LIN 263	Introduction to the Structure of American Sign Language	3
PHS 101	Foundations of Public Health	3
PHS 202	Foundations of Environmental Health	3
PHS 204	Foundations in Global Health	3
PSY 101	Introduction to Psychology	3
THE 402	Stage Lighting, Electricity, and Technology	3
WLC 314	Topics in Language Diversity	3

Engage (participation milestones plus 1 credit)

Purpose: To foster a sense of belonging, develop relationships, build an ethic of civic responsibility and service, and gain practical experience

- At least two semesters of active participation on campus
- At least one semester of active participation off campus

VEE 300	Core Capstone	1

Government and Public Affairs

Government or political science in the broadest sense is the study of how governments work and how they affect people (and how people affect them) on the local, national, and international levels. Political scientists are concerned with the structures of governments, the decision-making process in governments, the policy governments make, and the cultures in which governments function. Some specific topics that can be studied at Gallaudet include political parties, the legislature, political theory, the presidency, interest groups, civil rights and liberties, the governments of Europe and developing nations, international relations, American foreign policy, and others. The department emphasizes both knowledge in the area of government and current events, and skills in research, communication, and critical thinking.

A government major is often seen as a useful preparation for law and teaching, journalism, federal government service, state and local government, and good citizenship. The skills and knowledge emphasized are useful in many other fields. Washington, D.C., is an ideal place to study politics, and students are helped and encouraged to make extensive use of the city's academic, cultural, and governmental resources. The department also uses the University's work-study program to find work placements that will broaden students classroom experience. Pre-law advising is offered to students who wish to attend law school.

Pre-Law Program:

Gallaudet University supports undergraduate and graduate students considering law school through our Pre-Law Program. This program consists of several elements:

- Pre-law advising
- Law-related courses
- Pre-Law Club and activities (speakers, trips)
- Pre-Law Writing Award
- Mock Trial Program
- Pre-law workshops

Undergraduate students participating in this program, which supports preparation for Law School entry, must still select one of the traditional majors offered at Gallaudet; they may also apply for a self-directed major as explained elsewhere in this catalogue.

Note: For the program in History, please visit here (p. 176).

Declaring a Major

Requirements for Admission to a Major in Government

The Department of Government and Public Affairs only requires the signature of the Department Chair. Students who wish to major in Government must maintain a 2.0 GPA in Government courses with no more than two grades of D+ or lower in major courses.

Undergraduate Majors and Minors offered:

B.A. in Government

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related Courses	30
Free Elective Courses	44
TOTAL	120

Students may choose from the General Government Track or from the Government with a specialization in Law Track.

GPA requirement: Students MUST graduate with a GPA of 2.75 or higher to graduate with the law track option. Students should meet at least every semester with their academic adviser and will be asked to switch to the general government track if they cannot satisfy the GPA requirement.

Required pre-major courses 3 credits

GOV 110	Basic American Government	3

Required government courses 9 credits

GOV 301	Political Theory I	3
GOV 410	Introduction to Research Methods in Political Science	3
GOV 493	Senior Seminar	3

Elective government courses 21 credits

A government major will be allowed to substitute one history course for a government elective in the major, and a history major will be allowed to substitute one government course for a history elective in the major. Such substitution must be done with the approval of academic advisors.

American Government Concentration

Choose two courses:

GOV 335	American State and Local Politics	3
GOV 346	Political Parties	3
GOV 348	Interest Group Politics	3
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 352	Civil Liberties	3
GOV 353	Civil Rights and Civil Rights Movement	3
GOV 355	Mock Trial Experience	3
GOV 356	Legislative Process	3
GOV 370	Human Rights	3
GOV 384	American Foreign Policy	3
GOV 401	The Presidency	3

International Concentration

Choose two courses:

GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Introduction to the European Union	3
GOV 387	Nationalism and Developing Nations	3
GOV 391	International Relations	3
GOV 396	International Law and Organization	3
GOV 397	Democracy and Democratization	3

And choose the remainder of the 21 credits in consultation with the department. Any department elective course listed above or below may be taken.

Other elective government courses

GOV 495	Special Topics	1-5
GOV 499	Independent Study	1-3

B.A. in Government with a Specialization in Law

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related Courses	30
Free Elective Courses	44
TOTAL	120

Students may choose from the General Government Track or from the Government with a specialization in Law Track.

GPA requirement: Students MUST graduate with a GPA of 2.75 or higher to graduate with the law track option. Students should meet at least every semester with their academic adviser and will be asked to switch to the general government track if they cannot satisfy the GPA requirement.

Required pre-major courses 3 credits

GOV 110	Basic American Government	3

Required government courses 12 credits

GOV 301	Political Theory I	3
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 410	Introduction to Research Methods in Political Science	3
GOV 493	Senior Seminar	3

Law-related courses 9 credits

GOV 352	Civil Liberties	3
GOV 353	Civil Rights and Civil Rights Movement	3
GOV 355	Mock Trial Experience	3
GOV 356	Legislative Process	3
GOV 370	Human Rights	3
GOV 396	International Law and Organization	3

Elective government courses 9 credits

GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Introduction to the European Union	3
GOV 335	American State and Local Politics	3
GOV 346	Political Parties	3
GOV 348	Interest Group Politics	3
GOV 384	American Foreign Policy	3
GOV 387	Nationalism and Developing Nations	3
GOV 391	International Relations	3
GOV 397	Democracy and Democratization	3
GOV 401	The Presidency	3
GOV 495	Special Topics	1-5
GOV 499	Independent Study	1-3

Minor in Government

Summary of Requirements

Required pre-minor courses 3 credits

GOV 110	Basic American Government	3

Required government course 3 credits

GOV 301	Political Theory I	3

Elective government courses 12 credits

Choose one of the following:

GOV 346	Political Parties	3
GOV 356	Legislative Process	3
GOV 401	The Presidency	3

Choose one of the following:

GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 391	International Relations	3

Of the remaining credits needed to satisfy the 21 credits needed for the minor, choose from any of the other required or elective department courses above the 200 level.

History

History: The study of history helps students discover and interpret the innately complex and fascinating past. It broadens and enlightens minds and prepares students to become more active and effective participants in the future. Only an informed awareness of the past can provide the key to understanding what we are today and to influence what we will be tomorrow. Students majoring in history will find many fields open to them. Skills developed from this study, such as organization of diverse facts and opinions, and a clear presentation of conclusions drawn from those facts and opinions, are of fundamental importance in many professions. Researchers, librarians, lawyers, teachers, and others all benefit from the skills acquired through using methods of historical study.

B.A. in History

Declaring a Major

Requirements for Admission to a Major in History

The History Program requires only the signature of the department chair. Students who wish to major in History must have a 2.0 GPA for admission. Students with a major in History must maintain a 2.0 GPA in History courses with no more than two grades of D+ or lower in major courses.

Undergraduate Majors offered:

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	12
Major and Related Courses	24
Free Elective Courses	41
TOTAL	120

Students who wish to major in history must have a 2.0 GPA for admission. Students with a major in history must maintain a 2.0 GPA in history courses with no more than two grades of D+ or lower in major courses.

Required pre-major courses 12 credits

To be taken in the freshman or sophomore year:

HIS 101	World Civilization I	3
HIS 102	World Civilization II	3
HIS 111	American History I	3
HIS 112	American History II	3

Required history courses 6 credits

HIS 287	Research Methods in History	3
HIS 493	Senior Seminar	3

Elective history courses 18 credits

Students must take at least one 300- or 400-level history course in each of the three following geographical areas: Europe, the United States, and a non-Europe non-U.S. area (Latin America, Africa, or Asia). The remaining nine hours (three courses) may be satisfied with any 200-level or higher history course. A history major will be allowed to substitute one government course for a history elective in the major. Such substitution must be done with the approval of academic advisors.

U.S. history courses

Choose one course:

HIS 331	History of the American Deaf Community	3
HIS 332	History of Mass Media and the Deaf Community	3
HIS 333	History of Disability in the U.S.	3
HIS 334	Introduction to Documentary Film	3
HIS 340	Nineteenth Century American Deaf History	3
HIS 375	African American History: Civil War to the Present	3
HIS 376	The History of the American City	3
HIS 377	The United States in the Twentieth Century	3
HIS 378	U.S. Women's History	3
HIS 381	Gay & Lesbian History	3
HIS 400	Deaf Women's History	3
HIS 460	American Colonial History	3

European history courses

Choose one course:

HIS 300	Nazi Germany and World War II Through Film	3
HIS 345	Nineteenth-Century Europe	3
HIS 346	Twentieth Century Europe	3
HIS 380	The History of Sexuality	3
HIS 440	The Era of the French Revolution and Napoleon	3

African, Asian, Middle-Eastern, and Latin American history courses

Choose one course:

HIS 344	History of the Modern Middle East	3
HIS 351	History of Africa	3
HIS 352	Social Movements and Revolution in Modern Latin America	3
HIS 353	History of Race, Gender and Culture in Latin America	3
HIS 430	History of Latin America	3

Other elective history courses

HIS 150	Introduction to Women's Studies	3
HIS 322	Cultural Geography	3
HIS 323	Geography and the Environment	3
HIS 395	Special Topics	1-5
HIS 495	Special Topics	1-5
HIS 499	Independent Study	1-3

Outcomes

1. Demonstrate understanding of some significant historical concepts, events, people, and themes. 2. Demonstrate understanding of how historians think and approach the past using debate or argument. 3. Apply historical methods to historical problems, including how changes occurred over time, in research, writing, and presentation. 4. Articulate understanding of diversity within and among past cultures and societies. 5. Demonstrate the application of historical approaches to historical issues and problems in written English and American Sign Language. 6. Demonstrate ability to contextualize and evaluate primary and secondary source evidence.

Minor in History

Students who wish to minor in History must have a 2.0 GPA for admission. Students with a minor in History must maintain a 2.0 GPA in History courses with no more than two grades of D+ or lower in minor courses.

Summary of Requirements

Required pre-minor courses 6 credits

HIS 101	World Civilization I	3
HIS 102	World Civilization II	3
	Or	
HIS 111	American History I	3
HIS 112	American History II	3

Required history course 3 credits

HIS 287	Research Methods in History	3

Elective courses 9 credits

	Choose any three history courses from any of the other required or elective courses under the history major track.	

Minor in Documentary Studies

This is a 16-credit interdisciplinary program. The foundational and core course is HIS 334: *Introduction to Documentary Film*. In addition students will choose four elective courses from a list of 26 undergraduate courses. Students may not choose more than two courses from the same program or discipline. Since Documentary Studies is grounded in historical research, the product may be in different formats including film, new media, exhibition, or other digital formats. There will also be a 1-credit capstone course **Documentary Capstone** that serves as a portfolio and assess students' understanding and underpinnings of *documenting* and *documentary*.

At the conclusion of the 16-credit program, students will have a portfolio of media products stored digitally. They will complete an exit interview with the Director or chair of the Documentary minor program. This exit interview serves as an assessment of the student's academic progress within the minor.

Summary of Requirements

Required pre-minor courses 3 credits

HIS 334	Introduction to Documentary Film	3

Required course 1 credit

	Documentary Capstone (1)	

Elective courses 12 credits

Choose four courses. Students may not take more than two courses per discipline.

ART 131	Beginning Photography	3
ART 135	Digital Media I	3
ART 224	Digital Media II	3
ART 232	Intermediate Photography	3
ART 363	Photojournalism	3

ART 392	Studies in Graphic Design	3
ART 450	Studies in Art History: [topic to be specified]	3
BUS 490	Entrepreneurship: New Venture Planning	3
COM 280	Group Communication	3
COM 440	Intercultural Communication	3
DST 203	Introduction to Cultural Studies	3
DST 314	Oral Traditions in the Deaf Community	3
DST 401	Black Deaf People's Studies	3
DST 402	Deaf Women's Studies	3
ENG 250	Introduction to Public and Professional Writing	3
ENG 375	Media Literacy	3
ENG 380	Business and Technical Writing	3
ENG 385	Fundamentals of Journalism	3
ENG 399	Introduction to Methods of Literary Study	3
HIS 287	Research Methods in History	3
HIS 331	History of the American Deaf Community	3
HIS 332	History of Mass Media and the Deaf Community	3
HIS 340	Nineteenth Century American Deaf History	3
THE 341	Introduction to Performance Translation	3
THE 342	Play Creation Lab	3
THE 478	Directing Lab	3

Outcomes
SLO 1: Students will examine the field of documentary studies and identify the principal ethics and theories regarding the study of lived experience and the processes of documentary creation.
SLO 2: Students will integrate methodologies of critical inquiry from across disciplines to produce and present effective research projects using various forms of media.
SLO 3: Students will demonstrate competence in the use of media technologies to produce and present visual (ASL) and written (English) ideas for diverse audiences and contexts.
SLO 4: Students will produce a portfolio of documentary work as evidence of creative, technical, and critical skills, which include film, photography, digital media, oral history and/or other forms of documentary expression.

Honors Program

The Honors Program provides students with opportunities to advance their education through challenge, innovation, and community. Honors is ideal for students wishing to maximize their competitiveness for top-tier graduate programs or employers and to develop confidence and the whole-person skills needed for professional success.

Honors students have succeeded in dramatic fashion, with University Honors graduates admitted to the graduate school of their top choice for either master's, doctoral, or J.D. programs and often with sizable scholarships/fellowships. Their schools range from The George Washington University's Department of Political Science, the University of Rochester's Department of History, Educational Neuroscience at Gallaudet University, and George Mason University's Public History (Museum Studies) program to the Pacific School of Religion (Social Transformation program), Yale Divinity School, the University of Rochester School of Medicine and Dentistry, the University of Maryland School of Library Science, the University of Virginia School of Law, the Columbia University School of Social Work, and Texas A&M (Statistics), University of Texas, Austin (Accounting), and The College of William and Mary (American Studies).

We seek out students who are driven to succeed academically and professionally and who commit to personal and social transformation leading to a global society of inclusive diversity. To these ends, students may apply for opportunities for funding for academic development and may join in leadership or service activities both on and off campus including presentations at conferences. Students who are accepted into the Honors Program are eligible for one of the top two merit scholarships, President's Honors and President's Distinguished Honors.

Additional details are available on the Honors Program website.

Mission

The Gallaudet University Honors Program provides advanced teaching and mentoring to a diverse group of motivated and capable students. Our program integrates in-depth academic preparation, individualized academic offerings, and professionalism. Each student in Honors is a part of a larger community of scholars seeking continual improvement. In that spirit, our program cultivates personal and systemic transformation contributing to a diverse national and global society. Students who complete the University Honors Capstone demonstrate they are best

prepared for a complex and changing world. University Honors graduates possess the advanced skills, knowledge, and integrity conducive to life-long learning, creativity, and civic-minded service.

Honors Requirements

Good Standing

The Gallaudet Honors Program is a learning community for the most academically capable and motivated students. The overall goal is to foster skills, work habits, and attitudes conducive to future achievement and lifelong learning. To this end, the program focuses on rigorous, challenging, and innovative interdisciplinary curricular offerings as well as connections between curricular and co-curricular activities such as service learning and civic life. The successes of the program's innovations may be replicated for all students. Students are considered in good standing in the Honors
Program if they have a cumulative GPA of 3.2 or greater or a semester GPA of 3.2 or greater for those returning to good standing.

Students in good standing have active status. New students also are considered active during their first semester although they do not have a GPA yet. Students who are on probation for one semester because their cumulative GPA has fallen below 3.2 are still considered to have active status for this purpose.

To graduate with University Capstone Honors, a minimum cumulative GPA of 3.4 is needed.

General Education Honors

General Education Honors requires completion of all Honors requirements to be taken with a grade of B or better; if not, courses must be retaken assuming good standing in the program remains intact.

Core: EXPERIENCE (total of 18 credits - see Core curriculum page for details)

For Honors students, 6 of the 18 Core: EXPERIENCE credits must be specific honors courses:

Honors students take VEE 102H instead of VEE 102 and ENG 175H instead of GSR 102.

(ENG 175H is the required English pathway for Honors students. A waiver of GSR/ENG 102 for English placement or transfer credit does not waive ENG 175H for Honors students as ENG 175H includes more advanced course content than GSR/ENG 102; material here is also specific to Honors. However, completion of ENG 175H allows for taking courses that have GSR/ENG 102 as a prerequisite.)

Core: EXPLORE (total of 24 credits, 6 from each Area of Inquiry - see Core curriculum page for details)

For Honors students, 6 of the 24 Core: EXPLORE credits must be taken as either an Honors section, as designated by an H with the course number, or with an Honors Option Contract adding additional depth and instructional contact to a regular course as well as cultivating an Honors ethos of giving back to the class as they share their research. These 6 honors Core: EXPLORE credits must come from two different Areas of Inquiry.

Core: ENGAGE (participation milestones and 1 credit - see Core curriculum page for details)

Honors students will fulfill their engagement requirements in regular offerings from the Core: EXPLORE Curriculum. While this will not require a separate Honors section or Honors Option Contract, Honors students will be advised and expected to contribute to their engagement courses with the depth of their knowledge and experience as part of the Honors ethos of using their experience and research to give back to the community.

Students have the option of ending their Honors Program experience at this point should they wish to not continue to University Capstone Honors requirements; they will receive General Education Curriculum Honors on their transcript but not University Capstone Honors.

Transfer students with high credits that waive a large number of their Core Curriculum requirements may opt to begin their Honors Program experience by pursuing only University Capstone Honors. In most cases, if students are taking two or more Core: EXPLORE electives at Gallaudet, they will be required to do Honors Options Contracts or Honors designated sections with those courses.

University Capstone Honors

Upper Level Honors Option Contracts (minimum 6 Honors Credits):

Honors students must complete Honors Option Contracts in two upper level courses. These are typically 300 or 400 level courses with some exceptions made for courses at the 200 level that are not introductory courses. Upper level

contracts will be taken in courses related to disciplines supporting their eventual capstone project goals. Courses taken at other Consortium member institutions or Graduate courses may be substituted for these requirements with the approval of the Honors Director. A grade of B or better is required in all of the HON courses listed below; if not, courses must be retaken assuming good standing. For graduation, a minimum overall cumulative GPA of 3.4 is required.

University Honors Capstone Courses (6 Honors Credits):

The following sequence of courses should be taken starting the Spring semester the year before anticipated graduation in order to complete the Honors Capstone. Honors Capstone completion includes a public presentation and final approval by the Honors Council.

HON 487 – Proposal for University Honors Capstone – 3 credits
HON 488 – University Honors Capstone Progress – 1 credit
HON 489 – University Honors Capstone Completion – 2 credits
Total: 12 University Capstone Honors Credits.

Note: Students graduating with University Honors will also be expected to give a presentation to the campus community on their Capstone project. Those students who have met the requirements will have "University Honors" noted on their transcripts and a gold seal placed on their diplomas.

Sample Four Year Plan:

First Year	*Fall Semester*	• VEE 101 • ENG 175H
	Spring Semester	• VEE 102H • One Core: EXPLORE elective with an Honors Option Contract or designated Honors section • VEE 150 (may be taken in the second year)
Second Year	*Fall Semester*	• One Core: EXPLORE elective with an Honors Option Contract or designated Honors section
	Spring Semester	• One upper-level course with an Honors Option Contract • Finish Core: EXPLORE Elective requirements with Honors Option Contracts or designated Honors sections if not yet completed
Third Year	*Fall Semester*	• One upper-level course with an Honors Option Contract
	Spring Semester	• HON 487
Fourth Year	*Fall Semester*	• HON 488
	Spring Semester	• HON 489 • Completed University Honors Capstone approved by the Honors Council

University Capstone Honors for Online Degree Completion Program

The Gallaudet Honors Program is a learning community for the most academically capable and motivated students. The overall goal is to foster skills, work habits, and attitudes conducive to future achievement and lifelong learning. To this end, the program focuses on rigorous, challenging, and innovative interdisciplinary curricular offerings as well as connections between curricular and co-curricular activities such as service learning and civic life. The successes of the program's innovations may be replicated for all students. Students are considered in good standing in the Honors Program if they have a cumulative GPA of 3.2 or greater or a semester GPA of 3.2 or greater for those returning to good standing. A cumulative GPA of 3.4 is required for graduation.

Students in good standing have active status. New students also are considered active during their first semester although they do not have a GPA yet. Students who are on probation for one semester because their cumulative GPA has fallen below 3.2 are still considered to have active status for this purpose.

ODCP students are eligible for University Capstone Honors.

University Capstone Honors (12 credits)

Upper Level Honors Option Contracts (minimum 6 Honors Credits):

Honors students must complete Honors Option Contracts in two upper level courses. These are typically 300 or 400 level courses with some exceptions made for courses at the 200 level that are not introductory courses. Upper level contracts will be taken in courses related to disciplines supporting their eventual capstone project goals. Courses taken at other Consortium member institutions or Graduate courses may be substituted for these requirements with the approval of the Honors Director. A grade of B or better is required in all of the HON courses listed below; if not, courses must be retaken assuming good standing. For graduation, a minimum overall cumulative GPA of 3.4 is required.

University Honors Capstone Courses (6 Honors Credits):

The following sequence of courses should be taken starting the Spring semester the year before anticipated graduation in order to complete the Honors Capstone. Honors Capstone completion includes a public presentation and final approval by the Honors Council.

HON 487 – Proposal for University Honors Capstone – 3 credits
HON 488 – University Honors Capstone Progress – 1 credit
HON 489 – University Honors Capstone Completion – 2 credits
Total: 12 University Capstone Honors Credits.

Note: Students graduating with University Honors will also be expected to give a presentation to the campus community on their Capstone project. Those students who have met the requirements will have "University Honors" noted on their transcripts and a gold seal placed on their diplomas.

Sample Plan:

Semester 1 or 8-week 1	• One upper-level course with an Honors Option Contract
Semester 2 or 8-week 2	• One upper-level course with an Honors Option Contract
Semester 3 (spring)	• HON 487
Semester 4 (fall)	• HON 488
Semester 5 (spring)	• HON 489 • Completed University Honors Capstone approved by the Honors Council

Admissions to the Honors Program:

Students will be asked to interview with the program director and will be asked to supply information to justify their admission to the program. For more information, contact honors@gallaudet.edu.

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 entry-level interpreting work in a variety of settings. Settings include medical, educational, business, and government, interactions where there may be direct, relay, and/or Deaf/Blind interpretation. The department prepares graduates to interact and interpret effectively with deaf, hard of hearing, and hearing people, with an appreciation of diversity in a variety of communities in which they will work.

The program faculty are highly qualified and experienced with national and international reputations in the fields of interpretation and interpreter education. Publications and presentations based on faculty research and developmental work contribute to the advancement of knowledge in interpretation and interpreter education and of quality interpreting services in deaf and hearing communities. These endeavors also contribute to the advancement of knowledge in the fields of signed languages and spoken language interpretation, translation, linguistics and sociolinguistics. The BA in Interpretation (BAI) and MA in Interpretation (MAI) programs provide an interdisciplinary approach to interpretation, accompanied by a state-of-the-art interpreting laboratory and extensive fieldwork. The BA program focuses on face-to-face, interactive, community interpreting, and thus a dialogic approach to interpreting. The MA program focuses on both interactive and monologic approaches to interpreting with an increased emphasis on theory and research.

Declaring a Major

Requirements for Admission to a Major in Interpretation

Current Gallaudet University students: May apply for admission to the B.A. in Interpretation major. Criteria considered for admission in the B.A. in Interpretation includes:

- Must complete the pre-major courses of BIO 105, LIN 101, and INT 101
- Submission of a minimum of two letters of recommendation by current and/or former instructors/professors/employers. One letter should cite sign language skills.
- An ASLPI score of 3.0 or higher
- Official transcript with a 2.75 or higher cumulative grade point average
- Submission of an applicant's current language abilities in American Sign Language and English on Wepow video link that will be sent to you, following the instructions given in the B.A. in Interpretation application in Wepow.

Prospective hearing students not yet enrolled at Gallaudet University: May apply as a new hearing undergraduate with declared major in interpretation, with a BA in Interpretation Student Contract at Gallaudet.

- Submission of a minimum of two letters of recommendation by current and former teachers/professors/employers. One letter should cite sign language skills.
- An ASLPI score of 3.0 or higher.
- Official transcript with a 2.75 or higher cumulative grade point average in their recent education experience, whether in a high school or college.
- Submission of an applicant's current language abilities in American Sign Language and English, following the instructions given in the B.A. in Interpretation application DVD.

More information about the BA in Interpretation application process, with a BA in Interpretation Student contract, can be found at the undergraduate admissions website at http://www.gallaudet.edu/department-of-interpretation-and-translation/ba-program. Below is a list of criteria for certain groups of BA in Interpretation applicants:

- Incoming freshmen with 24 or fewer credits along with meeting the BA in Interpretation admissions requirements may need four years of undergraduate studies to complete their BA in Interpretation degree.
- Current undergraduate students and transfer students with 25-55 credits along with meeting the BA in Interpretation admissions requirements and some General Studies requirements may need three years of undergraduate studies to complete their BA in Interpretation degree.
- Current undergraduate students and transfer students with 56 or more credits and a successful completion of INT 101 Introduction to Interpreting (3), INT 223 Interactive Discourse Analysis (3), LIN 263 Introduction to the Structure of ASL (3), BIO 105 Introduction to Human Biology (4) and most General

Studies requirements, along with meeting the BA in Interpretation admissions requirements may need two years of undergraduate studies to complete their BA in Interpretation degree.

To continue in the program students are required to maintain grades of B or higher in all INT courses required for the B.A. in Interpretation major. Students are required, at their own expense, to successfully pass RID's National Interpreter Certification Knowledge written exam or RID's Certified Deaf Interpreter written exam by December 1 during their last academic year in the interpretation program. For test information, visit http://www.casli.org/national-interpreter-certification-exam-nic/.

BA in Interpretation Students with Transfer Credits

If you are a transfer student, following is information on a transfer student and financial assistance. With a transfer student's three years of undergraduate studies at Gallaudet University, the maximum number of transfer credits for requesting a financial assistance is 56 transfer credits. With a transfer student's two years of undergraduate studies at Gallaudet University, the maximum number of transfer credits for requesting a financial assistance is 80 transfer credits. If the number of your transfer credits is above the maximum number, you can work with your BA in Interpretation advisor to determine which transfer credits will be counted towards your Gallaudet graduation degree. Any interpretation course transferred from another college or university to waive a certain INT course at Gallaudet must have a grade of "B or better.

Deaf and Hard of Hearing BA in Interpretation Applicants

When Deaf and hard of hearing BA in Interpretation applicants are accepted as new undergraduate students at Gallaudet, they then can apply for the BA in Interpretation program and declaring major in interpretation. Information on the undergraduate application can be found at the undergraduate admissions website www.gallaudet.edu/admissions. Information on the BA in Interpretation application process can be found at the Interpretation Department website www.gallaudet.edu/department-of-interpretation-and-translation. The current Deaf and hard of hearing student who is interested in declaring a major in BA in Interpretation needs to go to this link.

Hearing BA in Interpretation Applicants

Hearing BA in Interpretation applicants can apply, as new hearing undergraduate with declared major in interpretation, with a BA in Interpretation student contract. Information about the BA in Interpretation application process, with a BA in Interpretation student contract, can be found here. Hearing BAI applicants who are current hearing undergraduate students without a declared major in interpretation (HUGs) at Gallaudet can apply for the BAI program and declaring major in interpretation by going to this link. Information about the hearing undergraduate program (HUG) can be found at the undergraduate admissions website Hearing Undergraduate Students.

Undergraduate Majors offered:

B.A. in Interpretation

The BA program focuses on face-to-face, interactive, community interpreting, and thus a dialogic approach to interpreting. Students apply for admission to the BA in Interpretation major as freshmen or after acceptance to Gallaudet University as a transfer student. The students may transfer their interpreting course(s) from another college if they have the grade of B or better, and approved by Gallaudet University Registrar Office. Refer to the department page for details on Requirements for Admission to a Major in Interpretation. All applicants must have a score of 3 or higher on the ASL Proficiency Interview (ASLPI) to be accepted into the program. They will then be eligible to enroll in INT 325 and higher levels of INT courses. To continue in the program, students are required to maintain a B or higher in all INT courses required for the BA in Interpretation major.

For the BAI Program of Study, please refer to below and the BAI Program Outcomes.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	13
Major and Related Courses	39
Free Elective Courses	25
TOTAL	120

Required pre-major courses 13 credits

BIO 105	Introduction to Human Biology	4
INT 101	Intro to Interpreting	3
INT 223	Interactive Discourse Analysis	3

LIN 101	Sign Language & Sign Systems	3

Required major courses 33 credits

INT 325	Fundamentals of Interpreting	3
INT 340	Interpreting Interaction: Translation and Consecutive Interpretation	3
INT 344	Interpreting Interaction: Medical	3
INT 346	Field Experience I: Discourse and Application	3
INT 443	Interpreting Interaction: Education	3
INT 453	Interpreting Interaction: Business-Government	3
INT 455	Field Experience II: Practicum	3
INT 492	Senior Seminar Project	3
INT 494	Field Experience III: Senior Internship	9

Required related courses 6 credits

DST 311	Dynamics of Oppression	3
LIN 263	Introduction to the Structure of American Sign Language	3

Recommended elective courses

ASL 270	ASL and English: Comparative Analysis	3
BIO 203	Anatomy and Physiology for Human Service Majors	4
BUS 211	Management and Organizational Behavior	3
COM 290	Public Presentations	3
DST 204	Deaf Culture	3
EDU 250	Introduction to Education and Teaching	3
INT 501U	ASL and English Translation: Skills Development I	3
INT 502U	ASL and English Translation: Skills Development II	3
INT 503U	DeafBlind Interpreting I	3
INT 504U	DeafBlind Interpreting II	3

Outcomes

Graduates of the Interpretation Program apply academic, professional, and world knowledge to the choices and decisions they make while interpreting.

Graduates of the Interpretation Program demonstrate an understanding of multi-cultural approaches to the work of interpretation and are able to demonstrate effective bi-lingual and bi-cultural practices within their work and with diverse populations.

Graduates of the Interpretation Program assess and analyze their own competencies for interpreting in relation to a variety of interpreting settings and in relation to a variety of participants in interpreted interactions.

Graduates of the Interpretation Program effectively interpret face-to-face encounters in dialogic/one-on-one and small group settings with a variety of participants.

Graduates of the Interpretation Program apply professional standards, practices, and ethics, not limited to the tenets of the Code of Professional Conduct, to their work.

Graduates of the Interpretation Program effectively conduct a small research project on topics related to interpretation.

Graduates of the Interpretation Program demonstrate professional boundaries with consumers, with respect and tact.

Liberal Studies

B.A. in Liberal Studies

The Liberal Studies major provides students with a flexible, customizable course of study toward a bachelor's degree. It consists of a tool-kit of foundational skills, along with one's choice of concentration areas. The foundational courses taken by all LST majors target analysis of reasoning and data, as well as global awareness. Students attain career readiness via an internship experience, and the major culminates with a bilingual interdisciplinary capstone to integrate learning. Beyond these common elements, students choose a concentration: Build-a-Bison. Concentrations are built from modular elements, such as minors and microcredentials, or from selections of courses from various disciplines. Build-a-Bison is the more free-ranging option, where students can choose modules from across the curriculum. Other concentrations provide more defined emphases and structure, while still allowing room for innovation.

Summary of Requirements

	2025-2026
Core Curriculum	43
Required LST Coursework	12-13
Required Concentration Courses	36+
Free Elective Courses	28-29
TOTAL	120

All Gallaudet students must earn a GPA of at least 2.0 to graduate. Beyond this, the Liberal Studies major does not require any particular GPA. However, some Gallaudet minors do have minimum GPAs. LST students need to satisfy all requirements of the minor(s) that are included in their concentration, including any GPA requirements.

To declare a Liberal Studies major, complete ASL 125 and ENG 102, or equivalents, and consult with your Academic Advisor and the LST Program Director.

Foundational Coursework

Choose one reasoning/rhetoric analysis course (3 credits) from:

ENG 375	Media Literacy	3
PHI 104	Critical Reasoning	3

Choose one data analysis course (3 credits) from:

ASL 304	ASL Data Analysis and Applications I	3
DAS 101	Introduction to Data Analysis	3
SOC 334	Introduction to Methods of Social Research	3

Choose one global awareness course (3 - 4 credits) from:

FRE 111	Basic French I	4
REL 320	Religions in Africa	3
SPA 111	Basic Spanish I	4
WLC 101	Mexican Deaf Culture and Language I	3
WLC 102	Mexican Deaf Culture and Language II	3
WLC 315	Contemporary African Issues	3

Other courses with strong global content may also qualify; consult with the LST program director. Students may satisfy the global awareness requirement with a COIL course or study abroad experience.

Concentration

Build-a-Bison Concentration

- Complete any two Gallaudet minors (minors range from 15 to 30 credits; the majority are 18 - 21 credits)
- Two 9-credit microcredentials may substitute for one of the above minors.
- While any minors or microcredentials may be chosen, remember, you will need to draw connections between them in your capstone!

Concentration credits must add up to at least 36.

Internship and Capstone (3 credits)

- Internship (0+ credits)
- LST 400 Liberal Studies Capstone (3 credits) Each student will create a capstone project that integrates methodologies of the disciplines included in their concentration to address a central question or issue. Capstone activities may vary, from creative endeavors to research projects to literary analyses. But all must result in substantial, sophisticated bilingual (signed and written) products. Prerequisite: LST major, permission of LST program director

Outcomes
Critically analyze reasoning, evidence, and data, to address complex issues. [GU SLOs: Critical Thinking, Digital Awareness, Science Literacy]
Demonstrate competence in the methods of more than one discipline, using them flexibly to solve problems. [GU SLO: Critical Thinking]
Apply skills in ASL and English to create an interdisciplinary capstone project. [GU SLOs: Critical Thinking, Bilingualism]
Demonstrate job readiness by satisfactory completion of an internship. [GU SLO: Career Readiness]

Linguistics

Linguistics offers a minor in Linguistics as well as masters-level and doctoral programs.

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

Typical linguistics degree programs at other universities focus exclusively on spoken languages. In our program, students study both spoken and signed languages, with considerable emphasis on ASL. This provides students with a broad understanding of language with a specialist's understanding of ASL.

While the Linguistics program does not have an undergraduate major, undergraduate students can design a **self-directed major in a linguistics-related field**. If interested, please make an appointment with Dr. Deanna Gagne, Undergraduate Linguistics Program Coordinator (deanna.gagne@gallaudet.edu).

Undergraduate Minors offered:

Minor in Linguistics

Students and faculty in the Department of Linguistics share an abiding interest in the study of American Sign Language (ASL). The ongoing, innovative research carried out by the linguistics faculty and students contributes substantially to what is known about the structure and use of sign languages. Students of linguistics are well trained and educated to excel in professional and academic careers. ASL is not only the subject of faculty and student research, but also the language of communication in the classroom.

The Minor in Linguistics offers undergraduate students in any major a basic foundation in linguistics and a structured exploration of a variety of topics in linguistics that are of direct relevance to their chosen fields of study. Contact the Undergraduate Program Coordinator to discuss how a Linguistics Minor can benefit you.

The Minor requires 6 pre-minor credits and 12 credit hours of coursework. To continue and graduate with a Minor in Linguistics, a student must maintain a minimum cumulative GPA of 3.0 in all Linguistics courses.

Summary of Requirements

Required pre-minor courses 6 credits

LIN 101	Sign Language & Sign Systems	3
LIN 263	Introduction to the Structure of American Sign Language	3

Required minor courses 6 credits

LIN 301	Introduction to Phonology and Morphology	3
LIN 302	Introduction to Syntax and Discourse	3

Note that LIN 301 is offered annually in the fall, and LIN 302 is offered annually in the spring.

LIN elective courses 6 credits

Choose two 400- or 500-level LIN courses. At least one LIN elective should involve student research, such as collection of linguistic data or analysis of collected data. Elective offerings vary each semester; consult with the LIN program coordinator to plan your LIN electives.

LIN 480	Linguistics Research Experience	3
LIN 522U	Psycholinguistics of Sign Languages	3
LIN 525U	Cognitive Linguistics and Translation	3
LIN 537	Depiction, Iconicity, and Gesture	3
LIN 541U	Introduction to Sociolinguistics	3
LIN 555U	Applied Linguistics as Engaged Research	3
LIN 571U	Field Methods	4
LIN 572U	Language Documentation	3
LIN 573U	Corpus Linguistics	3
LIN 595U	Special Topics	1-3

Outcomes

1. Critical thinking: Analyze linguistic constructs, claims, and conclusions, demonstrating critical thinking skills
2. Argumentation: Produce logical argumentation in both ASL and English, formulating and supporting their claims as appropriate in the field of linguistics
3. Writing: Use technical writing, as practiced in the field of linguistics
4. Education: Demonstrate a working knowledge of pedagogical materials from the field
5. Communication: Display expressive and receptive competency in the academic uses of ASL and English

Philosophy and Religion

The department offers minors in ethics and philosophy, and coursework in religion. Whether studying in ethics, philosophy or religion, students in these programs develop:

- the ability to think critically, especially with respect to problem solving and analyzing arguments;
- the ability to express themselves clearly and persuasively in signed and written form; and
- knowledge of the literature, major figures, and issues of the discipline.

Many philosophy and religion courses satisfy Bison Core EXPLORE area requirements. Students who minor in ethics or philosophy will take five courses which will be chosen in consultation with a departmental advisor, based on the interest and objectives of the student.

Undergraduate Minors offered:

Minor in Ethics

Overview

Completing this minor will give students a solid understanding of the principles and methods of ethical evaluation, which will be helpful in their personal and professional decision making.

An ethics minor will complement majors that prepare students for careers in human services or public policy (e.g., social work, education, business, government) and will benefit students who plan go on to law school or to other endeavors which involve wrestling with questions of right and wrong.

A minor in ethics would also benefit students with natural or social science majors. Current trends in scientific education emphasize awareness of the ethical, legal, and social implications of one's work. An ethics minor would demonstrate that one has the training to deal with such matters.

Requirements

Students who minor in ethics will choose from an array of courses that apply critical thinking skills to issues of right and wrong.

Summary of Requirements

Required philosophy course 3 credits

PHI 257	Moral Philosophy	3

Elective philosophy courses 9 credits

Choose three courses:

PHI 190	Animal Rights	3
PHI 240	Applied Ethics	4
PHI 255	Ethics in Popular Culture	3
PHI 288	Feminism	3
PHI 290	Ethics and Health Care	3
PHI 318	Social and Political Philosophy	3
PHI 320	Topics in Ethics	3
PHI 359	Philosophy of Criminal Punishment	3
PHI 450	Bioethics and the Deaf Community	3

Elective religion course 3 credits

REL 201	World Religions	3
REL 355	Religion in American Society	3
	With approval of the Philosophy and Religion program coordinator, one course that focuses on ethics/values from another discipline, or one additional philosophy course, may be substituted for one of the elective philosophy or religion courses.	

Minor in Philosophy

Summary of Requirements

Required minor courses 6 credits

Choose one philosophical methods course:

PHI 150	Introduction to Philosophy	3
PHI 201	Introduction to Logic	3

Choose one history of philosophy course:

PHI 311	History of Ancient and Medieval Philosophy	3
PHI 312	History of Renaissance and Early Modern Philosophy	3
PHI 313	History of Late Modern and Contemporary Philosophy	3

Elective philosophy courses 9 credits

Choose three philosophy courses:

	Any philosophy course may be counted as an elective toward the philosophy minor.	

Physical Education and Recreation

Physical Education and Recreation (PER) offers a major in physical education and recreation, and minors in athletic coaching and sport management at the undergraduate level. In an era in which health care costs have become one promoting the largest single expenditures in the United States, physical activity and active lifestyles are paramount to health and wellness.

The PER major prepares students to become leaders in promoting health-enhancing and leading physical activities. Students acquire professional content knowledge and develop skills in planning, leading, and managing recreation, sports, and physical activity programs in a variety of settings. The major program reinforces Gallaudet University's unique approaches to bilingual communication that accommodate Deaf, hard of hearing and hearing individuals.

Graduates are prepared for entry-level positions in the areas of physical education, recreation, sport and health/fitness industries. Student majors are required to complete two internship experiences. Fieldwork opportunities are available to work alongside recreation, after school, summer youth, athletic trainers, fitness, and strength/conditioning personnel.

Students interested in pursuing teacher certification will need additional courses and practicum experience beyond the PER major. Additionally, the undergraduate program can prepare students to pursue graduate studies.

Graduates, who have tailored their programs and work experiences to market opportunities, have done well in securing relevant career positions. It is the Department faculty's goal to develop and maintain close ties to the profession to assist students in becoming leading candidates for jobs upon graduation.

Declaring a Major

Requirements for Admission to a Major in Physical Education and Recreation

Students seeking admission to a major in Physical Education and Recreation must satisfy the following minimum criteria:

- A cumulative GPA of 2.3
- Completion of PER 110, PER 120, and BIO 105 with a grade of C or better.
- Acceptance as a PER major. The Department had adopted a formal application process that requires a student to: complete an application checklist and submit an up-to-date transcript.
- To continue and graduate as a Physical Education and Recreation major, a student must maintain: (1) a minimum cumulative GPA of 2.3; and (2) a grade of “C” (73%) or higher in all PER required and related courses. Students not receiving a grade of “C” or better in a major course must repeat the course.

Application deadlines are set once in the fall and once in the spring semester. Applications received by these deadlines are reviewed by the Department's PER Major Admission Committee. Students accepted to the major will be assigned an academic advisor within the Department. Students not admitted to the major may reapply by submitting, at the next application deadline, new application materials for reconsideration.

Students interested in pursuing the physical education and recreation major should consult the Department's website and meet with the Department Chair or Contact Person for Majoring in PER as early as possible, preferably during their first year. Transfer students interested in the major must also meet with the Department Chair or Contact Person for Majoring in PER to discuss acceptance into the major.

Early contact with the Department will assist students in developing their application to the major and planning a path to graduation. The major follows a progressive sequence necessary to meet upper-level course pre-requisites. Planning course sequencing is best accomplished with a Department faculty advisor's assistance.

Some courses in physical education and recreation require the use of specialized safety equipment for participation. Students are required to procure, at their expense, all supplies outlined on the course syllabus and have these in-hand in the classroom by the second week of the semester. Students who fail to have materials needed for instruction will risk being administratively dropped from the course or asked to withdraw (WD).

Undergraduate Majors and Minors offered:

B.S. in Physical Education and Recreation

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	10
Major and Related Courses	52-54
Free Elective Courses	13-15
TOTAL	120

Required pre-major courses 10 credits

To be taken during the freshman or sophomore year:

BIO 105	Introduction to Human Biology	4
PER 110	Wellness	3
PER 120	Foundations of Physical Education and Recreation	3

Required physical education and recreation major courses 51 credits

BIO 203	Anatomy and Physiology for Human Service Majors	4
PER 200	Leading Physical and Recreation Activities	3
PER 201	Outdoor Experiential Learning	2
PER 202	Fundamental Movement	2
PER 203	Concepts and Skills of Sports	2
PER 204	Concepts and Skills of Physical Fitness	2
PER 205	Concepts and Skills of Racquet Sports	2
PER 232	Motor Learning	3
PER 275	Practicum	1
PER 341	Kinesiology	3
PER 350	Event Planning and Management	3
PER 370	Physiology of Exercise	3
PER 386	Teaching Physical Education and Wellness in Elementary Schools	3
PER 390	Teaching Physical Education and Wellness in Secondary Schools	3
PER 400	Measurement and Evaluation in Physical Education and Recreation	3
PER 410	Management of Physical Education, Recreation and Sports	3
PER 440	Adapted Physical Education and Recreation	3
PER 490	Physical Education and Recreation Capstone	3
PER 491	Internship in Physical Education and Recreation	3

Required physical education and recreation major elective course 1-3 credits

Choose one course:

PER 223	Aquatic Activities	1
PER 235	Lifeguard Training	3
PER 238	Methods of Water Safety Instruction	3

Free elective courses 19-21 credits

Students choose courses offered by the Department of Physical Education and Recreation or by other academic departments in consultation with their major advisors.

BIO 233	Human Anatomy and Physiology I	4
BIO 251	Nutrition	3
BUS 101	Introduction to Business	3
COM 280	Group Communication	3
COM 290	Public Presentations	3
EDU 250	Introduction to Education and Teaching	3
LIN 101	Sign Language & Sign Systems	3
PER 221	Sports Activities	1
PER 222	Outdoor Activities	1
PER 224	Physical Fitness Activities	1
PER 345	Care and Prevention of Athletic Injuries	3
PER 383	Intramurals and Officiating	3
PER 387	Athletic Coaching	3
PER 495	Special Topics	1-5
PHS 101	Foundations of Public Health	3
PHS 203	Introduction to Personal and Community Health	3
PSY 101	Introduction to Psychology	3
PSY 317	Health Psychology	3
PSY 325	Sports Psychology	3
SWK 318	Human Diversity	3
THE 250	Dance and Fundamental Movement Activities	1
THE 315	History of Dance	3
THE 325	Choreography	3

THE 435	Dance Production	3

Minor in Athletic Coaching

The minor program provides students with the basic competencies to coach in youth sport environments and at the interscholastic level. Students must enroll in PER 200 and attain a grade of "C" or better in all required courses to continue in the program.

Summary of Requirements

Required

PER 200	Leading Physical and Recreation Activities	3
PER 204	Concepts and Skills of Physical Fitness	2
PER 232	Motor Learning	3
PER 345	Care and Prevention of Athletic Injuries	3
PER 387	Athletic Coaching	3
PER 460	Practicum in Athletic Coaching	3

Subtotal: 17

Minor in Sport Management

The minor program in sports management is designed to give a student the opportunity to complement their major program of study (such as business, communications, information technology, physical education and recreation). This minor program, open to students of any major, provides the basic competencies to manage sport activities/programs/services in various settings. Students will be prepared for sports-related careers such as athletic directors, sport program managers, intramural coordinators, and sports organization administrators.

In order to declare a sport management minor, a student must meet with the Coordinator of Sport Management Minor Program. Students who declare the minor must enroll in PER 120 as an introductory course and they must receive a grade of "C" or above in each course noted below to continue in the minor program.

Summary of Requirements

Required sport management courses 18 credits

PER 120	Foundations of Physical Education and Recreation	3
PER 350	Event Planning and Management	3
PER 383	Intramurals and Officiating	3
PER 400	Measurement and Evaluation in Physical Education and Recreation	3
PER 410	Management of Physical Education, Recreation and Sports	3
PER 450	Sport Management Practicum	3

Psychology

Psychology is a scientific field concerned primarily with human behavior and related sensory, motor, cognitive, and physiological processes. The subject matter of psychology covers a wide range of topics related to many career objectives. As a major, it can prepare students for graduate study in various areas of psychology, education, or counseling, and for careers in teaching, counseling, research, and administration or supervision in educational or institutional settings. The department provides students with information in the various areas of psychology, which should increase their understanding of themselves and others and enable them to apply scientific methods to the solution of problems. The Department of Psychology at Gallaudet University has existed for more than 60 years, originally teaching aspects of this field to undergraduate students. In 1978, a graduate program in school psychology was established to train psychologists interested in working in educational settings with deaf and hard of hearing students (as well as with hearing students). In 1990, a doctoral program in clinical psychology began to train graduate students in clinical and research skills applicable to hearing and deaf populations, but with a focus on deaf and hard of hearing individuals. The department offers graduate degrees in school psychology and clinical psychology. The clinical psychology program offers a doctoral degree (Ph.D.), which includes a master's degree (M.A.); the school psychology program offers a specialist degree (Psy.S.) in school psychology, which includes a master's degree (M.A.) in developmental psychology. The department currently has 15 full-time faculty plus several adjunct and part-time faculty members. Faculty are active in graduate and undergraduate teaching, research, and various professional and service activities. Students and faculty often engage in collaborative research efforts with other academic departments and with the Gallaudet Research Institute.

Honors in Psychology:

The department offers a special honors program for majors that provides an opportunity for academically qualified students to graduate with distinction in psychology. The program consists of:

- At least three Honors Option courses in which the student does a special honors project in a regular course.
- A Senior Honors Seminar, and
- An independent research project under the supervision of a faculty member.

The honors program is open to students with junior class standing, an overall GPA of at least 3.3, and a GPA of 3.5 in psychology courses.

Psi Chi Honor Society:

Psychology majors and minors are eligible to apply for membership in Psi Chi, the national honor society in psychology. A chapter of Psi Chi was established at Gallaudet in 1997. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship in all fields, particularly in psychology, and to advance the science of psychology. To receive the honor of Psi Chi membership, students must:

- Have a GPA of at least 3.0 in psychology courses as well as in their overall cumulative GPA, and be in the upper 35% of their class in general scholarship;
- Have completed at least three semesters of the college curriculum;
- Have completed nine semester hours of psychology courses;
- Have high standards of personal behavior;
- Have a two-thirds affirmative vote of those present at a regular meeting of the Psi Chi Chapter.

Declaring a Major

Requirements for Admission to a Major in Psychology

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

- PSY 101 Introduction to Psychology

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

Undergraduate Majors and Minors offered:

B.A. in Psychology

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related Courses	46-47
Free Elective Courses	27-28
TOTAL	120

Students wishing to declare a Psychology major must have an overall GPA of at least 2.5 and completed PSY 101 or equivalent with a "C" or better. To continue in the Psychology major, a student must maintain a minimum GPA of 2.5 in major courses.

Required pre-major courses 3 credits

PSY 101	Introduction to Psychology	3

Required courses 31-32 credits

BIO 105	Introduction to Human Biology	4
PSY 210	Lifespan Development	3-4
PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3
PSY 324	Cognition	3
	Or	
PSY 358	Social Psychology	3
PSY 341	Research Design and Analysis I	3
PSY 342	Research Design and Analysis II	3
PSY 350	Internship Seminar	3
PSY 451	Internship I	3-6
PSY 486	Senior Capstone: Current Issues in Psychology	3

Any courses taken beyond the 31 credits required can be counted towards Elective Psychology courses:

Elective Psychology courses 15 credits

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

PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 316	Bullying: From Childhood to Adulthood	3
PSY 317	Health Psychology	3
PSY 319	The Psychology of Exceptional Children	3
PSY 325	Sports Psychology	3
PHS 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PSY 411	Psychology of Personality	3
PSY 424	Neuropsychology	3
PSY 434	Methods of Therapy Emotional Disturbance	3
PSY 441	Learning Theories and Applications	3
	Or	
EDU 323	Educational Psychology	3
PSY 447	Psychological Tests and Measurements	3
PSY 448	Psycholinguistics	3
PSY 452	Internship II	3-6
PSY 453	Internship III	3-6
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
PSY 495	Special Topics	1-5
PSY 499	Independent Study	1-3
COU 330	Introduction to the Counseling Profession	3-4
PHI 290	Ethics and Health Care	3
SOC 151	Introduction to the Criminal Justice System	3

Minor in Psychology

Students must complete all pre-minor and minor courses with a "C" or better. In addition, students wishing to declare a Psychology minor must have an overall GPA of at least 2.5.

Summary of Requirements

Required pre-minor courses 3 credits

PSY 101	Introduction to Psychology	3

Required psychology courses 9 credits

PSY 210	Lifespan Development	3-4

PSY 270	Psychology and Deaf People	3
PSY 321	Abnormal Psychology	3

Elective psychology courses 9 credits

Choose any three psychology courses in consultation with the department.

Self-Directed Major

Students who discover they have a highly specific career plan that requires a specific degree or a unique combination of courses may benefit from the self-directed major. The self-directed major is designed to maximize opportunities for students to tailor their education to better achieve their post-graduate outcomes.

Requirements for admission to the Self-Directed Major program:

- A B or higher in ASL and English courses required for the Core Curriculum, or equivalent for transfer students.
- A GPA of 3.0 or better
- A copy of your Gallaudet and relevant unofficial transcripts;
- No fewer than three semesters from planned graduation;
- Must adhere to the Senior Year Residency policy; and
- A proposed course plan.
    - The course plan should include a sequence of 36-45 credit hours that includes at least 24 credits from upper level courses, possibly including a capstone course and internship course. The course plan with upper-level courses must be distinct from an existing degree program. Self-Directed Major students, with support of their academic advisor(s), may determine a capstone course possibly housed in the academic program where a majority of SDM courses are housed. They have the option of taking two capstone courses from two different academic programs. They should also pursue an internship opportunity.
    - The proposed degree name must not replicate an existing name of a degree program.
    - A maximum of two courses may be independent study. Students should provide the course topics and descriptions and identify possible instructors.
    - A maximum of two courses may be completed through the consortium or external institutions. In special circumstances a third course is needed, please include an explanation for it and how it meets the SDM goals. Students should provide a

menu of acceptable consortium courses in case the first choice course is not available.

  - Each student is expected to complete at least one internship relevant to their SDM studies. Students should provide a detailed description of the kind of internship they will seek. This description can include desired organization/companies, skills they would want to develop, or a specific sub-area of their major they are interested in.

  - A maximum of 15 upper level credits in a proposed major may be courses they have already completed prior to applying for a SDM.

- A carefully composed essay in ASL or English outlining the applicant's educational goals, and why traditional majors or double majors will not meet these goals along with a justification of the selection of courses, internships, and other components used for the Self-Directed Major. Make sure to include information about whether a vocational rehabilitation counselor would approve the SDM and whether the graduate school or prospective employer would accept the SDM.

- Approval of chosen self-directed major advisor(s).

- Approval of the self-directed major committee.

Self-Directed Majors must maintain a 3.0 GPA to remain in the program. Faculty advisors will monitor the academic direction and quality of work and effort with the major.

Any changes to the student's course plan (including internships and consortium courses) must be approved by the self-directed major committee in advance. (If last-minute changes are necessary, the committee will rush decisions during add/drop week.) Changes independently undertaken by the student or their faculty advisor(s) without prior approval may not count towards graduation.

Students who are not approved by the Self-Directed Committee may appeal to the Dean of the Faculty. A one-page letter in ASL or English should be submitted to the Dean of the Faculty within ten academic days (excluding weekends and holidays). The Dean of the Faculty shall respond with a decision within ten academic days.

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

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 offers both Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in biology, chemistry, and mathematics, as well as a minor in Data Science in addition to other minors. Degrees in information technology and in public health include the B.S. and a minor. The Data Science minor is meant to accompany any major at Gallaudet and prepare students to deal with big data. The B.A. degree programs are designed for students who are seeking employment immediately after college, or as a second major for education majors who aim to become high school science and mathematics teachers. Our B.S. degree programs serve students who plan to continue on to further education, such as graduate, medical, dental or veterinary school. B.S. students are expected to take additional science and mathematics courses. The B.S. in public health prepares students for direct entry into the public health job market or for further graduate education. The Data Science minor provides students in any major a broad view of current techniques to extract relevant information from data. The degree requirements of the school reflect the interdisciplinary nature of modern science, technology, and mathematics.

School faculty are active in research in chemistry, pure and applied mathematics, data science, public health, accessible information and communication technology, epidemiology, immunology, genetics, pharmacology, ecology, and science education. Students and faculty engage in collaborative research efforts on and off campus. The school also conducts external grant-funded research with internships for students during the academic year and summers through the Center for Science and Technology

Research (CSTR) and the Technology Access Program (TAP). Combined with rigorous courses which emphasize the application of the scientific method to problem solving, and hands-on experimentation in laboratories of the natural, physical, and computer sciences, this approach prepares students for the challenges of an increasingly competitive workplace.

Pre-Medical Program: Gallaudet University supports undergraduate students considering medical school through our Pre-Medical (Pre-Med) Program. This program consists of several elements:

- Pre-med advising
- Pre-med related courses
- Availability of on and off-campus internships in biology, chemistry and other medical-related fields
- Pre-med workshop (including Medical College Admission Test (MCAT) preparation)

Undergraduate students participating in the pre-medical program, which supports preparation for medical school entry, must still select one of the traditional majors offered at Gallaudet; they may also apply for a self-directed major as explained under 'Self-Directed' in this catalog.

Biology

The Biology Program at Gallaudet offers excellent undergraduate programs for students in the biological sciences. Program faculty also manage the Molecular Genetics Laboratory, a new research initiative with laboratory facilities completed in 2008. Biology is a rapidly evolving field that has become increasingly cross-disciplinary in recent years. The explosion of knowledge of molecular techniques and of our ability to analyze and manipulate DNA has impacted every area of biology, from agriculture to medicine. The future promises expansion and application of this technology along with the potential to use it toward solving many of the world's most pressing problems.

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

Our Mission

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

Declaring a Major

Requirements for Admission to a Major in Biology

Students considering majoring in biology or a related field are advised to begin taking courses as early as possible, so that all the coursework can be completed for a timely graduation. For guidance feel free to consult with your academic advisor or with any of the members of our department. Freshmen should enroll in Principles of Biology for Science Majors (BIO 107-108). Freshmen intending to enter the B.S. degree program should also enroll in a mathematics course as well as General Chemistry (CHE 107-108 with laboratory 109-110).Before declaring a major in Biology, both B.A. and B.S. degree seekers must complete any math and English conditions, and must complete Principles of Biology for Science Majors I and II (BIO 107-108) with a grade of "C" or better.

Undergraduate Majors and Minors offered:

B.A. in Biology

Overview

The B.A. degree program is designed for majors who are seeking employment in the field immediately after college or as a second major for education majors who aim to become primary or secondary school biology teachers.

Students must complete Principles of Biology for Science Majors I and II (BIO 107 and BIO 109L, BIO 108 and BIO 110L) with a grade of C or better before declaring a major in biology.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	8
Major and Related Courses	50
Free Elective Courses	19
TOTAL:	120

Required pre-major courses 8 credits

BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 109L	Principles of Biology for Science Majors I - Laboratory	1
BIO 110L	Principles of Biology for Science Majors II - Laboratory	1

Required biology courses 11 credits

BIO 211	Genetics	4
BIO 241	Ecology	4
STM 403	Senior Capstone	3

Required chemistry courses 16 credits

CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1

Required mathematics course 6 credits

MAT 130	Precalculus	3
MAT 211	Biostatistics	3

MAT 130: Three hours count toward the general education math requirement.

Elective biology courses 17 credits

You may choose to build your own tracks from the following electives:

BIO 106	Medical Terminology	3
BIO 195	Special Topics	1-5
BIO 221	Microbiology	5
BIO 231	Zoology	4
BIO 233	Human Anatomy and Physiology I	4
BIO 242	Evolution	3
BIO 243	Botany	4
BIO 251	Nutrition	3
BIO 295	Special Topics	1-5
BIO 296	Research Experience I	1-3
BIO 321	Pathogenic Microbiology	5
BIO 333	Human Anatomy & Physiology II	4
BIO 341	Marine Biology	3
BIO 395	Special Topics	1-5
BIO 396	Research Experience II	1-3
BIO 404	Senior Capstone II	3
BIO 411	Human Genetics	3
BIO 495	Special Topics	1-5
BIO 496	Research Experience III	1-3
BIO 499	Independent Study	1-3
CHE 240	Computer Simulations in Natural Sciences	3
CHE 250	Introduction to Forensic Science	4
CHE 295	Special Topics	1-5
CHE 325	Biochemistry: Proteins and DNA	3
CHE 326	Biochemistry: Nutrients and Metabolism	3
CHE 327	Biochemistry Laboratory I	1
CHE 328	Biochemistry Laboratory II	1
CHE 520U	Pharmacology	2
CHE 521U	Pharmacology Laboratory	1
DAS 532U	Fundamentals of Geographic Information Systems	3
PHS 101	Foundations of Public Health	3

Other courses in STAMP above level 200 may count for electives.

Outcomes
Science Literacy: Engage in the scientific process to explore questions related to real-world phenomena, including the human experience; evaluate and communicate evidence and results derived from data analysis.
Critical Thinking: Find and integrate multiple sources of scientific knowledge within and across disciplines.
Digital Awareness: Use data and technology to represent scientific knowledge fairly and appropriately.
Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes, following appropriate conventions.
Career Readiness: Develop skills in collaboration, advocacy, and networking.
Ethics: Demonstrate comprehension of ethics in scientific research, publication, acknowledgement of contributions, and in conducting research with human and animal subjects.
Global Citizenship: Articulate knowledge of diverse community contributions to STEM.
Wellness: Use scientific evidence for decision-making to improve the human experience.

B.S. in Biology

Overview

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

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

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	8
Major and Related Courses	62
Free Elective Courses	7
TOTAL:	120

Required pre-major courses 8 credits

BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 109L	Principles of Biology for Science Majors I - Laboratory	1
BIO 110L	Principles of Biology for Science Majors II - Laboratory	1

Required biology courses 11 credits

BIO 211	Genetics	4
BIO 241	Ecology	4
STM 403	Senior Capstone	3

Required chemistry courses 16 credits

CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1

Required physics courses 8 credits

PHY 151	Physics I	3
PHY 152	Physics II	3
PHY 153	Physics I Laboratory	1
PHY 154	Physics II Laboratory	1

Required mathematics course 9 credits

MAT 130	Precalculus	3
MAT 130	Precalculus	3

MAT 211	Biostatistics	3

MAT 130: Three hours count toward the general education math requirement.

Elective biology courses 18 credits

You may choose to build your own tracks from the following electives.

BIO 106	Medical Terminology	3
BIO 195	Special Topics	1-5
BIO 221	Microbiology	5
BIO 231	Zoology	4
BIO 233	Human Anatomy and Physiology I	4
BIO 242	Evolution	3
BIO 243	Botany	4
BIO 251	Nutrition	3
BIO 295	Special Topics	1-5
BIO 296	Research Experience I	1-3
BIO 321	Pathogenic Microbiology	5
BIO 333	Human Anatomy & Physiology II	4
BIO 341	Marine Biology	3
BIO 395	Special Topics	1-5
BIO 396	Research Experience II	1-3
BIO 404	Senior Capstone II	3
BIO 411	Human Genetics	3
BIO 495	Special Topics	1-5
BIO 496	Research Experience III	1-3
BIO 499	Independent Study	1-3
CHE 325	Biochemistry: Proteins and DNA	3
CHE 326	Biochemistry: Nutrients and Metabolism	3
CHE 327	Biochemistry Laboratory I	1
CHE 328	Biochemistry Laboratory II	1
CHE 520U	Pharmacology	2
CHE 521U	Pharmacology Laboratory	1
CHE521G	Pharmacology Laboratory	1
DAS 532U	Fundamentals of Geographic Information Systems	3
PHS 101	Foundations of Public Health	3

Other courses in STAMP above level 200 may count for electives.

Outcomes

Science Literacy: Engage in the scientific process to explore questions related to real-world phenomena, including the human experience; evaluate and communicate evidence and results derived from data analysis.
Critical Thinking: Find and integrate multiple sources of scientific knowledge within and across disciplines.
Digital Awareness: Use data and technology to represent scientific knowledge fairly and appropriately.
Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes, following appropriate conventions.
Career Readiness: Develop skills in collaboration, advocacy, and networking.
Ethics: Demonstrate comprehension of ethics in scientific research, publication, acknowledgement of contributions, and in conducting research with human and animal subjects.
Global Citizenship: Articulate knowledge of diverse community contributions to STEM.
Wellness: Use scientific evidence for decision-making to improve the human experience.

Minor in Biology

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

Summary of Requirements

	Credits
Required Pre-Minor Courses	8
Elective Biology Courses	15
Total	**23**

Required courses 8 credits

BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 109L	Principles of Biology for Science Majors I - Laboratory	1
BIO 110L	Principles of Biology for Science Majors II - Laboratory	1

Elective biology courses 15 credits

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

BIO 211	Genetics	4
BIO 221	Microbiology	5
BIO 231	Zoology	4
BIO 233	Human Anatomy and Physiology I	4
BIO 241	Ecology	4
BIO 242	Evolution	3
BIO 243	Botany	4
BIO 251	Nutrition	3
BIO 295	Special Topics	1-5
BIO 296	Research Experience I	1-3
BIO 321	Pathogenic Microbiology	5
BIO 333	Human Anatomy & Physiology II	4
BIO 341	Marine Biology	3
BIO 395	Special Topics	1-5
BIO 396	Research Experience II	1-3
BIO 404	Senior Capstone II	3
BIO 411	Human Genetics	3
BIO 495	Special Topics	1-5
BIO 496	Research Experience III	1-3
BIO 499	Independent Study	1-3

Other courses in STAMP above level 200 may count for electives.

Outcomes

Science Literacy: Engage in the scientific process to explore questions related to real-world phenomena, including the human experience; evaluate and communicate evidence and results derived from data analysis. Critical Thinking: Find and integrate multiple sources of scientific knowledge within and across disciplines. Digital Awareness: Use data and technology to represent scientific knowledge fairly and appropriately. Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes, following appropriate conventions. Career Readiness: Develop skills in collaboration, advocacy, and networking. Ethics: Demonstrate comprehension of ethics in scientific research, publication, acknowledgement of contributions, and in conducting research with human and animal subjects. Global Citizenship: Articulate knowledge of diverse community contributions to STEM. Wellness: Use scientific evidence for decision-making to improve the human experience.

Chemistry

This program contains two disciplines: chemistry and physics.

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

Physics: Physics is the study of matter, energy, and motion. Concepts taught in physics are essential for advanced chemistry courses and professional work. A thorough knowledge of physics can form a basis for work in many areas of modern science and engineering, and can provide an excellent background for the development and application of advanced technologies in medicine, law, and business.

The Chemistry and Physics Program offers two majors in chemistry that provide flexibility to match any career goal. Choose from either a bachelor of arts (B.A.) degree in chemistry or a bachelor of science (B.S.) degree in chemistry. The Department also offers a minor in chemistry.

For graduate studies in chemistry or a related field, then a B.S. in chemistry is the right choice. If you want to pursue a career in chemistry, but don't plan to go to graduate school in chemistry or a related field, you should get a B.A. in chemistry.

For continuation in the major, the student must maintain a cumulative degree average of 2.0 or better in chemistry courses numbered 300 and above.

Declaring a Major

Requirements for Admission to a Major in Chemistry

To declare a major in chemistry, a student must have successfully completed the following chemistry courses:

- CHE 107
- CHE 108
- CHE 109
- CHE 110

Undergraduate Majors and Minors offered:

Minor in Chemistry

Overview

A minor in chemistry is for students with other majors who will be working in fields requiring knowledge of and experience in chemistry lab skills. Minors are trained in the fundamentals of inorganic chemistry and organic chemistry, and may select chemistry electives that suit their future interests and professional needs.

Internship or research experience is encouraged but not required.

Summary of Requirements

	Credits
Required Pre-Minor Courses	7
Required Minor Courses	12
Elective Chemistry Courses	10
Total	29

Required pre-minor courses 7 credits

A grade of C or higher in CHE 107 and CHE 109 or a letter of recommendation from our chemistry faculty.

CHE 107	General Chemistry I	3
CHE 109	General Chemistry Laboratory I	1
MAT 130	Precalculus	3

Required minor courses 12 credits

CHE 108	General Chemistry II	3
CHE 110	General Chemistry Laboratory II	1
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1

Elective chemistry courses 10 credits

Ten credits of chemistry courses of the 240-level or above are required.

CHE 240	Computer Simulations in Natural Sciences	3
CHE 250	Introduction to Forensic Science	4
CHE 295	Special Topics	1-5
CHE 325	Biochemistry: Proteins and DNA	3
CHE 395	Special Topics	1-5
CHE 495	Special Topics	1-5
CHE 499	Independent Study	1-3
CHE 520U	Pharmacology	2
CHE 521U	Pharmacology Laboratory	1

Other courses in STAMP above level 200 may count for electives.

Outcomes

Science Literacy: Engage in the scientific process to explore questions related to real-world phenomena, including the human experience; evaluate and communicate evidence and results derived from data analysis.
Critical Thinking: Find and integrate multiple sources of scientific knowledge within and across disciplines.
Digital Awareness: Use data and technology to represent scientific knowledge fairly and appropriately.
Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes, following appropriate conventions.
Career Readiness: Develop skills in collaboration, advocacy, and networking.
Ethics: Demonstrate comprehension of ethics in scientific research, publication, acknowledgement of contributions, and in conducting research with human and animal subjects.
Global Citizenship: Articulate knowledge of diverse community contributions to STEM.
Wellness: Use scientific evidence for decision-making to improve the human experience.

Data Science

B.S. in Data Science

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Required Related Courses	6
Required Mathematics Courses	18
Required Data Science Courses	15
Required Information Technology Courses	9
Free Elective Major Courses	12
Free Elective Courses	11
TOTAL:	120

Program entrance requirements

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

- A grade of B or higher in DAS 101
- A grade of B or higher in ITS 110, or a grade of B or higher in MAT 130
- A cumulative grade point average of 2.5 or higher.

Required related courses 6 credits

CHE 240	Computer Simulations in Natural Sciences	3
STM 403	Senior Capstone	3

Required data science courses 15 credits

DAS 170	Simulation and Probability	3
DAS 211	Machine Learning for Data Scientists	3
DAS 221	Data Visualization	3
DAS 231	Genomics and Bioinformatics	3
DAS 532U	Fundamentals of Geographic Information Systems	3

Required information technology courses 9 credits

ITS 211	Programming Language I	3
ITS 321	Database Fundamentals	3
ITS 410	Data Structures and Algorithms	3

Free elective major courses 12 credits

Choose from the following:

DAS 495	Special Topics	1-5
ITS 212	Programming Language II	3
ITS 495	Special Topics	1-5
MAT 205	Calculus II	3
MAT 348	Introduction to Cryptography	3
MAT 360	Introduction to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 414	Applied Statistics II	3
MAT 495	Special Topics	1-5

Required pre-major courses 6 credits

DAS 101	Introduction to Data Analysis	3
ITS 110	Programming Fundamentals	3
MAT 130	Precalculus	3

**MAT 130 - 3 hours count towards Core Curriculum*

Required mathematics courses 18 credits

MAT 140	Discrete Structures	3
MAT 150	Calculus I	3
MAT 206	Multivariable Calculus	3
MAT 307	Linear Algebra	3
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3

Data Science Major Internship Requirement

One summer or semester internship related to Data Science is required. Students can start the internship program in their sophomore year. Our in-house internship coordinator and faculty advisor will work closely with each student on internship preparation, placement, and follow-up.

Outcomes

Demonstrate competence in discussing and presenting their data analysis results and insights to diverse audiences using both written English and American Sign Language.
Demonstrate competence in analyzing and interpreting complex datasets using suitable statistical techniques, pattern recognition methods, machine learning algorithms, and visualization tools.
Demonstrate competence in using programming languages that are commonly used in data science, such as Python or R, to effectively apply data transformation techniques and implement data science related algorithms.
Demonstrate competence in collaborating effectively within teams while working on data-related projects.
Demonstrate an understanding of the field of data science by exploring its applications and career opportunities.
Demonstrate an understanding of the importance of ethical considerations and decision-making in data science by responsibly handling data, and by making evidence-based decisions to address questions related to personal wellness choices, civic discourse within communities, and public policies.

Minor in Data Science

Data science is a multidisciplinary field that uses algorithms, scientific knowledge and machine learning principles to extract hidden patterns from raw data. A minor in Data Science will give students digital skills that can be applied to any field within/outside their major. Currently we are in an age where there is an abundance of data but very few professionals are prepared to analyze these data. The minor in data science will prepare interdisciplinary professionals to develop a career in the ever-changing world of data.

Summary of Requirements

Required pre-minor courses 6 credits

DAS 101	Introduction to Data Analysis	3
	and	
MAT 102	Introductory Statistics	3
	Or	
MAT 130	Precalculus	3

A student must complete prerequisites with a grade of C or better before declaring a minor in Data Science.

Required minor courses 3 credits

ITS 110	Programming Fundamentals	3

Elective minor courses 6 credits

Choose two from the following:

CHE 240	Computer Simulations in Natural Sciences	3
DAS 221	Data Visualization	3
DAS 231	Genomics and Bioinformatics	3
DAS 532U	Fundamentals of Geographic Information Systems	3

Required Statistics Course 3 credits

Choose one of the following:

MAT 142	Introductory Probability and Statistics for Science and Information Technology	3
MAT 211	Biostatistics	3
PSY 331	Statistics for Behavioral Sciences	3
SOC 375	Statistics I	3

Information Technology

The study of information technology (IT) is about harnessing computer technology to serve the needs of business, government, healthcare, education, E-commerce, manufacturing, entertainment, and other sectors. The BS in Information Technology degree prepares students to become future IT professionals with knowledge and practical hands-on expertise in current and emerging technologies and to grow into leadership positions or pursue research or graduate studies in the field.

The program is career-oriented and flexible; it lets students choose their own path to success. Through its core curriculum and choice of concentration areas, students will gain technical competency to assume a variety of IT jobs in areas such as network and system administration, information security, database applications, web development, software integration, and helpdesk/end-user support and work in a broad spectrum of sectors such as government, business, healthcare, education, and manufacturing.

Through experiential learning, hands-on practice and labs, real-world projects, problem solving in context, general studies, meaningful internships, tailored advisory, and alumni mentorship, the IT program aims for its graduates to achieve the following broad learning outcomes[1]:

1. Explain and apply appropriate information technologies and employ appropriate methodologies to help an individual or organization achieve its goals and objectives;
2. Function as a user advocate;
3. Manage the information technology resources of an individual or organization;
4. Anticipate the changing direction of information technology and evaluate and communicate the likely utility of new technologies to an individual or organization;
5. Understand and, in some cases, contribute to the scientific, mathematical and theoretical foundations on which information technologies are built;
6. Live and work as a contributing, well-rounded member of society.

[1]The six broad goals of IT program are defined by Information Technology 2008 Curriculum Guide for Undergraduate Degree Programs in Information Technology (Association of Computing Machinery, 2008)

B.S. in Information Technology - Declaring a Major

Students considering an IT major can apply as soon as they complete all pre-major requirements and satisfy major admission criteria. Prospective students must submit their application packages to the IT admission coordinator for review and approval.

The following minimum criteria must be met for a student to be considered for admission into the major:

- A minimum cumulative GPA of 2.75.
- Satisfying at least one of the following two requirements:
  a. ACT Math score of 23 or higher, or SAT Math score of 540 or higher.
  b. A grade of C+ or better in MAT 130.
- A grade of B or better in both GSR 150 and ITS 110.
- Completion of an application form and a 1-2 page statement outlining career goals.

To continue and graduate in the program, IT majors must maintain a minimum cumulative GPA of 2.75 in major courses. Students whose GPA falls below the requirements will be placed on probation and given one semester to restore their GPA to the target. Failure to do so will result in dismissal from the major. All IT majors must complete at least one internship in their chosen field and are strongly encouraged to seek IT certifications prior to graduation.

To continue in the IT major, a student must maintain a minimum cumulative GPA of 2.75 in both major and non-major courses. All IT majors must complete at least one internship in their chosen field prior to graduation.

Undergraduate Majors and Minors offered:

B.S. in Information Technology

Overview

Upon completion of General Studies, pre-major and major core course requirements, students may choose from one of the concentration areas in Network/Database/Web, Cybersecurity, or Medical Informatics, or select a minor from other undergraduate programs at Gallaudet.

IT Major Internship Requirement

One summer or semester internship is required. Our in-house internship coordinator or faculty advisor will work

closely with each student on internship preparation, placement, and follow-up.

Laptop and ACM Student Membership Requirements

IT majors and minors are required to have their own laptops.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	12
Required Related Courses	10
Major Core Courses	39
Concentration Elective Courses or Minor Courses	15
Free Elective Courses	1-3
TOTAL	120-122

Information Technology Pre-Major Courses 12 credits

ITS 105	Information Technology Fundamentals	3
ITS 110	Programming Fundamentals	3
ITS 202	Computer Hardware Essentials	3
ITS 203	Operating Systems Essentials	3

Required Related Courses 9 credits

MAT 130	Precalculus	3
MAT 140	Discrete Structures	3
MAT 142	Introductory Probability and Statistics for Science and Information Technology	3

Major Core Courses 42 credits

ITS 211	Programming Language I	3
ITS 212	Programming Language II	3
ITS 231	Computer Networking Essentials	3
ITS 252	Introduction to Web Technologies	3
ITS 261	Information Security Fundamentals	3
ITS 311	Introduction to Mobile Applications Development	3
ITS 321	Database Fundamentals	3
ITS 322	Client / Server Database Applications	3
ITS 341	Systems Analysis and Design	3
ITS 371	Human Computer Interaction	3
ITS 381	Social and Professional Issues in IT	3
ITS 382	IT Technical Writing	3
ITS 492	Senior Capstone Project II	3
STM 403	Senior Capstone	3

Required Concentration Elective Courses 15 credits

Students who select Network/Database/Web or Medical Informatics as a concentration area must take 15 credit hours of the courses listed under Network/Database/Web Concentration Electives, or 15 credit hours of the courses listed under Cybersecurity Concentration Electives, or 15 credit hours of the courses listed under Medical Informatics Concentration Electives. If approved by their major advisor, students may fulfill the concentration requirement by completing a minor from another undergraduate program at Gallaudet.

Network/Database/Web Concentration Electives 15 credits

ITS 295	Special Topics	1-5
ITS 352	Web Programming	3
ITS 372	Communication Accessibility	3
ITS 395	Special Topics	1-5
ITS 423	Database Administration	3
ITS 433	Network Administration - Server Support	3
ITS 453	E-Commerce Application Development	3
ITS 462	Corporate Information Security	3
ITS 495	Special Topics	1-5

Cybersecurity Concentration Electives 15 credits

ITS 295	Special Topics	1-5
ITS 365	Cryptography and Computer Security	3
ITS 367	Digital Forensics	3
ITS 395	Special Topics	1-5
ITS 462	Corporate Information Security	3
ITS 495	Special Topics	1-5

Medical Informatics Concentration Electives 15 credits

BIO 106	Medical Terminology	3
BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 109L	Principles of Biology for Science Majors I - Laboratory	1

BIO 110L	Principles of Biology for Science Majors II - Laboratory	1
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
CHE 240	Computer Simulations in Natural Sciences	3
ITS 295	Special Topics	1-5
ITS 395	Special Topics	1-5
ITS 495	Special Topics	1-5
PHS 302	Introduction to Public Health Informatics, Health Communication and Consumer Informatics	3

Free Elective Courses 1-3 credits

IT Industry Certification

Industry-sponsored IT certifications are highly recommended as it has become a general practice by employers to demand a relevant college degree as well as IT certifications for entry level professional jobs.

IT Major Internship Requirement

One summer or semester internship is required. Our in-house internship coordinator or faculty advisor will work closely with each student on internship preparation, placement, and follow-up.

Laptop and ACM Student Membership Requirements

IT majors and minors are required to have their own laptops.

Outcomes
Communicate effectively with a range of audience using both written English and American Sign Language. Apply knowledge of computing and mathematics appropriate to the discipline. Analyze a problem, identify and define the computing requirements and/or usability specifications appropriate to its solution. Design, implement, and evaluate a computer-based system, process, component, or program to effectively integrate IT-based solutions into the user environment. Collaborate effectively on teams to accomplish a common goal. Recognize the importance of professional, ethical, legal, security, and social issues, and adhere to the best practices of the IT profession.

Minor in Information Technology

The minor in IT consists of a minimum of 21 credit hours which may include pre-major courses, major core and elective ITS courses. Students who are interested in IT minor must satisfy IT minor admission requirements and formally apply by submitting their IT minor application forms to the IT admission committee. The specific courses of study will be determined in consultation with their IT minor advisors. Students in all other programs are strongly encouraged to minor in IT as computer skills enhance career opportunities and are essential in the workplace.

Requirements for Admission to a Minor in Information Technology:

Students considering an IT minor must satisfy the following minimum admission requirements and submit their application packages to the IT admission committee for review and approval:

- Completion of an application form.
- A grade of B or better in at least two ITS courses not including ITS 101.

To graduate as IT minors, students must maintain a minimum cumulative GPA of 2.75 in their minor coursework. IT minors are strongly encouraged to seek internships and IT certifications prior to graduation.

Laptop and ACM Student Membership Requirements

IT majors and minors are required to have their own laptops. Check the IT Program website for minimum system configurations for laptops (PC and Apple Mac). They are also required to join Association of Computing Machinery (www.acm.org), the world's largest professional, educational, and scientific computing society. An annual student membership fee is $19 with many

benefits, such as free online books and courses, career advises, job fairs, student and computing professional networks, and conferences.

Mathematics

The Mathematical Sciences Program offers courses and majors in mathematics, statistics, and their applications.

One of the oldest academic subjects, mathematics plays an indispensable role in many fields, and new applications of mathematics are continuously being developed. A strong background in mathematics is a requirement for advancement in a large and increasing number of jobs and will give students more flexibility in choosing their careers. A major in mathematics may lead to opportunities in many diverse fields, such as the sciences, engineering, finance, insurance, and education. Opportunities for mathematics majors to obtain summer internships are widely available. The program recognizes that computers have become more and more pervasive in all aspects of human life and that knowledge of mathematics is desirable and necessary in many disciplines. For that reason a variety of service courses directed toward the needs of non-majors who will use computers, mathematics, or statistics as tools in their chosen career areas are offered.

Students may pursue either a bachelor of art or a bachelor of science degree in mathematics. Students who are thinking of a major in mathematics must begin their preparation as early as possible, preferably during their freshman year.

In addition, for students who are interested in studying computer technologies, the University offers a program in Information Technology. The program maintains a computer laboratory with personal computers and several high-performance workstations.

B.A. in Mathematics

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

1. A letter of interest sent to the Mathematics Program Director.
2. One of the following:
    a. A grade of A in MAT 130, Precalculus, or
    b. A grade of B or higher in MAT 150, Calculus I, or
    c. A grade of C or higher in MAT 205, Calculus II.
3. A cumulative grade point average of 2.5 or higher.
4. A letter of recommendation from one of the student's

mathematics instructors. This letter is to focus on the student's creativity and potential for thriving as a mathematics major.

The Bachelor of Arts degree in Mathematics provides students with a foundation in mathematics and statistics, preparing them for a wide range of career and educational opportunities.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3*
Major Courses	45
Concentration or Minor	15-25
Free Elective Courses	7-17**
TOTAL	120

**Pre-major courses credit will be counted towards the Core Curriculum.*

***Total number of Free Elective Courses is based on how many additional credits needed to earn 120 total credit hours.*

Required pre-major course 3 credits

To be taken during freshman year:

MAT 130	Precalculus	3

MAT 130: Three hours count toward the Core Curriculum

Required mathematics courses 33 credits

MAT 150	Calculus I	3
MAT 205	Calculus II	3
MAT 206	Multivariable Calculus	3
MAT 210	Foundations of Mathematics	3
MAT 307	Linear Algebra	3
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 328	Differential Equations	3
MAT 434	Abstract Algebra	3
MAT 451	Internship	3
STM 403	Senior Capstone	3

**EDU 648 may be substituted for MAT 451.*

Elective mathematics courses 12 credits

Choose from the following:

MAT 320	History of Mathematics	3
MAT 340	Introduction to Number Theory	3
MAT 348	Introduction to Cryptography	3
MAT 360	Introduction to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 410	Foundations of Geometry	3
MAT 414	Applied Statistics II	3
MAT 445	Introduction to Complex Analysis	3
MAT 455	Advanced Calculus I	3
MAT 456	Advanced Calculus II	3
MAT 495	Special Topics	1-5

Required Concentration or Minor (15-25 credit hours):

B.A. in Mathematics degree students are required to select a concentration in Cybersecurity or Data Science, or a minor from another undergraduate program at Gallaudet.

Students who plan to pursue a career as mathematics teachers should select a minor in Education.

Double majors students are not required to select a concentration or a minor.

Students who select a concentration in cybersecurity are not allowed to select a minor in IT.

Students who select a concentration in data science are not allowed to select a minor in data science.

Students should consult with their academic advisors to select a concentration or a minor that is directly related to their future plans.

Concentration in Cybersecurity 21 credits

Required Concentration in Cybersecurity courses 15 credits

Choose from the following:

ITS 110	Programming Fundamentals	3
ITS 203	Operating Systems Essentials	3
ITS 231	Computer Networking Essentials	3
ITS 261	Information Security Fundamentals	3
ITS 365	Cryptography and Computer Security	3
MAT 348	Introduction to Cryptography	3

Elective Concentration in Cybersecurity courses 6 credits

Choose from the following:

ITS 367	Digital Forensics	3
ITS 462	Corporate Information Security	3
ITS 495	Special Topics	1-5
MAT 495	Special Topics	1-5

Concentration in Data Science 18 credits

Required Concentration in Data Science courses 9 credits

DAS 101	Introduction to Data Analysis	3
DAS 221	Data Visualization	3
ITS 110	Programming Fundamentals	3

Elective concentration in data science courses 9 credits

Choose from the following:

CHE 240	Computer Simulations in Natural Sciences	3
DAS 231	Genomics and Bioinformatics	3
DAS 532U	Fundamentals of Geographic Information Systems	3
MAT 211	Biostatistics	3
MAT 495	Special Topics	1-5

Outcomes

1. Demonstrate competence in discussing mathematical and statistical concepts in writing and in American Sign Language.
2. Demonstrate an understanding of the analytical foundations of the core fields of Algebra, Calculus, Geometry, and Statistics.
3. Demonstrate competence in the computational techniques of Calculus, Statistics, and Linear Algebra, including through the use of software.
4. Demonstrate an understanding of the fields of Mathematics and Statistics by exploring their applications, history, importance in reproducible and rigorous quantitative research, ethical decisions, and career opportunities.
5. Demonstrate an understanding of the importance of the collection, analysis, and interpretation of data and of evidence-based decision-making for questions of personal wellness choices, civic discourse within communities, and public policies.

B.S. in Mathematics

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

1. A letter of interest sent to the Mathematics Program Director.
2. One of the following:
   a. A grade of A in MAT 130, Precalculus, or
   b. A grade of B or higher in MAT 150, Calculus I, or
   c. A grade of C or higher in MAT 205, Calculus II.
3. A cumulative grade point average of 2.5 or higher.
4. A letter of recommendation from one of the student's mathematics instructors. This letter is to focus on the student's creativity and potential for thriving as a mathematics major.

The Bachelor of Science degree in Mathematics will prepare students for graduate school. The Bachelor of Science degree is geared toward a more science-intensive curriculum than the Bachelor of Arts degree in Mathematics.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3*
Major Courses	51
Required Related Courses	15
Free Elective Courses	11
TOTAL	120

Required pre-major courses 3 credits

Pre-major courses to be taken during freshman year

MAT 130	Precalculus	3

MAT 130: Three hours count toward the Core Curriculum

Required mathematics courses 39 credits

MAT 150	Calculus I	3
MAT 205	Calculus II	3
MAT 206	Multivariable Calculus	3
MAT 210	Foundations of Mathematics	3
MAT 307	Linear Algebra	3

MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 328	Differential Equations	3
MAT 410	Foundations of Geometry	3
MAT 434	Abstract Algebra	3
MAT 451	Internship	3
MAT 455	Advanced Calculus I	3
STM 403	Senior Capstone	3

MAT 451: EDU 648 may be substituted for MAT 451

Required Related Courses 15 credits

BIO 201	Research Methods in the Sciences	3
	Or	
ITS 110	Programming Fundamentals	3

BIO 201: Three hours count toward the Core Curriculum, as an explore elective course in Science & Technology.

Choose a two-semester course and laboratory sequence in one laboratory science and one additional semester (course and laboratory) in another laboratory science.

BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
CHE 107	General Chemistry I	3
CHE 108	General Chemistry II	3
CHE 109	General Chemistry Laboratory I	1
CHE 110	General Chemistry Laboratory II	1
PHY 151	Physics I	3
PHY 152	Physics II	3
PHY 153	Physics I Laboratory	1
PHY 154	Physics II Laboratory	1

Note: Lab sections should be taken concurrently.

Elective mathematics courses 12 credits

Choose from:

MAT 320	History of Mathematics	3
MAT 340	Introduction to Number Theory	3
MAT 348	Introduction to Cryptography	3
MAT 360	Introduction to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 414	Applied Statistics II	3
MAT 445	Introduction to Complex Analysis	3
MAT 456	Advanced Calculus II	3
MAT 495	Special Topics	1-5

Recommended coursework 6-15 credits

One or two years of a foreign language, preferably German or French

Outcomes

1. Demonstrate competence in discussing mathematical and statistical concepts in writing and in American Sign Language. 2. Demonstrate an understanding of the analytical foundations of the core fields of Algebra, Calculus, Geometry, and Statistics. 3. Demonstrate competence in the computational techniques of Calculus, Statistics, and Linear Algebra, including through the use of software. 4. Demonstrate an understanding of the fields of Mathematics and Statistics by exploring their applications, history, importance in reproducible and rigorous quantitative research, ethical decisions, and career opportunities. 5. Demonstrate an understanding of the importance of the collection, analysis, and interpretation of data and of evidence-based decision-making for questions of personal wellness choices, civic discourse within communities, and public policies.

Minor in Mathematics

One of the oldest academic subjects, mathematics plays an indispensable role in many fields, and new applications of mathematics are continuously being developed. A strong background in mathematics is a requirement for advancement in a large and increasing number of jobs and will give students more flexibility in choosing their careers.

Summary of Requirements

Required mathematics courses 9 credits

MAT 150	Calculus I	3
MAT 205	Calculus II	3
MAT 206	Multivariable Calculus	3

Elective mathematics courses 6 credits

Choose from the following:

MAT 210	Foundations of Mathematics	3
MAT 307	Linear Algebra	3
MAT 313	Introduction to Probability	3
MAT 314	Applied Statistics I	3
MAT 320	History of Mathematics	3
MAT 328	Differential Equations	3
MAT 340	Introduction to Number	3

	Theory	
MAT 348	Introduction to Cryptography	3
MAT 360	Introduction to Operations Research	3
MAT 361	Numerical Analysis	3
MAT 410	Foundations of Geometry	3
MAT 414	Applied Statistics II	3
MAT 434	Abstract Algebra	3
MAT 445	Introduction to Complex Analysis	3
MAT 455	Advanced Calculus I	3
MAT 456	Advanced Calculus II	3
MAT 495	Special Topics	1-5

Outcomes

1. Demonstrate competence in discussing mathematical and statistical concepts in writing and in American Sign Language.
2. Demonstrate an understanding of the analytical foundations of the core fields of Algebra, Calculus, Geometry, and Statistics.
3. Demonstrate competence in the computational techniques of Calculus, Statistics, and Linear Algebra, including through the use of software.
4. Demonstrate an understanding of the fields of Mathematics and Statistics by exploring their applications, history, importance in reproducible and rigorous quantitative research, ethical decisions, and career opportunities.
5. Demonstrate an understanding of the importance of the collection, analysis, and interpretation of data and of evidence-based decision-making for questions of personal wellness choices, civic discourse within communities, and public policies.

Public Health

Public Health is a science concerned with protecting and promoting health in individuals, families, communities and entire populations through such measures as disease prevention, promotion of healthy lifestyles, and research on epidemics and infectious diseases. The Public Health Program at Gallaudet offers a major (Bachelor of Science in Public Health - BSPH) which prepares students to work in a number of health-related fields or enter graduate or professional school. Public Health professionals with Bachelor's degrees are in increasing demand for employment by government agencies and private organizations as public health analysts, health care managers, patient educators, risk assessors, and occupational health and safety technicians. Majors in Public Health are prepared to take the National Commission for Health Education Credentialing (CHES) exam or the Certification in Public Health (CPH) exam and to succeed in obtaining certification. The minor in Public Health is designed to increase awareness and understanding of public health principles among students preparing for careers in other fields such as, but not limited to, physical education and recreation, social work, business, medicine, health education or psychology.

The Public Health Program builds on a base curriculum of science and math courses and offers a number of required and elective courses which promote core knowledge in the areas of biostatistics, epidemiology, environmental health sciences, social and behavioral sciences, and health services and policy. The core curriculum currently emphasizes a specific track called Behavioral and Community Health, which focuses on how to improve public health by encouraging people to make health choices such as through community-wide education initiatives on health topics, fitness and injury and disease prevention. Students are also exposed to specialized information and strategies to deal with health care disparities in the Deaf and hard of-hearing communities. Our faculty are committed to providing an excellent curriculum and experiential opportunities that allow each student to possess the knowledge and skills to succeed and make contributions in public health to diverse communities and a multicultural world beyond Gallaudet.

Declaring a Major

Students seeking to declare a major in Public Health must satisfy the following minimum criteria:

- A cumulative GPA of 2.75 or above.
- Completion of BIO 107 and BIO 108 with a grade of

C or better.

To continue and graduate with a major in Public Health, students are expected to maintain a minimum cumulative GPA of 2.75 or above in all major and related courses. Students not receiving a grade of "C" or better in a major course must repeat the course.

Students interested in majoring in Public Health are encouraged to meet with the Public Health program director as early as possible, preferably during their freshman year. Transfer students who are interested in the major must meet with the program director to discuss acceptance into the major.

B.S. in Public Health

Public Health is a multidisciplinary field concerned with promoting and protecting health in individuals, families, communities and entire populations through such measures as disease prevention, promotion of healthy lifestyles, and research on epidemics and diseases. The BSPH prepares students to work in a number of health-related fields or enter graduate or professional school. Public Health professionals with this degree are in increasing demand for employment by government agencies and private organizations as public health analysts, health care managers, educators, risk assessors, and occupational health and safety technicians.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Major and Related Courses	65
Free electives	6
TOTAL	120*

*Some required pre-major and major courses overlap with GE requirements.

Students needs to maintain a 2.5 GPA for the PHS curriculum (Pre-major courses and Major and related courses).

Required pre-major courses 6 credits

MAT 102	Introductory Statistics	3
PHS 101	Foundations of Public Health	3

Required Public Health Core Courses 30 credits

MAT 211	Biostatistics	3
PHS 201	Foundations of Epidemiology	3
PHS 202/PST 409	Foundations of Environmental Health	3
PHS 203	Introduction to Personal and Community Health	3
PHS 301/PST 384	Behavioral Health Interventions: Planning and Evaluation	3
PHS 303	Foundations of Healthcare Systems and Policy	3
PHS 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3
PHS 402	Internship Seminar	3
PHS 403	Internship in Public Health	3
STM 403	Senior Capstone	3

Note: Students are required to meet with advisor prior to internship agreements for PHS 403.

Required Public Health Science Track Courses 23 credits

This track will focus on the science aspect of the multidisciplinary field of public health. It will include courses in science, math, data science, and technology. This is a good track for people considering jobs that are more research-based. In addition, this track would prepare students for similar graduate schools.

BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 109L	Principles of Biology for Science Majors I - Laboratory	1
BIO 110L	Principles of Biology for Science Majors II - Laboratory	1
BIO 233	Human Anatomy and Physiology I	4
BIO 333	Human Anatomy & Physiology II	4
CHE 107	General Chemistry I	3
CHE 109	General Chemistry Laboratory I	1
PSY 101	Introduction to Psychology	3

Public Health Science Track Electives 12 Credits

Choose 12 credits from the following:

For students seeking to continue their education in specific fields (nursing, audiology, epidemiology, environmental science, etc) certain courses are required. Students are recommended to meet with their advisors to ensure they select appropriate courses.

BIO 106	Medical Terminology	3
BIO 211	Genetics	4
BIO 221	Microbiology	5
BIO 241	Ecology	4
BIO 251	Nutrition	3
BIO 321	Pathogenic Microbiology	5
BIO 411	Human Genetics	3
CHE 108	General Chemistry II	3
CHE 110	General Chemistry Laboratory II	1
CHE 211	Organic Chemistry Lecture I	3
CHE 212	Organic Chemistry Lecture II	3
CHE 213	Organic Chemistry Laboratory I	1
CHE 214	Organic Chemistry Laboratory II	1
CHE 325	Biochemistry: Proteins and DNA	3
CHE 327	Biochemistry Laboratory I	1
DAS 221	Data Visualization	3
DAS 231	Genomics and Bioinformatics	3
DAS 532U	Fundamentals of Geographic Information Systems	3
DAS 533U	Advanced Geographical Information Systems	3
MAT 130	Precalculus	3
PER 370	Physiology of Exercise	3
PHI 290	Ethics and Health Care	3
PHI 450	Bioethics and the Deaf Community	3
PHS 204	Foundations in Global Health	3
PHS 295	Special Topics	1-5
PHS 304	Public Health Education	3
PHS 395	Special Topics	1-5
PHS 495	Special Topics	1-5
PHS 499	Independent Study	1-3
PSY 210	Lifespan Development	3-4
PSY 317	Health Psychology	3
SOC 101	Introduction to Sociology	3
SOC 318	Medical Sociology	3
SWK 318	Human Diversity	3
SWK 507U	Alcohol and Drug Addictions: Intervention Strategies	3

Required Health Education Track Courses 23 credits

This track will focus on the education aspect of the multidisplinary field of public health. It will include courses in education, psychology, communication, and social work. This is a good track for people considering jobs that are on the frontline. In addition, this track would prepare students for similar graduate schools.

BIO 105	Introduction to Human Biology	4
BIO 203	Anatomy and Physiology for Human Service Majors	4
EDU 250	Introduction to Education and Teaching	3
EDU 323	Educational Psychology	3
PHS 304	Public Health Education	3
PSY 101	Introduction to Psychology	3
PSY 210	Lifespan Development	3-4

Health Education Track Electives 12 Credits

Choose 12 credits from the following:

Students are recommended to meet with their advisors to ensure they select appropriate courses that would prepare them for the career or graduate program that they are seeking.

BIO 106	Medical Terminology	3
BIO 251	Nutrition	3
COM 150	Introduction to Communication	3
COM 280	Group Communication	3
COM 290	Public Presentations	3
COM 324	Interpersonal Communication	3
COM 350	Introduction to Mass Communication	3
COM 410	Advanced Public Presentations	3
ENG 250	Introduction to Public and Professional Writing	3
ENG 375	Media Literacy	3
LIN 101	Sign Language & Sign Systems	3
PER 110	Wellness	3
PER 350	Event Planning and Management	3
PER 386	Teaching Physical Education and Wellness in Elementary Schools	3
PER 390	Teaching Physical Education	3

	and Wellness in Secondary Schools	
PHS 204	Foundations in Global Health	3
PHS 295	Special Topics	1-5
PHS 395	Special Topics	1-5
PHS 495	Special Topics	1-5
PHS 499	Independent Study	1-3
PSY 270	Psychology and Deaf People	3
PSY 311	Development I: Child Psychology	3
PSY 313	Development II: The Psychology of Adolescence	3
PSY 315	Development III: Adulthood and Aging	3
PSY 317	Health Psychology	3
PSY 456	Gender Psychology	3
PSY 457	Psychology of Human Sexuality	3
PSY 460	Multicultural Psychology	3
SGS 501U	Introduction to Sexuality & Gender Studies	3
SOC 250	Gender and Society	3
SWK 318	Human Diversity	3
SWK 507U	Alcohol and Drug Addictions: Intervention Strategies	3

Required Health Equity Track Courses 20 credits

This track will focus on the equity aspect of the multidisplinary field of public health. It will include courses in psychology, sociology, and government. This is a good track for people who are interested in social justice with jobs that focuses on recongition, description, and elimination of health inequities. In addition, this track would prepare students for similar graduate schools.

BIO 105	Introduction to Human Biology	4
BIO 203	Anatomy and Physiology for Human Service Majors	4
GOV 110	Basic American Government	3
PHS 204	Foundations in Global Health	3
PSY 101	Introduction to Psychology	3
SWK 203	Introduction to Social Work	3

Health Equity Track Electives 15 Credits

Choose 15 credits from the following:

Students are recommended to meet with their advisors to ensure they select appropriate courses that would prepare them for the career or graduate program that they are seeking.

DST 101	Introduction to Deaf Studies	3
DST 204	Deaf Culture	3
DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3
FRE 111	Basic French I	4
GOV 351	American Constitutional Law: Powers and Checks	3
GOV 353	Civil Rights and Civil Rights Movement	3
GOV 360	Public Policy	3
GOV 370	Human Rights	3
PHI 290	Ethics and Health Care	3
PHI 450	Bioethics and the Deaf Community	3
PHS 295	Special Topics	1-5
PHS 304	Public Health Education	3
PHS 395	Special Topics	1-5
PHS 495	Special Topics	1-5
PHS 499	Independent Study	1-3
PSY 317	Health Psychology	3
PSY 321	Abnormal Psychology	3
PSY 358	Social Psychology	3
PSY 456	Gender Psychology	3
PSY 460	Multicultural Psychology	3
SGS 501U	Introduction to Sexuality & Gender Studies	3
SOC 211	Race and Ethnic Relations	3
SOC 225	Sociology of Deafness and Deaf People	3
SOC 250	Gender and Society	3
SOC 436	Social Inequality: Race, Class and Gender	3
SPA 111	Basic Spanish I	4
SWK 318	Human Diversity	3
WLC 380	The Latino Presence in the United States	3

Outcomes
Identify and describe public health concepts underlying disease prevention, environmental protection, health promotion and health equity.
Identify and define public health problems from a global and interdisciplinary perspective.
Synthesize multidisciplinary knowledge to formulate solutions to public health problems.
Apply multidisciplinary knowledge to inform effective public health policy.
Demonstrate effective communication with varied public health audiences (including Deaf people) and media by providing clear explanations of complicated health information; demonstrating substantial understanding via research, credible sources and supporting evidence; demonstrating audience-appropriate cultural competence, purpose, agenda, language, and style.
Demonstrate preparation for future career and educational goals by awareness of personal competencies (strengths and weaknesses); ability to work in a team to accomplish a goal; understanding of professional and ethical behavior.

Minor in Public Health

Declaring a Minor

Students seeking to declare a minor in Public Health must complete 4 hours of introductory biology (including a laboratory) with a grade of "C" or better.

Students can choose 4 credits of introductory biology from among the following courses:

- BIO 105 Human Biology (4)
- BIO 107 Principles of Biology for Science Majors I / BIO 109L (3 + 1)
- BIO 108 Principles of Bio Biology for Science Majors II / BIO 110L (3 + 1)

Summary of Requirements

Required Pre-Minor Courses 4 credits

Choose one:

BIO 105	Introduction to Human Biology	4
BIO 107	Principles of Biology for Science Majors I	3
BIO 108	Principles of Biology for Science Majors II	3
BIO 109L	Principles of Biology for Science Majors I - Laboratory	1
BIO 110L	Principles of Biology for Science Majors II - Laboratory	1

Public Health Minor Required Courses 9 credits

PHS 101 and PHS 201 required, and choose one statistics course:

PHS 101	Foundations of Public Health	3
PHS 201	Foundations of Epidemiology	3
MAT 102	Introductory Statistics	3
MAT 142	Introductory Probability and Statistics for Science and Information Technology	3
MAT 211	Biostatistics	3

6 credits of Electives from the following:

PHS 202	Foundations of Environmental Health	3
PHS 203	Introduction to Personal and Community Health	3
PHS 204	Foundations in Global Health	3
PHS 295	Special Topics	1-5
PHS 301	Behavioral Health Interventions: Planning and Evaluation	3
PHS 302	Introduction to Public Health Informatics, Health Communication and Consumer Informatics	3
PHS 303	Foundations of Healthcare Systems and Policy	3
PHS 395	Special Topics	1-5
PHS 403	Internship in Public Health	3
PHS 495	Special Topics	1-5
PHS 499	Independent Study	1-3
PHS 370	Health Disparities in the Deaf and Hard-of-Hearing Community	3

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

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

Summary of Requirements

Required Core Courses 9 credits

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

Elective Courses 9 credits

SGS 504U	Intimate Relationships: Sexuality, Gender, Culture, Love, & Friendship	3
SGS 505U	LGBTQ+ Mental Health Practice	3
SGS 511U	Seminar I: Foundations in Sex and Gender	1
SGS 512U	Seminar II: Project Development	1
SGS 513U	Seminar III: Creative Work Project	1-3
SWK 717	Cultural Competence	3
	LGBTQ+ Theory and Therapeutic Interventions	

Social Work

The purpose of the social work major is to provide professional education and training to prepare graduates for employment as entry-level generalist social work practitioners. Students in the major acquire generalist social work practice knowledge and skills for work with individuals, families, groups, organizations, and communities. An important aspect of the social work major is its emphasis on application of knowledge, theory, and skills during internships in community programs and agencies. The Social Work Department develops internships that are designed to be responsive to students interests, abilities, and educational needs. The Gallaudet social work major also prepares students for admission to graduate school in social work and related human service fields. The undergraduate program in social work has been accredited by the Council on Social Work Education since 1976. The social work sequence consists of 60 credits in the major, which includes coursework and field practicum (internships). Prior to the major, students take supporting courses in sociology, psychology, biology, and American government. The field practicum requirement consists of a two-semester internship in the senior year in a selected agency under professional social work supervision.

The Phi Alpha Pi National Honor Society in Social Work

Mu Pi Chapter

Gallaudet University became a charter member of this national honor society in social work in 2005, with the initiation of 10 undergraduate students. In 2006 the first group of MSW students was initiated into membership. The Gallaudet University chapter is named Mu Pi. Undergraduate social work majors must have a minimum 3.0 cumulative GPA, have successfully completed SWK 335, and have a minimum GPA in social work courses of 3.4. The history of a national honor society for social work students began in the 1960's at the University of Michigan. Now over 360 chapters of Phi Alpha have been established. The national office is located at East Tennessee State University. Phi Alpha's slogan is "Through Knowledge--the Challenge to Serve." Membership into Mu Pi recognizes students for their academic excellence, contributions to the social work program and adherence to an ethic of service, social change, and social justice. Members of Mu Pi at Gallaudet University demonstrate a commitment to social work values and ethics and improving the lives of individuals, families, groups, communities, organizations, and society at large, with a special commitment to deaf and hard of hearing people. Mu Pi members believe in the ideal of service and "giving back to the community" and have become involved in several service learning projects. They have raised funds for deaf tsunami victims in Sri Lanka, for victims of Hurricane Katrina, and participated in fundraising efforts for such local organizations as Deaf REACH, Washington Urban League, and Deaf Abused Women's Network (DAWN). Recently, they have volunteered to build homes with Habitat for Humanity and plan to continue in partnership with DC Habitat.

Declaring a Major

Requirements for Admission to a Major in Social Work

- A cumulative grade point average of at least 2.5
- An admissions essay that is 1-2 pages in length or a personal interview with the BSW Program Director covering the following:
    - the reason for selecting social work as a major,
    - career goals,
    - personal assets,
    - the contribution that will be made to the Social Work Program,
    - the contribution that will be made to the profession of social work, and 6) a discussion of a plan to meet the Program's requirements.
- Most recent copy of your transcript.

Individuals who are accepted into the social work major must sign the Student Code of Conduct Contract **(Handbook Appendix II**) and the University's Major Declaration Form. They are also given a Student Handbook, the NASW Code of Ethics and other printed material from NASW that offers information related to careers in social work, and assigned an academic advisor. If admission to the social work major is denied, a letter providing the reasons is written by the BA Program Director and given to the applicant.

Undergraduate Majors and Minors offered:

B.A. in Social Work (BSW)

Overview

For continuation in the major, a student must earn a grade of C or better in courses requiring mastery of principles, methodology, and practice and demonstration of

professional values and ethics considered necessary for satisfactory performance in the profession (SWK 335, 337, 436, 482, 484, 486, and 494). A GPA of 2.5 or above is required to be accepted into the major. Students must also maintain an overall GPA of 2.5 to remain in the major. Internships may be repeated only with permission of the department. In major courses, students must also demonstrate English language skills commensurate with professional requirements.

In major courses, students must also demonstrate English language skills commensurate with professional requirements. Students are encouraged to have completed ENG 102/GSR 102 or the equivalent before beginning the major.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	13
Major and Related Courses	56
Free Elective Courses	8
TOTAL	120

Required pre-major courses 13 credits

To be taken during freshman or sophomore year:

BIO 105	Introduction to Human Biology	4
GOV 110	Basic American Government	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
	Or	
DST 101	Introduction to Deaf Studies	3

Required social work courses 50 credits

SWK 203	Introduction to Social Work	3
SWK 304	Social Welfare Policy	3
SWK 307	Human Behavior and the Social Environment I: Micro	3
SWK 308	Human Behavior and the Social Environment II: Macro	3
SWK 318	Human Diversity	3
SWK 330	Professional Communication for Social Workers	3
SWK 335	Social Work Practice I: Individuals	3
SWK 337	Social Work Practice II: Case Management	3
SWK 436	Social Work Practice III: Families and Groups	3
SWK 441	Quantitative Research Methods in Social Work	3
SWK 442	Qualitative Research Methods in Social Work	3
SWK 482	Social Work Practice IV: Organizations and Communities	3
SWK 484	Social Work Practicum I: Internship	4
SWK 486	Social Work Practicum II: Internship	4
SWK 494	Senior Seminar	3

Elective social work and related courses 6 credits

Students may take 6 credits of any SWK, FCS, SGS, or any advisor-approved class from a related discipline as electives

FCS 306	Contemporary Families	3
FCS 309	Marriages and Families: Diversity and Change	3
FCS 333	Child, Family, and Community	3
FCS 334	Parent-Child Interactions	3
SGS 501U	Introduction to Sexuality & Gender Studies	3
SGS 504U	Intimate Relationships: Sexuality, Gender, Culture, Love, & Friendship	3
SGS 505U	LGBTQ+ Mental Health Practice	3
SGS 530U	Theoretical Perspectives on Sexuality and Gender	3
SGS 595U	Special Topics	1-5
SOC 250	Gender and Society	3
SWK 201	Social Work Practice and AIDS	3
SWK 202	Adoptive Family Systems	3
SWK 265	Child Welfare	3
SWK 495	Special Topics	1-5
SWK 499	Independent Study	1-3
SWK 507U	Alcohol and Drug Addictions: Intervention Strategies	3

Sociology

Sociology provides a variety of courses to meet the needs of students majoring in sociology as well as students seeking to satisfy their general studies requirements. Sociology is an important part of a liberal arts education, and students interested in elective courses to complete their degree requirements will find many upper-division sociology courses that complement courses offered in other departments. Sociology is a social science that is concerned primarily with studying social behavior and human groups. Among other things, sociology looks at how groups influence individual behavior, how groups cooperate or conflict with one another, and how societies are established and change. Sociologists are also concerned with social problems that occur in societies such as crime, discrimination, poverty, and inadequate health care. Sociology emphasizes how society (rather than bad people) contribute to problems such as these. Gallaudet offers a general major in sociology as well as a major in sociology with a concentration in criminology. Minors are available in sociology and criminology. A major in sociology provides a basis for graduate study in sociology, law, criminology, and related fields. Undergraduate training in sociology is also valuable for students interested in social work, secondary school teaching, business careers, and careers in public service.

Alpha Kappa Delta International Sociology Honor Society:

Founded in 1920, the name Alpha Kappa Delta was chosen because the letters represent the first letters of the three classical Greek words that embody the function of the society. They are anthropos, meaning mankind; katamanthano, meaning to examine more closely or acquire knowledge, and diakoneo meaning to do service. Thus, the motto of AKD is "To investigate humanity for the purpose of service." To be initiated into AKD a student majoring in sociology must be junior or senior, have completed at least four sociology courses, have a 3.0 overall GPA, be in the top 35% of their class, and have a 3.0 GPA in their sociology courses.

Declaring a Major

Requirements for Admission to a Major in Sociology or Sociology with a Concentration in Criminology

Students planning to major in Sociology or Sociology with a Concentration in Criminology require the signature of the Program Coordinator. Students must have a grade of "C" or better in SOC 101. For continuation in the major, students can have no more than one grade of "D+" or lower in a major required course or major elective course.

Undergraduate Majors and Minors offered:

B.A. in Sociology with a concentration in Criminology

Students planning to major in sociology with a concentration in criminology must have a grade of "C" or better in SOC 101. For continuation in the major, students can have no more than one grade of "D+" or lower in a major required course or major elective course.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	3
Major and Related	37
Free Elective	37
TOTAL	120

Required pre-major course 3 credits

SOC 101	Introduction to Sociology	3

Required sociology courses 31 credits

SOC 151	Introduction to the Criminal Justice System	3
SOC 243	Sociology of Deviance	3
SOC 334	Introduction to Methods of Social Research	3
SOC 351	Juvenile Delinquency	3
SOC 375	Statistics I	3
SOC 407	Social Problems	3
SOC 423	Social Theory	3
SOC 450	Internship Seminar with Field Experience	4
SOC 491	Senior Capstone Seminar I	3
SOC 492	Senior Capstone Seminar II	3

Elective courses 6 credits

Choose two courses from the following:

CHE 250	Introduction to Forensic Science	4
PSY 321	Abnormal Psychology	3
SOC 150	Saloshin Justice Seminar	3
SOC 210	Sociology of Death and Dying	3
SOC 295	Special Topics	1-5
SOC 395	Special Topics	1-5

SOC 405	Current Issues in Criminology [Topic to be specified]	3
SOC 495	Special Topics	1-5

SOC 405: Topic to be specified

SOC 295, SOC 395 and SOC 495: Special Topics courses must be related to criminology.

Note: To satisfy the elective requirements, students may select courses from other departments or the Consortium in consultation with his/her advisor.

Minor in Sociology

Summary of Requirements

Required pre-minor courses 3 credits

SOC 101	Introduction to Sociology	3

Required Sociology courses 12 credits

SOC 334	Introduction to Methods of Social Research	3
	Any one 200-level SOC course	3
	Any one 300-level SOC course	3
	Any one 400-level SOC course	3

Elective Sociology courses 3 credits

One additional sociology or related course, any level, from this or another department or the Consortium, selected in consultation with the student's advisor

Minor in Sociology with a concentration in Criminology

Summary of Requirements

Required courses 9 credits

SOC 151	Introduction to the Criminal Justice System	3
SOC 243	Sociology of Deviance	3
SOC 351	Juvenile Delinquency	3

Elective course 6 credits

Choose two courses:

SOC 150	Saloshin Justice Seminar	3
SOC 405	Current Issues in Criminology [Topic to be specified]	3
	Or another criminology-related course from another department or the Consortium, selected in consultation with the student's advisor.	

SOC 405: Topic to be specified

Theatre Arts

Theatre Arts provides a quality bilingual, interdisciplinary, liberal arts education with a focus on theatre. Major programs prepare students to be creative problem-solvers, dynamic leaders, effective communicators, and innovative artists affecting positive social change.

Undergraduate Majors and Minors offered:

B.A. in Theatre Arts: Production/Performance

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	6
Major and Related Courses	36-39
Free Elective Courses	32-35
TOTAL	120

Required pre-major courses 6 credits

THE 101	Visual Gestural Communication	3
THE 110	Introduction to Theatre	3

Required theatre and related courses 27-30 credits

THE 320	Field Experience	3-6
ENG 441	Shakespeare	3
THE 281	Theatre Production Practicum	1-3
THE 341	Introduction to Performance Translation	3
THE 348	Performance Studies	3
THE 350	Script Analysis	3
THE 351	Modern Theatre	3
THE 353	Foundations of Acting	3
THE 373	Performing Arts Management	3

THE 281: Repeat as necessary for a minimum of 6 credits.

Elective theatre courses 9 credits

Choose nine hours:

THE 201	Fundamentals of Body Movement	3
THE 250	Dance and Fundamental Movement Activities	1
THE 336	Physical Theatre Studio	3
THE 342	Play Creation Lab	3
THE 361	Stagecraft	3
THE 405	Lighting Design Lab	3
THE 461	History of Costume	3
THE 464	Costume Design and Construction Lab	3
THE 466	Scenic Design Lab	3
THE 470	Creative Movement and Drama, Preschool - Kindergarten	3
THE 472	Educational Drama Grades 1-6	3
THE 474	Educational Drama - Grades 6-12	3
THE 476	Theatre for Youth	3
THE 478	Directing Lab	3
THE 480	Practicum in Educational Drama	3
THE 495	Special Topics	1-3
THE 499	Independent Study	1-3

Minor in Dance

Requirements for a Minor in Dance

The minor in dance consists of a minimum of 15 credit hours. The first two years of the dance minor consist of two credits chosen from two dance or related activity courses. A student can meet this requirement with the same two activity courses required for graduation in the general requirements if the activity credits are in dance or a related activity course. The second two years of the dance minor consist of a minimum of nine credits from core courses (THE 315, 325, and 435), and four to six credits from an electives list.

Summary of Requirements

Required dance core courses 9 credits

THE 315	History of Dance	3
THE 325	Choreography	3
THE 435	Dance Production	3

Elective dance, physical education/recreation, and theatre courses 4-6 credits

Choose two or three courses:

PER 202	Fundamental Movement	2
THE 101	Visual Gestural Communication	3
THE 110	Introduction to Theatre	3
THE 201	Fundamentals of Body Movement	3

THE 401	Introduction to Dance Therapy	3
THE 431	Sacred Dance	3
THE 450	Field Experience in Dance	2
THE 495	Special Topics	1-3

Required dance or related activity courses 2 credits

Choose two courses:

PER 224	Physical Fitness Activities	1
THE 250	Dance and Fundamental Movement Activities	1

Note: PER 224 and THE 250 can be taken multiple times if the activities are different.

Minor in Theatre

Gallaudet University's Performing Arts Program stands as a beacon of innovation and inclusivity within the entertainment industry. Rooted in the fusion of theatre and dance, we embrace a Deaf-Oriented, Deaf-Driven ethos, celebrating bilingualism and individuality. Our vision is to cultivate a state-of-the-art performing arts community thriving on collaboration, innovation, and accessibility, going beyond the academic realm to ensure sustainable growth after graduation.

Gallaudet University serves as the cradle of American Deaf theatre and dance, where every individual's talent and bilingual abilities are celebrated and valued. Central to our mission is the creation of an accessible, diverse, and safe space where students can explore, create, and express themselves authentically. Our program prioritizes their comfort, growth, and well-being, fostering an environment conducive to artistic growth and innovation. Our unique interdisciplinary education emphasizes collaboration and process, empowering students to become professionals equipped for success in the mainstream entertainment industry.

As part of our commitment to accessibility and diversity, we envision our graduates will make lasting contributions to the world, reshaping the landscape of the arts, and advocating for the inclusion of Deaf perspectives in all facets of society. Graduates of our program will emerge equipped with the expertise and skills to confidently navigate the worlds of theatre and dance, serving as ambassadors for positive change within their communities, and advancing accessibility, equity, and social justice in the performing arts.

Communication & Language Philosophical Statement

Our philosophy is rooted in an active commitment to fostering complete theatrical and educational practitioner experiences within inclusive environments where everyone belongs.

We prioritize cultivating bilingual abilities among our students and strive to reinforce different language modalities, including signed ASL and written English.

We respect and acknowledge individuals' names, identities, pronouns, and preferences, recognizing that communication is a means through which we demonstrate this respect.

Advocacy lies at the core of our philosophy as we ensure that all students have the necessary support and accommodations that may impact communication and language. We consistently provide accessible options and consider fully accessible performances as essential.

Our approach is adaptable in both senses and intellect, integrating technology seamlessly into our work and utilizing all modes of communication to ensure accessibility, including ASL, English, and Visual Gestural Communication (VGC). We empower our students to make informed choices and celebrate multilingualism, including code-switching as a natural part of the communication process. Self-advocacy is practiced as part of the learning process to prepare students for professional environments where different communication modes are not normally practiced.

Our Performing Arts philosophy is unique and proactive, emphasizing the importance of considering accessibility from the outset rather than as an afterthought. We believe that accessibility is the essence of our processes, enhancing our artistic vision while remaining aligned with our philosophy of equity, diversity, and inclusivity.

Summary of Requirements

Required Core Courses	10
Required Practicum Courses	6
Required Theatre Elective Courses	6
TOTAL	22

Required Core Courses 10 credits

THE 110	Introduction to Theatre	3
THE 350	Script Analysis	3
THE 373	Performing Arts Management	3
THE 490	The Professional Theatre Toolkit	1

Required Practicum Courses 6 credits

THE 281	Theatre Production Practicum	1-3
THE 282	Theatre Performance Practicum	3

For Theatre majors and minors: THE 281 or THE 282 may be taken twice, or one of each course may be taken once each, for a minimum of six (6) credits. Afterward, THE 281 and/or 282 may be repeated as electives by students choosing to prioritize production experiences.

Required Theatre Elective Courses 6 credits

Choose two (2) courses from the following:

THE 201	Fundamentals of Body Movement	3
THE 280	Theatre Performance Workshop	3
THE 281	Theatre Production Practicum	1-3
THE 282	Theatre Performance Practicum	3
THE 336	Physical Theatre Studio	3
THE 341	Introduction to Performance Translation	3
THE 348	Performance Studies	3
THE 351	Modern Theatre	3
THE 353	Foundations of Acting	3
THE 361	Stagecraft	3
THE 380	Stage Combat I (Unarmed)	3
THE 381	Stage Combat II (Armed)	3
THE 402	Stage Lighting, Electricity, and Technology	3
THE 405	Lighting Design Lab	3
THE 461	History of Costume	3
THE 464	Costume Design and Construction Lab	3
THE 466	Scenic Design Lab	3
THE 470	Creative Movement and Drama, Preschool - Kindergarten	3
THE 472	Educational Drama Grades 1-6	3
THE 474	Educational Drama - Grades 6-12	3
THE 476	Theatre for Youth	3
THE 480	Practicum in Educational Drama	3
THE 495	Special Topics	1-3
THE 499	Independent Study	1-3

Outcomes

1. Developing the Artist/Scholar: Students are expected to be fluent in the methodologies of creating artistic works and scholarly documents, and acquire the ability to integrate both methods as ways of knowing.
2. Establishing a Knowledge Base: Students are expected to develop a multidisciplinary and interdisciplinary knowledge base that may be applied toward their individual creative and scholarly work.
3. Communication: Based on a common performance vocabulary drawn from written, visual, and physical texts, students are expected to be proficient in the artistic and scholarly processes, as well as gain the ability to reflect upon their work in an engaging, artistic, and constructive way.
4. Application and Awareness: Students are expected to critically, creatively, and objectively apply concepts, theories, and methodologies to a myriad of issues encountered in current and future academic, personal, and professional contexts.
5. Collaboration: While in the process of creating artistic products, students are expected to demonstrate an ability to work in a positive, constructive, and compromising manner with artists and/or other students of various artistic disciplines.

Undergraduate Continuous Enrollment

This course provides continuous enrollment for undergraduate students who are not on leave of absence and are not currently enrolled in a Gallaudet course. Please see the Registrar's Office to enroll in this course.

World Languages and Cultures

World Languages and Cultures offers exciting opportunities to learn a foreign language in a signing, visual learning environment and to work or study abroad through international internship and study abroad opportunities. The program offers beginning, intermediate, and advanced courses in Spanish, beginning and intermediate courses in French, and opportunities to learn foreign sign languages abroad through contact with international Deaf communities.

The program offers a major and a minor degree in Spanish. Students can also satisfy elective credits by taking any foreign language courses offered by the program. Spanish transfer credits from another University may be counted towards the completion of a Spanish major or minor, upon the program's review.

WLC also hosts the International Studies Program. Studying a foreign language is a requirement for International Studies majors. Students with previous knowledge of a foreign language should contact the Chair about taking a placement/waiver test.

The flexibility of the International Studies curriculum makes it easier to combine a double major in International Studies and Spanish. A Spanish/International Studies major combination is an excellent option for those students who are interested in Latin America.

Career outcomes

Students who majored or minored in foreign languages at Gallaudet have gone on to enter graduate programs in fields such as Linguistics, International Development, Translation, and Education, for example. Some have found jobs in the school system as teachers, as bilingual advisors for Latino families, and as Deaf community activists.

No matter what major you decide to pursue, many employers today are seeking job applicants with a global perspective. Additionally, many graduate programs require reading knowledge of a foreign language. Knowing a foreign language will enhance your employment opportunities upon graduation and will make you more attractive to graduate programs.

Undergraduate Majors and Minors offered:

B.A. in International Studies

A Bachelor of Arts in the International Studies program enables students to explore interconnections among

history, economics, politics, culture, society and language with a global perspective. Through the completion of a flexibility-structured degree program, this major prepares students for careers in law, government, Foreign Service, the Peace Corps, non-governmental organizations and for pursuing graduate work in the humanities, social sciences, international business, teaching and human services.

Students who wish to major in International Studies must have a 2.5 GPA for admission.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	4
Major and Related Courses	38
Free Elective Courses	35
TOTAL	120

Required pre-major courses 4 credits

FRE 111	Basic French I	4
	Or	
SPA 111	Basic Spanish I	4

Major required courses (26 Credits)

Core courses 19 Credits

ECO 201	Introduction to Macroeconomics	3
FRE 112	Basic French II	4
	Or	
SPA 212	Spanish Through Film	3
GOV 391	International Relations	3
GOV 410	Introduction to Research Methods in Political Science	3
	Or	
SOC 334	Introduction to Methods of Social Research	3
	Or	
WLC 314	Topics in Language Diversity	3
HIS 102	World Civilization II	3
SOC 268	Cultural Anthropology	3

Junior Year International Experience 4 Credits

Choose four credits from one of the following:

IST 300	International Internship	4
WLC 200	French Studies Abroad	3-4
WLC 210	Spanish Studies Abroad	3-4
WLC 320	Field Experience	1-5

Senior seminar 3 Credits

IST 400	Senior Seminar in International Studies	3

Major electives 12 Credits

To be completed within the student's concentration area and taken from the list of courses below. Courses must be taken from at least three different disciplines:

ASL and Deaf Studies

DST 311	Dynamics of Oppression	3
DST 316	Disability Studies	3

Business

ECO 361	International Economics	3

Government

GOV 328	Comparative European Governments	3
GOV 329	Comparative Governments of Asia, Africa & Latin America	3
GOV 330	Introduction to the European Union	3
GOV 387	Nationalism and Developing Nations	3
GOV 396	International Law and Organization	3
GOV 397	Democracy and Democratization	3

History

HIS 345	Nineteenth-Century Europe	3
HIS 346	Twentieth Century Europe	3
HIS 430	History of Latin America	3

Sociology

SOC 313	Work and Globalization	3

World Languages and Cultures

FRE 211	Communicating in French	3
	Or	
SPA 211	Reading in Spanish	3
FRE 212	Readings in French	3
	Or	
SPA 212	Spanish Through Film	3
FRE 311	Advanced French I	3

	Or	
SPA 311	Advanced Spanish I	3
FRE 312	Advance French II	3
	Or	
SPA 312	Spanish Through Short Fiction	3
FRE 437	French Civilization	3
	Or	
SPA 438	Spanish Civilization	3
SPA 437	Contemporary Latin American Society	3
	Or	
SPA 438	Spanish Civilization	3
SPA 439	Mexican Civilization	3
WLC 314	Topics in Language Diversity	3
WLC 315	Contemporary African Issues	3
WLC 361	Masterpieces of FrenchLiterature in English Translation I	3
	Or	
WLC 362	Masterpieces of French Literature in English Translation II	3
WLC 381	Masterpieces of Spanish Literature in English Translation I	3
	Or	
WLC 382	Masterpieces of Spanish Literature in English Translation II	3
	Or	
WLC 384	U.S. Latino Literature	3

**If WLC 314 is not used to satisfy the research methods core course*

Religion

REL 201	World Religions	3
REL 210	Religion and Literature	3

B.A. in Interdisciplinary Spanish

Overview

A Bachelors of Arts in Interdisciplinary Spanish consists of:

15 credits of core foundational Spanish courses, including a capstone course, in addition to 24-25 credits from an interdisciplinary core of courses fitting one of several tracks.

Spanish with Communication and Media Track

For this track, the interdisciplinary core consists of 15 courses in the areas of Communication Studies, English, Art, and ASL. Additionally, there are 9-10 program elective credits to be chosen from a set of courses in WLC, Art, ASL, Communication Studies, and English.

Summary of Requirements

	2025-2026
Core Curriculum	43
Pre-Major Courses	8
Major and Related Courses	45-48
Free Elective Courses	21-24
TOTAL	120

Required pre-major courses 8 credits

SPA 111	Basic Spanish I	4
SPA 112	Basic Spanish II	4

Required Spanish courses 15 credits

SPA 211	Reading in Spanish	3
SPA 212	Spanish Through Film	3
SPA 311	Advanced Spanish I	3
SPA 312	Spanish Through Short Fiction	3
SPA 499	Independent Study	1-3

SPA 499 will serve as the capstone course.

Communications and Media Track Core courses: 15 credits

ART 110	Introduction to Television, Film and Photography	3
ASL 290	Visual Language Resource Development	3
COM 440	Intercultural Communication	3
ENG 250	Introduction to Public and Professional Writing	3
ENG 375	Media Literacy	3

WLC electives 3-4 credits

IST 300	International Internship	4
SPA 295	Special Topics	1-5

SPA 395	Special Topics	1-5
SPA 403	Spanish Literature to 1700	3
SPA 406	Contemporary Spanish and Latin American Literature	3
SPA 407	Exploring Latinx Heritage through Literature and Media	3
SPA 437	Contemporary Latin American Society	3
SPA 438	Spanish Civilization	3
SPA 439	Mexican Civilization	3
SPA 495	Special Topics	1-5
SPA 499	Independent Study	1-3
WLC 210	Spanish Studies Abroad	3-4
WLC 295	Special Topics	1-5
WLC 314	Topics in Language Diversity	3
WLC 320	Field Experience	1-5
WLC 380	The Latino Presence in the United States	3
WLC 381	Masterpieces of Spanish Literature in English Translation I	3
WLC 382	Masterpieces of Spanish Literature in English Translation II	3
WLC 384	U.S. Latino Literature	3
WLC 395	Special Topics	1-5
WLC 401	Methods, Technology and Research in Foreign Language Teaching	3
WLC 495	Special Topics	1-5
WLC 499	Independent Study	1-3
WLC 599	Independent Study	1-6

Communications and Media electives 6 credits

Choose at least 6 credits

ART 135	Digital Media I	3
ART 224	Digital Media II	3
ASL 314	American Sign Language Literature: Narratives	3
ASL 315	ASL Literature: Poetry	3
COM 340	Business and Professional Communication	3
COM 350	Introduction to Mass Communication	3
COM 490	Visual Communication	3
ENG 360	Writing for Digital Media	3
ENG 365	Writing for Social Media	3

Elective related courses 6-8 credits

Two general elective courses must be satisfied in another foreign language of the student's choice, written or signed.

FRE 111	Basic French I	4
FRE 112	Basic French II	4
WLC 101	Mexican Deaf Culture and Language I	3
WLC 102	Mexican Deaf Culture and Language II	3

Outcomes

1. Students will demonstrate ability to read/process and interpret texts critically in ASL, English, and Spanish for a variety of tasks and purposes
2. Students will demonstrate Spanish reading and writing skills, minimally, at the intermediate-high level.
3. Students will summarize, synthesize, and critically analyze ideas from the multiple disciplines involved in this major in order to draw well-supported conclusions.
4. Students will demonstrate intercultural knowledge and intercultural communication skills in their products within the multiple disciplines involved in this major.
5. Students will evaluate and apply ethical standards as defined by the multiple disciplines involved in this major in the production of their academic work.

Minor in Spanish

Overview

A minimum of fifteen hours from courses numbered 200 and beyond in the Spanish field of study. One general elective course (outside the 15 required credits in the Spanish field) must be satisfied in another foreign language, written or signed.

Summary of Requirements

Required pre-minor courses 8 credits

SPA 111	Basic Spanish I	4
SPA 112	Basic Spanish II	4

Required Spanish courses 15 credits

SPA 211	Reading in Spanish	3
SPA 212	Spanish Through Film	3
SPA 311	Advanced Spanish I	3
SPA 312	Spanish Through Short Fiction	3

Elective related courses 3-4 credits

SPA 295	Special Topics	1-5
SPA 395	Special Topics	1-5
SPA 403	Spanish Literature to 1700	3

SPA 406	Contemporary Spanish and Latin American Literature	3
SPA 407	Exploring Latinx Heritage through Literature and Media	3
SPA 437	Contemporary Latin American Society	3
SPA 438	Spanish Civilization	3
SPA 439	Mexican Civilization	3
SPA 495	Special Topics	1-5
SPA 499	Independent Study	1-3
WLC 210	Spanish Studies Abroad	3-4
WLC 295	Special Topics	1-5
WLC 314	Topics in Language Diversity	3
WLC 320	Field Experience	1-5
WLC 380	The Latino Presence in the United States	3
WLC 381	Masterpieces of Spanish Literature in English Translation I	3
WLC 382	Masterpieces of Spanish Literature in English Translation II	3
WLC 384	U.S. Latino Literature	3
WLC 395	Special Topics	1-5
WLC 401	Methods, Technology and Research in Foreign Language Teaching	3
WLC 495	Special Topics	1-5
WLC 499	Independent Study	1-3
WLC 599	Independent Study	1-6

The remaining 3 required credits in the Spanish minor area must be completed by choosing from the list of Spanish elective major courses at the 200 level or above. A WLC course or an internship or study abroad course can also satisfy the remaining 3 credits.

Peace Corps Prep program

Gallaudet Peace Corps Prep Program: This program is designed as a certificate to be awarded by Peace Corps for taking a curriculum related to Peace Corps service. The certificate will not be designated on Gallaudet University student transcripts. The certificate will be provided by the Peace Corps program. This program is NOT a major or a minor, but is designed with the cooperation of the Peace Corps to better prepare graduates for Peace Corps service. Students must select a traditional major offered at Gallaudet; they may also apply for a self-directed major as explained elsewhere in this catalogue.

There are 6 program tracks in the program:

- Education
- Health
- Agriculture
- Community Economic Development
- Youth in Development
- Environment

In addition to courses, students are expected to have appropriate language proficiency, multi-cultural training and internship/professional experience in their field of specialization.

This program is housed within the International Studies Program in the Department of World Languages and Cultures and is also supported by the Department of Government & Public Affairs.

For further information contact the Chair of the World Languages and Cultures department: Dr. Amanda Holzrichter or the International Studies program coordinator: Dr. Roberto Sánchez

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

Additional information about the Gallaudet University Community:

Gallaudet University Organization

Gallaudet operates under the direction of a president appointed by the Gallaudet Board of Trustees as the chief executive officer of the campus. The president develops campus policy through broadly based consultative procedures that include students, faculty, staff, and administrators in decision-making.

The Gallaudet Faculty Senate and its Executive Committee, made up of elected representatives of the faculty, recommend academic policy to the president through a shared-governance process.

The university divides its operations into administrative divisions, each under the direction of a vice president. The current Gallaudet leadership team of the president is (her) executive team. The members of the President's Executive Team are:

- Roberta "Bobbi" Cordano, J.D., President
- **Heather Harker**, Chief of Staff, Office of the President
- **Dr. Khadijat Rashid**, Provost, Academic Affairs
- **Marianne Belsky**, Chief Academic Officer, Laurent Clerc National Deaf Education Center
- **Dr. Laurene Simms,** Special Advisor to the President
- **Dr. Jeremy Brunson**, Executive Director, Belonging and Engagement
- **Travis Imel**, Chief Student Affairs Officer
- **Brandi Rarus,** Chief Enrollment and Communications Officer
- **Brad Hermes**, Chief Financial Officer
- **Faye Kuo**, General Counsel
- **Dr. Lindsay Buchko**, Director, Institutional Research
- **Christina Shen-Austen**, Executive Director, Human Resources
- **Nicole Sutliffe**, Chief Administrative Officer
- **Tabitha Jacques**, Placemaking Director
- **Kim Bianco Majeri**, Board of Trustees Liaison
- **Nicholas Kiego**, Executive Director, Institutional Advancement
- **Richard Dougherty**, Executive Director, Architecture and Facilities Management
- **Kirsi Majuri-Langdon**, President's Office, FL Interpreter
- **Senda Benaissa**, Special Assistant to the President
- **Jonathan Cetrano**, Presidential Operations and Engagement Officer
- **Kati Mitchell**, Senior Government Relations Manager

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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. Elizabeth Gibbons, *Associate Dean,* Graduate Education
- Dr. Caroline Pezzarossi, *Interim Dean*, Curriculum, Outreach, Resources, and Effectiveness
- Amanda Mueller, Gallaudet in Nigeria-Africa Manager
- Poorna Kushalnagar, *Strategic Research Officer,* Office of Research
- Dr. Robert Sanchez, *Dean*, Academic and Career Success
- Maribel Gárate, *Interim 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
- Dr. Lindsay Buchko*, Director,* Institutional Research
- Amy Malm, *Associate Dean*, University Library and Archives
- Scott DeLoach, American Sign Language Software Engineering Manager
- Dakota Daniels, Video Editor

University Faculty

2025-2026

This list includes all full-time regular faculty as of August 2025.

Makur Aciek, CPA, *Associate Professor, Accounting*; School of Civic Leadership, Business, and Social Change; B.S., Gallaudet University, MBA, Rochester Institute of Technology

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

David A. Barclay, *Professor, Social Work*; School of Civic Leadership, Business and Social Change; B.A., University of Maryland; M.S.W., Gallaudet University; Ph.D., The Catholic University of America

Ryan Barlongo, *Lecturer II, Physical Education and Recreation*; School of Human Services and Sciences; B.S., Gallaudet University; M.S., McDaniel College

Christi Batamula, *Professor, Education*; School of Language, Education, and Culture; B.A., Geneva College; M.A., Gallaudet University; Ph.D., George Mason University

H-Dirksen L. Bauman, *Professor, Deaf Studies*; School of Arts and Humanities; B.A., Colorado College; M.A., University of Northern Colorado; Ph.D., State University of New York, Binghamton

Ilaria Berteletti, *Associate Professor, Ph.D. in Educational Neuroscience*; B.A., M.A., Université Catholique de Louvain (Belgium); Ph.D., Università degli Studi di Padova (Italy)

Reginald Bess, *Lecturer II, Mathematics*; School of Science, Technology, Accessibility, Mathematics and Public Health; B.S., Clark Atlanta University; M.A., Valdosta State University

Todd Bonheyo, *Lecturer II, Mathematics*, School of Science, Technology, Accessibility, Mathematics and Public Health; B.A., Gallaudet University; M.S., Slippery Rock University

Patrick Boudreault, *Associate Professor, American Sign Language*; School of Language, Education, and Cultures; B.A., Linguistics; M.Sc., McGill University; Ph.D., University of Manitoba

Derek C. Braun, *Professor, Biology*; School of Science, Technology, Accessibility, Mathematics and Public Health; B.A., Gallaudet University; M.A., Ph.D., University of Maryland

Michael Brecheen, *Senior Lecturer, Physical Education and Recreation*; School of Human Services and Sciences; B.S., Gallaudet University; M.S., Western Maryland College

Jeffrey A. Brune, *Associate Professor, History*, School of Arts and Humanities; B.A., Colorado College; M.A., Ph.D., University of Washington

Ritchie Bryant, *Lecturer II, Interpretation and Translation*; School of Language, Education and Cultures; B.A., Gallaudet University; M.S., McDaniel College

Lindsay Buchko, *Assistant Professor, Mathematics*; School of Science, Technology, Accessibility, Mathematics, and Public Health; B.S., M.S., Rochester Institute of Technology; Ph.D., Walden University

Dolphia Butler, *Assistant Professor, English*; School of Language, Education, and Culture; B.A., Tulane University; M.A., University of New Orleans

William Burgess, *Instructor, Communication Studies*; School of Civic Leadership, Business and Social Change; B.A., Catholic University of America; M.Div., Pittsburgh Theological Seminary

Teresa Blankmeyer Burke, *Associate Professor, Philosophy*; School of Arts and Humanities; B.A., Mills College; M.A., Ph.D., University of New Mexico

Scott M. Carollo, *Professor, Art*, School of Arts and Humanities; B.A., Gallaudet University; M.F.A., Savannah College of Art and Theatre and Design

Jared Carter, *Assistant Professor, Hearing, Speech and Language Sciences*; School of Human Services and Sciences; B.A., Utah State University; M.S., University of Arizona; Ph.D., University of Memphis

Gerardo Chacon, *Professor; Mathematics*; School of Science, Technology, Accessibility, Mathematics and Public Health; B.S., Universidad de los Andes, Venezuela; M.A., Universidad de los Andes, Venezuela; Ph.D., University of Tennessee

Emilia Chukwuma, **CPA**, *Associate Professor, Accounting*; School of Civic Leadership, Business and Social Change; B.S., Gallaudet University; M.S., University of Baltimore

Pamela Collins, *Associate Professor, Interpretation and Translation*; School of Language, Education and Culture; B.A., M.A., Ph.D., Gallaudet University

Audrey Cooper, *Professor, International Development*; School of Language, Education, and Culture; BFA, Ohio University, Athens, Ohio; M.S., M.S.W., City University of New York-Hunter College, New York, NY; Ph.D., American University

Carolyn A. Corbett, *Professor, Psychology*; School of Human Services and Sciences; B.A., Brown University; M.S., San Francisco State University; M.S., Ph.D., Pennsylvania State University

Richard Cornish, *Senior Lecturer, American Sign Language*; School of Language, Education and Culture; B.A., M.A., Gallaudet University

Teresa V. Crowe, *Professor, Social Work*; School of Civic Leadership, Business and Social Change; B.S.W., University of Maryland; M.S.W., Gallaudet University; Ph.D., University of Maryland

Mary Dakim, *Senior Lecturer, Business*; School of Civic Leadership, Business, and Social Change; B.S., M.A. Gallaudet University

Roberta Lynn Daniels, *Senior Lecturer, General Education*; B.A., Gallaudet University; M.S., McDaniel College; Ed.S., Gallaudet University

Lori A. Day, *Professor, Psychology;* School of Human Services and Sciences; B.S., Allegheny College; M.A., Ph.D., Gallaudet University

Kenneth DeHaan, *Associate Professor, American Sign Language*; School of Language, Education, and Culture; A.S., B.S., M.S., Rochester Institute of Technology; M.A., Gallaudet University; Ed.D., University of Pittsburgh

Margaux Delotte-Bennett, *Senior Lecturer, Social Work*; School of Civic Leadership, Business and Social Change; B.A., American University, M.S.W., Gallaudet University

Shubhaganga Dhrruvakumar, *Assistant Professor, Audiology*; School of Human Services and Sciences; B.A., M.A., Ph.D., The University of Mysore

Paul G. Dudis, *Professor, Linguistics*; School of Language, Education, and Culture; B.A., Hunter College of the City University of New York; M.A., Gallaudet University; M.A., Ph.D., University of California, Berkeley

Marina R. Dzougoutov, *Professor, Communication Studies*; School of Civic Leadership, Business, and Social Change; B.A., Gallaudet University; M.F.A., American University

William T. Ennis III, *Associate Professor, History*; School of Arts and Humanities; B.A., Gallaudet University; M.A., Ph.D., University of Iowa

Hollie Fallstone, *Senior Lecturer, Business*; School of Civic Leadership, Business and Social Change; B.S., M.S., Gallaudet University

Erin Farley, *Associate Professor, Government;* School of Civic Leadership, Business, and Social Change; B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Delaware

Paige E. Franklin, *Professor, English*; School of Language, Education and Culture; B.A., M.A., Gallaudet University; M.A.T.E.S.O.L., American University; M.A., University of Maryland, College Park; Ph.D., The George Washington University

Gemma Gabor, *Lecturer II, English Language Institute*; School of Language, Education, and Culture; M.A., De La Salle University; M.A., Asian Theological Seminary; MD., University of Perpetual Help

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Courses

ACC - Accounting

ACC 100 - Accounting for Non-Majors (3)

In the real world, accounting is the language of business. Whether students will keep the book for their own small business, Working with nonprofit organization or function within a corporation, developing an understanding of how accounting procedures are applied in a business setting is crucial to their success. In this course we will use a " Big Picture Approach" and provide a conceptual overview of topics in accounting, such as basic income accounting, payroll, recording sales, receipts, payment and purchase transaction, maintaining ledger accounts, inventory and preparation of financial report. The course will utilize real world examples and incorporate computer technology. This course is NOT restricted to current Gallaudet University undergraduate degree seeking students or to students majoring in accounting or other business fields. Students do NOT need to have experience in business or accounting in order to enroll in this course. For those students who may plan to take Principle of Accounting course in future, this may be a great starting point.

ACC 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ACC 201 - Financial Accounting I (3)

This course introduces students to basic financial accounting theory and practice. It teaches students the knowledge and tools to identify and record business activities and to prepare and interpret financial statements and reports in accordance with Generally Accepted Accounting Principles. Students will learn how accounting methods affect the evaluation of business results and the quality of business decisions.

Prerequisite: C+ in BUS 101.

Co-requisite: BUS 181.

Outcomes
Critical Thinking Use quantitative reasoning to solve accounting problems and various business problems; solve relevant accounting problems
Knowledge and Inquiry Demonstrate knowledge of basic accounting techniques.
Knowledge and Inquiry Apply accounting techniques for business decision-making Prepare Financial Statements and other business data using the Microsoft Excel spreadsheet program.

ACC 202 - Financial Accounting II (3)

As the second part of introduction to Financial Accounting, this course provides a detailed coverage of long-term liabilities, long-lived assets, stockholder's equity, investments, cash flows, and financial statement analysis. Special topics such as payroll accounting, accounting for partnership, and other related topics are also covered.

Prerequisite: ACC 201 and BUS 181.

ACC 203 - Managerial Accounting (3)

Management (or Managerial) Accounting comprises financial and nonfinancial information intended to meet internal users' needs. It involves the development and interpretation of accounting information intended to assist management in the operation of the business. Topics include financial statement analysis and the use of accounting information for planning and control, performance evaluation, and decision-making. The course will cover cost behavior, job order costing, process costing, cost volume-profit relationship, relevant costing/benefits, budgeting, activity-based costing, cash flow and financial statement analysis. Computer lab is required.

Prerequisite: ACC 201 and BUS 181.

Outcomes
1. Accurately apply fundamental business concepts, models, and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry) Students will correctly use the concepts and vocabulary of cost classification for decision making. Students will organize, use and communication accounting information effectively for planning, control, decision making, performance evaluation and business reporting purpose.
3. Apply technological tools, and statistical and quantitative reasoning skills in analyzing and evaluating numerical information to support evidence-based business decisions. (Quantitative Reasoning & Technological Skills) Students will employ the management accounting concepts to enhance organizational operation and strategies designed to provide students with the course accounting information for decision-making, planning, directing and for controlling purposes.
4. Critically assess business problems and develop well-supported solutions. (Critical Thinking & Problem Solving) Students will assess how to manage the fixed and variable costs of a business organization using pro-forma income statement and Cost-Volume-Profit analysis. Students will study how manages can use this information to implement plans and improve the process of providing goods and services to customers.

ACC 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ACC 301 - Intermediate Accounting I (3)

This is the first part of a two-semester sequence. This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analyses of financial statements.

Prerequisite: ACC 202; Business department majors only or permission of the department.

ACC 302 - Intermediate Accounting II (3)

This is the second part of a two-semester sequence. This course emphasizes various accounting techniques for inventory, tangible and intangible assets, liabilities, equity, and investment transactions. It also covers accounting rules and practices in revenue recognition, pension and leases, taxation, and full disclosure in financial reporting.

Prerequisite: ACC 202; Business department majors only or permission of the department.

ACC 321 - Managerial Cost Accounting (3)

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

Prerequisite: ACC 202; Business department majors only or permission of the department.

ACC 331 - Income Tax Accounting (3)

Study of federal income taxation of individuals and their impact on personal and business financial decision making. Topics include: concepts of gross income, deductions, tax credits; business and personal investment deductions; sale and other dispositions of property; changes in tax law and economic impact of the law. Although the course emphasizes income taxation, issues such as gift, estate, partnership and corporate taxation are discussed.

Prerequisite: ACC 202; Business department majors only or permission of the department.

ACC 350 - Non-Profit Organization Accounting (3)

Course covers the accounting concepts used in governmental units and other not-for-profit organizations such as hospitals, voluntary health and welfare

organizations, and others. Emphasis will be placed on the accounting and budgeting procedures used in these organizations.

Prerequisite: ACC 301; Business department majors only or permission of the department.

ACC 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ACC 401 - Advanced Accounting (3)

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

Prerequisite: ACC 302; Business department majors only or permission of the department.

ACC 402 - Current Accounting Theory (3)

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

Prerequisite: ACC 302; Business department majors only or permission of the department.

ACC 421 - Advanced Cost Accounting (3)

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

Prerequisite: ACC 321; Business department majors only or permission of the department.

ACC 441 - Auditing (3)

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

Prerequisite: ACC 302; Business department majors only or permission of the department.

ACC 442 - Accounting Information Systems (3)

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

Prerequisite: ACC 202; Business department majors only or permission of the department.

ACC 461 - International Accounting (3)

The course studies how accounting is practiced in different countries around the world, and students will learn to compare the differences in financial reporting, taxation and other accounting practices that exist across countries. As business becomes more global, an understanding of these differences and efforts to harmonize differing accounting standards grow in importance. The course deals with both cultural issues and accounting issues having the greatest differences between nations.

Prerequisite: ACC 202; Business department majors only or permission of the department.

ACC 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Business department majors only or permission of the department.

ACC 499 - Independent Study (1-3)

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

Prerequisite: Business department majors only or permission of the department.

ART - Art

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

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

Outcomes
SLO 1- Students will be able to identify the essential elements of Photography and Lighting by analysis of pictures, developing, and printing
SLO 2- Students will be able to describe speed control methods, including the cameras, studios, and shutter.
SLO 3- Students will be able to apply descriptive vocabulary to compare and contrast works created by different photographers

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

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

ART 131 - Beginning Photography (3)

In this hands-on course students will learn the fundamentals of photography, including how to use 35 mm manual and SLR cameras, and how ISO, shutter speed, film, light, and composition affect the outcome of an image. Students will also learn a range of photographic processing techniques, Photoshop, and printing processes in the development of a print portfolio.

Outcomes
SLO 1- Students will be able to identify the essential elements of Photography and Lighting by analysis of pictures, developing, and printing
SLO 2- Students will be able to describe speed control methods, including the cameras, studios, and shutter.
SLO 3- Students will be able to apply descriptive vocabulary to compare and contrast works created by different photographers

ART 135 - Digital Media I (3)

This course introduces the elements and principles of digital media in a variety of forms. Basic knowledge and skills using video camera equipment, digital editing applications such as Final Cut Pro and After Effects, script-writing and storyboarding are discussed within a framework of examples from the past and the present.

ART 140 - Art History (3)

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

Pre- or co-requisite: ENG 102 or the equivalent, and ASL 125.

ART 150 - Fundamentals of Design in Art (3)

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

ART 160 - Design I (3)

This course introduces students to the Macintosh computer system, digital camera basics, and Adobe software, including Photoshop, Illustrator, and InDesign. Digital imaging, illustration, layout, and other digital art techniques will be introduced. This course is intended to prepare students for intermediate classes in graphic design, web design, photography, and digital art.

ART 170 - Introduction to Drawing (3)

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

ART 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ART 219 - Modern Art (3)

This course focuses on major developments in art since the mid-19th century including painting, sculpture, architecture, photography, and the cinema. Technological innovations, the tendency toward rapid stylistic changes, and the materials and media most prevalent in our contemporary art scene are all discussed within their relevant historical, social, and cultural contexts. Field trips to galleries, museums, and related institutions are an important component of this course.

Prerequisite: ART 140.

ART 220 - Beginning Painting (3)

Beginning painting introduces students to traditional and experimental painting, including a variety of methods, techniques, and concepts that will help students learn to express themselves artistically, sharing their own unique form of visual perception through the medium of painting. Students will also learn painting content layout techniques as they iterate arrangements of elements into different compositions in order to communicate ideas, processes, and storytelling through the painting practice. How painting theory and application fits within the realm of public art will also be discussed.

Prerequisite: ART 150 or permission of the instructor.

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

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

Prerequisite: ART 140 and 160.

ART 224 - Digital Media II (3)

In this hands-on course, students will develop a range of advanced techniques in digital and electronic media art and film. Students will improve their editing skills obtained from introductory courses and focus on concept development and production techniques in the creation of digital video projects. This course also allows students to both develop and refine techniques they have used in earlier courses, while experimenting with new emergent technologies relevant to their interests and the field. Digital media and film theory and history are integral to course content.

Prerequisite: ART 135, 140, 150, and 160.

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

A continuation of hand-building techniques used to construct more complex forms. An introduction to the potter's wheel. Students will critique their work based on principles of three-dimensional design.

Prerequisite: ART 126 or Permission of instructor.

ART 232 - Intermediate Photography (3)

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

Prerequisite: ART 131 or permission of the department.

ART 236 - Robotics and Interactivity (3)

Robotics and Interactivity provides students with an opportunity to create interactive experiences in the physical world. Building on content learned in Web Design I (including HTML, CSS, and Actionscript) and Web Design II (including HTML, CSS, Javascript, PHP, and Actionscript), Robotics and Interactivity further enhances the range of experience and skills students need to design and implement interactive experiences for various platforms and environments. This hands-on design course guides students through the concept development, fabrication, assembly, and programming of custom open-course robotics, sensor-based input devices, and output components. This course prepares students for the software-based techniques taught in Advanced Digital Media.

Prerequisite: ART 135 or permission of the instructor.

ART 251 - Women in Art (3)

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

ART 255 - Digital Photography (3)

This course introduces students to digital photography and digital camera operations, covering lighting, composition, exposure, and the fundamentals of traditional photographic concepts. Photographing two- and three-dimensional objects and optimizing photos for a digital workflow are skills developed in this course. The history and technology of photography will be discussed.

Prerequisite: ART 160.

ART 260 - Design II (3)

Students will develop increased proficiency in Illustrator and other software used in professional art and graphic design settings. Students will integrate drawings created both manually and on the computer to create finished illustrations ready for distribution in a range of media. Elements of typography, layout, and composition will also be discussed and explored. Projects involve the representation of varied texts as visually dynamic and clear communication vehicles. The course looks at the art of typography in both pre-electronic and electronic realms. Students analyze, edit, and configure copy for business, literary or informational purposes.

Prerequisite: ART 140, 150, 160 and admission into major program; or permission of the department chair.

ART 270 - Typography (3)

The art of typography is explored from its beginnings to its current use. Typographic evolution will be studied within the framework of world events, architectural development, and art history. Students are introduced to all aspects of typographic designs and layouts through class demonstrations, lectures, and studio work. Emphasis is given to exposure and practice with various grid structures through a variety of projects. Creative thinking is encouraged, along with prescribed techniques and media.

Prerequisite: ART 260.

ART 290 - Web Design I (3)

This course provides an introduction to designing and creating interactive experiences for the Web using a range of interactive techniques, software, and scripting. The course introduces students to HTML, Dreamweaver, and Flash (with basic ActionScript) and strengthens their speed and proficiency using imaging software. Historic and creative innovations in web design and Net Art will be discussed.

Prerequisite: ART 160.

ART 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ART 342 - Advanced Digital Media (3)

From the most advanced motion graphics techniques to immersive interactive experiences used in movies, games, multimedia web sites, smartphone apps, and interactive installations, students in this course will invent, design and implement interactive narratives with a range of 2D/3D animation, film, and interactive software. Students will use code to bring digital objects to life in open source platforms. A range of software such as Maya, After Effects, Flash, and Processing Language will be integrated in the development of projects.

Prerequisite: ART 224, 290, and admission into major program; or permission of the department chair.

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

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

Prerequisite: ART 170 and permission of the instructor.

ART 360 - Studies in Sculpture (3)

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

ART 361 - Advanced Design (3)

This course is an in-depth study and practice in graphic design and how art and business are integrated in terms of consumerism, advertising, and marketing perspectives. Students will expand on the range of exploratory design tools and techniques used in studio and creative professional settings for output to print and web products.

Prerequisite: ART 260 and 290.

ART 363 - Photojournalism (3)

This course will emphasize the fundamentals of photojournalism. Students will act as reporters with a camera, learning how to use images to tell a story while developing a personal vision. Students will gain experience thinking fast in order to quickly capture and record decisive moments. Students will also analyze the role of photography in mass communication with an emphasis on the photographic essay. The legal aspects of news photography along with the ethics of the profession are important components of this course.

Outcomes
SLO 1- Students will be able to identify the essential elements of Photography and Journalism by analysis of pictures, developing, and printing
SLO 2- Students will be able to describe the approaches of the photojournalism
SLO 3- Students will be able to apply descriptive vocabulary to compare and contrast works created by different photographers

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

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

Prerequisite: ART 170 and permission of the instructor.

ART 388 - Principles of Museum Work (3)

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

ART 390 - Web Design II (3)

In this course, students will receive an in-depth hands-on experience designing and creating interactive and immersive multimedia experiences for the Web using a range of techniques, software, and scripting. Advanced Dreamweaver, JavaScript, Flash, ActionScript, and Processing Language will be covered. Creative innovations in web design and Net Art will be discussed.

Prerequisite: ART 290.

ART 392 - Studies in Graphic Design (3)

In this course, students are expected to produce design solutions that reflect refined conceptual development, advanced strategic thinking, and mastery of technique. Emphasis is placed on how to create designs that successfully meet the goals set out in the client's creative brief. This course consolidates previous graphic design knowledge and skills.

Prerequisite: ART 361.

ART 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

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

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

Prerequisite: ART 227 or permission of the instructor.

ART 440 - Production Design (3)

Students will visit several production houses to gain an overview of how the production process impacts design decisions. Technical proficiency will be developed through lectures, demonstrations and studio work. As students produce projects from comprehensives to print-ready digital files, they will be held to the industry standards required for effective and efficient communication solutions.

Prerequisite: ART 392.

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

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

Prerequisite: ART 140.

ART 460 - Studies in Photography (3)

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

Prerequisite: ART 131, 232; and permission of the instructor.

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

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

Prerequisite: ART 170 and permission of the instructor.

ART 490 - Senior Studio (3)

This is a required course designed to encourage senior students to explore and develop creative projects demonstrating mastery of process, techniques, tools, and materials of applied and/or fine art medium. The evolution of an individual style and a body of work is emphasized. Students will develop better awareness of complex problem solving, creative process, and experimental approaches and principles of art media.

ART 491 - Portfolio/Senior Exhibit (3)

This course is the major capstone. Senior students are to select a theme for their culminating body of art, prepare an artist's statement, and set up a Senior Year Art Exhibit showcasing their best work. In addition, they will prepare portfolio of work including actual works, photos, and a personal website in preparation for graduate school or the job market.

ART 492 - Internship (3)

This course is only for art majors and is individualized depending on the student's area of interest. Students are required to complete an internship. The format of this

experience will be determined in consultation with the department faculty. Students will work with their major advisor to determine appropriate distribution of credits over a time period of one or more semesters.

ART 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

Outcomes
SLO 1- Students will be able to identify the essential elements of Photography and Lighting by analysis of pictures, developing, and printing
SLO 2- Students will be able to describe speed control methods, including the cameras, studios, and shutter.
SLO 3- Students will be able to apply descriptive vocabulary to compare and contrast works created by different photographers
SLO 4- Synthesize photography with its culture and context, including history and technology

ART 499 - Independent Study (1-3)

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

ASL - American Sign Language

ASL 100 - Introduction to American Sign Language (3)

This course is designed for students with little or no American Sign Language (ASL) proficiency. In this introductory course, students will develop basic skills in American Sign Language and learn more about diverse Deaf cultures and communities of the world. This course will begin to prepare students for social interaction and academic discourse. Emphasis is on comprehension, production and interactional skills using basic grammatical features. To pass this course, students are required to maintain a B- or higher in all developmental ASL courses.

ASL 101 - Intermediate American Sign Language (3)

This course introduces students to different types of specialized discourses in American Sign Language. Emphasis is on comprehension, production and presentation skills. Students will be introduced to more complex grammatical features through presentational, narrative and dialogue practice. To pass this course, students are required to maintain a B- or higher in all developmental ASL courses.

Prerequisite: Grade of B- or above in ASL 100, or qualifying performance on the ASL Self-assessment or on the ASL Screening Interview.

ASL 102 - Advanced American Sign Language Skills (3)

This course delves deeper into different types of specialized discourses reflecting different disciplines in American Sign Language. Emphasis is on polishing students' ability to comprehend and participate in classroom discussion in preparation for undergraduate study. Students will be introduced to more complex grammatical features in different types of presentational situations. To pass this course, students are required to maintain a B- or higher in all developmental ASL courses.

Prerequisite: Grade of B- or above in ASL 101, or qualifying performance on the ASL self-assessment, or on the ASL Screening Interview.

ASL 111 - American Sign Language 1 (3)

This foundational course offers a comprehensive introduction to American Sign Language (ASL), tailored for beginners without prior experience in ASL. Emphasizing a visual-gestural communication approach, the course aims to build a solid foundation in ASL through various techniques, including visual discrimination and memory exercises. Students will be introduced to basic ASL vocabulary, sentence structures, and the manual alphabet, enabling the development of elementary conversational abilities in ASL.

The course is designed to not only teach the linguistic aspects of ASL but also to immerse students in the culture and history of the Deaf Community. Through engaging content, students will explore Deaf Culture and learn culturally appropriate behaviors, enhancing their understanding and appreciation of the Deaf World.

- ASL 111 will be accepted as a free elective unless the department or program accepts these courses towards the major or minor.

- Gallaudet undergraduate students who wish to register for ASL 111 will need to obtain permission from the ASL Department. These students would need to take the ASLConnect placement test for placement into these classes.
- All Gallaudet undergraduate students will take the ASL Screening to be placed into ASL 100 - 102 or ASL 125. Completion of ASL 111 does not guarantee placement into ASL 125.

Prerequisite: Permission of the department.

Outcomes
Students will demonstrate and acquire the basic ability to comprehend and express ideas in ASL vocabulary, structure, grammar, and build rudimentary conversational skills in person and through digital technologies, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 1.1, 1.2, 1.3, and 5.1
Students will develop skills and further their knowledge in ASL basic production, comprehension, manual alphabet, and numbers aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 3.1, 3.2, 4.1, and 5.1.
Students will demonstrate an introductory understanding of the Deaf community and Deaf culture through comparisons of ASL to debate controversial social issues and their own languages and cultures, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 2.1, 2.2, 4.1, and 4.2.

ASL 112 - American Sign Language 2 (3)

Building on the foundation established in ASL 1, this intermediate course advances the study of American Sign Language (ASL) with an emphasis on enhancing students' proficiency in using basic ASL sentence structures. ASL 2 delves deeper into the linguistic features of ASL, such as pronominalization, classifiers, spatial referencing, pluralization, and the use of temporal and distributional aspects to convey detailed information. This course aims to expand students' communicative abilities in ASL, covering essential communicative functions including asking questions, making requests, providing clarification, and giving or asking for directions.

Continued exploration of the Deaf Community and Deaf Culture enriches students' understanding and appreciation, emphasizes culturally appropriate behaviors and interactions, and fosters learning about the history within the Deaf community.

- ASL 112 will be accepted as a free elective unless the department or program accepts these courses towards the major or minor.
- Gallaudet undergraduate students who wish to register for ASL 112 will need to obtain permission from the ASL Department. These students would need to take the ASLConnect placement test for placement into these classes.
- All Gallaudet undergraduate students will take the ASL Screening to be placed into ASL 100 - 102 or ASL 125. Completion of ASL 112 does not guarantee placement into ASL 125.

Prerequisite: ASL 111 with a grade of “B” or equivalent, and permission of program coordinator.

Outcomes
Students will refine the use of basic ASL sentence types and understand and apply ASL grammatical features such as pronominalization, classifiers, and spatial referencing, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 1.1, 1.2, 4.1, 5.1, and 5.2.
Students will enhance conversational abilities in ASL with a focus on routine communicative functions, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 1.1, 1.2, 1.3, and 2.1.
Students will demonstrate a deeper knowledge of the Deaf community and Deaf culture through comparisons of ASL to debate controversial social issues and their own languages and cultures, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 2.1, 2.2, 4.1, and 4.2.

ASL 113 - American Sign Language 3 (3)

American Sign Language Level 3 (ASL 3) is an advanced course designed to further enhance the ASL skills acquired in ASL 2. This course introduces more sophisticated ASL grammatical features, an expanded vocabulary, and engages students in complex short stories, narratives, and dialogues. Students will explore discourse strategies including the description of general surroundings, appropriate sequencing, temporal aspects, and conditionals to enable nuanced communication in ASL.

This course deepens the understanding of the Deaf Community and Deaf Culture, emphasizing culturally appropriate behaviors and interactions, and providing insight into the history and culture of Deaf communities.

- ASL 113 will be accepted as a free elective unless the department or program accepts these courses towards the major or minor.
- Gallaudet undergraduate students who wish to

register for ASL 113 will need to obtain permission from the ASL Department. These students would need to take the ASLConnect placement test for placement into these classes.

- All Gallaudet undergraduate students will take the ASL Screening to be placed into ASL 100 - 102 or ASL 125. Completion of ASL 113 does not guarantee placement into ASL 125.

Prerequisite: ASL 112 with a grade of "B" or equivalent, and permission of program coordinator.

Outcomes
Students will advance in complex ASL grammatical features and expand their vocabulary, aligned with American Council on the Teaching of Foreign Language (ACTFL) 3.1, 3.2, 1.1, and 1.3.
Students will engage with and understand short stories, narratives, and dialogues in ASL. Additionally, they will apply discourse strategies for describing surroundings, sequencing events, and using conditionals. Students will also enhance their intermediate conversational abilities in ASL. Aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 1.1, 1.2, 1.3, and 2.1.
Students will exhibit an enhanced understanding of the Deaf community and its culture by critically examining and contrasting ASL with their own languages and cultures in the context of debating controversial social issues. This deeper exploration aligns with the American Council on the Teaching of Foreign Language (ACTFL) Standards 2.1, 2.2, 4.1, and 4.2.

ASL 114 - American Sign Language 4 (3)

American Sign Language Level 4 (ASL 4) further advances the linguistic and cultural knowledge gained in ASL 3, focusing on the expansion of ASL vocabulary and grammatical structures. This course introduces complex language functions such as role-shifting with two to three characters, detailed descriptions of settings, and discussions about everyday objects and their uses. Students will explore step-by-step processes, cause and effect, and culturally significant topics within the Deaf Community, enhancing their conversational skills and cultural understanding.

ASL 4 aims to solidify intermediate ASL skills, encouraging students to engage in more nuanced and detailed ASL communication. Through comprehensive lessons on vocabulary, structure, and grammar, including the manual alphabet and numbers, students will continue to refine their ability to converse and behave in culturally appropriate ways while deepening their knowledge of Deaf culture and history.

- ASL 114 will be accepted as a free elective unless the department or program accepts these courses towards the major or minor.

- Gallaudet undergraduate students who wish to register for ASL 114 will need to obtain permission from the ASL Department. These students would need to take the ASLConnect placement test for placement into these classes.

- All Gallaudet undergraduate students will take the ASL Screening to be placed into ASL 100 - 102 or ASL 125. Completion of ASL 114 does not guarantee placement into ASL 125.

Prerequisite: ASL 113 with a grade of "B" or equivalent, and permission of program coordinator.

Outcomes
Students will advance the use of two to three character role shifts in ASL narratives to engage in conversations on culturally significant topics relating to the Deaf Community, aligned with American Council on the Teaching of Foreign Language (ACTFL) 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, and 3.2.
Students will continue to refine conversational abilities and understand culturally appropriate behaviors, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 1.1, 1.2, 1.3, and 2.1.
Students will be able to describe settings, objects, processes, cause and effect in detailed ASL, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 4.2, 4.1, and 3.1.

ASL 115 - American Sign Language 5 (3)

American Sign Language 5 is designed to expand upon the foundational skills acquired in previous ASL courses by applying knowledge of ASL grammar and vocabulary to describe increasingly complex constructs, processes, and situations. This course marks a journey into intermediate ASL skills, emphasizing the development of production and comprehension abilities. Students will engage in medium-length storytelling, narrative construction, and discussions on hypothetical issues, incorporating multiple character role shifting. A significant component of the course is the exploration of cultural values and attitudes pertinent to the Deaf Community.

This course will guide students through advanced vocabulary, structure, and grammar, including the use of the manual alphabet and numbers. Participants will hone

their intermediate conversational skills, learn culturally appropriate behaviors, and delve into the culture and history of Deaf communities.

- ASL 115 will be accepted as a free elective unless the department or program accepts these courses towards the major or minor.
- Gallaudet undergraduate students who wish to register for ASL 115 will need to obtain permission from the ASL Department. These students would need to take the ASLConnect placement test for placement into these classes.
- All Gallaudet undergraduate students will take the ASL Screening to be placed into ASL 100 - 102 or ASL 125. Completion of ASL 115 does not guarantee placement into ASL 125.

Prerequisite: ASL 114 with a grade of “B” or equivalent, and permission of program coordinator.

Outcomes
Students will apply and enhance understanding of ASL grammar and vocabulary and to develop intermediate production and comprehension skills in complex and communication, aligned with American Council on the Teaching of Foreign Language (ACTFL) 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, and 3.2.
Students will advance medium-length storytelling and narrative skills with multiple character role shifting, aligned with American Council on the Teaching of Foreign Language (ACTFL) 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, and 3.2.
Students will discuss hypothetical issues with a deep understanding of ASL grammar and cultural nuances and to explore and understand cultural values, attitudes, and historical perspectives of the Deaf Community, aligned with American Council on the Teaching of Foreign Language (ACTFL) Standards 2.1, 2.2, 4.1, and 4.2.

ASL 116 - American Sign Language 6 (3)

American Sign Language 6 is an advanced course that focuses on enhancing students' understanding and application of ASL semantics, grammar, and vocabulary in sophisticated discourse. This course aims to refine students' ability to use a wide range of ASL sentence types, including classifiers, conditionals, relative clauses, and non-manual signals, to explain complex constructs, processes, and situations. Emphasis is placed on using appropriate registers, developing a comprehensive grasp of communicative competencies such as requesting clarification, providing elaboration, and exploring cultural values and attitudes within the Deaf Community.

Building upon the intermediate skills developed in ASL 5, this course introduces students to advanced production and comprehension skills in ASL. Participants will further expand their ASL vocabulary, structure, and grammar knowledge, including the manual alphabet and numbers. Through ASL 6, students will refine their conversational abilities, learn culturally appropriate behaviors, and deepen their understanding of the culture and history of Deaf communities, focusing on themes such as the human body, sports and activities, and animals and terrains.

- ASL 116 will be accepted as a free elective unless the department or program accepts these courses towards the major or minor.
- Gallaudet undergraduate students who wish to register for ASL 116 will need to obtain permission from the ASL Department. These students would need to take the ASLConnect placement test for placement into these classes.
- All Gallaudet undergraduate students will take the ASL Screening to be placed into ASL 100 - 102 or ASL 125. Completion of ASL 116 does not guarantee placement into ASL 125.

Prerequisite: ASL 115 with a grade of “B” or equivalent, and permission of program coordinator.

Outcomes
Students will advance advanced ASL grammar, vocabulary, and sentence structures within complex discourse and to utilize a wide range of ASL communicative competencies in sophisticated contexts, aligned with Teaching of Foreign Language (ACTFL) 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, and 3.2.
Students will engage in detailed discussions about complex constructs, processes, and situations using advanced ASL techniques, aligned with Teaching of Foreign Language (ACTFL) 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, and 5.2.
Students will understand and apply appropriate registers, conditionals, classifiers, and non-manual signals in ASL communication, aligned with Teaching of Foreign Language (ACTFL) 4.1, 5.1 and 5.2.
Students will explore and critically analyze cultural values, attitudes, and historical perspectives relevant to the Deaf Community, aligned with Teaching of Foreign Language (ACTFL) Standards 2.1, 2.2, 4.1, and 4.2.

ASL 125 - ASL Composition (3)

This course introduces students to different types of specialized, academic discourses in American Sign Language. Students will be given opportunities to analyze and evaluate academic and creative works and to compose logical arguments infused with critical thinking skills and perspectives through synthesizing information from sources.

Prerequisite: Grade of B- or above in ASL 102 Advanced American Sign Language course, or qualifying performance on ASL Self-assessment or ASL screening interview.

ASL 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ASL 212 - Conversational American Sign Language I (3)

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

Prerequisite: Grade of B or above in ASL 101 or department approval.

ASL 213 - Conversational American Sign Language II (3)

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

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

ASL 214 - Advanced American Sign Language (3)

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

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

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

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

Prerequisite: LIN 101, ENG 102 and ASL 125 or equivalent.

ASL 290 - Visual Language Resource Development (3)

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

Prerequisite: LIN 101 and ASL 125.

Co-requisite: ASL 270.

ASL 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

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

This course is designed to expose students to the variety of features in ASL by recognizing and considering the ways those features are demonstrated in naturalistic data. Students will compile a collection of data sets, which will

allow them to investigate ASL features. Critical analysis of ASL features including ASL fingerspelling, sentence types, and non-manual aspects of the language reinforces students' abilities in creating, utilizing, and analyzing ASL materials for the purpose of academic research, pedagogy, and resources.

Prerequisite: ASL 290.

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

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

Prerequisite: ASL 304 or permission of instructor.

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

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

Prerequisite: ASL 270 and 290.

ASL 315 - ASL Literature: Poetry (3)

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

Prerequisite: ASL 270 and 290.

ASL 370 - Foundations and Practices in ASL Analysis and Critique (3)

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

Prerequisite: ASL 270 and 290.

ASL 380 - ASL Elocution: Applications (3)

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

Prerequisite: ASL 270 or permission of instructor.

ASL 390 - Discourse Features in ASL (3)

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

Prerequisite: ASL 304.

ASL 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ASL 401 - Language Attitudes and Ethics (3)

This course will provide an overview of the role of attitudes and ethics in language, including an overview of differing ideologies' impact on the use and acceptance of sign language in our society, ranging from early intervention to the education system including neuroethics. International applications will be provided, including ethics of teaching American Sign Language in other countries. A framework of current challenges along with potential solutions will be discussed with applications to students' lives and experiences.

Prerequisite: DST 311 and ASL 390; ASL majors only or permission of the program coordinator.

ASL 402 - Sign Language Rights and Advocacy (3)

This course focuses on understanding the deaf community's longstanding campaigns for sign language rights from an advocacy perspective. Topics covered include the history and status of sign language in education, language planning, policies and legislation on the state, national and international levels, as well as advocacy campaigns and organizations related to sign language rights.

Prerequisite: ASL 401; ASL majors only or permission of the program coordinator.

ASL 403 - Communication in Gestures (3)

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

ASL 421 - Introduction to ASL Instruction (3)

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

Prerequisite: ASL 390.

ASL 422 - Application to ASL Instruction (3)

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

Prerequisite: ASL 421 and permission of instructor.

ASL 480 - Introduction to ASL Research (3)

The course is designed to give students the opportunity to develop an integrated research approach to the study of ASL in preparation for ASL senior seminar. This course will guide students in developing research questions, methodologies, data analysis and interpretation. Students will be encouraged to share their findings to public audiences.

Prerequisite: ASL 305 and permission of instructor.

ASL 490 - ASL Internship (1-6)

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

Prerequisite: ASL 370.

ASL 494 - Senior Seminar (3)

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

Prerequisite: ASL 304 and 390.

ASL 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ASL 499 - Independent Study (1-3)

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

ASL 595U - Special Topics (3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

ASL 695 - Special Topics

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

BIO - Biology

BIO 101 - Introduction to Biology I (3)

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

Co-requisite: BIO 103.

BIO 102 - Introduction to Biology II (3)

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

Co-requisite: BIO 104.

BIO 103 - Introduction to Biology Laboratory I (1)

This laboratory course must be taken with BIO 101. Students will perform laboratory experiments including practical applications of the scientific method, a study of the metric system, using bioinstrumentation, analyzing biochemical reactions including photosynthesis and fermentation, a microscopic study of cell and nuclear division, and genetics techniques including DNA electrophoresis. Students will learn to write laboratory reports in the same format as professional journal articles. This course particularly emphasizes critical thinking and problem solving skills. One two-hour laboratory per week.

Co-requisite: BIO 101.

BIO 104 - Introduction to Biology Laboratory II (1)

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

Co-requisite: BIO 102.

BIO 105 - Introduction to Human Biology (4)

This course addresses human biology through the lens of evaluating scientific claims. Students will learn about select organ systems (reproductive, skeletal and muscular, immune and nervous systems) and about human genetics in a way that helps them make decisions relevant to their daily lives. The course focuses on developing skills that scientists use: basic experimental design, research methods, and scientific writing. It also teaches the language of biology and especially how to critique arguments related to human biology that we encounter in the media. Three hours of lecture and two hours of laboratory per week.

BIO 106 - Medical Terminology (3)

This course covers the building blocks of basic medical terminology. The relationship of word parts to their anatomical counterparts will be studied. Rules for combining word parts into complete medical terms will be emphasized. The correct contextual use of terms will be emphasized throughout the course. Such understanding will facilitate learning of scientific and medical principles encountered during more advanced career preparation.

BIO 107 - Principles of Biology for Science Majors I (3)

This course covers the fundamentals of biomolecules, cell physiology, respiration and photosynthesis, and genetics. This is one of two courses of introductory biology for science majors. BIO107 (Lecture) & BIO 109L (Lab) and BIO108 (Lecture) & BIO 110L (Lab) can be taken in either order. BIO 107/109 and BIO 108/110 are designed for students who want to major in biology or another science, or who plan to attend dental, veterinary, or medical school after graduation. NOTE: Students taking the course to meet general education explore requirements may take MAT 102 while students majoring in biology or another science should take MAT 130.

Pre- or co-requisite: MAT 102 or MAT 130.

Co-requisite: BIO109L.

BIO 108 - Principles of Biology for Science Majors II (3)

This course covers the fundamentals of evolution, comparative biodiversity, human and animal anatomy and physiology, and ecology and environmental science. This is one of two courses of introductory biology for science majors. BIO107 (Lecture) & BIO 109L (Lab) and BIO108 (Lecture) and BIO 110L (Lab) can be taken in either order. BIO 107/109L and BIO 108/110L are designed for students who want to major in biology or another science, or who plan to attend dental, veterinary, or medical school after graduation.

Note: Students taking the course to meet general education explore requirements may take MAT 102 while students majoring in biology or another science should take MAT 130.

Pre- or co-requisites: MAT 102 or MAT 130.

Co-requisite: BIO 110L.

BIO 109L - Principles of Biology for Science Majors I - Laboratory (1)

In this laboratory course, students will develop and test hypotheses by designing their own experiments to better understand the fundamentals of biomolecules, cell physiology, respiration and photosynthesis, and genetics. Students will also learn how to use a microscope and pipettors and will write laboratory reports in the same format as professional journal articles. This 2-hour laboratory course should be taken concurrently with BIO 107.

NOTE: Students taking the course to meet general education explore requirements may take MAT 102 while students majoring in biology or another science should take MAT 130.

Pre- or co-requisites: MAT 102 or MAT 130.

Co-requisite: BIO107.

BIO 110L - Principles of Biology for Science Majors II - Laboratory (1)

In laboratory, students will develop and test hypotheses by designing their own experiments to better understand fundamentals of evolution, comparative biodiversity, human and animal anatomy and physiology, and ecology and environmental science. Students will also learn how to use computer simulation models to predict outcomes, grow and enumerate bacteria and plants, and write laboratory reports in the same format as professional journal article. This 2-hour laboratory course should be taken concurrently with BIO 108.

Note: Students taking the course to meet general education explore requirements may take MAT 102 while students majoring in biology or another science should take MAT 130.

Pre- or co-requisite: MAT 102 or MAT 130.

Co-requisite: BIO 108.

BIO 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BIO 201 - Research Methods in the Sciences (3)

This course will provide an overview of descriptive and experimental research methods in the sciences. Topics include research design and methodology, statistical analyses, responsible conduct of research, the use of animal and human subjects, and the critical analysis of published peer-reviewed research reports. Students will work in groups to design a research project, collect and analyze pilot data, and present the results. Development of scientific writing skills will be emphasized. Four hours of lecture per week.

Prerequisite: BIO 107 and BIO 108 or permission of the instructor.

BIO 202 - Internship in Biology (3)

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

Prerequisite: BIO 107 and BIO 108; or permission of major advisor.

BIO 203 - Anatomy and Physiology for Human Service Majors (4)

This comprehensive course covers major body systems including the musculoskeletal, nervous, digestive, cardiovascular and respiratory systems. One or more field trips that have direct applications may be arranged,

dependent on availability. This course is designed to give Physical Education and Recreation majors a strong foundation for PER 341 Kinesiology. Biology majors should instead enroll in BIO 233 Human Anatomy Physiology I and BIO 333 Human Anatomy Physiology II. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 105.

BIO 211 - Genetics (4)

This course provides an overview of modern genetics, including classical Mendelian genetics, molecular genetics, genomics, and population genetics. Laboratory activities will introduce students to basic statistical and computational techniques and tools, organisms used in genetics laboratories including E. coli and Drosophila melanogaster, and wet lab techniques including gel lectrophoresis, the polymerase chain reaction (PCR), and DNA fingerprinting using STR polymorphism analysis. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 107 and BIO 108; or permission of the instructor.

BIO 221 - Microbiology (5)

A general survey of the microorganisms, with emphasis on their morphology, physiology, growth, and methods of isolation and identification. Laboratory activities will introduce students to wet lab techniques including staining and microscopy, pipetting, streaking, preparing media, spread and pour plating, serial dilutions, plate count assays, metabolic tests for identification of bacteria, bacterial transformations and phage stock preparation. Three hours of lecture and two two-hour laboratories per week

Prerequisite: BIO 107 and BIO 108; or permission of the instructor.

BIO 231 - Zoology (4)

Zoology is an introductory survey of various invertebrate and vertebrate animals, with an emphasis on their comparative and functional morphology. You will study the complex and diverse features of invertebrate and vertebrate body plans, physiology, evolution, systematic behavior, reproductive strategies, development, and ecological adaptation strategies. The course requires a minimum of one field trip, three hours of lecture, and two hours of laboratory per week.

Prerequisite: BIO 108 or permission of the instructor.

BIO 233 - Human Anatomy and Physiology I (4)

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

Prerequisite: BIO 107 and BIO 108; or permission of the instructor.

BIO 241 - Ecology (4)

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

Prerequisite: BIO 108 or permission of the instructor.

BIO 242 - Evolution (3)

The theory of evolution is the foundation of modern biology because it explains the unity and diversity of life on earth. This course will cover the history of evolution, evolutionary processes, adaptation, and evolution as an explanatory framework at levels of biological organization ranging from genomes to ecological communities. The interplay between theory and empirical tests of hypotheses will be emphasized, thus acquainting students with the process of science.

Prerequisite: BIO 211 or permission of instructor.

BIO 243 - Botany (4)

This course will teach botany in the context of real-life research activities. The class will work with a partner organization to carry out botanical research that will contribute knowledge to decision-making. This will involve designing and conducting a semesterlong research study from start to finish. Students will practice skills such as reading primary literature, analyzing data, and

communicating scientific findings for both a lay and scientific audience, while working collaboratively. Content may include basic morphological and physiological principles, systematics and genetics, with an emphasis on the ecology and evolution of plants. The course consists of tightly linked lecture and laboratory learning experiences. Three hours of lecture and one two-hour laboratory per week.

Prerequisite: BIO 107 and BIO 108; or permission of the instructor.

BIO 251 - Nutrition (3)

We will study nutrition science, focusing on issues that currently affect Americans today including: the current obesity epidemic, fad diets, popular supplements, energy drinks, and fast food and their effects on our nutritional health. Our objective is to teach students the following lifelong skills: how to analyze popular diets and supplements, how to perform a nutrition self-analysis and analyze BMI and body fat percentage, how to lose weight effectively and safely, and how to develop a healthy, nutritious meal plan for yourself and your family.

BIO 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BIO 296 - Research Experience I (1-3)

This course is for sophomores to develop critical thinking and data analysis skills by performing hypothesis-driven research. A large body of science education research shows that undergraduate science majors who perform research do better in their courses, are more likely to graduate from college, and are more likely to succeed in their graduate and professional careers. Students will perform experiments, collect, record and analyze data, and present their data at weekly, one-hour project meetings guided by the faculty researcher and which may include other students or technicians involved with the project. Each credit hour is the equivalent of three hours of research per week. To enroll in this course, students must obtain the permission of the faculty researcher.

BIO 321 - Pathogenic Microbiology (5)

This course will discuss the pathogenesis and clinical manifestations of infectious diseases and the mechanisms by which microorganisms subvert host defenses and cause infections, resulting in tissue damage and perhaps death. Students will study the epidemiology, symptoms, diagnosis and treatment and prevention of infectious diseases caused by bacteria and viruses. This course will also cover a number of case studies giving students an opportunity to diagnosis patients suffering from infectious diseases.

Prerequisite: BIO 221 or permission of instructor.

BIO 333 - Human Anatomy & Physiology II (4)

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

Prerequisite: BIO 233 or permission of instructor.

BIO 341 - Marine Biology (3)

This course will offer students an opportunity to take an intensive look at aquatic systems, beginning with an overview of the chemical, geological, and physical aspects of the world's oceans. Students will learn about the ecology of marine systems of microscopic (bacteria, phytoplankton, and zooplankton) to macroscopic organisms (fish and marine mammals). A variety of current events will be discussed (e.g. harmful algal blooms, iron fertilization, recent discoveries in bacteria and phytoplankton genomes). Three hours of lecture per week and one all-day field trip to the Chesapeake Bay.

Prerequisite: BIO 241 or permission of instructor.

BIO 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BIO 396 - Research Experience II (1-3)

This course is for juniors to develop critical thinking and data analysis skills by performing hypothesis-driven research. A large body of science education research shows that undergraduate science majors who perform research do better in their courses, are more likely to graduate from college, and are more likely to succeed in their graduate

and professional careers. Students will perform experiments, collect, record and analyze data, and present their data at weekly, one-hour project meetings guided by the faculty researcher and which may include other students or technicians involved with the project. Each credit hour is the equivalent of three hours of research per week. To enroll in this course, students must obtain the permission of the faculty researcher.

BIO 404 - Senior Capstone II (3)

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

Prerequisite: STM 403 and permission of the instructor.

BIO 411 - Human Genetics (3)

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

Prerequisite: BIO 211.

BIO 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BIO 496 - Research Experience III (1-3)

This course is for seniors to develop critical thinking and data analysis skills by performing hypothesis-driven research. A large body of science education research shows that undergraduate science majors who perform research do better in their courses, are more likely to graduate from college, and are more likely to succeed in their graduate and professional careers. Students will perform experiments, collect, record and analyze data, and present their data at weekly, one-hour project meetings guided by the faculty researcher and which may include other students or technicians involved with the project. Each credit hour is the equivalent of three hours of research per week. To enroll in this course, students must obtain the permission of the faculty researcher.

BIO 499 - Independent Study (1-3)

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

BUS - Business Administration

BUS 101 - Introduction to Business (3)

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

Outcomes
1. Accurately apply fundamental business concepts, models, and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry) 4. Critically assess business problems and develop well-supported solutions. (Critical Thinking & Problem Solving) G3. Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. G4. Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines. Interpret and apply basic business vocabulary, concepts, and theories in core business areas (management, marketing, economics, accounting, finance, business ethics, business law, global applications, and management information systems)
2. Communicate effectively in both American Sign Language and written English in various formats and styles to a variety of audiences in multiple business contexts. (Communication)2. Communicate effectively in both American Sign Language and written English in various formats and styles to a variety of audiences in multiple business contexts. (Communication)2. Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes. G3. Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. G5. Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways. Develop business communication skills in written English and ASL and apply to specific business formats (summary, analysis, presentation, and etc.)
3. Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. 4. Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines. G2. Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes. G3. Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. Make decisions through evaluating information, assessing opportunities and risks, understanding and out-performing competitors

BUS 181 - Computer Skills for School and Workplace (3)

This course and lab equip students to function in the information society. It introduces students to the current Windows environment and Microsoft Office Suites as they are ubiquitous in today's workplace and personal computing environment. Through hands-on training, students will learn basic skills in Word (word processing), Excel (spreadsheet), Access (database), and PowerPoint (presentation). In addition, file management, Browser, and E-mail basic skills will be practiced.

Prerequisite: ASL 125 and ENG 102.

BUS 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BUS 201 - Quantitative Reasoning in Business (3)

This course incorporates business and financial literacy and introduces students to quantitative reasoning to solve business problems. Students will understand, analyze, solve, and communicate quantitative problems encountered in many aspects of a business. Topics such as algebra fundamentals, percentage and margin computations, basic accounting and financial applications, investment and insurance, descriptive statistics and graphs, etc., will be covered. Students will gain basic concepts and skills to understand, analyze, and solve quantitative problems encountered in many aspects of a business.

Prerequisite: C+ in BUS 101 and BUS 181; or permission by the department.

Outcomes

After successful completion of the course, the student will be able to: Summarize and describe data using both written language and graphic presentations. This will be done individually or as a group. (P1, P2, P3). Compute and interpret quantitative results and apply them to decisions in the business environment. C1: Communicate effectively using elementary terms and concepts of sign language principles (P2, G2) C2. Students will be able to explain the meaning and purpose of basic quantitative methods in the business environment. (P1, P3, P5, G4) C3. Students will be able to recognize and recall the different types of basic quantitative methods when they can be applied and how they are interpreted (P1, P2, P4, G3, G4, G7) C4. Students will be able to summarize, describe, and communicate data using both written language and graphic presentations. This will be done individually or as a group. (P1, P2, P3, P4, P6, G2, G3, G4, G7) C5. Students will understand, remember, and apply the procedures for

simplifying and solving basic quantitative methods to real-world business problems. (P1, P3, P4, P5, G4, G7) C6. Students will be able to recognize that the interpretation of the basic quantitative methods results can be affected by the researcher's values, beliefs, and priorities. (P1, P6, G3, G4, G6) C7. Students will be able to determine and implement appropriate quantitative methods and applications for solving business problems using a scientific calculator, Excel spreadsheets, and internet resources. (P1, P3, P4, P6, G3, G4, G7)
Implement statistical techniques using spreadsheets and internet resources. C1: Communicate effectively using elementary terms and concepts of sign language principles (P2, G2) C2. Students will be able to explain the meaning and purpose of basic quantitative methods in the business environment. (P1, P3, P5, G4) C3. Students will be able to recognize and recall the different types of basic quantitative methods when they can be applied and how they are interpreted (P1, P2, P4, G3, G4, G7) C4. Students will be able to summarize, describe, and communicate data using both written language and graphic presentations. This will be done individually or as a group. (P1, P2, P3, P4, P6, G2, G3, G4, G7) C5. Students will understand, remember, and apply the procedures for simplifying and solving basic quantitative methods to real-world business problems. (P1, P3, P4, P5, G4, G7) C6. Students will be able to recognize that the interpretation of the basic quantitative methods results can be affected by the researcher's values, beliefs, and priorities. (P1, P6, G3, G4, G6) C7. Students will be able to determine and implement appropriate quantitative methods and applications for solving business problems using a scientific calculator, Excel spreadsheets, and internet resources. (P1, P3, P4, P6, G3, G4, G7)

BUS 211 - Management and Organizational Behavior (3)

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

Outcomes
1. Accurately apply fundamental business concepts, models and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry) Interpret and apply business vocabulary, concepts, and theories in management & organizational behavior
2. Communicate effectively in both American Sign Language and written English in various formats and styles to a variety of audiences in multiple business contexts. (Communication) 4. Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines. Develop, demonstrate and communicate problem-solving skills by applying at least one tool used in organizational decision-making.
4. Critically assess business problems and develop well-supported solutions. (Critical Thinking & Problem Solving) 3. Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. Demonstrate self-awareness in the global business world; compare and contrast the perspectives of diverse cultures.

BUS 212 - Introduction to Hospitality Management (3)

This course examines the core fundamentals overview of the hospitality, tourism, and travel industry. Students will examine the background, history, its growth and development, industry segments, characteristics, current & future issues, and trends of hospitality. This course will cover lodging, beverages, restaurants, and managed services; tourism, recreation, attractions, clubs, and gaming; events, attractions, and leadership. Students will learn about potential career opportunities and the individual and employment skills needed to succeed in the specific hospitality fields. Students will learn about the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel.

Outcomes

Define and apply the vocabulary, concepts, and theories involved in the growth and development of hospitality, tourism, and travel. Class discussion Quizzes, mid-term, and final exam. At least score 75% or better on each quiz, examination, and final exam Checklists adapted for each writing assignment and Team project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. Common Business Knowledge & Inquiry (#1) Critical Thinking & Problem Solving (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6)

Develop communication skills in written English and in ASL and apply to formats (summary, reflection & analysis, memo, presentation.) related to hospitality. Class discussions Project Presentation Group Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for each writing assignment, project or case study and group project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. AAC & U writing rubric score of emerging or better. Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Bilingualism (#2) Career Readiness (#3) Digital Awareness (#5) Global Citizenship (#8)
Develop, demonstrate and communicate problem-solving skills by applying at least one tool used in the hospitality and tourism industry. Class discussion Writing assignments Project/Case study Group Project & Presentation Case studies Feedback from professor Checklist adapted for writing assignments. AAC&U Ethical Reasoning Value rubric average score of 2.5 or better Common Business Knowledge & Inquiry (#1) Communication (#2) Quantitative Reasoning & Technological skills (#3) Global Dimension (#5) Career Readiness (#3) Critical Thinking (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Global Citizenship (#8)
Demonstrate self awareness & understanding in the global business world; compare and contrast the perspectives of diverse cultures. (international and ethical perspective) Class Discussions Project/Case studies Team Project & Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for Individual projects and Team project with an average evaluation of 80% or better. (AAC &U Global Learning rubric and Ethical Reasoning) Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Global Dimension (#5) Wellness, Ethics & Social Responsibility (#6) Wellness (#1) Career Readiness (#3) Critical Thinking (#4) Ethics (#6)

BUS 214 - Introduction to Esports Management (3)

This course covers the basic principles of management in esports. Investigate and discuss history, identify best practices in esports, operations, management of events, competitions, teams, leagues and esports players. Explore and identify concerns, legal and ethical, and areas of business activities and conclude with potential solutions. A foundation in esports management builds a vast of capabilities: events management, game design, marketing, social media, teamwork, regulation, journalism, startup opportunities, and competitions. Gain and design real world knowledge for academic specializations and career opportunities due to this rapidly growing industry.

BUS 221 - Marketing (3)

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

Prerequisite: C+ or better in BUS 101.

BUS 250 - Personal Financial Literacy (3)

This course is designed to introduce students to personal finance, which allows them to make informed financial decisions. Students will gain an understanding after learning topics such as strategies for budget and money management, savings and investments, credit and debt management, financial planning, vehicle purchases, understanding different types of insurances, different types of loans, purchasing and owning a home, tax management, and retirement planning.

Outcomes

Students will be able to identify the benefits of using financial techniques to manage their finances. Class discussion Quizzes, assignments and exams. At least score 75% or better on each assignment, quiz, examination. AAC & U writing rubric score of emerging or better. Common Business Knowledge & Inquiry (#1) Communication (#2) Critical Thinking & Problem Solving (#4) Wellness, Ethics & Social Responsibility (#6) Bilingualism (#2) Career Readiness (#3) Critical Thinking (#4) Ethics (#6). Students will be able to explain their own financial goals. Class discussions Project Presentation Group Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for each writing assignment, project or case study and group project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. AAC & U writing rubric score of emerging or better. Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Bilingualism (#2) Career Readiness (#3) Digital Awareness (#5) Global Citizenship (#8)

Students will be able to use financial data to evaluate and choose financial strategies to achieve their financial goals. Feedback from professor Checklist adapted for writing assignments. AAC&U Ethical Reasoning Value rubric average score of 2.5 or better Common Business Knowledge & Inquiry (#1) Communication (#2) Quantitative Reasoning & Technological skills (#3) Global Dimension (#5) Career Readiness (#3) Critical Thinking (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Global Citizenship (#8)
Students will be able to make informed financial decisions. Class participation grade-weighting criteria with an average evaluation of 75% or better. Teamwork Rubric Common Business Knowledge & Inquiry (#1) Communication (#2) Global Dimension (#5) Wellness (#1) Global Citizenship (#8)

BUS 253 - Investments (3)

A course that examines the principles of financial investing and provides opportunities to develop basic quantitative, research, presentation, and critical analytical skills that are useful to an investor. Topics include analysis of the investment environment, tools and mechanics of investing (debt instruments, government and municipal securities, common stock, real estate), portfolio construction and management, dealing with securities markets, tax issues in investing, research strategies, financial statement analysis, and risk/return trade-off analysis. This course incorporates student management of an actual investment fund that is a component of Gallaudet University's endowment.

Prerequisite: ASL 125 and ENG 102.

BUS 261 - Global Business Foundations (3)

The course provides a foundation to understand the various issues that affect a business when expanding to the global marketplace. These include geographical, historical, cultural, political/legal, economic, and transnational environments of business, as well as an introduction to foreign exchange rates and economic integration. This course is intentionally structured to promote multi-cultural understanding and personal transformation. Teaching methods will include instructor-led dialogue, group discussions, role plays, and peer feedback on your work, which have been demonstrated to encourage greater multicultural understanding, respect and appreciation.

Prerequisite: ASL 125 and ENG 102.

BUS 290 - Foundations of Entrepreneurship (3-4)

This course is a non-traditional hands-on introduction to the world of entrepreneurial thinking that aligns with students' personal interests and aspirations. In this highly interactive and dynamic course, students are exposed to the various activities necessary to launch a successful business or organization. Students will work in small teams to consult for local and regional businesses. Business challenges will be presented to the students in the beginning of the semester and students will learn and utilize the Business Model Canvas to brainstorm ideas and engage in the customer discovery process. Additional field trips, seminars, and other out of class opportunities will be offered throughout the semester.

Prerequisite: B or better in BUS 101.

BUS 291 - Social Entrepreneurship (3)

Social entrepreneurship is the quest to improve social justice through setting up a business that focuses on social change instead of profit. The goal is to develop a sustainable, effective, and empowering solution that does not depend on charity. In addition, this method enables social justice pioneers a way to support themselves financially at the same time they pursue their dreams to change the world. Students will develop a deeper understanding of social justice as well as business models and hands-on entrepreneurial skills that have the potential to effect change in a sustainable way. The classroom experience will be enhanced by guest speakers and field trips.

Prerequisite: ASL 125 and ENG 102.

BUS 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BUS 301 - Business Communication (3)

This course involves the study and intensive practice of professional writing skills and genres expected in the business environment, as well as the ethical, legal, cultural, and global issues affecting business and technical communication. In addition, it covers major aspects of preparing, presenting, and interpreting public speeches in a face-to-face and online business environments using technology and digital media.

Prerequisite: Business department majors only, or permission of the instructor/department.

Outcomes

• Understand and demonstrate writing and signing processes through organization, drafting, revision, editing, and presentation. • Understand the importance of specifying audience and purpose and to select appropriate communication choices. • Participate effectively in groups with an emphasis on critical and reflective thinking. • Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument. • Prepare and deliver effective business presentations in face-to-face and online environments using technology and digital media. Course SLO chart is included in the syllabus attached.

BUS 312 - Food and Beverage Management (3)

This course is designed to explore and discover managing food and beverage operations within event management settings, hospitality, and tourism. Students will study current trends and identify target market trends, phases of operations and management including production, food and beverage safety, inventory, purchasing, sanitation, legal and liability issues, equipping, and staffing. This course provides real world applicable skills and knowledge of the food and beverage industry, concept of guest services, interpret performance measurements and making decisions and planning including quality for food services and beverages operations.

Prerequisite: BUS 212 or permission of the department.

Outcomes

BUS 312 Student Learning Outcomes Students will Critical Learning Opportunities Tools for Assessment and Expected Levels Business Administration Program SLO GU ISLO Define and apply the vocabulary, concepts, and theories involved in the growth and development of Food and Beverage Management. Class discussion Quizzes, mid-term, and final exam. At least score 75% or better on each quiz, examination, and final exam Checklists adapted for each writing assignment and Team project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. Common Business Knowledge & Inquiry (#1) Critical Thinking & Problem Solving (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Develop communication skills in written English and in ASL and apply to formats (summary, reflection & analysis, memo, presentation.) related to Food and Beverage Management. Class discussions Project Presentation Group Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for each writing assignment, project or case study and group project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. AAC & U writing rubric score of emerging or better. Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Bilingualism (#2) Career Readiness (#3) Digital Awareness (#5) Global Citizenship (#8) Develop, demonstrate and communicate problem-solving skills by applying at least one tool used in the Food and Beverage Management industry. Class discussion Writing assignments Project/Case study Group Project & Presentation Case studies Feedback from professor Checklist adapted for writing assignments. AAC&U Ethical Reasoning Value rubric average score of 2.5 or better Common Business Knowledge & Inquiry (#1) Communication (#2) Quantitative Reasoning & Technological skills (#3) Global Dimension (#5) Career Readiness (#3) Critical Thinking (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Global Citizenship (#8) Develop skills in collaboration and teamwork Discussion board involving English and ASL Individual Project Presentation Team Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Teamwork Rubric Common Business Knowledge & Inquiry (#1) Communication (#2) Global Dimension (#5) Wellness (#1) Global Citizenship (#8) Demonstrate self-awareness & understanding in the global business world; compare and contrast the perspectives of diverse cultures. (international and ethical perspective) Class Discussions Project/Case studies Team Project & Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for Individual projects and Team project with an average evaluation of 80% or better. (AAC &U Global Learning rubric and Ethical Reasoning) Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Global Dimension (#5) Wellness, Ethics & Social Responsibility (#6) Wellness (#1) Career Readiness (#3) Critical

Thinking (#4) Ethics (#6)

BUS 314 - Event Management (3)

This course examines the core foundations of event management: designing, exploring, envisioning, producing, and delivering events ranging from small to large events. This course provides students the opportunity to gain knowledge and administer skills in planning, implementing events which include budgeting, managing, staffing, financing, promoting, marketing strategies, vision, revenue management, sponsorship, and site management. In conclusion ensure the event is run smoothly, minimizing any risks, understanding a myriad of details to ensure the event is enjoyable, successful, and run smoothly with minimizing any risks. This course allows team members (students) to identify, describe, execute, analyze, interpret, and plan.

Prerequisite: BUS 212 or BUS 214; or permission of the department.

Outcomes

BUS 314 Student Learning Outcomes Students will Critical Learning Opportunities Tools for Assessment and Expected Levels Business Administration Program SLO GU ISLO Define and apply the vocabulary, concepts, and theories involved in the growth and development of Event Management. Class discussion Quizzes, mid-term, and final exam. At least score 75% or better on each quiz, examination, and final exam Checklists adapted for each writing assignment and Team project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. Common Business Knowledge & Inquiry (#1) Critical Thinking & Problem Solving (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Develop communication skills in written English and in ASL and apply to formats (summary, reflection & analysis, memo, presentation.) related to Event Management. Class discussions Project Presentation Group Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for each writing assignment, project or case study and group project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. AAC & U writing rubric score of emerging or better. Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Bilingualism (#2) Career Readiness (#3) Digital Awareness (#5) Global Citizenship (#8)
Develop, demonstrate and communicate problem-solving skills by applying at least one tool used in the Event Management industry. Class discussion Writing assignments Project/Case study Group Project & Presentation Case studies Feedback from professor Checklist adapted for writing assignments. AAC&U Ethical Reasoning Value rubric average score of 2.5 or better Common Business Knowledge & Inquiry (#1) Communication (#2) Quantitative Reasoning & Technological skills (#3) Global Dimension (#5) Career Readiness (#3) Critical Thinking (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Global Citizenship (#8)
Develop skills in collaboration and teamwork Discussion board involving English and ASL Individual Project Presentation Team Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Teamwork Rubric Common Business Knowledge & Inquiry (#1) Communication (#2) Global Dimension (#5) Wellness (#1) Global Citizenship (#8)
Demonstrate self awareness & understanding in the global business world; compare and contrast the perspectives of diverse cultures. (international and ethical perspective) Class Discussions Project/Case studies Team Project & Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for Individual projects and Team project with an average evaluation of 80% or better. (AAC &U Global Learning rubric and Ethical Reasoning) Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Global Dimension (#5) Wellness, Ethics & Social Responsibility (#6) Wellness (#1) Career Readiness (#3) Critical Thinking (#4) Ethics (#6)

BUS 320 - Marketing Research (3)

This course examines ways that research methods and procedures are be used to obtain the information necessary for making sound strategic marketing decisions. Topics includes a review of marketing concepts, research ethics, research design (secondary data, qualitative data, observation, survey and experimentation), data acquisition and measurement, questionnaire design, sampling issues, and data analysis and findings. By performing group and individual marketing research projects, students learn how to write a research proposal as well as how to execute and present of complete marketing research study.

Prerequisite: BUS 221; Business department majors only or permission of the instructor.

Co-requisite: BUS 331.

Outcomes
Students will be able to explain the meaning and purpose of marketing research in the business environment. Homework assignments Exam questions Assignment Checklist Exam Checklist 1, 4 3, 4
Students will be able to summarize and describe data using both written language and graphic presentations. This will be done individually. 10-15 pages of research paper 10-15 minute presentation GU Writing Rubric/ Project Rubric GU Presentation rubric 1, 2, 3, 4 2, 3, 4, 7
Students will be able to implement statistical techniques across different groups and for different purposes in the business environment. 10-15 pages of research paper 10-15 minute presentation GU Writing Rubric/ Project Rubric GU Presentation rubric 3, 4 4, 5, 7
Students will be able to recognize that the interpretation of the research results can be affected by the values, beliefs, and priorities of the researcher. Homework assignments Exam questions Assignment Checklist Exam Checklist 5, 6 6, 8

BUS 323 - Digital Marketing (3)

This course provides students with a comprehensive understanding of the fundamental principles, strategies, and tools essential for success in the digital marketing landscape. Through a combination of theoretical concepts and practical applications, students will gain the knowledge and skills required to excel in this dynamic field. Course topics include digital consumer behavior, website marketing, search engine optimization (SEO), search engine marketing (SEM), email/social media/mobile marketing strategies, digital branding, and legal/ethical/privacy considerations in digital marketing.

Prerequisite: BUS 321.

Outcomes
Understand and apply digital marketing vocabulary, concepts and theories in the marketplace Class discussion Quizzes, exams, and Final Exam Papers and presentations Quizzes and Exam Scores Paper assignment rubrics 1. Common Business Knowledge & Inquiry 3. Career Readiness 4. Critical Thinking
Create/propose a digital marketing strategy for a company, utilizing the tools and concepts learned in the course Group Project AAC&U Writing rubric 2. Communication 3. Quantitative Reasoning & Technological Skills 4. Critical Thinking & Problem Solving 3. Career Readiness 4. Critical Thinking 7. Science Literacy
Understand the various options available in a digital marketing strategy, and evaluate the effectiveness of each option as well as its integration into the overall marketing strategy MIniprojects Papers and presentations AAC&U writing rubric Gallaudet ASL presentation rubric Paper assignment rubrics 3. Quantitative Reasoning & Technological Skills 4. Critical Thinking & Problem Solving 4. Critical Thinking 5. Digital Awareness 7. Science Literacy
Develop a solid understanding of legal, ethical, and privacy issues in digital marketing strategy Miniprojects Cases AAC&U Ethical Reasoning rubric 5. Global Dimension 6. Wellness, Ethics & Social Responsibility 1. Wellness 6. Ethics 8. Global Citizenship

BUS 331 - Business Statistics (3)

This course focuses on statistical concepts and their application to businesses. It provides opportunities to develop fundamental skills in quantitative research, presentation, and critical analysis applicable to the business environment. Topics include quantitative and graphical descriptive techniques, data collection and sampling, probability distributions, estimation techniques, inferential and regression analysis, hypothesis testing and analysis of variance.

Prerequisite: C+ or better in BUS 201; Business department majors only; or permission of the instructor.

BUS 341 - Business Ethics (3)

This course is cross-listed and is otherwise known as PHI 341. This course introduces students to the normative theories of moral philosophy and how they apply to the business world. It covers a spectrum of topics in the subjects of conflict of interest, corporate ethics and climate, discrimination, ethical climate, ethical decision-making, ethical issues, and ethical standards. Students will use case studies and current events to critically analyze common ethical issues in the business environment and recommend appropriate courses of actions.

Prerequisite: Business department majors only, or permission of the department.

BUS 351 - Business Finance (3)

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

Prerequisite: ACC 201 and ECO 201.

Co-requisite: ECO 202.

Outcomes
Understand the objective of financial management
Use financial statements for informed decisions
Apply problem-solving and technical skills

BUS 354 - Entrepreneurial Finance (3)

The course is the application of basic financial management techniques focusing on the financial aspects of starting and running a business. The core financial aspects of business entrepreneurship and problems encountered by those starting and running a small business are covered through the discussion of financial topics, including working capital management, time value of money, financial statements, small business administration programs, succession planning, financing options, and alternative solutions to commonly discovered problems.

Prerequisite: BUS 351 and Business Administration or Accounting majors only; or permission of department.

BUS 361 - Global Dimensions of Business (3)

This course focuses on the global dimensions of business. It covers a broad spectrum of subjects in foreign direct investment and trade, international cooperate strategies, international governance and regulation, international patents and protections, and multinational culture. The political, cultural, institutional, economic, legal, and technological environmental forces that accompany global business activities are discussed in an integrated manner.

Prerequisite: BUS 211.

Co-requisite: ECO 202.

Outcomes
Demonstrate and communicate creative approaches to problem solving and substantial knowledge of at least one tool used in global decision-making. Moreover, the students will demonstrate an understanding of emerging trends and technological advances in global organizations and assessing their impact on the global marketplace in the future.
Demonstrate an understanding of self in the global business world and be able to compare and contrast the perspectives of diverse cultures.
Demonstrate an understanding of how differences in values, beliefs, and priorities can lead to different business decision-making and backing them up with informed ethical judgments

BUS 371 - Business Law I (3)

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

Co-requisite: BUS 301 or permission of the department.

Outcomes
Define legal vocabulary, concepts and theories.
Analyze legal problems and opportunities in business situations, and propose solutions that are justified by facts, legal concepts, and public policy.
Effectively use written English and ASL to explain legal conclusions and recommendations, using legal formats

BUS 372 - Business Law II (3)

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

property, trusts, wills and estates.

Prerequisite: BUS 371 or permission of instructor.

BUS 381 - Management Information Systems (3)

An introduction to data and information processing concepts and systems viewed from a contemporary management perspective. The course provides the conceptual foundations in understanding technologies, such as computer hardware and software, the Internet, networking, security, enterprise computing, e-commerce, database management, and how information systems support business functions. The hands-on labs enable students to develop in-demand skills in business analytics and data management.

Prerequisite: BUS 181; or permission of the department.

Outcomes
Demonstrate competency in applying concepts and theories related to information technology (e.g., digital content & devices, security, networks, the Web, social media, software, programming, database, information systems, etc.)
Apply technologies to analyze data and solve business problems
Analyze how information systems transform business and why are they so essential for running and managing a business today

BUS 382 - Applied Business Analytics (3)

Business analytics encompasses the skills, technologies, and practices for continuous iterative exploration and investigation of past business performance to gain insight and drive business planning. This course prepares students to interpret data to inform business decisions, recognize trends, detect outliers, summarize data sets, and analyze relationships between variables, etc. Beginning with basic descriptive statistics and progressing to regression analysis, students will implement analytical techniques using software tools, such as Excel, and apply fundamental quantitative methods to real business problems. Selected major-specific projects will be used to enable students to apply functional knowledge and skills associated with their respective major.

Prerequisite: BUS 351, 381, Business department majors only; or permission of the instructor.

BUS 391 - Operations and Supply Chain Management (3)

This course examines the production phase of business activities. It covers a broad spectrum of subjects in continuous improvement, cost control, data analysis tools, and quality management. Students will learn to analyze and apply methods of design and operation of production systems.

Prerequisite: BUS 331 or permission by the department.

Outcomes

1. Accurately apply fundamental business concepts, models, and principles to address hypothetical or real-world business issues. (Common Business Knowledge & Inquiry) 2. Communicate effectively in American Sign Language and written English in various formats and styles to various audiences in multiple business contexts. (Communication) G2: Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for various purposes. G3: Career Readiness: Develop career decision-making skills and competencies through theoretical and experiential learning. G4: Critical Thinking: Think critically and innovatively and express myself creatively, making connections within and across disciplines. G5: Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways. G6: Ethics: Formulate reasoned decisions about ethical issues that lead to wise action. G7: Science Literacy: Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues pertaining to individuals' experiences in societies. G8: Global Citizenship: Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels. Department of Business Program (P) Learning Outcomes Students will be able to explain how international operations affect business activities and decision-making. 3. Apply technological tools and statistical and quantitative reasoning skills in analyzing and evaluating numerical information to support evidence-based business decisions. (Quantitative Reasoning & Technological Skills) G3: Career Readiness: Develop career decision-making skills and competencies through theoretical and experiential learning. G4: Critical Thinking: Think critically and innovatively and express myself creatively, making connections within and across disciplines. Students will be able to execute both quantitative and qualitative business tools for making operations management decisions.

5. Critically evaluate all business opportunities and challenges using a global business perspective. (Global Dimension) G3: Career Readiness: Develop career decision-making skills and competencies through theoretical and experiential learning. G4: Critical Thinking: Think critically and innovatively and express myself creatively, making connections within and across disciplines. G5: Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways. G6: Ethics: Formulate reasoned decisions about ethical issues that lead to wise action. G7: Science Literacy: Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues pertaining to individuals' experiences in societies Students will be able to recognize how the businesses' culture, legal environment, and policies influence decision-making, operations, and monetary strategies.

BUS 392 - Internship (1)

This course is designed to provide the Department of Business students with the opportunity to gain real-world experience before graduation. The students will gain workplace experience, knowledge, and skills, such as working collaboratively, effective communication, self-discovery, maintaining healthy relationships, networking, consumer awareness, community connections, managing organization and employee situations/conflicts, developing professional etiquette, and maintaining work performance. The course involves preparation before obtaining an internship, internship placement, written assignments, evaluations, and a final presentation.

Outcomes

Evaluate potential career opportunities through experiential learning. Assignments Evaluation checklist At least score 80% or better on each assignment. Checklists adapted for each writing assignment and Team project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. Common Business Knowledge & Inquiry (#1) Critical Thinking & Problem Solving (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6)
Develop a professional vision that values diversity and inclusion both in the classroom and in the workplace. Assignments Project-based assessment Case studies Class participation grade-weighting criteria with an average evaluation of 80% or better. Final Project Presentation using grade-weighting criteria with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. AAC & U writing rubric score of emerging or better. Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Wellness, Ethics & Social Responsibility (#6) Bilingualism (#2) Career Readiness (#3) Digital Awareness (#5) Global Citizenship (#8)
Apply knowledge learned from their major courses to real-world careers in an internship environment. Class discussion Writing assignments On-site internship work Internship Presentation Feedback from professor. Checklist adapted for writing assignments. AAC&U Ethical Reasoning Value rubric average score of 2.5 or better. Common Business Knowledge & Inquiry (#1) Communication (#2) Quantitative Reasoning & Technological skills (#3) Global Dimension (#5) Career Readiness (#3) Critical Thinking (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Global Citizenship (#8)
Develop a professional portfolio with important career resources which enhance student's real-world experiences. Class activities On-site internship work Weekly reports Portfolio Supervisor Evaluations Internship Presentation Feedback from Internship Coordinators & Supervisor. Checklist adapted for writing assignments. Communication (#2) Critical Thinking & Problem Solving (#4) Global Dimension (#5) Wellness, Ethics & Social Responsibility (#6) Wellness (#1) Career Readiness (#3) Critical Thinking (#4) Ethics (#6)

BUS 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

BUS 412 - Project Management (3)

This course examines the core fundamentals of project management: creating a project plan, project integration, leading projects, quality management, communication, work breakdown structure, budget, cost management, identifying and managing risks, managing resources, project scope management, human resource, and executing projects. This course provides real world applicable skills to build on knowledge to be a key partner in the workplace or any business. This course allows team members (students) to identify, describe, execute, analyze, interpret, and plan.

Prerequisite: BUS 201; junior standing; or permission of the department.

Outcomes

BUS 412 Student Learning Outcomes Students will Critical Learning Opportunities Tools for Assessment and Expected Levels Business Administration Program SLO GU ISLO Define and apply the vocabulary, concepts, and theories in project management and its decisions. Class discussion Quizzes, mid-term, and final exam. At least score 75% or better on each quiz, examination, and final exam Checklists adapted for each writing assignment and Team project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. Common Business Knowledge & Inquiry (#1) Critical Thinking & Problem Solving (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Develop communication skills in written English and in ASL and apply to specific project management formats (summary, reflection & analysis, memo, presentation.) Class discussions Project Presentation Group Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for each writing assignment, project or case study and group project with an average evaluation of 80% or better. AAC & U writing rubric score of emerging or better. AAC & U writing rubric score of emerging or better. Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Bilingualism (#2) Career Readiness (#3) Digital Awareness (#5) Global Citizenship (#8) Develop, demonstrate and communicate problem-solving skills by applying at least one tool used in project management decision-making. Class discussion Writing assignments Project/Case study Group Project & Presentation Case studies Feedback from professor Checklist adapted for writing assignments. AAC&U Ethical Reasoning Value rubric average score of 2.5 or better Common Business Knowledge & Inquiry (#1) Communication (#2) Quantitative Reasoning & Technological skills (#3) Global Dimension (#5) Career Readiness (#3) Critical Thinking (#4) Career Readiness (#3) Critical Thinking (#4) Ethics (#6) Global Citizenship (#8)
Develop skills in collaboration and teamwork Discussion board involving English and ASL Individual Project Presentation Team Project Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Teamwork Rubric Common Business Knowledge & Inquiry (#1) Communication (#2) Global Dimension (#5) Wellness (#1) Global Citizenship (#8)
Demonstrate self awareness & understanding in the global business world; compare and contrast the perspectives of diverse cultures. (international and ethical perspective) Class Discussions Project/Case studies Team Project &Presentation Case studies Class participation grade-weighting criteria with an average evaluation of 75% or better. Checklists adapted for Individual projects and Team project with an average evaluation of 80% or better. (AAC &U Global Learning rubric and Ethical Reasoning) Gallaudet ASL presentation rubric score of emerging or better. Communication (#2) Critical Thinking & Problem Solving (#4) Global Dimension (#5) Wellness, Ethics & Social Responsibility (#6) Wellness (#1) Career Readiness (#3) Critical Thinking (#4) Ethics (#6)

BUS 414 - Human Resources Management (3)

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

Prerequisite: BUS 211, BUS 341 or PHI 341; BUS 371; Business department majors only or permission of the department.

BUS 422 - New Product Development (3)

The course is for students who are interested in learning how to create, develop and manage a new product. This course introduces the models, tools, and research techniques used in the new product development process of a business. The topics covered in this course include opportunity identification, idea generation, product design,

concept and prototype testing, segmentation and positioning, pricing, brand naming, promotional strategy, product launch, and post-launch evaluation.

Prerequisite: BUS 221, Business Department majors only, or permission of instructor.

Outcomes
Develop a financial model that supports the new product proposal and is communicated effectively and clearly to new product proposal stakeholders New Product Proposal AAC&U Quantitative Reasoning rubric, with an average score of 3 or better 2. Communication 3. Quantitative Reasoning & Technological Skills 4. Critical Thinking & Problem Solving 4. Critical Thinking 5. Digital Awareness 7. Science Literacy
Explain and apply ethical principles to qualitative and quantitative research in new product development Reading assignments Quiz on ethical issues New Product Proposal AAC&U Ethical Reasoning Value rubric, with an average score of 3 or better 6. Wellness, Ethics & Social Responsibility 1. Wellness 6. Ethics
Demonstrate ability to analyze a business case in both written form and during class discussions and presentations Case study Written assignments Case study rubric, with an average score of B- or better. Gallaudet Writing Rubric, with an average score of 3.5 or better. 1. Common Business Knowledge & Inquiry 2. Communication 3. Quantitative Reasoning & Technological Skills 2. Bilingualism 4. Critical Thinking
Develop presentation and communication skills before an audience Case study New Product Proposal Case study rubric, with an average score of B- or better. Gallaudet ASL Public Presentation rubric, with an average score of 3 or better. 2. Communication 2. Bilingualism 3. Career Readiness

BUS 451 - Real Estate Finance and Investments (3)

This course covers the major aspects of real estate finance and investment from the perspective of corporate, private, and public owners; investors; and users. Commercial properties will be emphasized. The course begins with an overview of the fundamentals of income producing real estate and builds on these concepts as we consider the forces that influence the cyclical, fragmented, and inherently local business of real estate investment. The course will expose students to current ¿real world¿ real estate finance and investment situations.

Prerequisite: BUS 351 and Business Administration or Accounting majors only; or permission of the department.

BUS 452 - Public Finance and Budgeting (3)

This course explores the historical development of budgeting in the United States, the differences between public and private sector budgeting, budgeting theories, methods, processes, principles, operations, capital budgeting, long-term finance, accountability, execution and control, how the budgeting process works, where it doesn't work, how it can be improved, the level and allocation of resource use, income distribution, and the role of government in the economy. The course will also explore the impact and implications of public policy decisions to assist the student in understanding and critically assessing a range of government financial operations.

Prerequisite: ECO 201, ECO 202, BUS 201.

Outcomes
explain the meaning and purpose of statistics in the business environment. Homework assignments Exam questions Assignment Tied-Checklist Exam Tied-Checklist P1, P2, G3,G4, G7
recognize and recall the different types of statistics, when they can be applied, and how they are interpreted. Homework assignments Exam questions Assignment Tied-Checklist Exam Tied- Checklist P2, P3, P4 G3, G4, G7
summarize and describe data using both written language and graphic presentations. This will be done individually or as a group. 10-15 pages of research paper 10–15-minute presentation GU Writing Rubric/ Project- Tied Checklist GU Presentation Rubric P1, P2, P3, P6 G2, G3, G4, G5, G7
implement statistical techniques across different groups and for different purposes in the business environment. Homework assignments Exam questions Assignment Tied-Checklist Exam Tied- Checklist P1, P3, P5 G3, G4, G5

BUS 490 - Entrepreneurship: New Venture Planning (3)

This course examines the core foundations of entrepreneurship: new venture planning: designing, exploring, envisioning, producing, and delivering events ranging from small to large events. This course provides students the opportunity to gain knowledge and administer skills in planning, implementing business which include budgeting, managing, staffing, financing, promoting, operations, marketing strategies, strategic planning, vision, revenue management, sponsorship, and site management. In conclusion, ensure the entrepreneurship business is run smoothly, minimizing any risks, understanding a myriad of

details to ensure the business is successful, and run smoothly with minimizing any risks. This course allows team members (students) to identify, describe, execute, analyze, interpret, and plan.

Prerequisite: BUS 290; or permission of the department.

BUS 492 - Senior Capstone I: Business Strategy (3)

This course is designed for graduating seniors majoring in Accounting, Business Administration, and Risk Management. It is an integrative course that serves as the culmination of the academic journey for students in the Department of Business. In this course, students will learn the principles and techniques involved in crafting effective business strategies, and implementing them effectively, as a means of success in business. They will also critically evaluate business situations and make informed strategic choices, drawing on all prior coursework in their Department of Business major program.

Prerequisite: All required Business core courses in the Department of Business or permission of the instructor. The student must plan to graduate in the academic year in which this course is taken.

BUS 494 - Senior Capstone II: Comprehensive Assessment (3)

This course serves as summative assessment for ACC, BUS, and RMI major students and the programs. Students will review, reinforce, and demonstrate their mastery of all business functional knowledge in the areas of marketing, finance, accounting, operations/production management, human resources management, organizational behavior, ethics, legal business environment, macro- and micro-economics, global dimensions of business, information management systems, quantitative research techniques and statistics, business leadership, integration, and strategic management. The class will use a hybrid instructional platform which utilizes both online self-paced eLearning and in-class discussions and formative/summative assessments to measure student learning outcomes before they exit their major programs.

Prerequisite: BUS 331, 341, 351, 361, 371, 381, 391, and BUS492; Business department majors only, or permission of the instructor.

BUS 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

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

BUS 499 - Independent Study (1-3)

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

Prerequisite: Business department majors only or permission of the department.

BUS 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is for undergraduate students only.

CHE - Chemistry

CHE 103 - Introduction to Chemistry I (3)

This course is designed for liberal arts students with little or no background in chemistry and who do not intend to major in any science. Basic topics include the scientific method, composition of matter, atomic structure, nuclear chemistry, bonding, chemical formulas and equations, and basic organic chemistry. Knowledge of basic math will be used to solve the most basic problems; for example, for simple unit conversions and stoichiometry of chemical reactions. A simultaneous laboratory course, CHE 105, should be registered for separately. Three one-hour lectures a week.

Pre- or co-requisite: ENG 102 or the equivalent.

Co-requisite: CHE105.

CHE 104 - Introduction to Chemistry II (3)

This course is a continuation of CHE 103 and explores carious applications and implications of chemistry in our daily lives, such as polymers, metals and minerals, environmental chemistry, energy resources of the earth, food chemistry and nutrition, drugs, and poisons. A simultaneous laboratory course, CHE 106, is required and should be registered for separately. Three one-hour lectures a week.

Prerequisite: CHE 103.

Co-requisite: CHE 106.

CHE 105 - Introduction to Chemistry Laboratory I (1)

This laboratory covers topics such as metric and temperature measurements, physical and chemical changes, basic reactions, pH and basic organic chemistry. The student develops basic skills in writing laboratory reports. One two-hour laboratory a week.

Co-requisite: CHE 103.

CHE 106 - Introduction to Chemistry Laboratory II (1)

This laboratory course is a continuation of CHE 105 and covers such topics as water pollution, soap making, synthesis of nylon, properties or hard water, and analysis of food and a simple organic synthesis. The student continues to develop laboratory report writing skills. One two-hour laboratory a week.

Prerequisite: CHE 105.

Co-requisite: CHE 104.

CHE 107 - General Chemistry I (3)

Designed for science majors, this is the first of a two-semester sequence and is designed to help students become familiar with the properties and reactions of matter. This course will also address modern applications of these concepts. Specific topics for this course include: observation of properties and changes, scientific method, unit conversions and measurements, chemical formulas, balancing equations, predicting products and yields, reactions and reaction types, the Ideal Gas Law, thermodynamics, molecular and atomic structure of matter, and orbital hybridization.

Pre- or co-requisite: MAT 101 or above.

Co-requisite: CHE109.

Outcomes

Critical Thinking - Gallaudet: Think critically and innovatively, and express myself creatively, making connections within and across disciplines. Critical Thinking - Chemistry: 1.Students will have the ability to produce, analyze, and interpret data meaningfully and draw sound conclusions. 2. Students will experience designing an experiment in full detail based on their acquired knowledge and skills chemistry courses 3. Students will evaluate current research literature and produce a critical review of journal articles.Gallaudet -Science Literacy: Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies. Chemistry - Students will evaluate current research literature and produce a critical review of journal articles. Students will develop competency in communicating science through written text in English that reflects appropriate levels of grammar, vocabulary and clarity as well as the scientific content. Students will develop competency in communicating science through poster or platform presentations in ASL which reflects effective use of a slide show presentation program with appropriate levels of organization, language, delivery, supporting material and central message. Gallaudet -Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways. Chemistry -Graduates will have effectively utilized a spreadsheet program and at least two other software for visualization or computing. Students will develop appropriate levels of math and statistics to solve problems in chemistry and physics, while utilizing scientific calculators and software when needed. Gallaudet -Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes. Chemistry -Students will develop competency in communicating science through written text in English that reflects appropriate levels of grammar, vocabulary and clarity as well as the scientific content. Students will develop competency in communicating science through poster or platform presentations in ASL which reflects effective use of a slide show presentation program with appropriate levels of organization, language, delivery, supporting material and central message. Gallaudet - Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. Chemistry -Students will develop competency in all four major areas of chemistry (organic, inorganic, physical and analytical) as well as college physics and math. Students will experience experimental investigation with safe laboratory practices and proper waste disposal. They will develop and apply the appropriate lab skills and instrumentation to solve chemical problems, while recognizing the uncertainties and errors in measurements. Gallaudet - Ethics: Formulate reasoned decisions about ethical issues that lead to wise action. Chemistry -Students will demonstrate understanding of the ethical principles as they apply to scientific knowledge, conducting experiments and research, and the environment. Students will also recognize contributions of diverse individuals to science and technology as well as issues related to sustainability.

Gallaudet -Global Citizenship: Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels. Chemistry -Students will demonstrate understanding of the ethical principles as they apply to scientific knowledge, conducting experiments and research, and the environment. Students will also recognize contributions of diverse individuals to science and technology as well as issues related to sustainability. Gallaudet -Wellness: Recognize how my choices can transform my health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within myself. Chemistry -Students will demonstrate competency in chemistry and biology of certain disorders as well as genetic, environmental and lifestyle contributions to them.

CHE 108 - General Chemistry II (3)

Designed for science majors, this course is the second of a two-semester sequence and is designed to help students become familiar with the properties and reactions of matter. This course will also address modern applications of these concepts. Specific topics for this course include: chemical bonding concepts, solution chemistry, colligative properties, kinetics, equilibrium, acids and bases, solubility and equilibria, entropy, free energy, electrochemistry, and nuclear chemistry.

Prerequisite: CHE 107.

Co-requisite: CHE 110.

CHE 109 - General Chemistry Laboratory I (1)

A laboratory course to accompany CHE 107, this course enables students to develop skills appropriate to the first-year chemistry course for science majors. Experiments for this course include: observation of properties and changes, measurements, observing activities and reactions for the various types of reactions, obtaining quantitative and qualitative information regarding products, and the use of computer simulations.

Co-requisite: CHE 107.

CHE 110 - General Chemistry Laboratory II (1)

A laboratory course to accompany CHE 108, this course enables students to develop skills appropriate to the first-year chemistry course for science majors. Experiments for this course include: quantifying thermodynamic changes, observing colligative properties, evaluation of chemical kinetics, evaluation of acid/base reactions via titration, and the use of computer simulations.

Prerequisite: CHE 109.

Co-requisite: CHE 108.

CHE 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

CHE 201 - Internship in Chemistry I (0)

This course is a work experience to gain necessary applied skills for a successful transition to employment, professional school or graduate research. The work performed must be related to chemistry and physics. The internship experience must consist of a minimum of 120 hours. Interns work under a supervisor of the host organization and are required to follow the rules and task assignments at the organization. Completion of this course requires that students (1) fill out necessary internship forms, (2) successfully perform duties assigned by the host organization or program, (3) create a scientific slide presentation and scientific poster, approved by their internship instructor, about their research/work experience and (4) participate in poster sessions identified by their Gallaudet internship instructor. This internship may be undertaken during any term.

Prerequisite: Permission of the department chairperson, program director, or designated internship advisor.

CHE 202 - Internship in Chemistry II (0)

This course is a work experience to gain necessary applied skills for a successful transition to employment, professional school or graduate research. The work performed must be related to chemistry and physics. The internship experience must consist of a minimum of 120 hours. Interns work under a supervisor of the host organization and are required to follow the rules and task assignments at the organization. Completion of this course requires that students (1) fill out necessary internship forms, (2) successfully perform duties assigned by the host organization or program, (3) create a scientific slide presentation and scientific poster, approved by their internship instructor, about their research/work experience and (4) participate in poster sessions identified by their Gallaudet internship instructor. This internship may be undertaken during any term.

Prerequisite: Permission of the department chairperson, program director, or designated internship advisor.

CHE 211 - Organic Chemistry Lecture I (3)

This course is designed to give an introduction to the chemistry of carbon-hydrogen compounds, also known as organic chemistry. Students will study the structures, properties, synthesis, and uses of organic compounds and learn important classes of organic compounds including alkanes, alkenes, alkynes, aromatics, heterocycles, carbohydrates, proteins and lipids. Organic reactions will be discussed including addition, substitution, oxidation, reduction, polymerization and synthesis of organometallic reagents.

Prerequisite: CHE 108, and 110; or permission of the instructor.

Co-requisite: CHE 213.

CHE 212 - Organic Chemistry Lecture II (3)

This is the second course in a two-semester sequence. A functional group approach to organic chemistry is presented, with an emphasis on alkenes, alkynes, aromatic compounds, aldehydes, ketones, carboxylic acids and amines. Students will study the structures, properties, synthesis, identification and uses of organic compounds and learn important classes of organic compounds and practice use of instrumentation commonly used in organic chemistry. A number of organic reactions will be covered including addition to carbonyl compounds, substitution at carbonyl positions and aromatic positions, oxidation of alcohols and aldeydes, reduction of aldehydes, ketones and other carbonyl compounds, polymerization and organometallic reactions with carbonyl compounds.

Prerequisite: CHE 211 and CHE 213; or permission of the instructor.

Co-requisite: CHE 214.

CHE 213 - Organic Chemistry Laboratory I (1)

A laboratory course to accompany CHE 211. This course consists of one three-hour laboratory session per week. The laboratory covers the techniques for preparing, purifying, analysis and identification of organic compounds. Students will carry out experiments aimed at studying the structures, properties, synthesis, and uses of organic compounds and learn important classes of organic compounds. Students will also learn and use analytical instruments, including the FTIR spectrometer, precision balances, and the GC-MS.

Prerequisite: CHE 108 and 110; or permission of the instructor.

Co-requisite: CHE 211.

CHE 214 - Organic Chemistry Laboratory II (1)

A laboratory course to accompany CHE 212. This course consists of one three-hour laboratory session per week. This class covers the techniques for preparing, purifying, analysis, and identification of organic compounds. Several organic reactions will be covered including addition, substitution, oxidation, reduction, polymerization and organometallic reactions. Students will learn to perform some important organic procedures like Grignard reactions, Ester synthesis, nitration and soap synthesis. Students will also learn and use analytical instruments, including the FTIR spectrometer, GC-MS, and the NMR spectrometer.

Prerequisite: CHE 211 and 213; or permission of the instructor.

Co-requisite: CHE 212.

CHE 215 - The History and Science of Beer Brewing (3)

This course reviews how beer evolved from its first brew thousands years ago to beer as we know it today. Different types and styles of beer will be reviewed and how they are made differently, giving each type its distinct flavor and appearance. The science and technique of basic home brewing using extract kits will be taught. Terminology such as international bittering units (IBU), specific gravity, alcohol by volume (ABV), and the isomerization of humulone will be explained. Owning home brewing

equipment is a plus for the course as the students can make their beer, but is not required.

CHE 240 - Computer Simulations in Natural Sciences (3)

This course introduces students to the world of computer simulations of natural systems (from biology, chemistry, or physics) with and emphasis on data collection, analysis, visualization and interpretation. This is done through independent research where students work in groups to design and pursue computational modeling projects accompanied by a technical group report and presentation.

CHE 250 - Introduction to Forensic Science (4)

This course investigates the chemical aspects and applications of forensics studies. The lecture and the laboratory provide a means to develop skills in the following areas: soil analysis and organic analysis, fingerprint analysis and foot print analysis, hair analysis, fiber analysis, physical evidence evaluation, document examination, forensic anthropology, forensic toxicology and drug analysis.

CHE 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

CHE 307 - Analytical Chemistry I (3)

This is the first course of a two-semester course sequence on basic quantitative methods of chemical analysis. This course focuses on basic analytical tools, such as measurements, analysis of experimental errors, gravimetric methods and volumetric analysis.

Prerequisite: CHE 108, 110; MAT 102 or 130.

Co-requisite: CHE 309.

CHE 308 - Analytical Chemistry II (3)

This is the second and last course of a one-year course sequence on basic quantitative methods of chemical analysis. The second semester covers instrumental topics, such as potentiometry, spectroscopy, analytical separations, chromatographic methods and quality assurance.

Prerequisite: CHE 309; MAT 102 or 130.

Co-requisite: CHE 310.

CHE 309 - Analytical Chemistry Laboratory I (2)

This is the first laboratory course of a two-laboratory course sequence, focusing on applications of the basic quantitative methods of chemical analysis in the laboratory. The course focuses on basis analytical tools, such as measurements, analysis of experimental errors, quality assurance, gravimetric methods and volumetric analysis. Two three-hour laboratory sessions per week.

Prerequisite: CHE 108, 110; MAT 102 or 130.

Co-requisite: CHE 307.

CHE 310 - Analytical Chemistry Laboratory II (2)

This is the second and last laboratory course of the two-laboratory course sequence, focusing on applications of the basic quantitative methods of chemical analysis in the laboratory. This course focuses on instrumental methods, such as pH, spectroscopy, analytical separations and chromatographic methods. Two three-hour laboratory sessions per week.

Prerequisite: CHE 307, 309; MAT 102 or 130.

Co-requisite: CHE 308.

CHE 315 - Organic Spectroscopy (3)

The identification of organic compounds using various types of spectroscopy. Two lectures and one three-hour laboratory each week.

Prerequisite: CHE 212.

CHE 322 - Advanced Inorganic Chemistry (3)

Application of modern chemical theories of structures, bonds, and reactions to inorganic substances.

Prerequisite: CHE 212.

CHE 325 - Biochemistry: Proteins and DNA (3)

A study of the principles and reactions that involve proteins and DNA in biological systems. The course investigates the structure and chemistry of amino acids, the combination of the amino acids in the formation of proteins, the function and structure of proteins, the building blocks of DNA, the chemistry and structure of DNA, the structure of RNA, the replication of DNA, and current topics in biochemical/biomedical engineering.

Prerequisite: CHE 212; BIO 102 or 107.

CHE 326 - Biochemistry: Nutrients and Metabolism (3)

A study of the principles and reactions that occur upon the intake of nutrients (including carbohydrates, lipids, and proteins) in biological systems. The course will evaluate the processes by which nutrients are metabolized. The breakdown of substances taken in from the environment will be studied. This will be followed by an analysis of the reactions that create the molecules necessary and usable by living organisms.

Prerequisite: CHE 212; BIO 102 or 107.

CHE 327 - Biochemistry Laboratory I (1)

A laboratory course to accompany CHE 325. Qualitative and quantitative experiments related to ordinary biological-chemical materials. One three-hour laboratory.

Co-requisite: CHE 325.

CHE 328 - Biochemistry Laboratory II (1)

A laboratory course to accompany CHE 326. Qualitative and quantitative experiments related to ordinary biological-chemical materials. One three-hour laboratory.

Prerequisite: CHE 327.

Co-requisite: CHE 326.

CHE 331 - Physical Chemistry for Biosciences (3)

This is the first course of a two-semester sequence. This course will cover the principles of physical chemistry in the areas of thermodynamics, statistical mechanics, equilibrium, transport properties and reaction kinetics. Applications will be chosen to illustrate how these principles are used to describe biomolecular behavior such as in osmosis, ion channels, proteins or bioenergetics.

Prerequisite: PHY 108 & 110, or PHY 152 & 154; and MAT 150.

Co-requisite: CHE 333 for Chemistry Majors.

CHE 332 - Quantum Biology (3)

This is the second course of a two-semester sequence. This course will cover the fundamentals of quantum mechanics and spectroscopy, and their applications in chemical and biological phenomena. In other words, it explores how the strangest aspect of nature is manifested in biology and chemistry. Once the fundamentals are covered, the course will dwell on the latest findings in the interface between biology and quantum mechanics such as in bioenergetics, mind and consciousness, genes, ion channels or photosynthesis.

Prerequisite: PHY 108 & 110, or PHY 152 & 154, or CHE 331; and MAT 150.

Co-requisite: CHE 334 for Chemistry Majors.

CHE 333 - Physical Chemistry For Biosciences Laboratory (1)

This is the laboratory companion to the Physical Chemistry for Biosciences (CHE 331) course. This laboratory will cover applications of thermodynamics, statistical mechanics, equilibrium, transport properties and reaction kinetics. Laboratory experiments will include student training for computational and wet lab experiment techniques, data collection, analysis and interpretation.

Prerequisite: PHY 108 & 110, or PHY 152 & 154, or CHE 332; and MAT 150.

Co-requisite: CHE 331.

CHE 334 - Quantum Biology Laboratory (1)

This is the laboratory companion for the Quantum Biology course (CHE 332). This laboratory will cover the applications of quantum mechanics as manifested in the modern electronic structure theory and computational chemistry as well as spectroscopy and polarization. Laboratory experiments will include training for computational and wet lab experiment techniques, data collection, analysis and interpretation.

Prerequisite: PHY 108 & 110, or PHY 152 & 154, or CHE 331; and MAT 150.

Co-requisite: CHE 332.

CHE 341 - Advanced Organic Chemistry I (2)

The first course of a two-semester sequence. A study of the structure of organic molecules on a more advanced level using molecular orbital theory. The mechanisms of some reactions are studied using molecular orbital theory. Two lectures.

Prerequisite: CHE 212.

CHE 342 - Advanced Organic Chemistry II (2)

The second course of a two-semester sequence. A detailed study of the reaction mechanisms of several organic chemistry reactions. Two lectures.

Prerequisite: CHE 341.

CHE 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

CHE 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

CHE 499 - Independent Study (1-3)

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

CHE 520U - 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, enrollment in the graduate Hearing, Speech and Language Sciences program; or Permission of Instructor.

Co-requisite: CHE 520 may be taken with the laboratory component (CHE 521L).

Outcomes
Wellness: Use scientific evidence for personal and community decision-making in order to improve the human experience.
Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes, following appropriate conventions.
Career Readiness: Work effectively and professionally in teams to accomplish goals.
Critical Thinking: Develop and evaluate potential research questions; analyze evidence; synthesize arguments and conclusions.
Information Literacy: Find and evaluate scientific information sources including the published literature and scientific databases.
Ethics: Demonstrate comprehension of ethics in scientific research, publication, acknowledgement of contributions, and in conducting research with human and animal subjects.
Scientific Literacy: Engage in the construction of new scientific knowledge as well as take scientifically informed action in everyday life such as using evidence to evaluate claims in the media or using scientific information to make a personally relevant decision.
Global Citizenship: Articulate the impact of diverse community contributions to biology and science.

CHE 521U - Pharmacology Laboratory (1)

This is the laboratory component of CHE 520. 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, enrollment in the graduate Hearing, Speech and Language Sciences program; or Permission of Instructor.

Pre- or co-requisite: CHE 520.

Outcomes
Understand the impact of pharmacological agents on human health and well-being.
Communicate complex pharmacological concepts effectively using ASL and written English.
Enhance career readiness with practical knowledge of pharmacology.
Critically analyze drug mechanisms, uses, and side effects.
Use digital resources to research and analyze pharmacological data responsibly.
Formulate ethical decisions in pharmacological practices.
Evaluate scientific evidence from pharmacological research.
Understand pharmacology within a global context and its implications on health.

COM - Communication Studies

COM 150 - Introduction to Communication (3)

Introductory survey of the field of communication that includes discussion of the importance of communication in our lives, examination of communication as a uniquely human process of interaction, an overview of the varied contexts in which communication occurs, and investigation of communication as an academic discipline, field of research, and possible career track. This course also provides an introduction to the Communication Studies Department.

Co-requisites: GSR 102 and GSR 103; or permission of the instructor.

COM 160 - Communication Research (3)

This course will focus on the process of inquiry within human communication. Students are introduced to concepts of framing research questions, conducting literature reviews, developing a research design, using qualitative and quantitative research tools, and interpreting results of research in communication.

Pre- or co-requisite: COM 150 or permission of instructor.

COM 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

COM 235 - Intergroup Dialogue (3)

This course is designed to provide an environment that is supportive of self-exploration and understanding through attendance and participation in intergroup dialogue. The goal of intergroup dialogue is to develop comfort with, and skill for, discussion of difficult topics and fostering positive, meaningful, and sustained cross-group relationships. This course engages students in facilitated dialogue about the similarities and differences of experiences that exist within a group and/or between and across groups. In debate, the goal is to listen to gain advantage; in intergroup dialogue, the main goal is to listen to gain understanding. As a result, students develop increased multicultural interaction, increased intergroup awareness and sensitivity, and greater commitment to civic engagement. Each semester there will be a variety of topics addressed by the dialogue sections. The topics and number of sections of the dialogues are flexible and will change from semester to semester. The original set of dialogues includes race, language, LGBT, US/Foreign Born, and Interfaith/secular. Through the intergroup dialogue process, it is our hope that we will better understand our own biases and positioning on the topics, deepen our learning to build bridges and create kinship within the group, and develop skills for discussing difficult topics with people who hold a variety of perspectives.

Prerequisite: Permission of the department chair.

COM 280 - Group Communication (3)

This course will focus on the process of thinking and problem solving in committees and small groups; methods of leading and participating in discussions and conferences.

Prerequisite: GSR 102/ENG 102 and GSR 103/ASL 125; or permission of the instructor.

COM 290 - Public Presentations (3)

The course emphasizes the principles involved in the selection and organization of ideas and their effective presentation to a group.

Prerequisite: GSR 102/ENG 102 and GSR 103/ASL 125; or permission of the instructor.

COM 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

COM 320 - Internship Seminar (1)

The Internship Seminar is required of all Communication Studies majors who anticipate that they will start an internship within the subsequent three academic terms. Typically offered during the spring semester of each year, this course is for students who anticipate that they will begin an internship int he coming summer, or the fall, or during the following spring semester. The primary goal of the course is to help prepare students for the internship and to provide them with the knowledge and insights to make the most of this learning experience.

Prerequisite: Permission of the program coordinator.

COM 321 - Internship (1-3)

Students who major in Communication Studies are required to complete an internship for career exploration, job experience, and the opportunity to apply knowledge and skills gained in the major. Students can earn up to three credits toward the major requirements through an internship.

Prerequisite: COM 320 and permission of the department chair.

COM 324 - Interpersonal Communication (3)

This course will provide for the experiential learning of the elements of effective interpersonal communication. Students will observe, record, and analyze interpersonal transactions; opportunities for improving interpersonal skills will be provided.

Prerequisite: COM 280 and COM 290; or permission of the instructor.

COM 330 - Interpersonal and Group Conflict Management (3)

In everyday life, we are interdependent with others and face many challenges in interpersonal and group situations. The difference or disagreements in perceptions, goals, needs, or interests can lead to conflicts. These conflicts can develop into positive situations that encourage creativity and new dimensions or they can devolve into negative situations that develop destructive and hurtful behaviors. Because such conflicts occur in daily life, it is important to understand the dynamics of conflict, use effective management techniques, and establish and maintain collaborative relationships. In this course we will use theoretical perspectives, case studies, personal experiences, journals, and class activities to examine the roots and nature of conflict, the styles and tactics used to deal with conflict, and the personal and group stakes in conflict. In addition, we will explore methods for analyzing and handling conflict, techniques for creating constructive conflict, uses of third-party interventions, and possibilities for forgiveness, reconciliation, and thinking of "conflict as magic".

Prerequisite: COM 324 or permission of the instructor.

COM 335 - Mediation, Deliberation, and Dialogue (3)

For many years, programs in mediation, dialogue, and deliberation have been invaluable in helping people change their communicative patterns in order to improve their situations at home, work, and in the community. In this course we will examine these three well-established types of programs, learn how and why they work, and experience using and participating in these methods through role plays, simulations, and actual events. We will use a communication perspective within a systemic approach to examine the complex factors involved in conflict and to learn how a change in communication can shift interaction dynamics.

Prerequisite: COM 330.

COM 340 - Business and Professional Communication (3)

This course prepares students to be effective communicators in the workplace and includes interviewing, professional presentations at staff meetings, business writing, and interaction with a variety of professionals.

Prerequisite: COM 280 and 290; or permission of the instructor.

COM 350 - Introduction to Mass Communication (3)

This course involves a critical study of the development, scope, influence, and theories of mass communication in America.

Prerequisite: COM 280 and COM 290; or permission of the instructor.

COM 360 - Introduction to Public Relations (3)

This course provides a broad overview of components of public relations in the public, private, and nonprofit sectors. Students will examine the concept of public relations as an ongoing process. Students will be exposed to the basic knowledge, skills, strategies, and tools used by practitioners.

Prerequisite: COM 350.

COM 380 - Theories of Human Communication (3)

This is a survey course that covers conceptual approaches to the study of human communication. There will be a emphasis on theories that focus on speaker and message aspects, and the use of communication strategies in the forming, building, and dissolution of relationships through interdisciplinary perspectives.

Prerequisite: COM 150, 280, and 290; or permission of the instructor.

COM 390 - Communication Accessibility (3)

This course is cross-listed and is otherwise known as ITS 372. The ability to have access to communications is an important foundation for empowerment of people who are deaf and hard of hearing. This course explores how communication accessibility is achieved through study of current and emerging technology, trends in industry, public policies, and the government agencies that enforce these policies. Access to telecommunications (including Internet and wireless communications, relay services, etc.), information, video media, emergency services, public accommodations, employment, education, and other contexts are included.

Prerequisite: COM 290 or permission of the instructor.

COM 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

COM 400 - Persuasion (3)

Students will study the ways in which beliefs, attitudes, and behavior are affected by communication in this course. The findings of behavioral research and contemporary theories will be employed to demonstrate the workings of persuasion in political campaigns, advertising, and everyday life.

Prerequisite: COM 380 or permission of the instructor.

COM 410 - Advanced Public Presentations (3)

Students in this course will approach public speeches and speech-making based on theory, performance and criticism. Students will both write and deliver their own addresses and learn principles for rhetorical criticism of others' speeches.

Prerequisite: COM 290.

COM 420 - Nonverbal Communication (3)

A study of the theories and research on the influence of artifacts, appearance, facial expression, gestures, paralanguage, posture, movement, space, time, and touch on human interaction. Opportunities for analysis and application of learned principles through in-class exercises, simulations, videotaped sessions, and original field research.

Prerequisite: COM 380 or permission of the instructor.

COM 430 - Gender and Communication (3)

This course is an examination of communication and gender, including sex role stereotypes. The course provides a survey of how communication of and about gender interacts with various contexts, including biology, culture, family, mass media, education, religion, and the workplace.

Prerequisite: COM 380 or permission of the instructor.

COM 440 - Intercultural Communication (3)

An examination of the role played by communication in the bridging and separating of cultures. How norms, values, and expectations concerning the communication act itself differ from culture to culture, and how these differences affect intercultural encounters.

Prerequisite: COM 380 or permission of the instructor.

COM 450 - Political Communication (3)

An examination of the persuasive strategies used by mainstream politicians, social activists, and propagandists. Special emphasis is on the rituals and implicit rules of conducting public information campaigns and electoral campaigns, and the relationship among politicians, the voting public, and the mass media that link them.

Prerequisite: COM 350 or permission of the instructor.

COM 460 - Organizational Communication (3)

The role of communication in complex organizations. Emphasis upon the role of communication styles of managers and employees in the creation of corporate culture. Dissemination of messages within and among divisions of organizations. Use of such diagnostic tools as the ICA Communication Audit to identify dysfunctional communication patterns.

Prerequisite: COM 150 or permission of the instructor.

COM 470 - Family Communication (3)

Examination of the communication concepts that are fundamental to understanding interaction in the family. Exploration of how communication affects the development, maintenance, and enhancement of family relations.

Prerequisite: COM 380 or permission of the instructor.

COM 480 - Argumentation and Debate (3)

Students will study the process of arriving at reasons and conclusions; practice in debate; projects in analysis, research, ordering of arguments, and refutation.

Prerequisite: COM 380 or permission of the instructor.

COM 490 - Visual Communication (3)

Reviews a broad range of critical and theoretical approaches in contemporary visual practices. Students will learn how to find meaning and value in the images and texts that hold power in their world. Employs lectures, field trips and other experiential modes of learning.

Prerequisite: COM 350 or permission of the instructor.

COM 493 - Senior Seminar: Communication Ethics (1)

This required course is designed for Communication Studies majors. The course assignments and discussions will focus on communication ethics in interpersonal, group, family, public and professional settings. One of the important functions of this course is to provide a structured environment for completion of the COM senior assessment project.

Prerequisite: Good standing in the program and a minimum of 30 credits in the Communication Studies major.

COM 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: COM 150 and permission of the department.

COM 499 - Independent Study (1-3)

Reading, research, discussion, or laboratory work, according to the interests of the student. Title indicating the content must be available at registration.

Prerequisite: Permission of the department chair.

COU - Counseling

COU 330 - Introduction to the Counseling Profession (3-4)

When taught for 3 credits, this course is designed to introduce undergraduate students to professional counseling work in a variety of settings, including those that serve deaf people. The course will provide students with in-depth knowledge of the counseling field. The work and roles of professional counselors will be examined. When taught for 4 credits and cross-listed with GSR 240, this course becomes an Integrated Learning Course that emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, in addition to the course description for COU 330 for 3

credits, there is an additional focus on enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. The course will provide students with in-depth knowledge of the counseling field, including its ethics and social responsibilities.

COU 351 - Techniques of Student Development: The Resident Advisor I (1)

This course focuses on the acquisition of the theoretical knowledge of student development and skills necessary in the provision of supervised care for children and young adults. In particular, students develop the skills necessary to function in the role of a resident advisor and begin to make application of these skills within the Student Life program of the University. This course is part of a sequence. A second semester course, COU 352, is required.

Prerequisite: Permission of the department chair.

COU 352 - Techniques of Student Development: The Resident Advisor II (1)

This course, the second in the series, focuses on the application of the theoretical knowledge of student development and skills necessary in the provision of supervised care for children and young adults. In particular, students develop the skills necessary to function in the role of a resident advisor and make practical application of these skills within the Student Life program of the University.

Prerequisite: COU 351 and permission of the department chair.

COU 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

COU 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

CRJ - Criminal Justice

CRJ 195 - Special Topics

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

CRJ 250 - Law Enforcement in the United States (3)

This course is a historical and contemporary examination of the role and behavior of law enforcement and policing in the U.S. It is a comprehensive introduction to policing including its historical evolution, recruiting, community policing, and use of force perspectives. The course covers the various policing agencies at the local, state, and federal levels. This course will examine police and law enforcement as a formal, institutional structure of social control that is a product of historical development as well as cultural, social, and political influences.

Outcomes
The history and development of law enforcement in the U.S.
The primary functions of police operations among different agencies.
The sources of ethics and the influence of values and culture in the law enforcement profession.
Police accountability and the legal limits of law enforcement.
The history of and current concerns and movements surrounding corruption, bias, discrimination, police misconduct, and use of force.

CRJ 255 - Corrections in the United States (3)

An overview of the U.S. corrections system with a focus on the most pressing correctional problems of the twenty-first century. Emphasis will be on the philosophy of punishment, the nature of the prison experience, alternatives to incarceration, judicial intervention in correctional affairs and the controversy over the effectiveness of rehabilitation programs. This class will provide students with a review of contemporary institutional and community-based correctional systems including jails, prisons, probation, parole, and alternative sanctioning. The course will examine how punishment justifications impact the policy and procedures in the correctional system. Specific attention is given to identification of evidence-based practices and programs in all aspects of the corrections system. This course will also examine how political power, dominance, and bias create a corrections system that disproportionately impacts different groups and subgroups of people (based on race, class, gender, sexual identity and more).

Outcomes
Identify and differentiate the historical and contemporary components of the corrections system and correctional process
Describe the connection between societal beliefs about punishment, policies and practices, and the intended/unintended consequences.
Explain how evidence-based practices for corrections are evaluated and provide examples of evidence-based correctional practices.
Use empirical research to discuss pressing issues and ethical dilemmas related in the correctional system
Describe how legacies or experiences of oppression and responses to them shape contemporary conditions and impact individuals, families, communities, and key social institutions

CRJ 295 - Special Topics

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

CRJ 350 - Theories of Crime & Criminal Justice Policy (3)

This course is designed to introduce students to the study of crime and criminal justice policy. Students will examine the issues involved in defining and measuring crime, the correlates of crime, crime trends, early and contemporary theories of criminal behavior, and the application of theories in criminal justice practice and policies.

Outcomes
Students will be able to discuss the strengths and limitations of major sources of data on crime trends and patterns
Students will be able to describe different crime typologies
Students will be able to discuss the historical context and development of criminological theory
Students will be able to describe the strengths and limitations of empirical evidence of various criminological theories
Students will be able to describe the policy implications of competing theoretical perspectives

CRJ 395 - Special Topics

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

CRJ 495 - Special Topics

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

DAS - Data Science

DAS 101 - Introduction to Data Analysis (3)

This course is an introductory class that aims to show the students the main problems and methods of data science with a minimal mathematical background. The course covers basic data science concepts and algorithms with an emphasis in real-life applications and gaining a broad understanding of the area.

Distribution: Minor, Undergraduate. Prerequisite: MAT 101, 102, 125, or MAT 130.

DAS 170 - Simulation and Probability (3)

This course introduces students to probability and simulation. Students will learn how probability and simulation are applied in real-world decision-making scenarios. Topics covered include probability distributions (normal, binomial, Bernoulli, and Poisson), Markov chains and random walks, bootstrapping, and randomization tests. Applications will be emphasized throughout. A programming language will be used.

Prerequisite: ITS 110, MAT 130, and DAS 101; or permission of the instructor.

Outcomes
Develop a fundamental understanding of probability theory and its practical application in real-world decision-making situations, including the ability to analyze and interpret various probability distributions such as normal, binomial, Bernoulli, and Poisson.
Acquire proficiency in utilizing Markov chains, random walks, bootstrapping, and randomization tests to model and analyze complex stochastic processes, enabling students to make informed decisions in diverse contexts.
Gain hands-on experience in programming languages to implement and simulate probabilistic models and experiments, fostering the ability to apply computational tools to solve probabilistic problems and evaluate their outcomes effectively.
Effectively communicate various Simulation and Probability concepts using accurate English language.
Use correct American Sign Language to explain different Simulation and Probability concepts.

DAS 195 - Special Topics

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

DAS 211 - Machine Learning for Data Scientists (3)

This course covers the fundamentals of machine learning for data scientists. Students will learn about training data, and how to use a set of data to discover potentially predictive relationships. Topics covered include supervised and unsupervised machine learning, generalized linear models including multivariate linear regression and binary logistic regression, automatic feature selection, bootstrapping, simple reinforcement learning, and decision trees. Applications will be emphasized throughout. A programming language will be used.

Prerequisite: DAS 170 and MAT 150; or permission of the instructor.

Outcomes
1. Develop a strong foundational understanding of machine learning concepts and techniques essential for data scientists, including the ability to handle training data and uncover predictive relationships within datasets effectively.
2. Gain proficiency in implementing supervised and unsupervised machine learning algorithms, including generalized linear models like multivariate linear regression and binary logistic regression, enabling students to make data-driven predictions and classifications with confidence.
3. Acquire practical skills in automatic feature selection, bootstrapping, simple reinforcement learning, and decision trees, with a focus on real-world applications, and utilize a programming language to apply these methods to solve complex data science challenges.
4. Effectively communicate various Machine Learning concepts using accurate English language.
5. Use correct American Sign Language to explain different Machine Learning concepts.

DAS 221 - Data Visualization (3)

Ever wondered how companies like Amazon know more about you? Ever wondered how weather data is represented in the news? Using interdisciplinary concepts, we will learn how to tackle big data. Complex data sets are being generated continuously. Many questions arise as to what these data are telling us. Are we missing something? How do we look for signals in these large datasets? Using computer programs like Excel and R programming we will learn how to manage, sort and represent these data. Students will be encouraged to identify a data set related to a real world problem and use the tools learned in class to tell their stories.

Prerequisite: MAT 101, 102, 125, or MAT 130.

DAS 231 - Genomics and Bioinformatics (3)

Modern day biology has generated massive amounts of data but very few experts to analyze this data. A course in Genomics and Bioinformatics will teach students how to use computer algorithms to analyze the data. Students learn applications of genomics to biomedical and biological research by performing computational exercises using databases. Topics include genome sequencing gene prediction, genetic variation, sequence database searching, multiple sequence alignment, evolutionary tree construction, protein structure prediction, proteomic analysis, interaction networks and use of genome browsers among other topics.

Prerequisite: MAT 101, 102, 125, or MAT 130.

DAS 295 - Special Topics

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

DAS 395 - Special Topics

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

DAS 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

DAS 532U - 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: MAT 101, 102, 125, or MAT 130; or permission of instructor. This section is designed for undergraduate students.

DAS 533U - 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.

DAS 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

DEP - Deaf-Centered DiDRR and Emergency Planning

DEP 601 - 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 declare their minor and be admitted to the minor track in order to participate in the course.

DEP 602 - 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: Be admitted to the minor track, complete all other required and elective courses within the track.

DST - Deaf Studies

DST 101 - Introduction to Deaf Studies (3)

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

Prerequisite: ASL 125.

DST 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

DST 203 - Introduction to Cultural Studies (3)

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

Prerequisite: Grade of C or better in DST 101.

DST 204 - Deaf Culture (3)

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

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

DST 210 - Gallaudet Alumni Relations (3)

This course introduces students to the history, culture and traditions of Gallaudet University to cultivate a sense of belonging and an appreciation. Students will learn how the university came to being, how the university is structured and how alumni made contributions, nationally and internationally. Volunteering at the annual Homecoming event affords an opportunity to learn from alumni.

DST 212 - Black ASL (3)

This course provides a broad overview of the dialect of ASL known as Black ASL. Students will learn the historical and social context of the variety and its linguistic features. Perceptions of Black and mainstreamed Deaf experiences will also be discussed. Students are expected to develop a course project at the end of the semester.

Prerequisite: DST 101 or permission of the instructor.

DST 213 - Orature & Literature in the Black Deaf Community (3)

The movement of Afro-American storytelling, their culture, and their traditions will be introduced in this course by studying the aspects of oral literature and literary artists in the Afro-American community. Then parallel the findings and their perspectives with the Black Deaf community, attempts will be made to study ASL literary tradition in the Black Deaf community by looking at Afro-American Deaf histories, narratives, and poetry performances in the United States of America.

Prerequisite: DST 101 or ASL 270; or permission of the instructor.

DST 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

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

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

Prerequisite: DST 101 or permission of instructor.

DST 311 - Dynamics of Oppression (3)

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

Prerequisite: DST 101 or ASL 125.

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

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

Prerequisite: DST 101.

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

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

Prerequisite: DST 204.

DST 316 - Disability Studies (3)

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

Prerequisite: DST 101 or ASL 125.

DST 320 - Internship I (3)

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

Prerequisite: Deaf Studies major and permission of the instructor.

DST 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

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

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

Prerequisite: DST 101.

DST 402 - Deaf Women's Studies (3)

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

Prerequisite: DST 101.

DST 403 - Black Deaf History (3)

This course examines the presence of Black Deaf people in Deaf history, beginning with the first student to receive a formal education at a school for the deaf until the establishment of the Texas Blind, Deaf, Orphanage or TBDO as it was called. It will begin with a theoretical survey of the condition of being a black person during slavery, Reconstruction era and colonialism, and conclude with a discussion of the Reconstruction era decision to provide education for Black Deaf students in the Southern states.

Prerequisite: Admission in the Black Deaf Studies Minor or permission of the instructor.

DST 410 - Multicultural Deaf Lives (Topic to be specified) (3)

This course will focus on cultural issues, values, behaviors, identities and language of Deaf people from diverse ethnic and racial backgrounds. Students will examine autobiographies, documentaries, films, videos, and academic literature to help understand the contributions and historical development of the emerging majority of the Deaf community that is underrepresented in the United States and the world. Course may be repeated as topics change.

Prerequisite: DST 101.

DST 490 - Black Deaf Studies Seminar (3)

An introduction to the oral history research approach where students will be engaged in all aspects including but not limited to designing a project, conducting interviews, processing an archive, as well as creating a public presentation using oral histories. This seminar will provide students with the foundations for designing and executing oral history research projects.

Prerequisite: Matriculation in the Black Deaf Studies Minor or permission of the instructor.

DST 494 - Senior Seminar (3)

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

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

DST 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

DST 497 - Deaf Studies Senior Thesis I (3)

This course will introduce students to several research methodologies, particularly ethnographic and historical, that are commonly used by Deaf Studies scholars. Students will begin their Senior Thesis projects in this course by producing a proposal and an annotated bibliography and completing an IRB Application if applicable. These projects will be continued to DST498 in the following semester.

Prerequisite: Major in Deaf Studies and permission of instructor.

DST 498 - Deaf Studies Senior Thesis II (3)

This course is an extension of DST 497 (Senior Thesis I) where the majors have begun preliminary research steps towards their Senior Thesis. The preliminary steps include a Proposal, an Annotated Bibliography and an IRB application where applicable. In this course, the students will begin data collection and analysis to create a final research product.

Prerequisite: Major in Deaf Studies and DST 497.

DST 499 - Independent Study (1-3)

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

DST 595U - Special Topics (3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

ECO-Economics-Finance

ECO 195 - Special Topics (1-5)

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

ECO 201 - Introduction to Macroeconomics (3)

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

Prerequisite: C+ or better in BUS 101.

Outcomes
Be able to read and evaluate macroeconomic policy proposals
Critically analyze the weaknesses in the market system and how the government should or should not respond
Evaluate impact of economic

ECO 202 - Introduction to Microeconomics (3)

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

Prerequisite: ECO 201.

ECO 205 - Introduction to Economics (3)

An introductory macroeconomics course for liberal arts majors with emphasis on the economic issues that citizens are likely to encounter. The course is designed to help students understand the basics of United States and global economics including how the economy works and how economic policy is developed and implemented.

Prerequisite: ENG 102 or equivalent.

ECO 295 - Special Topics (1-5)

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

ECO 301 - Intermediate Macroeconomics (3)

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

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

ECO 302 - Business & Managerial Economics (3)

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

Prerequisite: ECO 301; Business department majors only or permission of the department.

ECO 341 - History of Economic Thought (3)

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

Prerequisite: Business department majors only or permission of the department.

ECO 351 - Money and Banking (3)

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

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

ECO 361 - International Economics (3)

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

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

ECO 363 - Comparative Economic Systems (3)

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

Prerequisite: ENG 102 or equivalent; Business department majors only or permission of the department.

ECO 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

ECO 403 - Research Methods in Economics (3)

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

Prerequisite: ECO 302; Business department majors only or permission of the department.

ECO 451 - Public Finance and Policy (3)

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

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

ECO 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Business department majors only or permission of the department.

ECO 499 - Independent Study (1-3)

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

Prerequisite: ECO 202; Business department majors only; or permission of the instructor.

EDU - Education

EDU 250 - Introduction to Education and Teaching (3)

An overview and study of contemporary trends, problems, and issues in general education in terms of educational philosophies, types of educational programs, the relation of education to the individual and society, and curriculum and instruction. Some consideration of the relevance of regular education to special education and education of deaf and hard of hearing students. Discussion of organizations and agencies related to education.

EDU 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

EDU 311 - Foundations of Literacy Teaching and Learning (3)

This course is designed to provide students with a foundational understanding of the theories, research and literature in the area of language and literacy acquisition and learning. Students will examine their own beliefs and processes related to language and literacy acquisition and learning. This course will prepare students for subsequent courses that address literacy teaching and learning in the classroom and the home courses.

Prerequisite: EDU 250 and LIN 101.

Pre- or co-requisite: EDU 323.

EDU 320 - Early Childhood Environments (3)

The focus of this course is on the interactions between young learners and the physical and social environments encountered in parent-infant programs, preschool, kindergarten, and primary settings. Students will learn how to organize, plan, create, and modify environments for optimal learning. 40 clock hours of related practicum experience are required.

Prerequisite: EDU 250 or permission of program director.

EDU 323 - Educational Psychology (3)

The course addresses the application of psychological principles to the educational setting. Topics include learning theory, cognition and memory, individualized instruction, human development, intelligence, creativity, exceptionality, motivation, discipline, and measurement and evaluation.

Prerequisite: PSY 101.

EDU 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

EDU 490 - Field-Based Observation and Applications (1)

This course provides students with an opportunity to begin their field-based professional training through observations in classroom settings. Students will also have an opportunity to apply concepts learned during their methods courses and reflect on how the experiences support their growth.

Prerequisite: Permission from the Undergraduate Program Director.

EDU 493 - Integrative Practicum and Seminar in Teaching (3)

In this course, the Undergraduate Education program students spend at least 36 hours serving and aiding teachers in a public school program. This course will address integrating content (Language Arts and Social Studies) and require students to apply what is learned in the previous coursework to practicum situations in school sites. Regular group seminars are held to discuss, analyze, and reflect on educational topics related to teaching. This course prepares students for a subsequent student teaching experience.

Prerequisite: An Approved Student Teaching Application and permission of the department.

EDU 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

EDU 499 - Independent Study (1-3)

Intensive supervised study and research on topics of the individual student's selection. The specific project, title, and the number of credits to be given must be mutually agreed upon by the student and instructor prior to registration.

Prerequisite: Senior standing and permission of the student's advisor, the instructor, and the department chair.

EDU 600 - 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 601 - Reading and Writing for Teachers K-12 (3)

This course for K-12 teacher candidates provides an integration of literacy theory and research, content- based instructional practices, and assessment and evaluation cycles for diverse learners including ASL- English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities using a multicultural perspective. In this course, candidates explore literacy issues, research, and effective practices in reading and writing instruction and assessment; make personal connections in defining literacy, in experiencing first-hand the reading and writing processes, and in reflective and responsive teaching; discuss ways to motivate and engage learners in authentic and meaningful language use through reading and writing.

Prerequisite: Admission to the program or permission of the program director.

EDU 602 - Educational Technology (2)

This course is designed to familiarize students with various educational technologies. Students will learn how to use, troubleshoot, and integrate technology into their instruction. Emphasis will be on presentation, collaboration, and the organization of technology tools to support student learning.

Prerequisite: EDU 600 and admission to the program.

EDU 603 - 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 609 - 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 620 - Historical & Curricular Foundations of Early Childhood Education (2)

This course provides an introduction to the field of early childhood education. The course will include the study of the foundations of early childhood education including: theories, models, evidence-based practices, issues and developmentally appropriate practice. In addition, the course will address the role of the teacher, families, and other professionals in supporting young children (ages 3-8).

Pre- or co-requisite: admission to the program or permission of the program director.

EDU 621 - Literacy Teaching and Learning: Early Childhood (3)

This course for teacher candidates specializing in early childhood provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English language learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates explore in depth an integrated approach to the study of early childhood literacy, curriculum building, methods and materials for literacy instruction, including language development, reading and writing.

Prerequisite: EDU 600; 311 or 601; and admission to the education program, or permission of the program director.

EDU 622 - 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 624 - Integrative Methods for Early Childhood Education: Preprimary (3)

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, birth through preschool. Focus will be on curriculum based in home-school interactions, as well as the integration of language arts, reading, science, social studies, mathematics, and creative expression. 20 hours of related field experience required.

Prerequisite: EDU 620; and admission to the program or permission of the program director.

EDU 626 - Integrative Methods for Early Childhood Education: K-3 (3)

This course emphasizes developmental learning environments, materials, and experiences for teaching young children, 6 to 8 years of age. Focus will be on curriculum based in home-school interactions, as well as the integration of all subject areas (social studies, mathematics, language arts, reading, arts, science, and physical education). 30 hours of related field experience is required.

Pre- or Co-requisites: EDU 620 and admission to the program or permission of the program director.

EDU 628 - Student Teaching in Early Childhood Education (9)

This course is the final professional experience in the early childhood education program and is a required field experience in a school classroom for a period of ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. Candidates co-register for and attend a required weekly seminar held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisite: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694.

EDU 631 - Literacy Teaching and Learning: Elementary Grades (3)

This course for teacher candidates specializing in elementary education provides an integration of literacy theory and research, content-based instructional practices, and assessment and evaluation cycles for diverse learners including ASL-English bilingual learners, English Language Learners (ELL), struggling readers and writers, and students with disabilities. In this course, candidates will expand knowledge and appreciation for literature, model communication in written, oral and/or through-the-air expression, comprehend, analyze, and evaluate a range of print and non-print media appropriate for use in elementary settings; and experience and reflect on effective practices in literacy teaching and learning in elementary settings.

Prerequisite: EDU 600; 311 or EDU 601; and admission to the program or permission of the program director.

EDU 633 - Language Arts in Elementary Education (3)

This course provides the elementary education majors with the necessary content and methodology for developing a complete language arts program at the elementary school level, which includes the six modes of language: reading, writing, listening, speaking, viewing, and visually representing.

Prerequisite: EDU 600.

Pre- or Co-requisite: EDU 631.

EDU 635 - Elementary School Teaching Methods in Social Studies (3)

This course concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in today's elementary schools. The course stresses the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the National Council for the Social Studies curriculum standards for kindergarten through grade six.

Pre- or co-requisite: EDU 600.

EDU 637 - Elementary School Teaching Methods in Science (3)

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the elementary school science classroom. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

Pre- or co-requisites: EDU 600; admission as a candidate to the Department of Education or permission of the program director.

EDU 638 - Student Teaching: Elementary Education (9)

This course is the final professional experience in the elementary education programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the teacher candidate will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisite: An approved student teaching application and permission of the Program Director. Corequisite: EDU 694.

EDU 639 - Elementary School Teaching Methods in Mathematics (3)

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the elementary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using Childhood Education International (ACEI) Elementary Education Standards and Supporting (EESS).

Pre- or co-requisites: EDU 600 and admission to the program or permission of the program director.

EDU 641 - Literacy Teaching and Learning: Secondary Grades (3)

In this course, candidates examine the purposeful social and cognitive processes of adolescent literacy, address instructional issues related to teaching and learning reading and writing in the middle and secondary grades (6-12), practice effective ways to deliver literacy skills for adolescents across a range of domains, with consideration given to motivation, comprehension, critical thinking, and assessment. This course provides the basis in adolescent literacy teaching and learning for teacher candidates who are about to embark upon the student teaching practicum experience in middle and secondary school settings, and requires related field-work.

Prerequisite: EDU 600; EDU 311 or EDU 601; and admission to the education program, or permission of the program director.

EDU 643 - Secondary School Teaching Methods in English Language Arts (3)

In this course, teacher candidates explore and apply research-supported trends and curriculum in secondary English language arts instruction with diverse, English Language Learners (ELL), and special needs middle and high school adolescents. Topics covered in the course include professional standards for learning and teaching the pedagogy of secondary English language arts instruction in a technologically-advanced world, formal and informal assessment and evaluation, personal literacy development, and reflective professional engagement. Candidates read and respond to young adult literature across a range of genres, and create a macro-unit that includes reading and writing micro-lessons. The course should be taken concurrently with fieldwork dedicated to middle or secondary education (Grades 6-12).

Prerequisite: EDU 601.

Pre- or Co-requisites: EDU 641.

EDU 645 - Secondary School Teaching Methods in Social Studies (3)

This course is a literacy intensive course that concentrates on curriculum trends, teaching techniques, and appropriate media for teaching social studies in middle and secondary schools today. The course stresses the topics include: the social science disciplines in relation to social studies, simulation activities, instructional planning, evaluation, multi-cultural education, inquiry skills, and how to deal with controversial social issues in the classrooms.

Prerequisite: EDU 600.

Co-requisite: Concurrently registered in practicum.

EDU 647 - Secondary School Teaching Methods in Science (3)

In this course, teacher candidates will learn about the current curriculum, contents, materials, and methodologies utilized by educators in the secondary school science class. The teacher candidates will explore methodological principles and apply them by developing lesson plans, science portfolio, activities, and projects. Observation, laboratory activities and participation in a field experience are included in this course. The teacher candidates will learn science by doing science using (FOSS) Full Option Science System.

Prerequisite: EDU 600.

Co-requisite: Concurrently registered in practicum.

EDU 648 - Student Teaching: Secondary Education (9)

This course is the final professional experience in the secondary programs and is a required field experience in a school classroom for a period of at least ten weeks under the supervision of the classroom teacher (cooperating teacher) and a University Supervisor. During the course, the student will take responsibility for planning, teaching, and evaluating all aspects of the classroom program. A required seminar is held weekly on campus for purposes of common problems and/or concerns, and exchange of useful teaching experiences.

Prerequisite: An approved student teaching application and permission of the Program Director.

Co-requisite: EDU 694.

EDU 649 - Secondary Teaching Methods in Mathematics (3)

Students will learn about the current curriculum, content, materials, and methodologies utilized by educators in the secondary school mathematics curriculum. Students will explore methodological principles and apply them by developing lesson plans, a mathematics portfolio, activities, and projects. Observations, hand-on activities and participation in a field experience are included in the course. Students will learn mathematics by doing mathematics using National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics.

Prerequisite: EDU 600.

Corequisite: 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 665 - Children's Literature (3)

An in-depth study of children's literature primarily for early childhood and secondary education majors. Focuses on the evaluation, selection, and sharing of children's and young adult books in instructional settings. Participants will read, respond to, and evaluate picture books and chapter books of various genres. Emphasizes the identification and teaching of literary elements in context, strategies for sharing books with children, and the importance of using authentic children's and young's adult literature in schools.

EDU 670 - Teaching Students with Disabilities (3)

This course is designed to familiarize students with the identification of exceptional children in terms of developmental needs, interpretation of assessment data, development and evaluation of appropriate intervention strategies for the regular classroom teacher, and legislation in special education. This course will prepare teacher candidates to work with children and youth with a broad range of disabilities and educational needs. Topics will include understanding disability; understanding principles of legislation and curriculum and instruction; establishing positive learning environments; and working collaboratively.

Prerequisite: Admission to the program or permission of the program director.

EDU 694 - Student Teaching Seminar (3)

The student teaching seminar is a capstone course in which student teachers in the Undergraduate Education Program meet regularly as a group to discuss, analyze, reflect upon and resolve classroom issues that occur during their full-time internship experiences with hearing students. This course is designed to be taken in tandem with Student Teaching. Students will be participating in student teaching at various clinical sites every weekday for 10 weeks. Educational topics related to assessment, classroom management, certification, portfolio development, and related areas are covered in depth.

Co-requisite: EDU 628, EDU 638, or EDU 648; and permission of the Department of Education.

EDU 695 - Special Topics (1-3)

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

ENG - English

ENG 50 - English Language Study (6)

The emphasis in this course will be on the development and reinforcement of English grammar and vocabulary skills through reading and writing. A grade of IP (In Progress) may be given to any student who has made satisfactory progress but who has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to qualify to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

ENG 70 - English Language Study: Reading and Writing Skills (6)

This English language course meets for a total of six hours each week. Students work to achieve the English skills necessary to succeed in an academic environment. The emphasis is on the development and reinforcement of English grammar and vocabulary skills through reading and writing. This course is limited to students who have demonstrated a specific level of basic English skill. (Six class hours and two hours of lab work). A grade of IP (In Progress) may be given to any student who has made satisfactory progress but has not satisfied the requirements for entry into the next level. The requirement for entry into the next level of English is based on the end-of-semester placement test. In order to quality to take the placement test, students must receive a passing grade in the course, or with permission of the chair.

Prerequisite: Basic English skills as demonstrated by placement testing or its equivalent.

ENG 95 - Special Topics (1)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ENG 100 - English Language Skills (1-3)

An individualized course designed to develop skill in using the English language. Both expressive and receptive skills are included, and programs meet the specific needs of each individual. May be taken for a maximum of 12 hours. This course is not intended to be taken in lieu of a required course.

Prerequisite: Qualifying performance on the English assessment.

ENG 101 - Foundational Critical Reading and Writing (3)

This course will provide ample support for students emerging from the ENG 50 program and which focuses on basic critical reading and writing skills for college coursework.

Prerequisite: Qualifying performance on the English assessment.

ENG 102 - Critical Reading and Writing (3)

This course is offered as part of a Learning Cluster which integrates VEE 101-102 (First Year Seminar I and II), ENG 102 (Critical Reading and Writing), and ASL 125 ASL Composition. This course will focus on specific critical reading and writing skills that students need to succeed in their future coursework. Reading and writing activities and assignments will parallel First Year Seminar learning experiences.

Prerequisite: Qualifying performance on the English assessment.

ENG 102S - College Reading and Critical Thinking: Alternative Approach (3)

This course emphasizes instruction in reading comprehension, including the practices of skilled readers and proven techniques for improving reading comprehension, managing vocabulary, drawing and testing inferences, predicting, and evaluating comprehension and interpretation. Intensive practice in comprehension techniques is balanced against sustained reading practice in and out of class. English 102S includes additional hours of instruction and practice to help students become more able readers and writers. Six hours of class work.

Prerequisite: Attaining a score of 56 or higher on the Degrees of Reading Power (DRP) exam or the equivalent, and a score of 3 or higher on the Gallaudet Writing Evaluation (GWE) or equivalent.

ENG 103 - Essay Analysis and Composition I (3)

This course includes the study of the organization and development of ideas in short essays and other short writing assignments. It emphasizes the entire writing process, while reinforcing critical reading strategies and metacognitive skills. In order to pass this course, the student must demonstrate at least minimal competence in writing short essays.

Pre- or co-requisite: ENG102.

ENG 111 - Critical Reading and Writing (3)

This course will focus on specific critical reading and writing skills that students need to analyze and evaluate academic and/or creative works and to compose logical arguments by synthesizing information from sources with their own critical perspectives.

Prerequisite: Qualifying performance on the English assessment.

ENG 112 - Reading and Writing for Academic Research (3)

The emphasis of this course will be to deepen students' critical thinking skills while building competencies for integrated courses and conducting academic research.

Prerequisite: Successful completion of 111 or equivalent course, or qualifying performance on the English assessment.

ENG 175H - Honors Critical Reading, Writing, and Integrated Learning (3)

This course focuses on advanced reading and writing skills needed to begin developing research, critical thinking, and other relevant skills for advanced undergraduate work, particularly the Honors capstone level. Work includes the level of critical thinking, analysis and synthesis or integrative skills expected at least by the conclusion of GSR 150 and possibly beyond. Some reading and writing activities and assignments will parallel work done in VEE 101H.

Prerequisite: Admission to the Honors Program.

ENG 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: ENG 102 or equivalent and permission of the instructor.

ENG 203 - Essay Analysis and Composition II (3)

This course emphasizes the study of the organization and development of ideas in longer essays, including argumentative essays. Students will practice the use of library research for writing.

Prerequisite: ENG 103 or permission of the department.

ENG 204 - Introduction to Literature (3)

This course emphasizes the study of representative examples of different forms of literature, and the writing of essays about literature.

Prerequisite: ENG 102 or equivalent.

ENG 208 - Introduction to Literature Studies (3)

Prepares students planning to major or minor in English for literary analysis through the study of representative examples of different genres of literature. Introduces the application of basic literary theories to the analysis of literature. Develops critical thinking, writing, and research skills through multiple drafts of essays about literature.

Prerequisite: ENG 102 and permission of the instructor.

ENG 250 - Introduction to Public and Professional Writing (3)

Surveys genres and modalities of professional writing, including social media and writing for the web. Provides an overview of areas such as digital publishing, new media journalism, business and technical writing, and editing. Develops a rhetorical understanding of professional writing as the ability to write in response to elements including audience, purpose, medium, and design.

Prerequisite: ENG 102 and permission of the instructor.

ENG 260 - Introduction to Layout and Design for Writers (3-4)

Introduction to composition of texts using desktop publishing software and computer technology. Focuses on the writing conventions and standards of professional communication, as well as editing techniques and competencies. Also covers design principles, typography, layout and production techniques. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

Prerequisite: ENG 102.

ENG 290 - Elements of Creative Writing (3-4)

This course introduces students to the elements of creative writing in poetry, short fiction, creative nonfiction, and other genres. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student LearningOutcomes of these courses.

Prerequisite: ENG 102.

ENG 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

ENG 311 - World Literature I (3-4)

Study of important and representative works of literature before the year 1600 with an emphasis on literatures other than British and American literature. When offered for 4 credits, this course will be dual listed with GSR 210, 220, 230, or 240 and will address the Student Learning Outcomes of these courses.

ENG 312 - World Literature II (3-4)

Study of important and representative works of literature after the year 1600 with an emphasis on literatures other than British and American literature. When offered for 4 credits, this course will be dual listed with GSR 210, 220, 230, or 240 and will address the Student Learning Outcomes of these courses.

ENG 320 - Field Experience (3)

This course provides a way for students to integrate theory and practice. Students will apply knowledge and skills gained in the classroom by interning at a business, government agency, or at another field experience site approved by the Major-Minor Coordinator in the department. Students will fulfill their duties in a learning contract developed by their on-site supervisor and faculty sponsor. Student performance will be assessed via products agreed upon with the faculty sponsor, including, but limited to, weekly journals, reflective papers, and research proposals or projects.

ENG 323 - Literature and Film I (3-4)

Study of narrative and dramatic works with an emphasis on literature. When offered for 4 credits, this course will be dual listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

ENG 324 - Literature and Film II (3-4)

Study of narrative and dramatic works with an emphasis on literature. When offered for 4 credits, this course will be dual listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses.

ENG 325 - Introduction to Deaf Literature (3-4)

Study of important and representative works of literature written by D/deaf authors. When offered for 4 credits, this course will be dual listed with GSR 210, 220, 230, or 240 and will address the Student Learning Outcomes of these courses.

ENG 326 - Deaf Memoirs (3)

Memoir is one of the hot genres right now. Real stories affect us in ways that fictional stories don't. There is power in knowing that the stories we are reading really happened to the person who wrote it--or at least they claim the stories happened! People aren't always truthful, and memories are not always reliable; we will talk about this too as we read, discuss, and analyze memoirs by deaf and hard of hearing writers from a variety of backgrounds. We will read memoirs from members of the Deaf community, and from those outside of it--and of many different intersectional identities.

Prerequisite: Permission from the instructor

Outcomes

Course Outcomes: (This course is designed to meet the Core Explore requirement for Identities and Cultures.) Course Objectives GU SLOs English Major SLOs Learning Opportunities Assessment tools CO 1. Students will analyze and evaluate memoirs by deaf and hard-of-hearing writers show a variety of experiences of being deaf, and consider who they are written for and why. Bilingualism, Digital Awareness, Critical Thinking, Ethics, Career Readiness, Science Literacy Global Citizenship Wellness 1 Journal Journal criteria 1,2 Book Review Assignment criteria 1,2,3 Theme in Deaf Memoirs paper and presentation Assignment rubric CO 2. Students will analyze how a theme is developed in memoirs by deaf and hard of hearing writers.. Bilingualism, Digital Awareness, Critical Thinking, Ethics, Career Readiness, Science Literacy Global Citizenship Wellness 1,2 Tests Essay questions on tests 1,2,3 Theme in Deaf Memoirs Project(Proposal, Paper, Video Presentation) Assignment Rubrics; AAC &U Written Communication Rubric; GU ASL Video Rubric CO 3 Students will examine how intersectional identities of deaf and hard of hearing writers are reflected in their memoirs. Bilingualism, Digital Awareness, Critical Thinking, Ethics, Career Readiness, Science Literacy Global Citizenship Wellness 1,2,4 Tests Book review Test questions. Book review rubric. English Major SLOs ● SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness ● SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness ● SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy. ● SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts. Aligns with GU SLOs Global Citizenship, Bilingualism.

ENG 330 - Topics in Popular Culture and Literature (3-4)

Study of important and representative works of popular culture, genres, and literary forms. When offered for 4 credits, this course will be cross-listed with GSR 210, 220, or 240 and will address the Student Learning Outcomes of these courses. The course can be repeated if topic changes.

ENG 335 - Queer Literature and Cultures (3)

Study of important and representative works of LGBTQ+ cultures and literary forms.

Prerequisite: Permission of the instructor.

ENG 350 - Introduction to African American Literature (3-4)

Study of important and representative works of literature and literary forms that make up the African American literary tradition. When offered for 4 credits, this course will be dual listed with GSR 210, 220, 230, or 240 and will address the Student Learning Outcomes of these courses.

ENG 355 - Literature by Women (3-4)

Study of important and representative works of literature by women. The unifying theme of this course is the creative expression by women, in all genres and including journals, of their personal and cultural experiences. An introduction to feminist critical theory will be offered to provide a context for the works. When offered for 4 credits, this course will be dual listed with GSR 210, 220, 230, or 240 and will address the Student Learning Outcomes of these courses.

ENG 360 - Writing for Digital Media (3)

Study and intensive practice of writing in digital environments, with a focus on journalistic contexts. Examines technical and rhetorical features of online environments, including interactivity, hyperlinking, spatial orientation, and non-linear storytelling. Focuses on the writing conventions and standards of digital media, as well as editing techniques and competencies.

Prerequisite: ENG 250 or permission of the instructor.

ENG 365 - Writing for Social Media (3)

Study and intensive practice of composition in social media genres. Examines rhetorical conventions for digital communication and the dissemination of information through social media for professional purposes, including developing a social media content strategy and analytics. Integrates editing techniques and competencies. May also cover theoretical issues such as copyright and authorship, visual literacy, and moderation of collaborative online environments.

Prerequisite: ENG 250 or permission of the instructor.

ENG 366 - Travel Literature [Topic to be specified] (3)

The genre of travel literature encompasses outdoor literature, guidebooks, nature writing, and travel memoirs. This course will focus on a specified topic that includes a selection of fictional and non-fictional texts all included under the broad category of 'travel literature'. This course may be repeated for a maximum of six credit hours if topics differ.

Prerequisite: Permission of the instructor.

Outcomes

Course SLO Chart (extract it from the course syllabus) – must include GU SLOs 1 and 2, language/communication and critical thinking and include sub-SLOs (e.g. 1.1, 1.2): Course Student Learning Outcomes Learning Opportunities Assessment Tools Program SLOs GU UG SLOs Students will determine the motivations of dark tourism travels as well as the economic and cultural decisions made my host sites and will analyze how dark tourism factors into a site's identity construction. Reflective Reading Questions, Reflections, Final Reflective Exam Dark Tourism Continuum Assignment-Tied Checklist (85% accuracy)/ AAC&U Identity and Culture Rubric (averaged score 3+)/ 1,2,3,4 Bilingualism, Digital Awareness, Critical Thinking, Global Citizenship Ethics Wellness Students will identify the impacts of tourism on local communities, explicitly those with a dark tourism label. Branding Analysis AAC&U Communication Rubric (averaged score 3+); GU ASL Presentation Rubric (averaged score 3+) 1,2,3,4 Bilingualism, Digital Awareness, Critical Thinking, Global Citizenship Ethics Students will become acquainted with the principles of the Death Positive Movement and have honest conversations about death & dying as part of the basis of a healthy society. Students will identify which principles work within in their own lives, families, and cultures. Epitaph Activity Death Café Assignment-Tied Checklist (85% accuracy) 1,2 Bilingualism Wellness Students will determine how and why dark tourism sites are accessible or inaccessible to visitors. Final Project AAC&U Communication Rubric (averaged score 3+); GU ASL Presentation Rubric (averaged score 3+) 1,2,3,4 Bilingualism, Digital Awareness, Critical Thinking, Global Citizenship Ethics English Major SLOs ● SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness ● SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness ● SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy. ● SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts.

ENG 367 - Ghost Stories and Haunted History (3)

Since ancient times, ghost stories have played an important role in storytelling and in folklore from cultures around the world. As we read and analyze ghosts in literature, folklore, and pop culture, we will assess how these stories create voice and identity, and how ghosts are used as metaphors. Readings will include the nineteenth-century rise of Spiritualism, a religion essentially devoted to ghosts; the Indian *bhuta*; the Hungry Ghost Festival in China; and the role of ghosts in Mexico. The course readings also will help us unpack American history that is on the fringes as we grapple with the ways that individual identities are constructed within historical memory.

Prerequisite: Permission of the instructor.

Outcomes

Course SLO Chart (extract it from the course syllabus) – must include GU SLOs 1 and 2, language/communication and critical thinking and include sub-SLOs (e.g. 1.1, 1.2): Course Student Learning Outcomes Learning Opportunities Assessment Tools Program SLOs GU UG SLOs Students will analyze ghosts in literature, folklore, and pop culture and assess how ghost stories create voice and identity, and how ghosts are used as metaphors. Haunted History Presentation Class discussion Assignment-Tied Checklist (85% accuracy)/ AAC&U Identity and Culture Rubric (averaged score 3+)/ 1,2,3,4

Bilingualism, Digital Awareness, Critical Thinking, Global Citizenship Ethics Wellness Students will select a traditional ghost story to retell or compose their own original ghost story based on the common elements of ghost stories. They will practice creative expression as they tell their story to the class. Ghost Storytime GU ASL Presentation Rubric (averaged score 3+) 1,2 Bilingualism Wellness Students will make ethical decisions based on the site visits and will collaborate with each other as they make judgments about what to include in each final product. 2-page Travelogue Final paper AAC&U Communication Rubric (averaged score 3+); Assignment-Tied Checklist (85% accuracy) 1,2,3,4 Bilingualism, Digital Awareness, Critical Thinking, Global Citizenship Ethics English Major SLOs ● SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness ● SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness ● SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy. ● SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts.

ENG 368 - Prison Literature (3)

The United States currently incarcerates more of its own citizens than any other country in world history. In fact, prisons are an institution currently central to American life and culture. Prison literature, the literature by and/or about incarcerated people and their families is now mass produced, global, and includes poetry, novels, narratives, political documents, and other genres incorporating many perspectives. It has moved from its origin of writing by a small body of elites with religious underpinnings to a broader corpus of rhetorical and literary significance. In this course, we will read, analyze, write about prison literature as a demonstration and vehicle for civil disobedience and concealed worlds. This interdisciplinary course will trace debates about imprisonment and will explore what it means to be free in America in the present era of mass incarceration. The class may include a community project with Free Minds Write Night, a poetry collaborative.

Prerequisite: ENG 102 or permission of the instructor.

Outcomes

SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness

SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness

SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy.

SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts. Aligns with GU SLOs Global Citizenship, Bilingualism.

ENG 370 - Multimedia Composition (3)

Study and intensive practices of inventing, shaping, producing, and delivering text, audio, video, and images aesthetically and purposefully. Examines various genres of and technical platforms for multimedia composition. Integrates editing techniques and competencies. May also cover theoretical issues relevant to digital media such as universal access and participatory culture.

Prerequisite: ENG 250 or permission of the instructor.

ENG 372 - Climate Change & Literature (3)

This course explores climate change through the lenses of literature, science, narratology, and rhetoric of public communication. Students will explore selected aspects of climate change, gaining insights into its scientific underpinnings, its representation in literature, and the challenges and opportunities in communicating its urgency and complexity to diverse audiences.

Prerequisite: ENG 102.

Outcomes
Bilingualism: Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes.
Career Readiness: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning.
Critical Thinking: Think critically and innovatively, and express myself creatively, making connections within and across disciplines.
Digital Awareness: Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways.
Ethics: Formulate reasoned decisions about ethical issues that lead to wise action.
Global Citizenship: Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels.
Science Literacy: Evaluate evidence derived from a systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies.
Wellness: Recognize how my choices can transform my health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within myself. Wellness is defined as including: intellectual, emotional, social, spiritual, environmental, financial, physical, interpersonal, and occupational components.

ENG 373 - Introduction to Hispanic-American Literature (3)

This course is a survey of representative writers and literary forms that make up the Hispanic-American literary tradition.

Prerequisite: ENG 204 or the equivalent; or permission of the instructor.

ENG 375 - Media Literacy (3)

Study of media literacy, including techniques and strategies used to analyze the use of diverse media to inform, entertain, and sell. Examines diverse media messages in advertisements, television, film, newspapers, magazines, and the Internet.

ENG 376 - Comics and Critical Literacy (3)

This course will employ critical literacy and graphic novels' academic disciplines and encourage students to apply various popular graphic novels' knowledge, modes of inquiry, and technological competence. In addition, students will learn and discuss how graphic novels can be used as resources for critical literacy and deliver messages about the current social issues. The reading assignments will provide a variety of situations and characters to develop moral reasoning skills to address the positions and challenges provided in the readings regarding the -isms and the balance of privilege/power.

Prerequisite: Permission of the instructor.

Outcomes
Articles will be uploaded on Course Blackboard throughout the semester. Course Objectives 1. Students will describe what critical literacy is. 2. Students will identify themes and social issues within the readings. 3. Students will tell their stories using the comic format. 4. Students will present their chosen social issues. Student Learning Outcomes By the end of the course, students should be able to: ● Identify significant concepts, events, issues, and themes in various graphic novels. (ENG SLO 4.1) ● Describe in writing how specific social issues are vital in current society. (ENG SLO 3.4) ● Analyze and explain the importance of the problems brought up in graphic novels (ENG SLO: 2.1) ● Demonstrate effective argumentation in written and ASL forms (ENG SLO 1.2) English Major SLOs ● SLO 1: Students will use written English and American Sign Language (ASL) to communicate effectively. Aligns with GU SLOs Bilingualism and Wellness ● SLO 2: Critical Interpretation of Texts. Students will demonstrate ability to read and interpret texts critically for different tasks and purposes. Aligns with GU SLOs Bilingualism, Digital Awareness, Critical Thinking, and Wellness ● SLO 3: Research Competencies. Students will demonstrate knowledge of research competencies and be able to incorporate these in their own texts. Aligns with GU SLOs Ethics, Digital Awareness, Career Readiness, and Science Literacy. ● SLO 4: Knowledge of major traditions and contexts of literatures written in English. Students will demonstrate knowledge of the major traditions of literatures written in English in their cultural, historical, critical, theoretical, and linguistic contexts. Aligns with GU SLOs Global Citizenship, Bilingualism.

ENG 380 - Business and Technical Writing (3)

Study and intensive practice of professional writing skills and genres, such as resumes, letters of application, emails, memos, short proposals and reports.

Prerequisite: permission of the instructor.

ENG 381 - Report Writing (3)

Study and intensive practice of professional writing skills and genres, with a focus on longer proposals and reports.

Prerequisite: ENG 380 or permission of the instructor.

ENG 382 - Fundraising and Grant Writing (3)

Study and intensive practice of professional writing skills and genres, with a focus on grant applications and reports, letters of introduction, and other fundraising materials.

Prerequisite: ENG 380 or permission of the instructor.

ENG 385 - Fundamentals of Journalism (3)

This course will deal with these features: news, feature, and editorial writing; copy editing and fact checking; headline writing; and page layout, both in print and online. This course touches on the growing possibilities and ethical considerations for journalism in the digital age.

Prerequisite: ENG 102.

ENG 387 - Writing Center Theory and Practice (3)

This course is designed to prepare students to work in Gallaudet University's English Center (Tutorial and Instructional Programs) and will also provide a foundation in theory and practice for similar tutorial and instructional contexts. This course focuses on strategies for teaching writing and reading, particularly in one-on-one conference settings, and gives students practical tutoring experience. Students will read and discuss applicable theory and will complete a practicum in Gallaudet University's English Center. Before taking the course, students need to complete the Tutorial and Instructional Program application process.

Prerequisite: permission of the instructor.

ENG 390 - Theories of Composition and Language Acquisition (3)

Surveys theories of composition and language acquisition, with the aim of providing a context for students interested in teaching professions. Examines current cognitive studies of how people learn and use language. Students will write compositions following the different approaches studied.

Prerequisite: ENG 102.

ENG 392 - Introduction to Creative Writing [Topic to be specified] (3)

Introduction to the study and intensive practice of creative writing. The course will touch on fiction, drama, poetry, and other creative forms. Analysis and critique of students' writings in group and individual conferences. May be repeated for a maximum of nine credit hours if topics differ.

Prerequisite: ENG 102.

ENG 393 - Intermediate Creative Writing [Topic to be specified] (3)

Intermediate study and intensive practice in creative writing in a specific genre or topic. Intended for intermediate level students with knowledge of and experience in the fundamentals of creative writing in the genre or topic of study (topics will vary by semester). Analysis and critique of students' writings in group and individual conferences. May be repeated for a maximum of nine credit hours if topics differ.

Prerequisite: ENG 392 or permission of the instructor.

ENG 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: permission of the instructor.

ENG 399 - Introduction to Methods of Literary Study (3)

Study of the terminology and techniques of literary study, with an emphasis on in-depth methods pertaining to analytical and critical essay writing. Introduces basic critical and theoretical methodologies required for the serious study of literature. Also covers documentation methods.

Prerequisite: ENG 208.

ENG 403 - British Literary Foundations (3)

Introduction to genres, periods, and ideas that make up the literature of the United Kingdom, from the medieval era to the present. Examines texts and authors that exemplify major trends in British literary history, as well as representative works from multi-cultural literary traditions.

Prerequisite: ENG 208.

ENG 405 - American Literary Foundations (3)

Introduction to genres, periods, and ideas that make up the literature of the United States, from its origins to the present. Examines texts and authors that exemplify major trends in American literary history, as well as representative works from multi-cultural literary traditions.

Prerequisite: ENG 208.

ENG 408 - Multicultural Literature and Perspectives (3)

This course provides students with an overview of multicultural literature in conjunction with the historical and contemporary issues facing each culture. The texts discussed in this course may include Hispanic/Chicano/Chicana literature, African American literature, American Indian literature, Deaf literature, Gay/Lesbian literature, English from the former colonies/postcolonial literature, and others. The course will focus on the techniques and strategies implemented by the authors to undermine and question mainstream attitudes and values through an investigation of questions such as these: What is "minority?" How is identity formulated in the margins?

Pre- or co-requisite: ENG 208 or permission of the instructor.

ENG 410 - Adolescent Literature (3)

Introduction to quality adolescent literature and examination of issues relevant to the reading and teaching of the genre. The history and characteristics of adolescent literature will be explored, along with theoretical approaches to reading and interpretation, issues of multiculturalism and diversity, and the relationships between adolescent literature and 'classic' adult literature.

Prerequisite: ENG 208 or permission of instructor.

ENG 433 - Seminar in Pre-1800 Literature [topic to be specified] (3)

In-depth study of literature in the context of significant theoretical questions. Examines primarily American and British texts exemplary of key moments, movements, and discourses. May also include authors writing in English from other cultures. May be repeated for credit if topics differ.

Prerequisite: ENG 403 and 405; or permission of the instructor.

ENG 435 - Seminar in Post-1800 Literature [Topic to be specified] (3)

In-depth study of literature in the context of significant theoretical questions. Examines primarily American and British texts exemplary of key moments, movements, and discourses. May also include authors writing in English from other cultures. May be repeated for credit if topics differ.

Pre- or co-requisite: ENG 208 or permission of the instructor.

ENG 441 - Shakespeare (3)

This course is an analysis of the poetic and dramatic structure of some of Shakespeare's major comedies, tragedies, romances, and history plays, with a consideration of the background of the plays.

Pre- or co-requisite: ENG 208 or permission of the instructor.

ENG 442 - Major Author [Topic to be specified] (3)

This course is a study of the life and works of a major author writing in the English language, such as Chaucer or Milton. The author to be studied in any given semester will be announced at registration.

Pre- or co-requisite: ENG 399 or permission of the instructor.

ENG 460 - English Grammar for Writers & Future Teachers (3)

Advanced study of English grammar, structure, and usage. Focuses on applying the principles of grammar in one's own writing and in the teaching of writing. Reinforces students' cognitive knowledge of English grammar. Also covers skills and technical aspects of editing.

Prerequisite: ENG 250.

ENG 493 - Senior Thesis Project [Topic to be specified] (3)

In-depth study and research of a topic combined with a major writing project (e.g., seminar paper, pedagogical unit, collection of short stories) of at least 15 pages. The project will situate the student's original work in a scholarly context and should have direct ties to the student's intended career path. At the end of the semester, students will present their work before a faculty panel. The course will also include career and graduate school preparation (investigating options, preparing and submitting resumes or applications, etc.). Should be taken in the final year of the students' major coursework.

ENG 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: permission of the instructor.

ENG 499 - Independent Study (1-3)

Individual work for juniors and seniors in an area of special interest; designed and carried out by the student in consultation with the instructor.

Prerequisite: Permission of the instructor.

ENG 595 - Special Topics (1-5)

Special topics in the discipline, designed primarily for seniors and graduate students. May be repeated for credit if topics differ.

ENG 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

FCS - Family and Child Studies

FCS 195 - Special Topics (1-5)

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

FCS 251 - Introduction to FCS (1)

This course is designed for Family and Child Studies majors or students who are seriously considering becoming an FCS major. Because all FCS majors have a specialization in Child Development, students examine the careers and opportunities for professionals working in the Child Development field. A substantial portion of the course focuses on the field experience opportunities and requirements for FCS majors.

FCS 295 - Special Topics (1-5)

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

FCS 306 - Contemporary Families (3)

This course focuses on present-day American families, comparing them to families throughout history and exploring implications for the future. Special attention is given to the racial and ethnic diversity of contemporary families and strengths and challenges these families confront. The impact families have on society along with the impact public policies have on families are examined throughout the course.

FCS 309 - Marriages and Families: Diversity and Change (3)

Covering basic concepts and research in the areas of marriages, families, and intimate relationships, students address the challenges and opportunities individuals have in these areas as they move through the lifespan. Topics include family structures and functions, sex/gender roles, courtship and dating, cohabitation, unions and marriages, parenting, divorce, remarriage, and stepfamilies, with an emphasis on the diversity of today's relationships today and how they have changed from the past.

FCS 320 - Infants & Toddlers (3)

This course explores the issues involved in providing infants and toddlers with environments that are nurturing and developmentally appropriate. Special attention will be given to the principles involved in providing high quality programs and the characteristics of effective child-care professionals.

Prerequisite: Permission of the instructor.

FCS 321 - Introductory Nutrition (3)

This course identifies the nutrients essential for good health and examines their role in the growth and development of the individual. Emphasis is placed on nutrient functions, food sources, recommended intake levels, and the physiological effects of inadequate or excessive amounts on health. Special attention is paid to the role of diet in selected diseases, such as diabetes, heart disease and cancer.

FCS 324 - Child Nutrition and Safety (3)

This course focuses on the nutrition, health, and safety needs of children from birth to age eight and the role of child development centers and schools in satisfying those needs. Students learn to plan menus based on nutrition standards established for children's programs, to provide and maintain a safe environment for children in their care, and to teach and promote good eating, health, and safety practices among young children.

Prerequisite: Permission of the instructor.

FCS 333 - Child, Family, and Community (3)

This course uses an ecological approach to understanding the interactions of the child in the family and the community. Special emphasis is given to the ways that the family, community, and society can work together to provide the best environment for the development of children.

FCS 334 - Parent-Child Interactions (3)

This course explores the influence of parents on children and children on parents. Special attention is given to how their roles and relationships change. Important issues confronting parents and children today are addressed and students learn a variety of positive discipline techniques.

Distribution: Minor, Undergraduate. Prerequisite: Permission of the instructor.

FCS 350 - Field Experience I (3)

In this course FCS majors work as interns in programs serving young children and/or families. Students work on-site under the supervision of professionals in the field. Students work ten or more hours each week during the semester and meet with the course instructor in a weekly seminar.

FCS 361 - Creative Activities for Children (3)

A study of the natural creative processes found in all children. Through hands-on experience, students learn to plan and conduct activities that are creative, safe and age-appropriate for young children from preschool and early elementary age through 5th grade.

FCS 370 - Preschool/Kindergarten Methods and Environments (3)

This course examines the principles involved in planning and implementing programs for children ages 3-5 years old. Developmentally appropriate guidance techniques are emphasized, along with sensitivity to individual needs and cultural diversity.

Prerequisite: Permission of the instructor.

FCS 383 - Practices and Programs for Early Childhood Care and Education (3)

This course examines the organization and administrative practices in child care programs. Topics include planning, program development, leadership and supervision, enrollment, public relations, staff management, financial management, facilities, regulations, and parent relations. Students visit a variety of child development programs to see first-hand the practices and methods used.

Prerequisite: Permission of the instructor.

FCS 395 - Special Topics (1-5)

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

FCS 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

FCS 499 - Independent Study (1-4)

Supervised study or project in an area of the student's special interest.

Prerequisite: Senior standing and permission of the department chair.

FRE - French

FRE 111 - Basic French I (4)

This course is the first part of a two-semester course sequence. This course combines an intensive study of the principles of grammar and usage of the language with exposure to various aspects of Francophone [French-speaking] culture(s), including the cultures of Deaf

communities abroad. The course focuses on basic vocabulary building, reading, translation, and composition. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL, and French signs (LSF), as appropriate. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the on-line component.

FRE 112 - Basic French II (4)

This is the second part of a two-semester course sequence. This course builds on the basic communicative skills developed in French 111. It combines an intensive study of the principles of grammar and usage of the language, vocabulary building, reading, composition, and translation at the novice-mid/novice-high level. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL and LSF, as appropriate. Students will also be exposed to aspects of the target culture(s), including information on Deaf communities abroad. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the on-line component.

Prerequisite: FRE111 and permission of the department upon passing the placement test for French 111. Permission from the department is also needed if more than two semesters have elapsed since enrollment in FRE111.

FRE 195 - Special Topics (1-5)

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

FRE 211 - Communicating in French (3)

Continuing study to complement the linguistic and cultural knowledge acquired in Basic French. Ongoing review; practice with newly taught structural patterns will provide a more comprehensive grasp of the language from an interactive perspective and will allow the student to gain facility in written expression and increased global awareness. Practice sessions in the department's computer laboratory with regular use of computer-mediated conferencing will supplement classroom instruction.

Prerequisite: FRE 112.

FRE 212 - Readings in French (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic French to a variety of printed, Web-based, or captioned video materials in French. Readings will be chosen for their cultural value, interest, and accessibility. Emphasis on grammar recognition rather than on production. Dictionary skills will be reinforced, allowing students to challenge themselves with texts of varying levels of complexity. Sessions in the department's computer laboratory will supplement classroom instruction as appropriate.

Prerequisite: FRE 112.

FRE 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

FRE 311 - Advanced French I (3)

Composition and readings.

Prerequisite: FRE 211, 212, or the equivalent.

FRE 312 - Advance French II (3)

Composition and readings.

Prerequisite: FRE 311.

FRE 395 - Special Topics (1-5)

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

FRE 437 - French Civilization (3)

An introduction to the history, geography, art, and literature of France.

Prerequisite: FRE 211, 212, or the equivalent.

FRE 438 - Contemporary French Society (3)

A survey of important aspects of French society today, dealing with major political, economic, and social structures and their impact on the everyday life of the French people.

Prerequisite: FRE 211, 212, or the equivalent.

FRE 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

FRE 499 - Independent Study (1-3)

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

Prerequisite: Permission of the department.

GOV - Government

GOV 110 - Basic American Government (3)

This course covers discussion of the basic structures of American government (the Executive, Legislature and Judiciary), important processes such as elections and basic principles and theory of governance in the American system.

GOV 195 - Special Topics (1-5)

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

GOV 295 - Special Topics (1-5)

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

Distribution: Undergraduate.

GOV 301 - Political Theory I (3)

In this course, students will be introduced to the questions that traditionally concern political theorists. In light of these questions, students will examine democratic theories of classical liberalism, conservatism, socialism, and contemporary liberalism; fascism; Marxism; communism; and nationalism.

GOV 302 - Political Theory II (3)

In this course, students will examine American political theory, feminism, environmentalism, and radical religious libertarian philosophy and religious fundamentalism. Students will identify theories that are present in current national or world events and assess the relevance of the theories to their own thinking.

GOV 328 - Comparative European Governments (3)

This course will focus on comparative political systems in Europe, with an emphasis on the democracies of western Europe, especially the United Kingdom, France and Germany, as well as a selection of topics on the countries of southern Europe, the Nordic countries, and the more successful of the former Communist Eastern European states.

GOV 329 - Comparative Governments of Asia, Africa & Latin America (3)

This course will explore the diverse political systems of the non-western world. Study will include established democracies such as India and Japan, political systems in transition to democracy such as Brazil, Mexico, and South Africa, and more authoritarian systems such as China. Students will be introduced to both theory and practice in these areas.

GOV 330 - Introduction to the European Union (3)

This course will introduce students to the history, politics and legal structure of the European Union. Among the topics to be covered will be: EU institutions, social policy, CAP, EU expansion, the EURO, the single market, EU foreign policy, and immigration policy.

GOV 335 - American State and Local Politics (3)

This course introduces students to the study of state and local government and politics. This course provides students with insight into the political processes that most affect Americans' lives: state and local politics. Many of the policy innovations made on the state and local levels affect policy of other states as well as the federal government. Students will be introduced to the structures and theories of governance at the state and local levels.

GOV 346 - Political Parties (3)

A study of the major and minor parties in the United States, their history, composition, organization, leadership, resources, politics, distribution of power, and influence on the formation and execution of public policy. The role of pressure groups.

GOV 348 - Interest Group Politics (3)

This course will cover the formation of interest groups; their interactions with government (lobbying, campaign donations, amicus briefs, protests, etc.); interest group theories; and their impact on the quality of democracy, policy and justice. Interest groups for specific categories of people, including Deaf people will be focused upon.

GOV 351 - American Constitutional Law: Powers and Checks (3)

This course is an in-depth examination of the powers of government under the Constitution. Primary focus is upon Articles I through VII and topics such as judicial, legislative and executive powers; federalism; regulation of commerce and property rights; war powers.

GOV 352 - Civil Liberties (3)

This course will provide an in-depth analysis of the Bill of Rights, as interpreted by the Supreme Court. Current controversies, such as the conflict between privacy and national security, abortion rights and the death penalty will be examined in more depth

GOV 353 - Civil Rights and Civil Rights Movement (3)

This course will provide an in-depth look at equality in the US. Amendments 13, 14, 15 and 19 will be emphasized and the evolution of their interpretation in the Supreme Court will be studied. At the same time, the influence of movements for abolition, women's suffrage and women's rights, civil rights on the interpretation will be studied. In addition, current movement for equality in the disability and GLBT communities will be discussed.

GOV 355 - Mock Trial Experience (3)

Students will learn the basics of the legal system including vocabulary, processes and roles of key personnel. Students will learn how to develop opening and closing statements, how to question witnesses on direct and cross examination, how to introduce evidence, impeach testimony and how to object. Students will apply what they learn as part of a team that participates in a mock trial.

GOV 356 - Legislative Process (3)

A study of the formal and informal procedures of Congress and the relation between the legislature, the presidency, and the Supreme Court.

GOV 360 - Public Policy (3)

An intensive examination of relationships among policy goals, policy strategies, and policy outcomes that lead to the allocation of societal resources (who gets what, when, where, and how). This course will identify the relationship between policy outcomes and the political institutions, political parties, interest groups, lobbyists, and the political environment.

GOV 370 - Human Rights (3)

The diverse beliefs of nations and classes, world divisions, and the racial rivalry reflected in various systems of law and politics all give changing meaning to such phrases as human rights and fundamental freedoms. This course will look at these rights and freedoms within the different belief systems, world divisions, and racial rivalries. Special attention will be given to the deaf communities in United States and their struggle to achieve full human rights and freedom.

GOV 384 - American Foreign Policy (3)

An introduction to American foreign policy from 1778 to the present, its major forms, problems, and mutations. Special emphasis on the period since 1898, role of the United States as a world leader, and the future direction of U.S. foreign policy after the Cold War. Focus is put upon changing international circumstances and American capabilities and their implications for policy.

GOV 387 - Nationalism and Developing Nations (3)

A study of the historical development and present role of nationalism and nation-state in both theory and practice. The course deals with the growth of nationalist conceptions and movements in the 19th century, the transition from liberal to totalitarian nationalism, the principle of self-determination, and Marxist treatment of the national problem.

GOV 391 - International Relations (3)

An introduction to the basic factors, concepts, and theory of international relations. The objectives, methods, and capabilities of modern states and other international actors will be surveyed. A study will be made of the institutional forms of international relations, ideological orientations, and objectives. Emphasis will be on the trends and transformation of the international system during and after the Cold War.

GOV 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

GOV 396 - International Law and Organization (3)

This course is a basic introduction to international law and organization. Students will learn how international law is different from municipal law, how international law is made, the role of international law in domestic legal systems, specific rules of international law regarding sovereignty, recognition, nationality, human rights, war, and the law of the sea. The role of international

organizations relating to the making of international law, the uniqueness of the European Union as a law-making body, and a brief introduction to the role of the UN, generally in the international system, will be discussed.

GOV 397 - Democracy and Democratization (3)

This course addresses the theoretical and practical aspects of democracy. What does democracy mean? What are its advantages and disadvantages as a form of government and what alternatives are available? How have countries become democracies in recent years and what kinds of challenges have they faced? Is there a formula for successful democratization?

GOV 401 - The Presidency (3)

To be offered every other year. During a nonelection year this course will focus on the presidency and constitutional development along with historical perspectives. During an election year it will focus on the major facets of presidential elections, the nominating process, general election activities, and campaigns.

GOV 410 - Introduction to Research Methods in Political Science (3)

A course that introduces majors to methods and techniques of research in political science. Topics covered will include: the scientific method, comparative analysis, types of research and papers, library, and Internet resources, and emphasis on statistical methods and survey design.

GOV 493 - Senior Seminar (3)

This course will require government majors to integrate the skills and knowledge developed in their major courses. The thematic focus of the course will vary, but discussion will be centered on the major choices presented to political systems and political actors. A substantial research component of the course will enable students to produce an appropriate literature survey, research proposal, and research thesis.

GOV 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

GOV 499 - Independent Study (1-3)

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

Prerequisite: Permission of the department chair.

GOV 595 - Special Topics (3)

Grading System: letter grades only.

Prerequisite: This section is designed for Undergraduate students.

GOV 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

GPS - Graduate School & Professional Studies

GPS 595U - 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 695 - 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.

GSR - General Studies Requirements

GSR 102H - Honors Critical Reading and Writing (3)

This course focuses on advanced reading and writing skills needed to begin developing research skills for advanced undergraduate work, particularly the Honors capstone level. Such work includes the level of critical thinking, analysis and synthesis or integrative skills expected at least by the conclusion of GSR 150 and possibly beyond. Some reading and writing activities and assignments will parallel work done in GSR 101H.

Prerequisite: Admissions to Honors Program.

GSR 175H - Honors Critical Reading, Writing, & Integrated Learning (3)

This course focuses on advanced reading and writing skills needed to begin developing research, critical thinking, and other relevant skills for advanced undergraduate work,

particularly the Honors capstone level. Work includes the level of critical thinking, analysis and synthesis or integrative skills expected at least by the conclusion of GSR 150 and possibly beyond. Some reading and writing activities and assignments will parallel work done in GSR 101H.

Prerequisite: Admission to the Honors Program.

GSR 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

GSR 210 - Comparing Multicultural Perspectives (4)

This is an Integrated Learning Course which emphasizes the third Undergraduate Learning Outcome: Identity and Culture. Thus, this course focuses enabling students to understand complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups. This course will be taught by one or more faculty and will focus on a central topic that draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 150.

GSR 210H - Honors Comparing Multicultural Perspectives with City-as-Text (4)

This is an Integrated Learning Course, which emphasizes the third Undergraduate Learning Outcome: Identity and Culture. This course focuses on enabling students to understand complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing material from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 102H and GSR 101H with a grade of B or better; exceptions require permission of the Honors Program Director.

Pre- or co-requisite: GSR 103.

GSR 220 - Methods of Multiples Disciplines (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry. Thus, this course focuses enabling students to apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. This course will be taught by one or more faculty and will focus on a central topic that draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 150.

GSR 220H - Honors Methods of Multiple Disciplines with City-as-Text (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry. Thus, this course focuses on enabling students to apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing on material from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 102H and GSR 101H with a grade of B or better; exceptions require permission of the Honors Program Director.

Pre- or co-requisite: GSR 103.

GSR 230 - Scientific and Quantitative Reasoning in Context (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry, in particular scientific and quantitative approaches to understanding human experience and the natural world. This course will be taught by one or more faculty and will focus on a central topic which draws on

content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 104 or MAT 130; and GSR 150.

GSR 230H - Honors Scientific and Quantitative Reasoning in Context with City-as-Text (4)

This is an Integrated Learning Course which emphasizes the fourth Undergraduate Learning Outcome: Knowledge and Inquiry, in particular scientific and quantitative approaches to understanding human experience and the natural world. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing material from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, that may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 104 or MAT 130; GSR 101H and GSR 102H with a grade of B or better; exceptions require permission of the Honors Program Director.

Pre- or co-requisite: GSR 103.

GSR 240 - Ethical Evaluations and Actions (4)

This is an Integrated Learning Course which emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, this course focuses enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. This course will be taught by one or more faculty and will focus on a central topic which draws on content from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 150.

GSR 240H - Honors Ethical Evaluations and Actions with City-as-Text (4)

This is an Integrated Learning Course which emphasizes the fifth Undergraduate Learning Outcome: Ethics and Social Responsibility. Thus, this course focuses on enabling students to make well-reasoned ethical judgments and to apply those judgments to promote social justice. The Honors version of this course also emphasizes more sophisticated readings, research tools, questions, evidence, and analysis typical of upper level courses. This course will be taught by one or more faculty members and will focus on a central topic while drawing from more than one discipline; topics will vary from section to section and semester to semester. Students will engage in experiential learning activities related to a City-as-Text feature, which may include service learning opportunities, to reinforce and enhance the academic content of the course.

Prerequisite: GSR 102H and GSR 101H with a grade of B or better; exceptions require permission of the Honors Program Director.

Pre- or co-requisite: GSR 103.

GSR 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

GSR 300 - General Studies Capstone (4)

This course is a culminating experience that ties together all of Undergraduate Learning Outcomes. Community groups, both local and more far-flung, will present us with problems/needs. Students from various majors will sign up for a specific problem, forming project teams, each of which will facilitated by a faculty member. Each project team will then devise and implement an innovative solution to their problem.

Prerequisite: Completion of all other General Studies requirements.

GSR 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

HIS - History

HIS 101 - World Civilization I (3)

A survey of the history of world civilizations from pre-History to approximately 1500. Topics usually include the ancient civilizations of Mesopotamia and the Near East, Persia, Egypt, India, and China; pre-modern Africa; ancient Greece and Rome; the development of Christianity;

the development of Islam; Byzantium; Medieval China and Southeast Asia; Medieval Europe; the European Renaissance and Reformation.

HIS 102 - World Civilization II (3)

A survey of the history of world civilizations from approximately 1500 to the present. Topics usually include the European Age of Exploration; early-modern Europe; the Scientific Revolution and the Enlightenment; the Agricultural and Industrial Revolutions; early-modern Asia and Southeast Asia; the early-modern Muslim Empires; early-modern Africa; democratic and liberal revolutions of the 18th century; the ideologies (Liberalism, Conservatism, Socialism); late 19th century Imperialism; Latin America in the 19th century; the First World War and Russian Revolution; 20th century Asia; 20th century dictatorships and the Second World War; post-war America and Europe; contemporary Asia and Africa; the emergence of the Third World.

HIS 111 - American History I (3)

This general survey of American history examines the colonial period through the end of the Civil War. Issues covered include: slavery, Native American experiences, women's history, and westward expansion. Students will examine America's change from a colony into an independent nation and the factors leading to America's Civil War.

HIS 112 - American History II (3)

This is a general survey of American history since the Civil War. Topics in this course include; Reconstruction, foreign policy, political reforms, women's history, technological and economic growth, immigration, civil rights, and America's complex identity in the 20th century.

HIS 150 - Introduction to Women's Studies (3)

Women's studies scholars and activists in women's issues have made it their work to examine the genesis, development, and impact of assumptions about women's nature. These assumptions underlie the belief systems and institutional practices of all cultures and have justified oppressions of women that interact in complex ways with class, racial and other oppressions. This interdisciplinary course is designed to open the field of Women's Studies to introductory level students. It will demonstrate how addressing questions from an interdisciplinary perspective can lead to complex understanding of the place of women in contemporary society.

HIS 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

HIS 287 - Research Methods in History (3)

An introduction to the principles of historical research, with an emphasis on the use of research tools and source materials. Several supervised written assignments will be required; most will be based on American source materials.

HIS 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

HIS 300 - Nazi Germany and World War II Through Film (3)

This course combines traditional book learning with the study of documentary and dramatic films. Three major topics will be covered: Hitler's rise to power and domestic policies, Hitler's foreign policy and the war, the Holocaust.

HIS 322 - Cultural Geography (3)

A survey of the way in which the physical environment influenced the development of cultures in the major regions of the world. Special stress will be given to the varieties of land use, current environmental threats, and cultural adaptations to modern world problems.

HIS 323 - Geography and the Environment (3)

This course is designed to survey the relationship between human impact on geography and the environment. By looking at different cultures and their values, examining urban and rural environments, learning about less developed and more fully developed nations, and by considering the role of race, religion and gender in human relations, students learn about the complexity of dealing with environmental crises such as global warming. In essence, this course will examine how changes in geography and the environment influence each other. By studying specific areas of the planet, students will be able to consider alternative solutions from those considered in the United States.

HIS 331 - History of the American Deaf Community (3)

An examination of the people and the historical processes that brought together deaf individuals to form a cohesive community in the United States.

HIS 332 - History of Mass Media and the Deaf Community (3)

A survey of the mass media (print, film, and television) as sources and interpreters of deafness and deaf people within the context of U.S. social and cultural history. The class will also examine historical changes in the products of mass media within the deaf community.

HIS 333 - History of Disability in the U.S. (3)

This course will cover the history of disability in the United States from the early nineteenth century to the present, focusing on two important eras. The period of industrialization, from the late nineteenth century through the 1920s, will receive the most attention, as the status of people with disabilities changed most dramatically and having a disability led to stigmatization. This course will examine closely the disability civil rights era from the 1960s to the 1990s when disability rights advocates gained more visibility and federal laws and programs began to focus on disability civil rights issues. The course content will focus on three themes: Perceptions of disability and how those perceptions of disability change over time, as well as the socioeconomic status of people with disabilities; the role that people with disabilities have played in American history and the actions they have taken to affect their position in society; and Federal policies and laws related to disability issues, and how they have changed over time.

HIS 334 - Introduction to Documentary Film (3)

Students will become acquainted with documentary film as a vehicle for exploring history, the human experience, and complex contemporary issues. Students will read about and study groundbreaking documentaries in order to understand the different communication tools used for ethnographic documentation, historical films, personal journey essays, and advocacy. Through course assignments, hands-on classroom activities, and discussions with documentary filmmakers, students will develop a critical appreciation of documentary film, consider ethical aspects of documentary filmmaking, and gain skills in interviewing techniques, research, and writing.

For the culminating project, students will research topics, identify target audiences, list resources, and develop treatments that outline an approach for conveying factual information in creative, engaging styles. We will discuss strategies Deaf filmmakers may want to consider when developing and producing documentaries for general audiences.

This course will satisfy the US history elective requirement for history majors.

Outcomes
Students will demonstrate understanding of how historians think and approach the past using debate or argument. Students will demonstrate ability to contextualize and evaluate primary and secondary source evidence.

HIS 340 - Nineteenth Century American Deaf History (3)

This course offers a close study of the birth and early evolution of America's Deaf community, with particular attention to historical context. Incorporating recent scholarship in the field, this course will examine central topics, including education, organizations, regional identities, class, and eugenics. This class also will closely study several subcultures in addition to general American Deaf history, including African American, European American, and Native American experiences. Economic, social, religious, and cultural factors also will be addressed.

HIS 344 - History of the Modern Middle East (3)

An examination of the major forces that have influenced the development of the Middle East since 1800. Emphasis will be on Islamic society's response to the challenges of modernization, the modernization of Egypt, the Arab-Israeli conflict, and the role of the Middle East in the contemporary world.

HIS 345 - Nineteenth-Century Europe (3)

This course explores the major developments in European social, political, and economic history in the 19th century. Topics include liberalism, conservatism, nationalism, revolutions, industrialization, socialism, suffrage, national unification, women's rights, and imperialism.

HIS 346 - Twentieth Century Europe (3)

This course explores the major developments in European social, political, and economic history in the 20th century. Topics include the world wars, the Russian Revolution, the Depression, fascism, and Nazism, the Holocaust, the Cold War, the European Community, Eurocommunism, the Welfare State, and the fall of communism.

HIS 351 - History of Africa (3)

A survey of the history of African civilizations from earliest times to the present. The course emphasizes political, social, economic, and cultural developments within sub-Saharan Africa, particularly during the modern period.

HIS 352 - Social Movements and Revolution in Modern Latin America (3)

This course will focus on the history of social movements, revolution, rebellion, and resistance that have shaped the lives of Latin Americans in the 20th and 21st centuries. Students will examine the major revolutionary movements in Latin America during the 20th century, particularly Mexico (1910), Cuba (1959), Chile (1973), and Peru (1980s), and will learn about the development of the social movements of Liberation Theology in El Salvador, Peru and Brazil and the Landless Movement in Brazil. This course will explore the political, economic, and cultural forces at work that compelled ordinary people to rebel against the status quo. Students will consider who stood to benefit from revolutionary projects, and examine divisions within revolutionary movements, such as the differences between men and women, as well as divisions between those who formed the revolutionary leadership and those who supported revolution and social change through grassroots political activism.

HIS 353 - History of Race, Gender and Culture in Latin America (3)

The history of race and gender in Latin America share ambiguous boundaries with culture. This course will examine these concepts in terms of how power, historical events, ideology, and social forces have shaped their meaning during colonial and post-colonial Latin America. Categories of race, color and ethnicity have been constructed, contested, and negotiated since the earliest encounters between Europeans, African, and indigenous peoples in the Americas. The roles of men and women were also a critical part of the establishment of hegemonic colonial rule, process of nation-state formation, and counter-hegemonic projects (revolution and rebellion). The determination of cultural identities and citizenship are crucial to understanding the political and economic struggles of social groups and individuals. This course will thus address the question of how Latin American art, film, and cultural expressions have dealt with issues of gender and identity formation.

HIS 375 - African American History: Civil War to the Present (3)

This course will present a detailed examination of the black experience in America from the Civil War to today to provide an understanding of the role African-Americans have played in the history of America and an assessment of why until recently they were excluded from the promise of American democracy. The course will analyze the various political, economic, social, and cultural methods African-Americans have employed to survive in an overwhelmingly hostile environment and analyze their prospects as they make the final frontal assault on the structure of racially discriminatory institutions.

HIS 376 - The History of the American City (3)

This interdisciplinary course will look at the development of cities and suburbs in the United States since the 19th century. The first part of the course will look at urban development (physical, social, economic, and political) until about the 1920s; the second half of the course will look at the evolution of urban areas since the 1920s, focusing especially on the development of the suburbs and its impact on urban areas. This course will use one city as a case study such as Washington D.C., Chicago, Los Angeles, New York.

HIS 377 - The United States in the Twentieth Century (3)

A study of the social, economic, and political changes in America since 1890, with emphasis on the relationship of these changes to present-day conditions.

HIS 378 - U.S. Women's History (3)

An examination of the role of women in American history from colonial times to the present. Emphasis will be placed on the role of race, gender, class, disability, and deafness in the historical experiences of American women.

HIS 380 - The History of Sexuality (3)

This course will explore the history of sexuality in Europe and America in the modern era. Topics may include: essentialist and constructionist views of sexuality and sexual identity, changing social norms of sexuality, changing patterns of courtship and marriage, the development of homosexuality and heterosexuality, prostitution, transvestism, hermaphrodism, pornography, the sexual revolutions of the 20th century.

HIS 381 - Gay & Lesbian History (3)

This course will cover some important aspects of Gay, Lesbian, Bisexual and Transgender History. The geographical focus will be principally the United States with some attention to Europe and other parts of the world. Major topics in this course will include the history and evolution of sexual identities, same-sex relations and communities, the political movement for GLBT rights, HIV-AIDS, and post-gay Queer identities. The ancient world will be used as a starting point, touching on the early-modern development of a gay identity; then turning to the development of 20th and 21st century GLBT identity, community, and movements. The course will consist principally of discussion of readings and videos and films.

HIS 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

HIS 400 - Deaf Women's History (3)

By studying Deaf women's history, students will enhance their understanding of this minority group, as well as the broader fields of Deaf history and women's history. Students will be introduced to recent scholarship that directly examines this topic. In order t place such works in a broader context, students also will be exposed to vital works in related historical fields. This class will include close study of multiple minority groups, including Deaf Americans, European Americans, African Americans, and Native Americans. The important role of economic, social, religious, and cultural factors be considered throughout this course. This class emphasizes various historical methods of study, building analytical skills and critical thinking. Exploring the changing meaning of gender and deafness in history will provide students with tools for independent research. Ultimately, this focused study of identity challenges students to reconsider traditional notions of gender, disability, cultural Deaf identity, beauty, normalcy, citizenship, and status.

HIS 430 - History of Latin America (3)

A survey of the history of Latin America from the Indian and Iberian background though the 1970s. Emphasis will be placed on the national histories of the region's traditionally dominant countries Mexico, Chile, Argentina, Brazil, and Latin America's relationship to and contracts with the United States.

HIS 440 - The Era of the French Revolution and Napoleon (3)

France on the eve of 1789, the revolution, the empire of Napoleon, the peace settlements of 1814-1815. Internal developments and international repercussions.

HIS 460 - American Colonial History (3)

A history of the English colonies in America and the American Revolution.

HIS 493 - Senior Seminar (3)

The Senior Seminar is designed to permit students to integrate elements of previous course-work into a step-by-step development and completion of a senior research project. It will involve discussing the common history topic for the semester, and researching, writing, completing and presenting a research paper on a topic developed during the Fall semester. The seminar will require application of historical methods by discussion, extensive reading, and writing. One seminar is given each term; no more than two seminars are to be counted for major credit.

Prerequisite: HIS 287 or permission of the instructor.

HIS 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

HIS 499 - Independent Study (1-3)

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

Prerequisite: Permission of the department chair.

HON - Honors Program

HON 195 - Special Topics (1-5)

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

HON 295 - Special Topics (1-5)

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

HON 300 - Honors Multidisciplinary Seminar (2-3)

A multidisciplinary study of a given topic. A variety of academic disciplines and/or professions contribute to an examination of a single but complex topic in order to gain a broader perspective than is possible through the lens of one discipline. Although one professor will coordinate the course, there will be frequent guest lecturers from other disciplines or specialties and field trips where appropriate. Topics vary each semester.

Prerequisite: Permission of the Honors Director. Additional prerequisites may be required for given topics.

HON 395 - Special Topics (1-5)

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

HON 487 - Proposal for University Honors Capstone (3)

Intensive development of an approved idea for a project conducted under the supervision of a project director. While the prime example of a project is a thesis, other projects include a creative work, technical innovation, or other work of originality, depth, and rigor that prepares the student for graduate or professional work. Successful completion of the course requires submission of a project proposal acceptable to the student's capstone committee and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisite: Good standing in the Honors Program, junior/senior status, and permission of the Honors Director.

HON 488 - University Honors Capstone Progress (3)

This course focuses on continued progress on the capstone project following individual timelines approved by committees and the Honors instructor. For the capstone project work approved in HON 487, modification of the project may be made with the consent of the student's capstone committee, the HON 488 instructor, and the Honors Council. The student's capstone committee, the HON 488 instructor, and the Honors Council will determine adequate progress and successful completion of the course. May count toward requirements for the major with permission of the department.

Prerequisite: Good standing in the Honors Program, senior status, successful completion of HON 487, and permission of the Honor Director.

HON 489 - University Honors Capstone Completion (3)

Completion of project proposed in HON 487. Modification of the project may be made with the consent of the student's capstone committee, the HON 489 instructor, and the Honors Council. Successful completion of the course requires approval by the student's capstone committee, the HON 489 instructor, and the Honors Council. May count toward requirements for the major with permission of the department.

Prerequisite: Good standing in the Honors Program, senior status, successful completion of HON 487 and HON 488, and permission of the Honors Director.

HON 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

HON 499 - Independent Study (1-3)

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

Prerequisite: Permission of the Honors Director. Additional prerequisites may be required for given topics.

HSL-Hearing-Speech-Language-Science

HSL 101 - Communication, Culture, and Consumerism (3)

This course will introduce students to the interrelated aspects of communication, culture, and consumerism. Cultural and medical-legal perspectives on communication and communication-related issues will be compared. To empower students, consumer issues related to use of communication professionals, interpreting, assistive technology, and related laws will be explored.

HSL 120 - Communication Science and Deafness (1)

Fundamental information required to understand aspects of hearing impairment and its effect on the communication process; a study of the nature of communication and the role of the communicator.

HSL 210 - Speechreading and Communication Strategies (1)

This laboratory course is designed for both oral/aural students and those who use sign as a primary mode.

Students will gain an understanding of the principles and techniques of speechreading and have the opportunity to improve their receptive communication skills. The course explores analytical and synthetic approaches to speechreading, effective communication approaches, and strategies used to maximize receptive communication abilities.

HSL 211 - Pronunciation Skills (1)

This laboratory course is designed for students for whom oral communication is a primary mode and for culturally deaf students for whom oral communication functions as a second language. Course content explores the complexities of the English sound system (phonemes) relative to the graphemic system. Students learn about evolution of pronunciation rules that govern the changes from the written word to speech. A joint curriculum with NTID is used.

HSL 213 - Communication Technology (1)

This laboratory course is designed for students who are interested in increasing their knowledge of communication technologies. A consumer approach to surveying, selecting, and using communication technologies is employed. Technology areas include auditory, visual, and tactile alerting devices; telecommunication systems; and personal and group amplification systems. The controversial topic of cochlear implants is explored. Finally, students will examine the rights and responsibilities of consumers when using legal support (ADA and PL 504) for the acquisition of communication technologies.

Prerequisite: HSL 120.

HSL 330 - Implication of Hearing Impairment (3)

An advanced course dealing with the effects of varying levels of hearing loss on communication. This includes consideration of the anatomy and physiology of the auditory mechanism and the measurement of hearing. Medical, psychological, educational, and social aspects of deafness are explored. Observations and demonstrations are included.

Prerequisite: HSL 120.

HSL 420 - Introduction to Communication Disorders (3)

Study of the speech and hearing mechanisms, the normal process of speech and language development, and the nature and causes of communication disorders.

Prerequisite: HSL 120.

HSL 495 - Special Topics (1-5)

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

HSL 499 - Independent Study (1-3)

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

HSL 507U - 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 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

IDP - International Development

IDP 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a

temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

INT - Interpretation

INT 101 - Intro to Interpreting (3)

This course provides an overview of the interpreting profession: roles, responsibilities, and ethics of interpreting; basic principles and practices of translating and interpreting; environment and audience; guidelines for interpreting in a variety of settings; professional associations; and international perspectives.

INT 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

INT 223 - Interactive Discourse Analysis (3)

This course focuses on the analysis of discourse in dialogic genres of English and American Sign Language (ASL) so that interpreting students become explicitly aware of the features of language use in everyday life. Students transcribe and analyze interaction discourse features of conversations, explanations, interviews, discussions, and other types of dialogue genres while reading and discussing theoretical notions underlying language use.

Prerequisite: ENG 102 or the equivalent and ASL 125 or the equivalent; an ASLPI score of 2+ or higher or permission of the instructor.

Outcomes
Develop an understanding of and an ability to apply principles of discourse analysis as a research method.
Develop an awareness of context and situation and their impact on discourse.
Identify and analyze a variety of discourse features and conversational strategies in ASL and English discourses.
Demonstrate the ability to undergo basic research, including review of literature, collecting data, data transcription, analysis, and reporting.
Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

INT 295 - Special Topics (1-5)

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

INT 325 - Fundamentals of Interpreting (3)

This course focuses on the foundation skills required for effective translation and interpretation. The course includes critical analysis and application 1) for systematically analyzing interactions and texts in order to ascertain where meaning lies, and 2) of understanding and developing the cognitive skills for translating and interpreting. Students will be introduced to and practice intralingual translation and interpretation text analysis techniques through main point abstraction, summarization, paraphrasing and restructuring a message while retaining its meaning. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. This class focuses specifically on analysis and restructuring in interactive settings e.g., ASL-spoken English interaction, ASL-TASL interaction, Intermediary interpreting teams. This course will help students increase their range of proficiency, comprehension and production of the ASL language, and use of contact signing for interpretation and shadowing techniques.

Prerequisite: Admission to the program, completion of INT 223 with a grade of B or above, an ASLPI score 3 or higher (the INT Department will verify student ASLPI scores before granting course registration permissions) or permission of the instructor.

INT 340 - Interpreting Interaction: Translation and Consecutive Interpretation (3)

This course focuses on translating and interpreting skills in one-on-one and small groups interactions with a focus on source materials with legal implications in education,

medical, business and government settings. Students will analyze co-constructed meaning in light of interactive discourse strategies that participants employ. Also, students will practice translation and consecutive interpreting skills as viable modes of interpretation, as precursors to simultaneous interpretation and as a blending of consecutive and simultaneous interpretation. Students will incorporate the activities of planning and preparation for interpreting assignments and incorporate ethical practices in their work.

Prerequisite: Successful completion of INT 325 with a grade of B or above and an ASLPI score of 3 or higher (the INT Department will verify student ASLPI score before granting course registration permissions) or permission of the instructor.

INT 344 - Interpreting Interaction: Medical (3)

This course focuses on interpreting on one-on-one and small group interaction in medical settings. Students will explore the U.S. healthcare system and its participants, characteristics of the healthcare setting, and biomedical culture. The course includes a critical analysis of medical discourse, such as doctor-patient communication and medical terminology with an emphasis on common medical conditions, treatments, and procedures. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to medical encounters.

Prerequisite: Successful completion of INT 325 with a grade of B or above, and an ASLPI score of 3 or higher (the INT Department will verify student ASLPI score before granting course registration permissions) or permission of the instructor.

INT 346 - Field Experience I: Discourse and Application (3)

Directed observation of English-only, ASL-only, and interpreted encounters along with a focused analysis of the ethics and role of the interpreter in various settings. Observations will be accompanied by in-class discussion and analysis including logistical and environmental factors as well as discourse-based and ethically constrained decision-making issues common to these encounters. Students will be exposed to an analytical framework for planning for and observing what happens in these interactions.

Prerequisite: Admission to the program, successful completion of INT 325 with a grade of B or above, ASLPI score of 3 or higher or permission of the instructor.

INT 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

INT 443 - Interpreting Interaction: Education (3)

The course focuses on interpreting one-on-one and small group interaction in educational settings. Students will explore the perspectives, goals, history, political, and social influences that contribute to educational culture. The course includes a critical analysis of the structure and content of educational discourse, the ways in which language attitudes and language policy affect participants in the educational setting, and issues of appropriate ethical behavior. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to educational interaction.

Prerequisite: Admission to the program, successful completion of INT 340, 344, 346 with a grade of B or above, or permission of instructor.

INT 453 - Interpreting Interaction: Business-Government (3)

The course focuses on interpreting one-on-one and small group interaction in business and government settings. Students will explore the perspective, goals, and social dynamics that contribute to business and government organizational culture. The course includes a critical analysis of the structure and content of business and government discourse, the ways in which power asymmetries, gender, and other social factors affect participants in business and government settings, and issues common to these settings such as the use of acronyms, telephone extension sequencing, and other-related socio-political and technical considerations. Students will apply text analysis skills to the translation, consecutive interpretation and simultaneous interpretation of texts geared to business and government encounters.

Prerequisite: Admission to the program, successful completion of INT 340, 344, 346 with a grade of B or above, or permission of the instructor.

INT 455 - Field Experience II: Practicum (3)

This course is a sequel to INT 346 Field Experience I: Discourse and Application, and emphasizes the continued development of ethical behavior and the ability to analyze situations in accordance with principled reasoning. Students spend a significant amount of time in the field in this course as they begin providing pro-bono interpreting

services in appropriate settings in the community and meet with a professional interpreter mentor. Observation, mentoring, and pro-bono interpreting will be supplemented by extensive in-class discussion and analysis.

Prerequisite: Admission to the program, successful completion of INT 340, 344, 346 with a grade of B or above, or permission of instructor.

INT 492 - Senior Seminar Project (3)

In this course, students will integrate interpretation theory with practice. Students will complete a substantial Senior Seminar Project in which they will investigate an interpretation topic of their choosing and will present their findings in an ASL presentation and written paper.

Prerequisite: Admission to the program, successful completion of INT 443, INT 453, INT 455 with a grade of B or above, or permission of the instructor.

Outcomes
Demonstrate understanding of topics relevant to the work of a professional interpreter.
Conduct a research project on an interpretation topic, issue or problem and describe findings in a written English paper, a signed ASL presentation and a poster session presentation.
Demonstrate professional and ethical behaviors in alignment with the DOI Student Code of Professional Conduct.

INT 494 - Field Experience III: Senior Internship (9)

As the final course in the Field Experience series, this course provides students with a supervised interpreting internship and weekly class seminars. The internship gives students an opportunity to work alongside professionals in the field. This experience allows students to hone professional skills, gain additional information and experience about the practices of the profession, consider and advance toward their future professional goals, and practice skills and knowledge learned during earlier coursework. In weekly class seminars students have the opportunity to address theoretical and practical aspects of interpretation as they pertain to class reading assignments and interpreting internship experiences.

Prerequisite: Admission to the program, successful completion of INT 443, 453, and 455 with a grade of B or above, or permission of the instructor.

INT 495 - Special Topics (1-3)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

INT 499 - Independent Study (1-3)

Reading, research, discussion, laboratory work or other project according to the interests and/or needs of the students.

Prerequisite: Permission of the instructor.

INT 501U - 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 502U - 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 503U - 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 504U - 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 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

INT 695 - Special Topics

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

IST - International Studies

IST 295 - Special Topics (1-5)

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

IST 300 - International Internship (4)

This junior-level course provides an effective way for students to integrate theory with practice. Students will apply knowledge, foreign language and cross-cultural skills gained in the classroom by interning at international organizations and agencies in the United States and/or abroad for at least 10 weeks. Students will be required to work for a minimum of 150 hours and will fulfill the duties outlined in a learning contract developed with their on-site supervisor, their sponsoring organization and their faculty sponsor. Placements will be made based on the concentration area and career objectives of each student. Student performance will be assessed via various products (e.g. weekly journals, reflective paper, learning agreements), which will include samples of products or reports completed during the internship in both English and in the foreign language used at the internship site.

IST 395 - Special Topics (1-5)

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

IST 400 - Senior Seminar in International Studies (3)

This course requires International Studies majors to integrate the skills and knowledge developed in major courses. The thematic focus of the course will vary depending upon the areas of expertise of the team of instructors drawing from the departments involved, but discussions will be of interdisciplinary nature and with an international perspective. A substantial research component of the course will enable students to produce a written product of an appropriate literature survey, research proposal and research thesis, as well as a 15 minute-signed summary and discussion of the main findings.

IST 495 - Special Topics (1-3)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

IST 499 - Independent Study (1-3)

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

ITS - Information Technology

ITS 101 - Computer Applications I (3)

This course and lab equip student to function in the information society. It introduces students to the current Windows environment and Microsoft Office Suites as they are ubiquitous to today's workplace and personal computing environment. Through hands-on training, students will learn basic skills in Word (word processing), Excel (spreadsheet), Access (database), and PowerPoint (presentation). In addition, file management, Browser, and E-mail basic skills will be taught.

ITS 105 - Information Technology Fundamentals (3)

This is the first IT course for students who plan to major or minor in IT. The course and the lab provide the conceptual foundations in understanding technologies. Topics include: computer platforms of hardware and software; the Internet

and the web, networking, enterprise computing, e-commerce, database management, information systems development, security, and computer industry and careers. It emphasizes uses and applications as well as emerging trends and ethical issues in the information technology field.

ITS 110 - Programming Fundamentals (3)

This course introduces fundamental concepts of computer programming. Students learn program logic, flow charting, and problem solving through analysis, development, basic debugging and testing procedures. Topics include variables, expressions, data types, functions, decisions, loops, and arrays. Students will use the knowledge and skills gained throughout this course to develop a variety of simple programs.

Pre- or co-requisite: MAT 130 or permission of instructor.

ITS 195 - Special Topics (1-5)

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

ITS 202 - Computer Hardware Essentials (3)

This course covers essential concepts in computer hardware with a focus on Personal Computers (PC). Students will learn the core components including the processor, motherboard, memory, video and sound adapters, storage devices, and power supplies. Windows operating systems will be used to manage the hardware. Through a hands-on approach, students will develop skills to install, configure, troubleshoot, and repair computer hardware equipment.

Prerequisite: A grade of B or better in ITS 105; or permission of the instructor.

ITS 203 - Operating Systems Essentials (3)

This course covers fundamental concepts of computer operating systems. It provides the theory and technical information on popular operating systems, such as Windows, Mac OS, and UNIX/Linux platforms. Topics include operating system theory, installation, upgrading, configuring (operating system and hardware), file systems, security, hardware options, and storage, as well as resource sharing, network connectivity, maintenance, and troubleshooting. Through a hands-on approach, students will develop skills to install, configure, and troubleshoot operating systems.

Prerequisite: A grade of B or better in ITS 105; or permission of the instructor.

ITS 211 - Programming Language I (3)

In this course, students learn problem-solving and programming coding skills to develop software applications/tools. Students are introduced to a high-level programming language. Topics include data types, selections, loops, methods, arrays, objects and classes, strings and text I/O, arithmetic and logic operations, control structures and error handling. Students will learn techniques to design, code, debug, and document programs through hands-on programming projects.

Prerequisite: A grade of C or better in ITS 110 and MAT 140; or permission of instructor.

ITS 212 - Programming Language II (3)

This course continues the development of the principles of a high-level programming language introduced in the Programming Language I course. Topics include: data abstraction, encapsulation, overloaded and overridden methods, inheritance, polymorphism, even-driven programming, and exception handling.

Prerequisite: ITS 211 with a grade of B or better, or permission of the instructor.

ITS 231 - Computer Networking Essentials (3)

This course provides a comprehensive coverage of networking hardware, operating systems, topologies, protocols, design, implementation, security, and troubleshooting; along with research and communication skills necessary to succeed in the dynamic field of computer networking. Through hands-on approach, students will learn fundamental and vendor-independent networking concepts and develop the skills to build a network from scratch and to maintain, upgrade, and troubleshoot an existing network.

Prerequisite: ITS 105 with a grade of B or better, or permission of the instructor.

Outcomes
SLO 1: Communicate effectively with a range of audience using bo
SLO 2: Apply knowledge of computing and mathematics appropriate to the discipline.
SLO 3: Analyze a problem, identify and define the computing requirements and/or usability specifications appropriate to its solution.
SLO 4: Design, implement, and evaluate a computer-based system, process, component, or program to effectively integrate IT-based solutions into the user environment.
SLO 5: Collaborate effectively on teams to accomplish a common goal.
SLO 6: Recognize the importance of professional, ethical, legal, security, and social issues, and adhere to the best practices of the IT profession.

ITS 252 - Introduction to Web Technologies (3)

This course introduces internet technology and the principles and techniques necessary for successful web development. Topics such as HTML5, Cascading Style Sheets, JavaScript, DOM, jQuery, multimedia, web page design and web site publishing are presented. Students will learn to develop attractive and interactive web pages and applications.

Prerequisite: ITS 110 with a grade of B or better, or permission of the instructor.

ITS 261 - Information Security Fundamentals (3)

This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Students will be exposed to a spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre-and post-incident procedures, technical and managerial responses, and an overview of the information security planning and staffing functions.

Prerequisite: ITS 231 with a grade of "C+" or better, permission of the instructor.

ITS 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

ITS 311 - Introduction to Mobile Applications Development (3)

This course provides students with the essential conceptual knowledge and hands-on experience in designing and creating applications for mobile devices. It covers the best practices for solving the design and implementation issues of mobile applications, and the development of applications for different mobile platforms. Students will work on small scale programming projects.

Prerequisite: A grade of C+ or better in ITS 212; or permission of the instructor.

ITS 321 - Database Fundamentals (3)

This course teaches logical and physical characteristics of data and their organization and retrieval in information processing. Topics include database theory and architecture, data modeling, normalization. Students will learn to use PC-based database management system (DBMS) software and design and implement database applications.

Prerequisite: ITS 211 with a grade of B or better, or permission of the instructor.

ITS 322 - Client / Server Database Applications (3)

This course builds on the knowledge and skills acquired from database fundamentals. It covers technologies such as SQL and PHP and advanced topics in database design and implementation. Students will learn a variety of current Web technologies and programming languages used to build interface between a relational database and a Web server.

Prerequisite: ITS 321 with a grade of C+ or better, or permission of the instructor.

ITS 341 - Systems Analysis and Design (3)

A study of the methods used in analyzing needs for information and in specifying requirements for an application system. Implementation of the operational system, integration of computer technology, and aspects of organizational behavior in the design support system are examined. Topics include the concept of the system life cycle, the iterative nature of the processes of analysis and design, and the methodology for developing a logical specification and physical design for an operational system.

Prerequisite: ITS 322 and ITS 331 with a grade of C or better; or permission of the instructor.

ITS 352 - Web Programming (3)

This course emphasizes on building dynamic Internet and web-based applications that interact with other applications and databases. Students will learn a variety of scripting languages, such as JavaScript and JQuery for client side scripting and PHP for server-side scripting, and Web database connectivity and XML technologies. Students will carry out teamwork to design, implement, and evaluate various Web projects.

Prerequisite: ITS 211 and ITS 252 with a grade of C+ or better; or permission of the instructor.

ITS 365 - Cryptography and Computer Security (3

This is an introductory course in cryptography for computer security. It covers classical cryptosystems, block ciphers and the advanced encryption standard, public-key cryptography, RSA cryptosystem, key establishment protocols, identification and entity authentication, and key management technique.

Prerequisite: ITS 261 and MAT 140; or permission of the instructor.

ITS 367 - Digital Forensics (3)

The course analyzes the protocols involved in cybersecurity investigations, and provides a thorough grounding in the principles required to assume the role of a cybersecurity investigator and to be familiar with the evidentiary concepts surrounding the legal proceedings of digital evidence. The course will focus on both hands-on digital forensic experience using open-source digital forensics tools and case law that covers electronic discovery, privacy, and cybersecurity considerations. In this course, the student not only gains experience using digital forensics tools but also will learn about legal precedents that discusses the "why" behind the "how".

Prerequisite: ITS 261 or permission of the instructor.

ITS 371 - Human Computer Interaction (3)

This course examines the practical and theoretical issues of how people interact with computers. Students are introduced to an overview of user-centered design principles and tools that help them developing effective and efficient user interfaces in subsequent courses and in their careers. Topics include: HCI history, accessibility, cognitive psychology, and styles assessment, user analysis, task analysis, interaction design, prototyping and human-centered evaluation.

Prerequisite: A grade of C or better in ITS 252, or permission of the instructor.

ITS 372 - Communication Accessibility (3)

This course is cross-listed and is otherwise known as COM 390. The ability to have access to communications is an important foundation for empowerment of people who are deaf and hard of hearing. This course explores how communication accessibility is achieved through study of current and emerging technology, trends in industry, public policies, and the government agencies that enforce these policies. Access to telecommunications (including Internet and wireless communications, relay services, etc.), information, video media, emergency services, public accommodations, employment, education, and other contexts are included.

Prerequisite: ITS 105 or permission of the instructor.

ITS 381 - Social and Professional Issues in IT (3)

This course explores how IT has changed the nature of society and contributed to evolution of global economy. It examines changing nature of work, education, and communication, and ethical issues such as intellectual property rights, legal issues in computing, computer-related crimes, privacy concerns, and public policy issues.

Prerequisite: ITS 252 with a grade of C or better or permission of the instructor.

ITS 382 - IT Technical Writing (3)

This course teaches students how to create technical documents that are generally expected from an IT professional. Students will learn to write clearly and succinctly technical memos, user documentation and technical requirements for an IT system, proposals, reports, and formal papers.

Prerequisite: ITS 381 and ENG 380 with a grade of C+ or better; or permission of the instructor.

ITS 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

ITS 410 - Data Structures and Algorithms (3)

In this course, students will be introduced to algorithms, the analysis of algorithms, foundational data structures, and various problem-solving paradigms. Topics covered include: arrays, linked lists, trees, hash tables, divide and conquer, greedy method, dynamic programming, backtracking, and branch and bound technique.

Prerequisite: ITS 110 and MAT 140; or permission of the instructor.

Outcomes
Discuss the following basic data structures: arrays, linked lists, trees, heaps, and hash tables.
Discuss the following algorithms techniques: Divide and conquer, greedy method, dynamic programming, backtracking, and branch and bound.
Analyze and compare algorithms for efficiency.
Write correct English language to explain different algorithms and data structures concepts.
Use correct American Sign Language to explain different algorithms and data structures concepts.

ITS 423 - Database Administration (3)

This course will cover techniques essential to a Database Administrator. Topics include: creating the initial database; configuring storage space, tables and users; monitoring performance; securing a database system; and performing backup and recovery.

Prerequisite: ITS 322 with a grade of C+ or better or permission of the instructor.

ITS 433 - Network Administration - Server Support (3)

This course covers topics such as managing server hardware devices; creating and managing users and groups; managing disk, data storage, and file access; implementing and managing printing; implementing and using Group Policies; administering a server; monitoring server performance; managing and implementing backups and disaster recovery; administering Web resources and security basics for a server. Students will learn how to install, configure, administer, and troubleshoot in a Windows server environment.

Prerequisite: ITS 331 with a grade of C+ or better, or permission of the instructor.

ITS 453 - E-Commerce Application Development (3)

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

Prerequisite: ITS 212, 322, and 352 with grades of C+ or better; or permission of the instructor.

ITS 462 - Corporate Information Security (3)

This course covers information security issues in corporate environments. The focus is on the threat environment, security policy and planning, cryptography, secure networks, access control, firewalls, host hardening, application security, data protection, incident response, networking and review of TCP/IP. Hands-on lab activities will be used to reinforce concepts and to provide experience in handling suspected security breaches.

Prerequisite: ITS 261 or permission of the instructor.

ITS 492 - Senior Capstone Project II (3)

As part two of a two-semester sequence courses intended for senior IT majors to integrate knowledge and skills acquired in the IT core curriculum and concentration courses, students will engage in the development and implementation of an information systems project intended for actual use upon completion. This course emphasizes turning the alpha designs into prototypes in the development phase, and conducting usability tests and producing user support documentation in the implementation phase. All activities are coordinated in a team-based environment.

Prerequisite: STM 403 and permission of the instructor.

ITS 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Senior standing and permission of the instructor.

ITS 499 - Independent Study (1-3)

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

ITS 595 - Special Topics (1-3)

Grading System: letter grades only.

Prerequisite: This section is designed for Undergraduate students.

ITS 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

LIN - Linguistics

LIN 101 - Sign Language & Sign Systems (3)

An introduction to the major features of languages and to the structure, use, and variation in the sign languages and sign systems commonly used in the United States. The course will cover four major topics: (1) Language: The nature and definition of languages, the uniqueness of language, and contrasts between language and other forms of communication; (2) Language and Culture: The role of language in human society, with special focus on language acquisition, language identity, and bilingualism; (3) American Sign Language Structure: A survey of the major features of the linguistic structure of ASL. Topics are: Phonology: the structure of the physical signals; Morphology: the basic structure and composition of meaningful units of ASL; Syntax: word order and nonmanual syntactic signals in ASL sentences; (4) Language Variation: Language variation and language contact in the deaf community, including discussions of contact varieties of signing and systems for representing English.

Prerequisite: Qualifying performance on the English assessment screening and passing ASL screening.

LIN 195 - Special Topics (1-5)

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

LIN 260 - Structure of English (3)

An introduction to the grammar of English, focusing primarily on morphology and syntax. The course emphasizes a practical, hands-on approach in which students practice analyzing a variety of English texts from diverse English users. Additional topics include semantics, phonology, and discourse structure. This course is recommended for students who are interested in careers such as interpretation and language teaching, where knowledge of grammatical concepts is essential.

Pre- or co-requisites: ASL 125 and ENG 102 or above. Students should either have satisfied or currently be scheduled to satisfy their ASL and ENG general education requirements.

Outcomes
Define the areas of linguistic analysis (morphology, syntax) as they relate to the study of English grammar
Model the structure of English sentences using category labels and tree diagrams
Analyze a variety of authentic English texts representing real-world language use by diverse English users

LIN 263 - Introduction to the Structure of American Sign Language (3)

This course provides an introductory overview of the major linguistic structures of American Sign Language. Major topics are: phonology, morphology, syntax, language use, and linguistic applications. Some comparisons with English and other spoken and signed languages will be examined.

Prerequisite: LIN 101 or permission of the instructor.

LIN 295 - Special Topics (1-5)

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

LIN 301 - Introduction to Phonology and Morphology (3)

This course provides a broad introduction to the principles of the linguistic structure and analysis of the phonetics, phonology, and morphology of ASL, English and other languages, with a focus on the analysis and solution of linguistic problems. The course will cover a number of topics in phonology, such as phonological contrast, phonotactics, phonological processes, and several topics in morphology, such as inflection, derivation and lexicalization.

Prerequisite: LIN 101 and 263.

LIN 302 - Introduction to Syntax and Discourse (3)

This course introduces students to theories and methods of two areas of study in linguistics: Syntax and Discourse. Syntax is concerned with the sentence as the unit of language, combining descriptions of events with communicative intentions, and grounding this into the reality of the here and now. The study of language in text and context is known in Linguistics as "discourse analysis." This course provides an introduction to approaches to discourse analysis as well as tools used in the analysis of discourse.

Prerequisite: LIN 101 and 263.

LIN 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

LIN 480 - Linguistics Research Experience (3)

This course will cover the different research traditions in linguistics, as well as the methodological issues involved in doing linguistic research. Students will learn how to access and summarize scholarly publications and how research findings are disseminated. Students will also learn about the ethical conduct of research. Students will work as a research assistant with a faculty member, applying what they learn throughout the semester. Students will periodically report on what they learn about research and about their work on the specific project.

Prerequisite: LIN 301 and 302.

LIN 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

LIN 499 - Independent Study (1-3)

Supervised study or research project in an area of the student's special interest. Title indicating the content must be available at registration.

Prerequisite: Independent study form and permission of the department.

LIN 510U - 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 521U - 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 522U - 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 525U - Cognitive Linguistics and Translation (3)

This course applies cognitive linguistic notions to a variety of issues in translation and other language contact domains within signed language communities. Cognitive linguistics posits an understanding of language as being usage based with meaning grounded in human experience and with linguistic units at multiple levels all contributing to meaning. This course will explore the implications that these and other cognitive linguistic concepts carry with them for how we understand meaning, how we interact with each other through language, and how both form and meaning are influenced when languages and language communities are in contact.

Pre- or co-requisites: For UG students: LIN 301, 302; or Permission of Instructor; for Grad students: Permission of Instructor.

LIN 537 - Depiction, Iconicity, and Gesture (3)

Different types of depiction in signed languages include role shifting, classifier constructions, and other iconic “uses of signing space.” Depiction is also performed by non-signers, and in this context is generally considered to be a form of gesture. This course introduces students to central notions in gesture studies and multimodal language research and a framework with which to identify and describe basic depiction types in language use. Throughout the semester students perform exercises in analyzing depiction observed in ASL.

Prerequisite: LIN 101, graduate student status, or permission of the instructor.

LIN 541U - 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 543U - Bilingualism (3)

This course explores bilingualism, with a special emphasis on bilingualism in the Gallaudet community. We will examine the place of bilingualism and multilingualism in the world, both historically and currently; the linguistic structure and features of bilingualism; social constructions of bilingualism; the acquisition of bilinguality, from the perspectives of both first- and second language acquisition; and we will explore the functions and meanings of bilingualism in communities. For each topic, we will examine the current state of the field, first from the perspective of spoken language bilingualism and then from the perspective of signed language (mixed modality) bilingualism, with special emphasis on the situation at Gallaudet University.

Prerequisite: For UG students: LIN 101, 263, 301, 302; for Grad students: Permission of Instructor.

LIN 545U - 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 555U - 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 571U - 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 572U - 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 573U - 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 574U - Linguistic Data Management (3)

Linguistic Data Management is a seminar in which we closely examine the current theoretical frameworks and practices of linguistic data management. We will learn about principles and methods for linguistic data management including archiving, sharing, and citing of linguistic data, especially digital data. Such work requires the collection, transcription, annotation, analysis, storage and sharing of language data. We will examine the lessons they teach and consider them for our own data. If students do not have data of their own, the instructor will provide access to an ASL dataset.

Prerequisite: Either LIN 301 or LIN 302, or graduate student status.

Outcomes
Describe linguistic data management and its significance in sign language-related research and applications
Develop proposal for data management
Demonstrate principles from best practices of linguistic data management and relevant ethical guidelines

LIN 575U - 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 585U - 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 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

LIN 695 - Special Topics

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

MAT - Mathematics

MAT 40 - Pre-College Mathematics (4)

This course is designed to promote mathematical literacy among liberal arts students and to prepare students for GSR 104. The approach in this course helps students increase their knowledge of mathematics, sharpen their problem-solving skills, and raise their overall confidence in their ability to learn and communicate mathematics. Technology is integrated throughout to help students interpret real-life data algebraically, numerically, symbolically, and graphically. Topics include calculator skills, number sense, basic algebraic manipulation, solving linear equations, graphing of linear equations, and their applications. Access to mathematics instructional software is provided to support and enhance student learning. A graphing calculator is required.

MAT 45 - Elementary Algebra (3)

This course emphasizes basic algebraic and numeracy skills. Topics include: number sense, basic operations with algebraic expressions, exponents and radicals, polynomial multiplication and factoring, solving linear equations and inequalities, solving systems of linear equations in two variables, and graphing linear equations. Applications are included throughout.

Outcomes
Perform basic operations with algebraic expressions, solve equations in one variable, manipulate linear equations and their graphs, and work with linear inequalities.
Use algebraic techniques to solve practical applications, highlighting their understanding of the relevance of mathematics in everyday life.
effectively use mathematics instructional software provided in the course to enhance their learning, solve mathematical problems, and explore various mathematical concepts.
Write correct English language to explain mathematical concepts, procedures, and results.
Use correct American Sign Language to explain mathematical concepts, procedures, and results.

MAT 55 - Intermediate Algebra (3)

This course provides students with the necessary algebra skills to take college algebra or pre-calculus. Topics include: quadratic equations, graphs of quadratic functions, rational and radical functions, exponential and logarithmic functions. Applications are included throughout.

Prerequisite: MAT 045 or the equivalent, or a satisfactory score on appropriate placement exam.

Outcomes
Demonstrate mastery in handling rational expressions, solving systems of linear equations in two variables, simplifying radicals, and working with complex numbers.
Analyze and interpret mathematical models, particularly those related to quadratic equations, graphs of quadratic functions, exponential functions, and logarithmic functions, to solve real-world problems.
Effectively use mathematics instructional software provided in the course to enhance their learning, solve mathematical problems, and explore various mathematical concepts.
Write correct English language to explain mathematical concepts, procedures, and results.
Use correct American Sign Language to explain mathematical concepts, procedures, and results.

MAT 101 - Introductory Mathematical Applications (3)

This course is designed to achieve mathematical literacy among liberal arts students. It includes the mathematics, critical thinking, and problem-solving skills needed to make informed judgments in the contexts of science, technology, and society. Topics include number sense, use of percentages, algebra, linear modeling, descriptive statistics, graphing, data analysis, and finance. This is not a traditional abstract math class; rather it focuses on using mathematics and quantitative reasoning as valuable tools for comprehending the world in which we live.

Prerequisite: MAT 40, 45, or satisfactory scores on appropriate mathematics placement exams.

MAT 102 - Introductory Statistics (3)

This is an introductory course in statistics. It covers basic concepts of statistics, including simple graphical displays and numerical summaries of categorical and quantitative data, measures of center and spread, z-scores, the Normal distribution, and correlation. Applications to different fields are included throughout. Additional topics in statistics may be included.

Prerequisite: MAT 40, 45, or satisfactory scores on appropriate mathematics placement exams.

Outcomes
Students will express statistical concepts, calculations, and results in American Sign Language and written English.
Students will summarize and visualize data sets appropriately using relevant software.
Students will evaluate evidence derived from systematic analysis of quantitative data.
Students will show competence in solving multi-step mathematical analysis and observation.

MAT 125 - College Algebra (3)

This course provides a survey of the algebra topics necessary for Calculus. Topics covered include the analysis of graphs of basic functions, transformations of graphs, composition of functions, inverse functions, quadratic functions and their graphs, polynomial and rational inequalities, absolute value inequalities, radicals and fractional exponents, exponential and logarithmic functions and equations, exponential growth and decay problems, and the analysis of circles, parabolas, ellipses, and hyperbolas. MAT 125 consists of the first half of MAT 130. Passing both MAT 125 and 126 is equivalent to passing MAT 130.

Prerequisite: MAT 055 or the equivalent, or satisfactory score on appropriate placement exam.

MAT 126 - Trigonometry (3)

This course covers the basic trigonometry needed for Calculus. Topics covered include angles, radian and degree measure, terminal points, coterminal angles, trigonometric functions and graphs, including phase shifts and vertical shifts of graphs, right triangle trigonometry, arc length, trigonometric identities, addition, subtraction, double-angle identities, Laws of Sines and Cosines, inverse trigonometric functions, and the trigonometric forms of complex numbers. MAT 126 consists of the second half of MAT 130. Passing both MAT 125 and 126 is equivalent to passing MAT 130.

Prerequisite: MAT 125 or equivalent.

MAT 130 - Precalculus (3)

This course provides students with the necessary skills to study calculus and various other mathematics, science, and computer related courses. Students will learn the properties of various types of functions, graph them, and solve equations involving these functions. Topics covered include: polynomial, rational, exponential, and logarithmic functions, trigonometric functions and identities, and sequences and series. Applications are included throughout. Passing both MAT 125 College Algebra and MAT 126 Trigonometry is equivalent to passing MAT 130.

Prerequisite: A grade of C or above in MAT 055 or the equivalent, a satisfactory score on appropriate placement exam, or permission of the Mathematics Program Director.

Outcomes
1. Students will show competence in applying the basic theories and techniques of the following: a) Linear, polynomial, and rational functions; b) logarithmic and exponential functions; c) basic trigonometric functions and their interactions; d) sequences and series.
2. Students will produce clear and unambiguous mathematical writing and communication.
3. Students will show competence in solving multi- step mathematical problems.

MAT 140 - Discrete Structures (3)

Number systems, set theory, functions, combinatorics, algorithms and complexity, and graph theory. Applications to computer science are emphasized.

Prerequisite: MAT 055 or equivalent.

MAT 142 - Introductory Probability and Statistics for Science and Information Technology (3)

This is an introductory course in probability and statistics for science and information technology students. It covers basic concepts of probability and statistics, frequency distributions, graphical methods, measures of central tendency and variability, counting principles, Bayes' theorem, discrete and normal probability distributions, linear regression models, correlation, central limit theorem, sampling variability, confidence intervals, and hypothesis testing. Applications to different fields are included throughout.

Prerequisite: MAT 130 or the equivalent.

MAT 145 - Calculus for Business and Social Sciences (3)

This course emphasizes the applications of the following topics in Business and Social Sciences: Functions and their graphs, exponential and logarithmic functions, limits and continuity, and differentiation and integration in one and several variables. Credit will not be allowed if student has passed MAT 150. This course will not be counted toward a major in the department.

Prerequisite: MAT 125 or MAT 130 or the equivalent.

MAT 150 - Calculus I (3)

This course provides students with a comprehensive understanding of differential and integral calculus for single variable functions, including polynomial, exponential, logarithmic, and trigonometric functions. Topics covered include: limits, continuity, differentiation, L'Hôpital's rule, and the Fundamental Theorem of Calculus. Applications of differentiation and integration to mathematical and physical problems are covered throughout.

Prerequisite: A grade of C or better in either MAT 126 or MAT 130.

Outcomes
Students will show competence in applying the basic theories and techniques of the following: Limits and continuity of functions. Differentiation of functions. Integration of functions.
Students will produce clear and unambiguous mathematical writing.
Students will show competence in solving multi-step mathematical problems.

MAT 171 - Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers I (3)

This course is the first part of a two-semester course sequence with MAT 172. This course is designed for prospective early childhood and elementary school teachers. The contents of this course include concepts and theories underlying early childhood and elementary school mathematics. The students will explore the "why" behind the mathematical concepts, ideas, and procedures. Topics include problem solving, whole numbers and numeration, whole numbers operations and properties, number theory, fractions, decimals, ratio and proportion, and integers.

Prerequisite: GSR 104 or the equivalent, or permission of the department chair. This course is not open to mathematics majors.

MAT 172 - Basic Concepts of Mathematics for Early Childhood and Elementary School Teachers II (3)

This course is the second part of a two-semester course sequence with MAT 171. This course is designed for prospective early childhood and elementary school teachers. The contents of this course include concepts and theories underlying early childhood and elementary school mathematics. The students will explore the "why" behind the mathematical concepts, ideas and procedures. Topics include rational and real numbers, introduction to algebra, Euclidean and solid geometry, statistics, and probability.

Prerequisite: MAT 171. This course is not open to mathematics majors.

MAT 195 - Special Topics (1-5)

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

MAT 205 - Calculus II (3)

This course is a continuation of Calculus I. Topics covered include: inverse functions, techniques of integration (integration by parts, trigonometric substitution, and partial fractions), parametric equations, polar coordinates, sequences and series, power series, and Taylor series. Applications are included throughout.

Prerequisite: A grade of C of better in MAT 150.

Outcomes
1. Students completing MAT 205 should be able to: a. Differentiate and integrate transcendental functions. b. Integrate by parts. c. Use different integration techniques. d. Work with polar coordinates and parametric equations. e. Decide whether a given sequence is convergent or divergent. f. Evaluate improper integrals. g. Decide whether a given series is convergent or divergent. h. Find the Taylor polynomial of a given function.
2. Students will produce clear and unambiguous mathematical writing.
3. Students will use clear and unambiguous ASL to explain mathematical concepts, procedures, and results.

MAT 206 - Multivariable Calculus (3)

This course develops the mathematical concepts and techniques involved in multivariable calculus. Topics covered include: vector calculus, partial derivatives, multiple integrals, cylindrical and spherical coordinates, line integrals, Green's and Stokes' Theorems. Applications are included throughout.

Prerequisite: A grade of C or better in MAT 150.

Outcomes
Students will show competence in applying the basic theories and techniques of the following: (a) Vectors and the geometry of the space; (b) Partial Derivatives; (c) Multiple Integrals; (d) Vector Calculus.
Write correct English language to explain mathematical concepts, procedures, and results.
Use correct American Sign Language to explain mathematical concepts, procedures, and results.

MAT 210 - Foundations of Mathematics (3)

This course focuses on the foundations of mathematics, particularly the language and creative thinking skills associated with mathematical reasoning. Students will learn the fundamentals of proof, logic, and research methods in mathematics. Topics covered include: mathematical statements, propositional logic, proofs by contradiction and induction, sets and cardinality, relations and functions, and counting principles. Math-related internships and employment prospects will be discussed.

Prerequisite: MAT 130 or permission of the instructor.

Outcomes
Students will know the fundamentals of mathematical logic, statements, and proof techniques.
Students will practice creative thinking and rigorous proof-writing in both English and American Sign Language.
Students will learn to write in the LaTeX markup language.

MAT 211 - Biostatistics (3)

This course will introduce the concepts, theories, and applications of biostatistics to biological, medical, and public health research. It will cover descriptive statistics, concepts of probabilities and distributions, graphical methods, comparisons of two variables, central limit theorem, sampling variability, confidence intervals, and hypothesis testing.

Prerequisite: MAT 102 or MAT 125 or MAT 130.

MAT 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

MAT 307 - Linear Algebra (3)

This course covers the fundamental concepts of vector spaces, linear transformations, systems of linear equations, and matrix algebra from a theoretical and a practical point of view. Results will be illustrated by mathematical and physical examples. Important algebraic (e.g., determinants and eigenvalues), geometric (e.g., orthogonality and the Spectral Theorem), and computational (e.g., Gauss elimination and matrix factorization) aspects will be studied.

Prerequisite: MAT 205 or permission of the Mathematics Program Director.

MAT 313 - Introduction to Probability (3)

This course is the first part of a two-semester sequence with MAT 314, with a focus on basic probability. It covers descriptive statistics, sample spaces and events, axioms of probability, counting techniques, conditional probability and independence, distribution of discrete and continuous random variables, joint distributions, and the central limit theorem.

Prerequisite: MAT 205.

MAT 314 - Applied Statistics I (3)

This course is the second part of a two-semester course sequence with MAT 313, with a focus on applied statistics. It covers basic statistical concepts, graphical displays of data, sampling distribution models, hypothesis testing, and confidence intervals. A statistical software package is used.

Prerequisite: MAT 313.

MAT 320 - History of Mathematics (3)

A survey of the history of mathematics from antiquity through modern times.

Prerequisite: MAT 205.

MAT 328 - Differential Equations (3)

Ordinary differential equations of first-order and first-degree, high order linear ordinary differential equations with constant coefficients, and properties of solutions.

Prerequisite: MAT 206 and 307.

MAT 340 - Introduction to Number Theory (3)

A study of properties of integer numbers. Divisibility of integers, primes and greatest common divisors, congruencies, Euclidean algorithm, Euler Phi-function, quadratic reciprocity and integer solutions to basic equations, Diophantine equations, and applications to cryptography and primality testing.

Prerequisite: MAT 210.

MAT 348 - Introduction to Cryptography (3)

This is an introductory course in cryptography. It covers classical cryptosystems, Shannon's perfect secrecy, block ciphers and the advanced encryption standard, RSA cryptosystem and factoring integers, public-key cryptography and discrete logarithms, and linear and differential cryptanalysis.

Prerequisite: MAT 130 and MAT 140; or MAT 150; or permission of the instructor.

MAT 360 - Introduction to Operations Research (3)

This course covers linear programming, the simplex algorithm, duality theory and sensitive analysis, network analysis, transportation, assignment, game theory, inventory theory, and queuing theory.

Prerequisite: MAT 140 or MAT 150; or permission of the instructor.

MAT 361 - Numerical Analysis (3)

Numerical differentiation, integration, interpolation, approximation of data, approximation of functions, iterative methods of solving nonlinear equations, and numerical solutions of ordinary and partial differential equations.

Prerequisite: ITS 110 or the equivalent; MAT 206; or permission of the department chair.

MAT 395 - Special Topics (1-5)

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

MAT 410 - Foundations of Geometry (3)

A survey of Euclidean, non-Euclidean, and other geometries. The emphasis will be on formal axiomatic systems.

Prerequisite: MAT 150 and 210; or permission of the instructor.

MAT 414 - Applied Statistics II (3)

This course covers statistical techniques with applications to the type of problems encountered in real-world situations. These topics include categorical data analysis, simple linear regression, multiple regression, and analysis of variance. A statistical software package is used.

Prerequisite: A grade of B or above in MAT 314; or permission of the instructor.

MAT 434 - Abstract Algebra (3)

An axiomatic treatment of groups, rings, and fields that bridges the gap between concrete examples and abstraction of concepts to general cases.

Prerequisite: MAT 206, 210, and 307, or permission of the Mathematics Program Director.

MAT 445 - Introduction to Complex Analysis (3)

This is an introductory course in complex analysis. The algebra of complex numbers, analytic functions, contour integration, Cauchy integral formula, theory of residues and poles, and Taylor and Laurent series.

Prerequisite: MAT 206 and MAT 210, or permission of the instructor.

MAT 451 - Internship (3)

This course will help students prepare for their future careers. Students may choose to either work in the classroom with a mathematics instructor, for example as in-class tutors or teaching assistants, or work for an external organization under the supervision of a professional from the organization and a Gallaudet instructor. Students should consult with their academic advisors and the mathematics program internship coordinator to inquire about internship opportunities. Whether students work on or off-campus, their internship experience must consist of a minimum of 110 hours and be related to mathematics. External internships must be approved by the mathematics program internship coordinator and meet Gallaudet Career Education and Professional Development Office requirements.

Prerequisite: Mathematics major and permission of the instructor.

MAT 455 - Advanced Calculus I (3)

This course is the first part of a two-semester course sequence with MAT 456. This course covers a theoretical approach to calculus of functions of one and several variables. Limits, continuity, differentiability, Reimann integrability, sequences, series, and contour integration.

Prerequisite: MAT 206, 210, and 307.

MAT 456 - Advanced Calculus II (3)

This course is the second part of a two-semester course sequence with MAT 455. This course covers a theoretical approach to calculus of functions of one and several variables. Limits, continuity, differentiability, Reimann integrability, sequences, series, and contour integration.

Prerequisite: MAT 455.

MAT 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the department chair.

MAT 499 - Independent Study (1-3)

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

PER-Physical-Education-Recreation

PER 110 - Wellness (3)

This course includes a study of quality of life components to assist students in realizing their maximal personal potential and taking responsibility for maintaining and improving the quality of life through their life span. The course emphasizes both the acquisition of knowledge and the practical application of the dimensions of wellness through participation in a program of planned activities for the development of a healthy lifestyle.

Pre- or co-requisite: GSR 102.

PER 120 - Foundations of Physical Education and Recreation (3)

Students will study the historical and philosophical bases of physical education and recreation. The course will include the philosophies of well-known physical education and recreation professionals, and their implications and consequences for the individual and society. The course reflects the continuing growth of these fields within a variety of educational, sport, and recreational environments.

Pre- or co-requisite: GSR 102.

PER 195 - Special Topics (1-5)

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

PER 200 - Leading Physical and Recreation Activities (3)

This course will focus on basic principles, concepts, and skills of leading physical and recreation activities for children, adolescents, and adults. The psychomotor, social, cognitive, affective, and learning domains will be addressed as students learn to utilize a task analysis model to choose, and then lead appropriate activities that contribute to an improved quality of life for the participants.

Prerequisite: PER Major or Athletic Coaching Minor; or permission of instructor.

PER 201 - Outdoor Experiential Learning (2)

Students will study the theories of experiential learning, and education through experiencing new games, activities, outdoor initiatives, problem solving, physical activities, field experiences, creative development, leading groups, discussions, sharing quotes and stories, and written expression. Emphasis will be placed on developing skills through selected outdoor recreational activities.

Prerequisite: PER Major or permission of the instructor.

PER 202 - Fundamental Movement (2)

A theoretical and practical course designed to prepare students to teach and lead fundamental motor skills as the foundation of all physical activity with an emphasis on dance and gymnastics. Students will apply teaching methodologies through a non-traditional approach of linking motor skill progressions into dance and gymnastics routines to enhance success for diverse participants in a variety of educational, fitness, and recreational settings.

PER 203 - Concepts and Skills of Sports (2)

This course will focus on the concepts, techniques, and skills inherent in various sports utilized in physical education and recreation programs such as soccer, softball, volleyball, and basketball. The course focuses on skills, strategies, and conceptual similarities and differences of the sports and their lead-up activities. Students will develop an intermediate skill level; and incorporate developmentally appropriate learning progressions, learning cues, and assessment techniques while leading activities for peers. Students will acquire knowledge of the value of participation and develop strategies for promoting lifespan health and fitness within various sports.

Prerequisite: PER 200 and PER Majors Only; or permission of the instructor.

PER 204 - Concepts and Skills of Physical Fitness (2)

A study of the basic principles of physical fitness and weight training as applied to a school or community setting. This course will also provide the opportunity for fitness and weight training skill development. A focus on techniques for assessing and integrating physical fitness throughout a variety of activity programs will also be included.

Prerequisite: BIO 105, PER 200, and PER Majors or Athletic Coaching Minors; or permission of the instructor.

PER 205 - Concepts and Skills of Racquet Sports (2)

A study of the concepts, techniques, and skills inherent in a variety of racket sports including tennis, badminton, pickleball, and table tennis. The course focuses on skills, strategies, and conceptual similarities and differences of racket sports. Students will develop an intermediate skills level, and will begin to utilize developmentally appropriate learning progressions, learning cues, and assessment techniques.

Prerequisite: PER 200 and PER Majors only: or permission of the instructor.

PER 221 - Sports Activities (1)

Activities offered include team sports and individual sports. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 222 - Outdoor Activities (1)

Classes offered focus on outdoor recreational activities. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 223 - Aquatic Activities (1)

Students will study basic water safety skills; develop intermediate level swimming and water safety skills; be able to analyze and modify swimming skills using movement principles for improved effectiveness; develop a swimming fitness and exercise program; and acquire knowledge and skills to be safe in water environments. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 224 - Physical Fitness Activities (1)

Activities offered focus on physical activity and/or fitness activities. Not more than six hours of credit in physical education activities may be counted toward the requirements for a bachelor's degree.

PER 232 - Motor Learning (3)

Students will study the central factors that make up the best approach to the acquisition of motor skills, while leading physical activities in a variety of settings. Topics include basic concepts of motor learning, development of motor responses, the nature of motor learning, feedback, timing, information processing, transfer of learning, perception, personality and performance, motivation, and practice conditions. The topics will focus on principles of human performance and principles of skill learning and how to integrate these principles in real life situations. For each major topic, guiding principles for the physical education and recreation leaders are presented.

Prerequisite: PER 200; PER Majors or Athletic Coaching Minor; or permission of the instructor.

PER 235 - Lifeguard Training (3)

The course will include appropriate surveillance techniques and prevention of injuries at aquatic facilities. The participants will become proficient at rescue skills and the use of first aid and CPR techniques. Students will develop the skills to recognize emergency situations and respond effectively. Students simultaneously complete Professional Rescuer CPR/AED and First Aid certificates.

Prerequisite: must pass the pre-course swimming skills test and permission of instructor.

PER 237 - Principles of Health (3)

A course designed to introduce the students to the principles of health and to provide a comprehensive look at a wide range of health-related subjects. The areas to be covered are: mental and emotional health; stress and sleep management; addictions, drug use and abuse; social relationships and communication; sexuality and reproductive choices; protecting against infectious diseases; reducing risks of cardiovascular disease, cancer, and diabetes; physical fitness, nutrition, and weight control; consumer health; personal safety and injury protection; and, aging well.

PER 238 - Methods of Water Safety Instruction (3)

This course will focus on strategies for planning, teaching, and assessing swimming and water safety skills. This is a comprehensive course designed to train water safety instructors to teach American Red Cross swimming and water safety courses.

Prerequisite: passing swim test and permission of the instructor.

PER 240 - Diversity Topics in Sports and Recreation (3)

The purpose of this course is to expose students to multiple elements of diversity, examine personal beliefs and biases, and address institutional responses to differences by: 1) Exploring issues and elements of diversity in regards to sports, recreation, and other professions, 2) Examining the social-psychological effects of differences regarding human experience, 3) Exploring how social institutions (school, recreation, work, etc.) create differences and impinge on the quality of life, 4) Identifying barriers to quality of life, based on differences, and how to overcome those barriers within sports and recreation arenas, 5) Demonstrating increased empathy and appreciation for those who are members of diverse groups.

Outcomes

Examine the social- psychological effects of differences on human experiences. (PER SLOs: 2, 5; GU SLOs: 3,4,5,6,8)
Explore social institutions (media, school, recreation, work, etc.) which mitigate differences and affect the quality of life. (PER SLOs: 2, 5; GU SLOs: 3,4,5,6,8)
Identify barriers to quality of life , based on differences, and how to overcome those barriers within sports and recreation. (PER SLOs: 2, 5; GU SLOs: 3,4,5,6,8)
Demonstrate increased empathy and appreciation for those who are members of diverse groups. (PER SLOs: 2, 5; GU SLOs: 3,4,5,6,8)
Explore issues and elements of diversity in regards to sports, recreation, and other professions. (PER SLOs: 2, 5; GU SLOs: 3,4,5,6,8)

PER 275 - Practicum (1)

This course offers practical field experience in developing recreation, physical education, and sport activity leadership skills and experience in a recreation, physical education, or sports agency. The student will receive one credit for the successful completion of a seminar, 40 hours of practical fieldwork, and the analysis of that experience. This course provides a supervised, guided learning experience.

Prerequisite: PER 200, PER Major, valid CPR/AED/First Aid Certification and permission of instructor.

PER 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PER 341 - Kinesiology (3)

Students will study the movement potential of the human body using anatomical and mechanical principles. Emphasis is given to the action of joints and muscles, the basic mechanics of human motion, analysis of motion, the major types of motor skills, and the application of kinesiology to sport and daily living activities.

Prerequisite: BIO 203 and PER 200; or permission of the instructor.

PER 345 - Care and Prevention of Athletic Injuries (3)

A course designed to combine theoretical and practical knowledge related to the care and prevention of athletic injuries. The purposes of this course are to develop a safety- conscious attitude when participating in or conducting sports activities; to develop knowledge and basic skills related to the care and prevention of common sports-related injuries, including immediate and follow-up care and rehabilitative techniques; and to develop basic knowledge and skills related to the administration of a high school training room.

Prerequisite: GSR 102, CPR/AED/First Aid Certifications, and Athletic Coaching Minors Only; or permission of the instructor.

PER 350 - Event Planning and Management (3)

This course includes concepts of event planning, management, leadership skills, and evaluation. This course is designed to develop students' familiarity with the special event program planning for recreation, physical education, and sports programming in diverse environments. Emphasis is placed on experiential learning through the actual planning and leadership of a community-based event within the Gallaudet or the greater deaf community, similar to a service-learning course.

Prerequisite: PER 200 and PER Majors or Business Majors; or permission of the instructor.

PER 370 - Physiology of Exercise (3)

Students will study the immediate and long-range effects of physical activity on the functions of the human body. Special attention is focused on physical fitness, metabolism, training and conditioning, nutrition, environment, athletic aids, and the sex of the participant.

Prerequisite: BIO 203, PER 341, and PER Majors Only; or permission of the instructor.

PER 383 - Intramurals and Officiating (3)

This course is designed to introduce the students to the theoretical and practical aspects of intramural programming and officiating.

Prerequisite: GSR 102 or permission of the instructor.

PER 386 - Teaching Physical Education and Wellness in Elementary Schools (3)

This course will cover teaching and leading theories and techniques necessary for planning and delivering physical activities and wellness programs that foster health enhancing active participation, within a comprehensive school environment. Emphasis is given to the principles of motor development; assessment techniques; and the psychomotor, cognitive, psychological, and social developmental needs of children of various ages, diversity, and abilities. Also included is an overview of the many education, community, and government organizations that provide and advocate for health enhancing physical activity participation.

Prerequisite: PER 202, 203, 205, 232 and PER Majors Only; or Early Childhood Education Majors; or permission of the instructor.

PER 387 - Athletic Coaching (3)

This course will cover the full spectrum and experiences involved in athletic coaching. This course will focus on the techniques of coaching; the psychological aspects of coaching; the growth, development, and learning of athletes; and the medical and legal aspects of coaching. In addition, it will provide the students with the practical application of these components in simulated and actual coaching situations.

Pre- or co-requisites: GSR 150, PER 232; Athletic Coaching minor or permission of the instructor.

PER 390 - Teaching Physical Education and Wellness in Secondary Schools (3)

An application of educational philosophy and principles to class organization, techniques of teaching, and the preparation of lesson and unit plans. The course includes methods for teaching on the middle school and secondary levels. In addition to class participation and peer teaching, teaching high school and/or intermediate/middle school physical education class(es) are planned. Students will also have opportunities to evaluate their teaching and the teaching of others using various evaluative tools and measures.

Prerequisite: PER 202, 203, 204, 205 and PER 232; PER majors or Secondary Education majors only; or permission of the instructor.

PER 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PER 400 - Measurement and Evaluation in Physical Education and Recreation (3)

This course will cover the knowledge and skills surrounding measurement and evaluation related to the delivery of wellness, physical education, and/or recreation services. This course will focus on how to conduct individual assessments and activity/program evaluation.

Prerequisite: PER 204, 232, and Senior Standing; PER Majors; or permission of instructor.

PER 410 - Management of Physical Education, Recreation and Sports (3)

This course will include a study of administrative practices and their application to physical education, recreation, and sports in diverse environments. Students will gain an understanding of the underlying principles and practices of planning, organizing, leading, and evaluation of physical education, recreation, and sport programs in school and community settings. Upon completing the course the student will demonstrate human and technical skills to provide leadership and supervision for activity-based programs.

Prerequisite: PER 350, Senior Standing; and PER Majors; or permission of the instructor.

PER 440 - Adapted Physical Education and Recreation (3)

The course includes scientific principles, and teaching methodology necessary for the modification of physical education programs, sport, or recreational activities to meet the developmental needs and capabilities of students with diverse abilities. Emphasis is given to the principles of motor development; assessment techniques; developmental needs; psychomotor, cognitive, psychological, and social characteristics of individuals with various disabilities; legal requirements; resources for participation in community sport and recreation programs; and developing appropriate instructional and behavioral strategies for an inclusive or adapted activity learning environment.

Prerequisite: PER 232, 341, PER Majors Only, and Senior Standing; or permission of instructor.

PER 450 - Sport Management Practicum (3)

This course offers practical field experience in business skills and experiences in sport industries. The student will receive three credits for the successful completion of a seminar, 120 hours of practical fieldwork, and the analysis of that experience. The course is required of sport management minor students. This course provides a supervised and guided learning experience.

Prerequisite: Sport management minor, permission of the instructor, and valid (for the entire term registered for PER 450) certifications in CPR/AED & First Aid.

PER 460 - Practicum in Athletic Coaching (3)

The course offers practical field experiences in athletic coaching in an organized athletic program. The student must complete a minimum of 120 hours of practical fieldwork and the analysis of that experience. The course is required of all athletic coaching minor students. This practicum is one of the most important steps a student takes in preparing to become an athletic coach. This experience in an organized athletic venue is essential for students to develop the leadership and appropriate knowledge essential to successful athletic coaching.

Prerequisite: Athletic Coaching Minor and permission of the instructor, and valid American Red Cross CPR/AED/First Aid certification.

PER 490 - Physical Education and Recreation Capstone (3)

Students will study how physical activity professionals can foster healthy active lifespan participation to meet the needs and preferences of diverse individuals. This course guides students to synthesize and apply what they have learned in physical education and recreation courses to understand changes within society that affect physical activity, fitness, and sport services provided in various segments of the community. The goal of the class is to facilitate an understanding of the impact that social and economic variables have on participation behavior, service, and program delivery.

Prerequisite: PER 386, 387, Senior Standing, and PER Majors Only; or permission of instructor.

PER 491 - Internship in Physical Education and Recreation (3)

The internship experience, of a minimum of 150 hours, is designed to provide a student with the opportunity to apply knowledge and skills gained from classes to professional practice. Students are encouraged to seek and select internship placements that provide students opportunities that correspond to their own professional goals. This formal, guided learning experience is supervised simultaneously by the agency supervisor and a university faculty member. This experience will better prepare a student to make the transition from the university to work in his/her profession.

Prerequisite: PER Majors Only, CPR/AED/First Aid certifications and permission of the instructor.

PER 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PER 499 - Independent Study (1-3)

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

Prerequisite: Permission of the department chair.

PHI - Philosophy

PHI 104 - Critical Reasoning (3)

The purpose of this course is to help students learn how to analyze, critique, and construct arguments. It will enhance the student's ability to read, reason, and write clearly. In this course we will look at visual media, including TV news, newspapers, and short essays by philosophers and analyze them according to what constitutes a well-reasoned argument and what does not.

PHI 150 - Introduction to Philosophy (3)

Introductory study of the principal areas and problems of philosophy, including the nature and methods of philosophical analysis, mind and matter, meaning and knowledge, appearance and reality, the existence of God, and moral responsibility.

PHI 190 - Animal Rights (3)

Do we have responsibilities toward animals to protect them, or to avoid harming them? What should we do when human interests and animals needs conflict? In this course, we will apply ethical reasoning to issues such as raising animals for food, pet rescue policies, using animals in research, and wildlife preservation. We will also analyze the rhetoric employed by animal rights activists and their opponents, and consider whether one can go too far in defending animals.

PHI 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHI 201 - Introduction to Logic (3)

Introductory study of the basic concepts of logic, the rules of valid inference, formal and informal fallacies, and basic symbolic logic.

PHI 210 - Science Fiction Philosophy (3)

Science fiction provides great opportunities to consider the nature of reality and our knowledge of it. This course will use sci-fi stories and philosophical readings to address questions such as: Could the world be a computer simulation? What transformations can one undergo, yet still be the same person? Is it possible for machines to think for themselves? Would time-travel endanger history and human freedom?

PHI 240 - Applied Ethics (4)

This course enables students to use theories and concepts from moral philosophy to make well-reasoned ethical judgments, and to apply those judgments to promote social justice. Each section will focus on a central ethical issue, which may vary from section to section, and will draw content from multiple disciplines. Students will engage in experiential learning activities, such as service learning, to connect theoretical content with real world applications of ethics. This course may be cross-listed with specific sections of GSR 240.

Prerequisite: GSR 150.

PHI 255 - Ethics in Popular Culture (3)

Students will become adept at ethical reasoning methods by analyzing works of popular culture, such as movies, books, TV series, graphic novels, and video games. Individual sections may focus on particular popular culture works or genres, or on questions that arise in multiple works. Emphasis will be on identifying relevant ethical issues, using the resources within the targeted media to address these issues, and applying and evaluating moral theories.

PHI 257 - Moral Philosophy (3)

Study of questions relating to value judgments, such as 'What makes actions right or wrong?' and 'What are the components of a good life?' This course covers the principles and methods of moral reasoning. Students will compare and evaluate various ethical theories, and use them to examine and debate classic problems and current controversies.

PHI 288 - Feminism (3)

Feminism is one of the core social justice movements today. A commitment to gender justice raises deep philosophical issues. What is gender? What are justice and injustice? What does specifically gendered justice require? In this discussion-focused course, we will investigate foundational and topical questions of feminist theory, by both classic and contemporary authors. Topics covered include historical views; feminist ethics; feminist metaphysics and epistemology; feminist philosophy of language; Deaf feminism; and gender and its critical connections to productions of race, class, sexuality and disability.

PHI 290 - Ethics and Health Care (3)

This course is an introduction to the field of medical ethics and the kinds of decisions individuals and families make about health care and treatment options. Students will look at current issues such as kinds of treatment and their effects, allocation of health care resources, ethical issues of health care professionals, managed care decisions, and end of life decisions. Students will apply philosophical theories of ethics to these issues and develop perspectives on health care decision making.

PHI 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHI 300 - Metaphysics and Epistemology (3)

Study of the nature of reality and our knowledge thereof. Questions for consideration include: Is there a "real world" that is different from the way things appear? What are properties? Do humans ever freely choose their actions? Is there such a thing as truth? How does evidence justify belief? Can we really know anything?

Prerequisite: One course in philosophy or permission of the instructor.

PHI 311 - History of Ancient and Medieval Philosophy (3)

Survey of Western philosophical thought from the pre-Socratics to Thomas Aquinas.

Prerequisite: One course in philosophy or history; or permission of instructor.

PHI 312 - History of Renaissance and Early Modern Philosophy (3)

Survey of Western philosophical thought from Bacon to Kant.

Prerequisite: One course in philosophy or history; or permission of instructor.

PHI 313 - History of Late Modern and Contemporary Philosophy (3)

A survey of Western philosophical thought from Hegel to Wittgenstein.

Prerequisite: One course in philosophy or history; or permission of instructor.

PHI 318 - Social and Political Philosophy (3)

Study of major social and political philosophies, including explanation and discussion of the principal ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Hobbes, Locke, Hegel, Marx, and the Founding Fathers.

Prerequisite: One course in philosophy or permission of the instructor.

PHI 320 - Topics in Ethics (3)

The study of topics relating to ethics that are not covered in depth in the regular departmental course offerings. Topics may include moral theory, moral psychology, applied ethics, and controversial social issues.

Prerequisite: One course in philosophy or permission of the instructor.

PHI 325 - Philosophy of Religion (3)

Study of the nature of religious knowledge, grounds for belief in God, immortality, the problem of evil, and morality and religion.

Prerequisite: One course in philosophy or permission of the instructor.

PHI 359 - Philosophy of Criminal Punishment (3)

A critical study of the major theories justifying the punishment of criminals, including retributivism, consequentialism, and hybrid and alternative approaches. Arguments about the appropriateness of certain punishments, such as the death penalty and felon disenfranchisement, will also be considered. Emphasis will be on analysis and evaluation of complex texts and on ethical debate.

Prerequisite: One course in philosophy or sociology; or permission of the instructor.

PHI 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHI 410 - American Philosophy (3)

Survey of American philosophy, including basic ideas of Edwards, the Founding Fathers, Emerson, Thoreau, Peirce, James, Dewey, Whitehead, and representatives of contemporary thought.

Prerequisite: One course in philosophy or permission of instructor.

PHI 415 - Great Thinkers in Philosophy (3)

An in-depth study of one or two related major philosophers. The philosophical thinkers will vary by semester. This course will include analyzing the philosopher's own works as well as commentaries and criticisms by others.

Prerequisite: PHI 311 or 312 or 313; or permission of the instructor.

PHI 450 - Bioethics and the Deaf Community (3)

Bioethics is a branch of applied ethics, which in turn is a part of the philosophical field of ethics. Bioethics applies ethical theory to issues in the biological sciences, including scientific research and healthcare. This course introduces major theoretical approaches to bioethics and applies them to topics of interest to the deaf community, including (but not limited to) eugenics, cochlear implant surgery, and genetic technology. Bioethics theories and concepts covered will include informed consent, research ethics, individual and group rights, surrogate decision-making, quality of life, genetic enhancement versus gene therapy, and wrongful life. The potential impact of new and emerging technologies on the deaf community will also be discussed.

Prerequisite: One course in philosophy or permission of the instructor.

PHI 493 - Senior Research Paper (3)

Students will research and write a high quality formal philosophy paper, approximately 20 - 25 pages in length, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

Prerequisite: Philosophy majors only; 15 credit hours in philosophy, senior standing and permission of the program coordinator.

PHI 494 - Senior Thesis (3)

A course of intensified research and the writing of a thesis, approximately 50 pages in length, on a topic determined in consultation with the instructor. The thesis shall be reviewed by, and defended before, a committee of at least three members of the faculty, including the instructor.

Prerequisite: Philosophy majors only; 15 credit hours in philosophy, senior standing, PHI 499, and permission of the program coordinator.

PHI 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

PHI 499 - Independent Study (1-3)

Study of special problems in philosophy through extensive reading, independent research, and writing. Problems to be considered and materials to be covered will be determined in consultation with the instructor.

Prerequisite: 12 hours of philosophy and permission of the program coordinator.

PHS - Public Health Science

PHS 101 - Foundations of Public Health (3)

This course provides an overview of the goals, functions, and methods of public health. After an introduction to the core concepts and tools used in public health research and practice, applications of these methodologies are considered in the context of five current controversies/problems in public health. Students work together to develop strategies for prevention and control that take into consideration different points of view, outside research, and impacts on individuals and communities.

PHS 195 - Special Topics

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHS 201 - Foundations of Epidemiology (3)

Epidemiology is the study of the distribution and determinants of health and illness in human populations and the application of methods that seek to describe and, ultimately, improve health outcomes. Consequently, epidemiology is often considered the basic science of public health. This course is designed to introduce students to the history, basic principles, and methods of epidemiology. Topics covered in this course are history and background of epidemiology, measures of disease frequency, measures of association, epidemiologic study designs, screening, outbreak investigations, and assessment of causality. Examples from domestic and international settings are included. In addition, students will develop skills to critically read, interpret, and evaluate health information from published epidemiological studies and mass media sources.

Prerequisite: PHS 101 and MAT 102 or MAT 130.

PHS 202 - Foundations of Environmental Health (3)

This course is intended to serve as an introduction to the major issues of environmental health science with a focus on the United States, although global health issues are considered as well. We will examine what those issues are, what determines them, and how they can be altered. As a survey of the many facets of environmental health, the course provides a broad overview for students wishing introduction to the field, as well as good grounding for students who wish to pursue additional coursework in environmental health.

Prerequisite: PHS 101.

PHS 203 - Introduction to Personal and Community Health (3)

This course provides an overview of health-related challenges facing individuals in today's connected and globalized world. Health issues will be approached from both individual and community perspectives with a focus on concepts of wellness and prevention. Emphasis will be placed on individual decision-making and understanding of biological, social, environmental, and other factors affecting health and wellness. We will also study the role of health behaviors and how they contribute to healthier lives.

Prerequisite: PHS 101.

PHS 204 - Foundations in Global Health (3)

Global health encompasses research and practice with a focus on improving health and attaining quality and equitable health for all people. This course provides an overview of health-related challenges facing individuals in today's connected and globalized world. Health issues will be approached from both individual and community

perspectives with a focus on concepts of wellness and prevention. Emphasis will be placed on individual decision-making and understanding of biological, social, environmental, and other factors affecting health and wellness. We will also study the role of health behaviors and how they contribute to healthier lives. This course will have some purposeful overlap with PHS 203: Community Health but will look at health through a global lens.

Outcomes
Explore and describe global health examining cultural, economic, ethical, legal, scientific, and social issues
Compare the burden of disease, disability, and death from infectious diseases, nutritional deficiencies, maternal and perinatal conditions, noncommunicable diseases, mental health disorders, and injuries in countries with different income levels.
Identify evidence-based, cost-effective, sustainable global interventions and policies for promoting health and reducing health inequities globally.

PHS 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHS 301 - Behavioral Health Interventions: Planning and Evaluation (3)

This course introduces students to the theory and application of community-based health promotion program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purposes of addressing identified public health concerns serve as the foundation for the planning process. Techniques of community partnership building, planning strategies, data collection, data analysis, and evidence-based decision-making will also be introduced.

Prerequisite: PHS 203.

PHS 302 - Introduction to Public Health Informatics, Health Communication and Consumer Informatics (3)

This course provides an overview of the field of public health informatics and how technology, information science, and computer/Internet applications can support public health research and practice. Students will understand the technological competency needs of public health professionals and become familiar with some of the resources and tools available. The course will familiarize students with informatics systems deployed at the national, state, and local levels, including strategies to address new and emerging threats. Students will also be introduced to the field of consumer health informatics, including aspects related to the design and evaluation of consumer health applications.

Prerequisite: PHS 101 and MAT 142 or PHS 201.

PHS 303 - Foundations of Healthcare Systems and Policy (3)

This course provides a survey of health policy and management, a multi-disciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. The course is designed to give students a basic understanding of American health care organization, financing and policy.

Prerequisite: PHS 101.

PHS 304 - Public Health Education (3)

In this course, students will explore health education as a tool for promoting health with individuals and within communities and schools. The course will provide an overview of the different settings for health education to occur (school, community, medical appointment, communications) and types of intervention. Concepts in public health theories, teaching, lesson plan development, educational mapping, and evaluating will serve as the foundation for public health education. Techniques of adapting content for diverse learners, managing sensitive topics, addressing questions, and managing class dynamics will also be introduced. While learning how to teach health content, students will also enhance their knowledge of this content and strengthen their comfort with presenting health concepts.

Prerequisite: PHS 203.

Outcomes
Explore health across the lifespan.
Describe and demonstrate ways to address teaching in the classroom, community and medical settings.
Identify policies and national standards that support or detract from health education.
Determine appropriate strategies for teaching health education.
Explore ways to address differing learning needs and environments with health education.
Develop and plan an effective health education lesson plan using appropriate tools.

PHS 370 - Health Disparities in the Deaf and Hard-of-Hearing Community (3)

One of the defining characteristics of deaf health in the U.S. is a wide gap in deaf health outcomes compared to the general population. This course is designed to help students explore the following issues: 1) deaf health inequalities, disparities, and inequities; 2) the intersectionality of multiple identities and the impact of this on health disparities; 3) why health disparities exist; and 4) how to intervene against health disparities in the deaf community. Students explore how deaf health disparities come into being via inaccessibility, communication barriers, and power imbalances. They will also identify resources and strategies for documenting and addressing deaf health disparities.

Prerequisite: PSY 101 or PHS 101 or instructor permission.

Outcomes
Identify the impacts on and causes for deaf-related health disparities.
Describe the roles of healthy inequities and communication access in affecting population health disparities.
Examine the intersection between the deaf identity, other identities (racial, ethnic, gender, sexual orientation, ability, age), determinants of health, and the impact on health.
Explore the impact of adverse childhood experiences, trauma, and mental health on deaf-related health disparities.
Identify tools and strategies for addressing disparities on the social ecological levels.

PHS 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHS 402 - Internship Seminar (3)

This course will prepare the student for the public health internship experience. Topics covered include general issues in fieldwork in public health, agency systems and policies, diversity issues in public health settings, ethical and legal issues, interpersonal and professional relationships in public health work settings, career options in public health, and the appropriate use of interpreters in internship settings. Emphasis will be placed on students' understanding of their personal, social, and cultural identity in the context of health and well-being and the impact on their future work in health care settings.

Prerequisite: Public Health major with junior or senior status and permission of the instructor.

PHS 403 - Internship in Public Health (3)

The purpose of the internship is to enable students to gain practical experience under conditions conducive to educational and professional development. The internship is a time-limited, supervised period of community health/public health activities, carried out in a related professional organization or agency. Each intern will report to a site supervisor at the host organization who will oversee the student's experience and provide structure and mentorship throughout the internship. The course instructor must approve the internship before registration for this course.

Prerequisite: PHS 402 and permission of the instructor.

PHS 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHS 499 - Independent Study (1-3)

Under supervision of a faculty member, a student will prepare a paper on a special topic or conduct a research project involving the collection of data and preparation of a report.

Prerequisite: Senior standing and permission of the instructor.

PHS 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: Permission of the instructor.

PHY - Physics

PHY 107 - General Physics I (3)

The first course of a two-semester sequence. An introduction to traditional topics in classical and modern physics: classical mechanics, fluids, waves and sound, Emphasis is on development and application of analytic (non-calculus) and computer-based modeling and problem solving methods.

Pre- or co-requisites: MAT 130 or MAT 102; ENG 102, GSR 102 or the equivalent.

Co-requisite: PHY 109.

PHY 108 - General Physics II (3)

The second course of a two-semester sequence. An introduction to traditional topics in classical and modern physics: temperature, gas dynamics, and thermodynamics electricity, magnetism, light, optics, quantum theory, atomic and molecular structure, radioactivity, and nuclear structure. Emphasis is on development and application of analytic (non-calculus) and computer-based modeling and problem solving methods.

Prerequisite: PHY 107.

Co-requisite: PHY 110.

PHY 109 - General Physics Laboratory I (1)

A laboratory course to accompany PHY 107. It provides a project-centered experience in doing science: planning, collecting data, visualizing data and science processes, reviewing current research and technologies, critiquing alternatives and publishing results.

PHY 110 - General Physics Laboratory II (1)

A laboratory course to accompany PHY 108. It provides a project-centered experience in doing science: planning, collecting data, visualizing data and science processes, reviewing current research and technologies, critiquing alternatives and publishing results.

PHY 121 - Earth Systems and Processes (4)

This course studies the Earth system: its past, present and future. Study of the Earth system includes understanding the interacting processes that shape Earth's interior, surface and surrounding atmosphere, as well as knowing what the planets, asteroids, and star of our solar system tell us about our planet's origin, history, motions, and probable fate. Emphasis is on processes affecting the biosphere and humankind, specifically climate change and communication about climate change.

PHY 122 - Space and Astronomical Science (3)

This course studies our solar system and the universe with special emphasis on planetary science and the possibilities for space travel. Nearby planets and moons will be contrasted with Earth to highlight the uniqueness of our planet.

Pre- or co-requisite: GSR 102 or the equivalent.

Co-requisite: PHY 124.

PHY 124 - Space and Astronomical Science Laboratory (1)

Case studies and science fiction accounts of explorations, resource extraction, technology application will provide focus for project work confronting a question or challenge that requires experimental design, implementation, data collection and publication of results.

Co-requisite: PHY 122.

PHY 151 - Physics I (3)

This introductory physics course develops a view of the universe as a clocklike mechanism where change is continuous, observers do not affect their measurements, identical experiments yield identical outcomes and the laws of physics are never violated. It uses methods of calculus to investigate topics in the kinematics and dynamics of particles and rigid bodies, phases of matter, geometrical optics, optical instruments and Einstein's theory of relativity.

Prerequisite: MAT 150.

PHY 152 - Physics II (3)

This introductory physics course develops a view of the universe as a realm of uncertain possibilities, where change may be discontinuous, measuring may cause different experimental results, identical experiments yield many different outcomes and the laws of physics are violated under certain conditions. It uses methods of calculus to

investigate topics in electricity and magnetism, vibrations, wave motion, quantum physics, atomic and nuclear physics, heat, ideal gas laws, thermodynamics, and quantum statistical physics.

Prerequisite: PHY 151.

PHY 153 - Physics I Laboratory (1)

This is the companion laboratory course to PHY151. Through a sequence of selected experiments, students will practice experiment design, report writing, use of standard instruments, data visualization, and error analysis skills.

PHY 154 - Physics II Laboratory (1)

This is the companion laboratory course to PHY152. Through a sequence of selected experiments, students will practice experiment design, report writing, use of standard instruments, data visualization, and error analysis skills.

Pre- or co-requisite: PHY 152.

PHY 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHY 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHY 395 - Special Topics (1-5)

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

PHY 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PHY 499 - Independent Study (1-3)

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

Prerequisite: Permission of the instructor.

PSY - Psychology

PSY 101 - Introduction to Psychology (3)

An introduction to the scientific study of human behavior, providing an overview of the major issues, methods, and contributions of psychology. Content areas include development, language, learning, cognition, physiological psychology intelligence, and abnormal and social psychology.

Prerequisite: GSR 102 or the equivalent.

PSY 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PSY 210 - Lifespan Development (3-4)

In this course, students will examine major models of human development across the lifespan. Biological and psychological approaches will be used to examine physical, cognitive, and social development from conception to death. Specific attention will be paid to cultural and ethnic diversity in development.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 270 - Psychology and Deaf People (3)

The course will consider the psychological development and psychosocial issues of Deaf people. Topics covered will include cognitive, linguistic, and personality development, mental health, and interpersonal behavior.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PSY 311 - Development I: Child Psychology (3)

This course examines physical, emotional, social, cognitive, and language development from conception to the end of childhood. We will analyze the complexity of factors that contribute to developmental outcomes, including transactions between genetic and environmental factors. Developmental theory and research evidence will

be used to address the well-being of children in the US and around the globe, with specific attention to inequities related to race, class, language, and culture.

Prerequisite: C or better in PSY 210 or EDU major.

PSY 313 - Development II: The Psychology of Adolescence (3)

A study of developmental processes in adolescence. Included is the study of puberty and the intellectual, social, moral, emotional, religious, sexual, personality, and family transitions occurring during this period. Emphasis is given to the influence of the above changes on personal identity and current problems of the adolescent in American society. Also included is a discussion of levels of aspiration and vocational choice.

Prerequisite: C or better in PSY 210.

PSY 315 - Development III: Adulthood and Aging (3)

A study of the developmental process from adulthood until death. Includes the establishment of identity, vocational choices, marriage and the family, crisis of middle adulthood, problems of the aged, death, and bereavement.

Prerequisite: C or better in PSY 210.

PSY 316 - Bullying: From Childhood to Adulthood (3)

This 3-credit online asynchronous course examines bullying in school and the workplace, which typically is a precursor for more serious incidents of aggression and violence in society. This course will consider the psychological aspect of the bullying phenomenon covering a range of topics such as what is the appropriate definition of bullying, the roles involved, factors that promote bullying, what we can do to reduce bullying in those settings. It is also an introduction to the best research, information, helpful resources and practical strategies about bullying.

Prerequisite: a minimum grade of C in PSY 101, a minimum grade of C in PSY 210 or 311.

PSY 317 - Health Psychology (3)

This course discusses research into the ways behavior, mental states, culture, and physical health interact. Factors underlying health, disease, prevention and treatment occur within cultural contexts that affect our views, behaviors, lifestyles and approaches will be explored. This course will also examine how socio-cultural settings in America influences development, health beliefs, and health behaviors.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 319 - The Psychology of Exceptional Children (3)

A study of methods of identification, diagnosis, and remediation of physical, psychological, and learning problems of exceptional children. The course will include discussion of the characteristics of exceptionality and indicate how these characteristics affect the total adjustment of the developing individual.

Prerequisite: PSY 210 or PSY311 or the equivalent.

PSY 321 - Abnormal Psychology (3)

This course serves as an introduction to psychopathology in adults and children. Students will be introduced to the classification used by psychologists, the Diagnostic Statistical Manual. Disorders such as anxiety disorders, mood disorders, schizophrenia, cognitive disorders, personality disorders and sexual and gender dysphoria will be covered. Historical background, causes, and some treatment approaches will also be included.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 324 - Cognition (3)

This course will provide an overview of various components of human cognition, including learning, memory, perception, and higher-level functions. In addition, this course will introduce experimental techniques used to advance our understanding of human cognition.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 325 - Sports Psychology (3)

This course is designed to help students learn and apply practical as well as theoretical information as it relates to the psychology of sport. Some of the psychological principles that will be explored this semester include personality types, stress, motivation, goalsetting, leadership, and imagery. Various mental training skills that can enhance one's athletic performance will also be covered.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 331 - Statistics for Behavioral Sciences (3)

This course covers an introduction to statistical procedures for psychological research. Topics include distributions and graphs, measures of central tendency and variation, z-scores, probability, hypothesis testing, t-tests, Anova, correlation and regression, and Chi square. Students are introduced to the use of SPSS (or a similar program) for analysis and interpretation of data.

Prerequisite: PSY 101 and MAT 013 or GSR 104 or the equivalent: or permission of the instructor.

PSY 332 - Research Methods for the Behavioral Sciences (3)

This course covers an introduction research methods. Topics include developing research question, ethical issues in research, reliability and validity, describing variables, using tables and graphs, experimental and non-experimental designs, and APA style. The students will read research reports, design and conduct a research project, use statistical procedures and SPSS (or a similar program) introduced in PSY 331 for analysis and interpretation of their data and will write up the results using APA style.

Prerequisite: A minimum grade of C in PSY 331.

PSY 341 - Research Design and Analysis I (3)

This course covers an introduction to research methods and statistical procedures for psychology. Topics include developing research question, ethical issues in research, reliability and validity, describing variables, distributions and graphs, measures of central tendency and variation, z-scores, and probability. Students will read and evaluate psychological research and will collect and analyze psychological data.

Prerequisite: PSY 101 and GSR 104 or the equivalent; or permission of the instructor.

PSY 342 - Research Design and Analysis II (3)

This course builds on material introduced in PSY 341 to cover standard research methods and statistical procedures for psychology. Topics include experimental and nonexperimental designs, hypothesis testing, t-tests, ANOVA, correlation, and regression. Students will design and conduct a research project, use statistical procedures and SPSS for analysis and interpretation of their data and will write up the results using APA style.

Prerequisite: A minimum grade of C in PSY 341.

PSY 350 - Internship Seminar (3)

The course will prepare students for internship experiences related to health and human services. Topics covered include general issues in fieldwork in health and human services, agency systems and policies, general foundations of the helping process, diversity issues, ethical and legal issues, interpersonal and professional relationships, applications of disciplinary content knowledge in applied settings, resume construction for internship applications, interviews with professionals in the field of health and human services and orientation to the internship.

Prerequisite: Psychology major or minor.

PSY 358 - Social Psychology (3)

This course examines the influence of groups on the behavior of the individual both within US culture and across other world cultures. Both theoretical and experimental approaches are presented. Topics include altruism, aggression, health, attitudes, personal space, jury behavior, prejudice, conformity, and environmental issues.

Prerequisite: C or better in PSY 210 or PSY 311.

PSY 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PSY 411 - Psychology of Personality (3)

A study of human personality from the standpoint of factors and influences that shape its development. Consideration will be given to current explanatory theories, current research approaches, and exemplary personality tests.

Prerequisite: C or better in PSY101 or Psychology major or minor.

PSY 424 - Neuropsychology (3)

The study of neurological and physiological processes that affect behavior, emotions, thinking, perception, and learning. The course will indicate how psychological factors are related to neuroanatomy and neurophysiology.

Prerequisite: BIO 105 and PSY 101.

PSY 434 - Methods of Therapy Emotional Disturbance (3)

This course will involve discussions of the various techniques of therapy used with people with emotional problems. Topics will include the case history interview, professional ethics in therapy, behavior modification, eclectic therapy, psychosurgery, encounter groups, the school as a therapeutic community.

Prerequisite: C or better in PSY 321.

PSY 441 - Learning Theories and Applications (3)

The major principles and theories of learning will be introduced and explained from a historical perspective to show how experimental research and theories in this area have evolved to the present time. The course will emphasize the applications of learning research to education and educational technology.

Prerequisite: PSY 101 and senior standing or permission of the instructor.

PSY 447 - Psychological Tests and Measurements (3)

A survey of the construction, content, uses, abuses, and problems of psychological tests. Students will be exposed to a wide variety of tests including intelligence, achievement, interest, aptitude, and personality. In addition, students will practice writing essay and objective test questions.

Prerequisite: PSY 321 and 331.

PSY 448 - Psycholinguistics (3)

This course covers the scientific study of language and how humans process and use language. This course explores the research on acquisition of language by children, the relationship between language and thought, and the biological basis of language. An introduction to the linguistics of signed and spoken languages is covered in this course in order to distinguish the role of speech, language, and human communication. Some of the topics covered in this course include language acquisition, perception, production, comprehension, and the cognitive impact of language use.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 451 - Internship I (3-6)

A one semester psychology internship in which the student works 10-15 or more hours per week in an applied psychological setting such as a mental health program or an educational setting under the supervision and guidance of the psychology course instructor and on-site mental health professionals in the field.

Prerequisite: Psychology major or minor, PSY 350, and permission of the instructor.

PSY 452 - Internship II (3-6)

This course is an additional, follow-up psychology internship for students who have successfully completed PSY 451 Internship I. The student works 10-15 or more hours per week in an applied psychological setting such as a mental health program or an educational setting under the supervision and guidance of the psychology course instructor and on-site mental health professionals in the field.

Prerequisite: PSY 451 and permission of the instructor.

PSY 453 - Internship III (3-6)

A one semester, advanced psychology internship in which the student works 10-20 or more hours per week (fall and spring semesters: 10 hours or more; summer session: 20 hours or more) in a variety of human services, research, psycho-educational, or professional association settings under the supervision of on-site professionals and with guidance and supervision from the psychology course instructor. Additionally, students are required to formally tie advanced psychological theories to current internship placement issues in a written format.

Prerequisite: PSY 452; permission of the instructor.

PSY 456 - Gender Psychology (3)

This course provides an overview of topics on sex and gender from a psychological perspective. The course provides a review of the empirical research and conceptual discussions surrounding gender and examines the implications of gender on relationships and health. Topics covered in this course include gender research, gender-role attitudes, sex differences, gender theory, and how gender influences and informs a variety of psychological issues. Emphasis is also given to the role of culture on psychology and gender.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 457 - Psychology of Human Sexuality (3)

A course on the developmental aspects of human sexuality in the context of human relationships. The course will include the social and learned influences on the development of gender identity and sexual orientation, a review of the anatomy and physiology of the reproductive system, human sexual response, modes of sexual expression, values clarification, sexual responsibility, human sexual dysfunction, and sexual adjustment during pregnancy, illness, and aging.

Prerequisite: C or better in PSY 101 or Psychology major or minor.

PSY 460 - Multicultural Psychology (3)

This course explores the concepts of race, ethnicity, and culture as they pertain to the study of psychology. We will make use of social, cognitive, and developmental psychological theories to explore what it means to live in a multicultural society. We will evaluate the construct of race, how children and adults come to make sense of race, and what utility it has for psychologists. We will examine how culture shapes our values, worldviews, and the ways we communicate with one another. We will examine how and why individuals stereotype, how stereotypes affect behavior, and how privilege and discrimination shape the lived experiences of racial and ethnic minorities as well as members of dominant groups. We will also examine the intersection of multiple social identities (e.g. what does it mean to be a Latina, lesbian woman.)

Prerequisite: PSY 358.

PSY 486 - Senior Capstone: Current Issues in Psychology (3)

This capstone course in Psychology is designed for students in their senior year. The course will help students integrate their knowledge and apply the skills they have acquired in the program to think critically about important issues in psychology and society. It is also designed to help students use their undergraduate training and 13 experiences to understand personal issues and formulate career goals and directions. Content will vary from term to term depending on what topics are of current interest at the time. The capstone will include papers, presentations, and preparation of a research project.

Prerequisite: Senior standing.

PSY 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

PSY 499 - Independent Study (1-3)

Under supervision of a faculty member, a student will prepare a paper on a special topic or conduct a research project involving the collection of data and preparation of a report.

Prerequisite: Senior standing and permission of the instructor.

REL - Religion

REL 150 - Introduction to Interfaith Studies (3)

An introduction to the field of interfaith studies that focuses on the relationship between religion, spirituality, and non-religious worldviews, and the social construction of culture, power, gender, belief, ritual, and sacred texts. This course will also address various theories and strategies for social engagement in a pluralistic society, where one lives and works alongside people of a variety of orientations to the idea of religion.

REL 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

REL 201 - World Religions (3)

A survey of major religious and spiritual practices that influence global cross-cultural interactions. Judaism, Christianity, Islam, Taoism, Confucianism, Hinduism, Buddhism, Orisha Religions, and American Indian Spirituality are examined through historical and sociocultural lenses. This course will increase student

understanding and appreciation of the contributions and complications of religion in human experience through the consideration of ethical case studies in world religions.

REL 202 - Sacred Texts (3)

A comparative survey of the sacred texts of Judaism, Christianity, Islam, Hinduism, Buddhism, and Chinese Religions. Includes an examination of historical, doctrinal, and contemporary perspectives on these texts

REL 210 - Religion and Literature (3)

A study of the religious elements of various kinds of contemporary literature, including drama, poetry, essays, inspirational writing, and the novel. Students will be expected both to analyze the literature they read and to think about it from their own point of view.

REL 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

REL 310 - American Indian Spirituality and Worldviews (3)

A general introduction to American Indian spiritual worldviews with attention given to practices of specific nations in North, Central, and South America. This course surveys what is shared by native peoples with those outside of their tribe and aims to cultivate respect for the ownership, practice, and control indigenous people have of their spiritual traditions. Particular attention is given to the impact of European contact with American Indian nations and the continued struggle for American Indian sovereignty. Visits to the National Museum of the American Indian and other experiential learning activities are incorporated into this class, with the assistance of native peoples, to better understand their experience and worldviews.

REL 320 - Religions in Africa (3)

An overview of historical and contemporary African religions inclusive of a variety of practices indigenous to specific ethnicities as well as enculturated forms of African Christianity and Islam. Attention is given to the impact of colonialism and how the variegated religious practices of the worldwide African diaspora are influenced by African Religious worldviews.

REL 330 - Black Religions in the Americas (3)

This course will examine the historical and contemporary cultural expressions of the religions of Black diaspora communities in the Americas. The nature of Africana Religions, their adaptation and expression in North America, South America, and the Caribbean will be discussed. African-American conjure traditions, the emergence and role of African-American led churches and African-American expressions of Islam from the time of enslavement to today will be explored. The course will also examine historical contemporary manifestations of Black spirituality in popular culture and the Deaf community, as part of our practice of listening and learning from Black voices.

REL 355 - Religion in American Society (3)

Exploration of issues of religion that are unique to the American experience, including: historical and contemporary religious pluralism; uniquely American sects such as the Shaker, Amish, and Mormon traditions; and the rise of secular humanism, atheism, and "spiritual but not religious" in American society. This course will also give attention to the ethical evaluation of the contributions and complications of religious and spiritual groups.

REL 360 - Interfaith Intersections (3)

Religious, spiritual, and non-religious diversity is a fact, but cooperation between people of different orientations to the idea of religion requires work to achieve. This class challenges you to develop better intersectional awareness of interfaith understanding in relation to other social justice issues in our world. This is achieved through reading, discussions, and interaction with resources in the DC community, as well as reflective and analytical writing and ASL expression. You will also learn the leading theories of how to build understanding and cooperation and become a change maker in your community.

REL 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

REL 410 - Mysticisms (3)

Exploration of mysticism in historical and contemporary perspectives. Includes an overview of the mystical branches of major world religious traditions as well as other forms of mysticism including tribal mysticism, nature mysticism, and spiritualist traditions.

REL 420 - Buddha, Jesus, Muhammad (3)

A comparative study of the life and teachings of Jesus, Muhammad, and the Buddha. Historical research into the lives of these religious figures will be compared with traditional and contemporary views held by adherents of Buddhism, Christianity, and Islam.

REL 430 - Liberation Theologies (3)

This course examines the development of Liberation Theology in various cultural contexts. Liberation theologies are largely expressions of Christian faith and thought, aimed at addressing the dynamics of oppression and liberation in a society. The intersection of faith and action is examined with an emphasis on how faith resources can mobilize communities of care that advocate for and enact equitable and just ways of living together. This course will examine the origins of Liberation Theology and its continuance in Latin America and Black communities of the United States and South Africa. We will then examine how Liberation Theology has been conceived and practiced in Deaf communities in England and the United States. Then we conclude with a look at how American Indian Liberation Theology has been articulated in the struggle for sovereignty.

REL 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

REL 499 - Independent Study (1-3)

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

Prerequisite: Permission of the department chair.

RMI - Risk Management and Insurance

RMI 195 - Special Topics (1-5)

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

RMI 201 - Introduction to Risk Management and Insurance (3)

This course starts with a broad overview of ways to manage risk, and the approach taken by insurance companies to contain these risks. The nature of the insurance contract, the various types of insurance, and their routine components are examined. The use of insurance as a solution for business problems is also explored. Because most employee group benefits are insurance related, those components of a benefit plan are a focal point of the course. Topics such as insurer solvency and profitability, insurance regulation, insurance contracts, and loss exposures mainly in the area of property and liability insurance will be covered.

RMI 206 - Emerging Risks (3)

This course is designed to give greater in-depth coverage to those emerging risk management and insurance topics that are not covered in other risk management classes. Topics included will be a multiple of emerging risks. Risk Management is not just about managing risks in the present or understanding the risks from the past. The “new” risk management in a digital world is about anticipating future risks to be certain we will be in a position to deal effectively with them. The challenge is that these risks may only reveal themselves in full to future generations. The key is to study them now and plan for the future. The future of risk management will rest in the knowledge, technology, creativity, and an action plan on how to manage these risks. There are also many questions. Here are a few: How will insurance companies respond to these new risks? Will there be new insurance products? How will the actuaries price these new products? Will the insurance industry understand these risks? How will the current insurance policies respond to a loss from an emerging risk? Who will be held liable?

Prerequisite: RMI 201.

RMI 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

RMI 301 - Property and Casualty Insurance (3)

This course will look at current issues in the Property/Casualty insurance industry. Basic principles, functions and uses of property & casualty insurance; types of policy contracts; calculation of premiums reserves; organization management; supervision of companies.

Prerequisite: RMI 201, Business Department majors only, or permission from the Business department.

RMI 305 - Life Insurance (3)

Primary course focus is on evaluating life insurance policies. The nature and importance of life insurance within the individual and business perspective and techniques for evaluating life insurance contracts will be covered. Whole Life, Term Life and Key Person Life Insurance will be analyzed. Cost/benefit analysis of various types of life insurance, both individual and business will be addressed.

Prerequisite: RMI 201, Business Department majors only, or permission from the Business department.

RMI 310 - Insurance Company Operations (3)

The course covers off-shore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies, and use of derivatives in risk management.

Prerequisite: RMI 201, Business Department majors only, or permission from the Business department.

RMI 315 - Underwriting (3)

This course covers property and casualty underwriting through the principles of underwriting; strategic underwriting techniques; the insurance production environment; and insurance agency management tools and processes. Students will learn to assess whether to accept insurance risks (or groups of risks) and at what price.

Prerequisite: RMI 301, RMI 310; Business Department majors only, or permission from the Business department.

RMI 395 - Special Topics [Topic to be specified] (1-5)

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

RMI 401 - Topics in Risk Management and Insurance (3)

This course is designed to give greater coverage to those risk management and insurance topics that are not covered in great detail in other courses. Such as risk assessment and mapping, emerging risks, insurance markets, risk transfer and risk financing, insurance economics, catastrophe risks, Social Security, Public health Insurance, and international risk issues.

Prerequisite: RMI 301, RMI 310, RMI 315; Business Department majors only, or permission from the Business department.

RMI 410 - Enterprise Risk Management (3)

Enterprise Risk Management comprehensively addresses all risks faced by an organization - pure risk, speculative financial risks, strategic risks, operational risks and other risks. This course is designed to apply the theories and techniques in the process of planning, organizing, leading and controlling the activities of an organization to minimize risks. It also provides an overview of risk management and insurance markets and products that can be used to help manage the organization's risk. In addition, several valuation and risk management tools and models designed to measure and manage risk will be introduced and discussed.

Prerequisite: BUS 351, RMI 301, 310, and 315; or permission of instructor.

RMI 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

RMI 499 - Independent Study (1-3)

Reading, research, discussion, laboratory work or other project according to the interests and/or needs of the students.

SGS - Sexuality and Gender Studies

SGS 501U - 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 504U - 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 505U - 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.

Prerequisite: VEE 101, ENG 102, ASL 125, and VEE 150.

SGS 511U - 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 512U - 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 513U - 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 520U - 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 530U - 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 595U - Special Topics (1-5)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

SOC - Sociology

SOC 101 - Introduction to Sociology (3)

Sociology attempts to understand how societies function. The course explores how social forces influence our lives and our chances for success. It also examines social groups, the relationships among social groups, and the ways groups get and maintain power.

Prerequisite: ENG 102 or the equivalent.

SOC 150 - Saloshin Justice Seminar (3)

This course is an experiential seminar. Students learn about the criminal justice system through a combination of weekly field trips, discussions with guest lecturers, and classroom discussions. Highly recommended as a first course in criminology for students who are considering working in the criminal justice system, as well as for students who would just like an insider"s view of police departments, courts, and correctional institutions in the United States.

Prerequisite: Permission of the instructor.

SOC 151 - Introduction to the Criminal Justice System (3)

The course will examine each of the different parts of the American criminal justice system (policing, courts, and corrections), the procedural laws governing the system, and the ways the various parts of the system are interrelated and interdependent. The interaction between the Deaf community and the criminal justice system will be used as a special case, and students will learn about their rights as deaf individuals and how to protect those rights.

Prerequisite: GSR 102 or the equivalent.

SOC 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SOC 210 - Sociology of Death and Dying (3)

While our responses to death and dying would seem to be very personal and therefore individually determined, they are, in fact, greatly influenced by the beliefs of society. Therefore, this course will not only examine the physiology of death and dying, but will primarily emphasize the sociology of death and dying. Focus will be on social factors related to causes of death and routines and rituals related to dying, death, funeral and burial practices, and grieving.

SOC 211 - Race and Ethnic Relations (3)

A study of racial and ethnic relations in the United States. The course focuses on the characteristics of various American racial and ethnic groups, some of the causes of racial/ethnic group oppression, and racial/ethnic group responses to oppression.

SOC 225 - Sociology of Deafness and Deaf People (3)

A survey of selected sociological topics related to deafness and deaf people. Socialization, education, inequality, diversity, and disability-related issues are among the topics discussed in this course.

SOC 243 - Sociology of Deviance (3)

This course examines the social construction of deviance. That is, it examines how society makes rules for behavior, how those rules change over time, and who tends to benefit (and who tends to be limited) because of society's rules. The question of whether deviance is "good" or "bad" for society will also be examined. Finally, the course will consider what happens to people who break society's rules, both in terms of how society views rule-breakers and how they view themselves.

SOC 250 - Gender and Society (3)

This introductory course explains sociological perspectives on gender. Focusing on American experiences with gender, the course covers gender socialization, gender roles, and gender inequality. This course also addresses "nature vs. nurture" debates, which seek to understand to what extend gender roles are formed by biology or society.

Prerequisite: Permission of the instructor.

SOC 268 - Cultural Anthropology (3)

A study of the problems of human origin, the nature of race, the social structure of preliterate societies, and the development of social institutions.

SOC 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: SOC 101.

SOC 313 - Work and Globalization (3)

This course examines how work is related to societal and technological changes. Topics include long-term trends in the nature of work and the differences in work among major segments of the labor force, including differences by race, gender and disability. The course also examines how globalization is affecting work and workers in the United States as well as in selected other countries.

SOC 318 - Medical Sociology (3)

The course considers social structure, cultural, and demographic components of physical and mental illness. Stages of illness behavior, from prevalence of symptoms and recognition of them to recovery or death, will be identified, and the social and cultural determinants of each stage will be discussed. The health care system and problems in health care delivery will be considered.

Prerequisite: SOC 101.

SOC 334 - Introduction to Methods of Social Research (3)

Problems of research planning; collection, analysis, and presentation of research data. Significant studies from various fields of sociology and related disciplines exemplifying different research approaches will be analyzed.

Prerequisite: SOC 101.

SOC 351 - Juvenile Delinquency (3)

This course examines how society treats young people who break the law, the social causes of juvenile delinquency, and rates of juvenile delinquency.

SOC 375 - Statistics I (3)

An introduction to descriptive statistics and methods of organizing, presenting, and interpreting data. Covers measures of central tendency, measures of association for two variables, and some multivariate analyses. Includes computer analysis of real data.

Prerequisite: MAT 045 or the equivalent, SOC 334 or permission of the instructor.

SOC 376 - Statistics II (3)

Covers inferential statistics, hypothesis testing, and advanced topics in data analysis. Includes computer analysis of real data and emphasizes appropriate usage, presentation, and interpretation of results.

Prerequisite: SOC 375.

SOC 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SOC 405 - Current Issues in Criminology [Topic to be specified] (3)

This course will examine a specific issue that poses current problems in the criminal justice system. Examples include: the exploding prison population, the challenges of policing post-9/11, and deaf people in the criminal justice system. This course may be repeated as topics change.

Prerequisite: SOC 101.

SOC 407 - Social Problems (3)

This course will analyze the causes and consequences of major social problems of our time. Applying sociological theories, problems such as group conflict, family disorganization. poverty, violence, and hunger are examined.

SOC 423 - Social Theory (3)

This course will cover major sociological and criminological theories, both from classical and contemporary writers. It will then consider whether these theories can help us better understand controversial social situations, such as union organizing, the pro-choice/pro-live movement, and gang rape.

Prerequisite: SOC 101 and two additional sociology courses.

SOC 436 - Social Inequality: Race, Class and Gender (3)

A study of gender and social class inequality. The course emphasizes theoretical and conceptual issues related to inequality, characteristics of various social stratification systems, and minority group responses to social inequality.

Prerequisite: SOC 101.

SOC 450 - Internship Seminar with Field Experience (4)

Students will apply knowledge and skills gained in the classroom to an internship in a site agreed upon with the internship professor. For four credits, the student will work 120 hours in the internship and attend a 1-hour class weekly. Students will be required to complete reading assignments and write papers applying the concepts and ideas in the readings and classroom sessions to their workplaces. This course is offered during the fall semester only. Students must have confirmation of an internship placement that starts by the first Friday of the semester.

Prerequisite: Permission of the instructor.

Co-requisite: SOC 491.

SOC 491 - Senior Capstone Seminar I (3)

This course is designed to encourage students to integrate previous course-work into a conception of sociology as an approach to inquiry and a useful tool. This is the first half of a year-long course. Students will develop a topic, discuss relevant theories, do a literature review, and write a brief proposal which includes discussion of hypotheses, variables, methods, and sampling techniques.

Prerequisite: SOC 334, 375, and 423.

SOC 492 - Senior Capstone Seminar II (3)

This course continues the work of SOC 491. Students will collect data, do qualitative and quantitative analyses, and write a project report. Students will also present their results to their classmates.

Prerequisite: SOC 491.

SOC 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: SOC 101.

SOC 499 - Independent Study (1-3)

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

Prerequisite: Senior standing in the department.

SPA - Spanish

SPA 111 - Basic Spanish I (4)

This is the first part of a two-semester course sequence. This course combines an intensive study of the principles of grammar and usage of the language with basic vocabulary building, reading, composition, and translation of elementary texts. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Students will also be exposed to aspects of the target culture(s), including information on Deaf communities abroad. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the on-line component.

SPA 112 - Basic Spanish II (4)

This is the second part of a two-semester course sequence. This course builds on the basic communicative skills developed in Spanish 111. It combines an intensive study of the principles of grammar and usage of the language, vocabulary building, reading, composition, and translation at the novice-mid/novice-high level. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL. Students will also be exposed to aspects of the target culture(s), including information on Deaf communities abroad. When offered face to face, the course has four hours of classroom instruction plus an additional, required weekly hour in the department's Learning Laboratory. When offered on-line or as hybrid, the lab hour is part of the online component.

Prerequisite: SPA111 and permission of the department after passing the placement test for Spanish 111. Permission of the department is also needed if more than two semesters have elapsed since enrollment in SPA111.

SPA 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SPA 211 - Reading in Spanish (3)

This is one of two courses in the second year Spanish sequence. The main focus of this course is reading. The students will build on their knowledge of Spanish grammar, vocabulary, and culture through the reading of Spanish literary and non-literary texts of graded difficulty. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL.

Prerequisite: SPA 112.

SPA 212 - Spanish Through Film (3)

Students will apply the knowledge of vocabulary and syntax acquired in Basic Spanish to a variety of printed, Web-based texts, or captioned films. Readings and films will be chosen for their cultural value, interest, and accessibility. Grammar and composition will be practiced within the context of the selected reading and film materials.

Prerequisite: SPA 112.

SPA 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SPA 311 - Advanced Spanish I (3)

Composition and readings.

Prerequisite: SPA 211 and 212; or the equivalent.

SPA 312 - Spanish Through Short Fiction (3)

This is an advanced Spanish grammar and composition course. The students will acquire knowledge of advanced grammatical structures through the analysis of original contemporary Spanish and Latin American literary short fiction. A contrastive grammar approach will be incorporated, drawing upon elements of English and ASL.

Prerequisite: SPA 311.

SPA 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SPA 403 - Spanish Literature to 1700 (3)

A survey of Spanish literature from the 12th century through the Golden Age.

Prerequisite: SPA 312 or the equivalent.

SPA 406 - Contemporary Spanish and Latin American Literature (3)

This course covers a survey of contemporary Spanish and Latin American Literature in the target language.

Prerequisite: SPA 312 or the equivalent.

SPA 407 - Exploring Latinx Heritage through Literature and Media (3)

This advanced Spanish course provides a forum for Latinx heritage students to explore, analyze, and compare aspects of their own intersectionalities and experiences through the production of the students' own narratives and media and through the analysis of Spanish and bilingual Spanish-English literature and media by Latinx authors/film makers.

Prerequisite: SPA 312 or permission of the instructor.

SPA 437 - Contemporary Latin American Society (3)

A survey of important aspects of Latin American society today, dealing with the major political, economic, and social structures of the various countries and areas and their impact on the everyday life of the people.

Prerequisite: SPA 312 or the equivalent.

SPA 438 - Spanish Civilization (3)

An introduction to the history, geography, art, and literature of Spain.

Prerequisite: SPA 312 or the equivalent.

SPA 439 - Mexican Civilization (3)

This course offers an introduction to the general trends of Mexican civilization and culture. The course surveys historical, economic, political and artistic developments of Mexico from pre-Columbian times to the present.

Prerequisite: SPA 312 or the equivalent.

SPA 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SPA 499 - Independent Study (1-3)

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

Prerequisite: Permission of the department.

STM-Science-Technology-Mathematics

STM 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

STM 403 - Senior Capstone (3)

This course is for STM majors who are in their last year of the program. Students will produce two major products: (1) a grant proposal to a national or private agency and (2)interdisciplinary group project. In addition, students will discuss future career plans, examine contributions of different deaf scientists to science, and engage in discussions on science ethics and science literacy.

Prerequisite: Permission of the instructor and senior standing.

SWK - Social Work

SWK 195 - Special Topics (1-5)

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

SWK 201 - Social Work Practice and AIDS (3)

This course is an elective that examines topics related to understanding the psychosocial issues associated with HIV/AIDS and the various roles human service professionals assume for the delivery of services. The course provides an opportunity for students to explore personal and societal values related to HIV/AIDS and to gain a beginning knowledge of the types of assistance available to persons living with the illness. Particular attention is given to the impact of HIV/AIDS upon families and care givers in the context of coping strategies and the human service delivery system's response to their needs.

Prerequisite: Sophomore standing.

SWK 202 - Adoptive Family Systems (3)

The course explores the strengths and challenges of adoptive family life from a systems perspective and introduces current theory and research that informs social work practice in the field of adoption. The course addresses from a developmental perspective the life long impact of adoption on the adoption triad: birth parents, adoptive parents, and adopted children. Topics discussed include emotional processes involved with infertility and the decision to adopt, adoption and developmental stages, issues related to open adoption, and transracial adoptions.

Prerequisite: Sophomore standing.

SWK 203 - Introduction to Social Work (3)

This course is an introduction to the profession of social work. It is the required first course for social work majors and is also open to students exploring the field of social work as a possible career. The course traces the historical development of the social work profession within the context of the social welfare system, introduces the generalist model of social work practice, surveys the major field of practice and populations served by social workers, and addresses the role of evaluation and research in the profession. Guest speakers from the community and field trips to community agencies provide exposure to programs and services and the roles of social workers.

SWK 265 - Child Welfare (3)

This course introduces the student to the fields of child welfare with an emphasis on child maltreatment. It looks at child abuse and neglect in all its forms (physical, sexual, emotional) in an ecological context (individual, familial, social, and cultural forces that interact with one another to cause abuse). Students are introduced to the historical context of child maltreatment, the current social policies that are in place that affect the protection of children, and the role of the social worker in child protection. Also covered are the procedures for child abuse investigation and reporting, interviewing the child and family, and the role of the court system. Controversial issues and opposing viewpoints are considered such as imprisonment of abusers, effectiveness of prevention programs, foster care, and proposed policy changes designed to reduce violence and harm to children.

Prerequisite: Sophomore standing.

SWK 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SWK 304 - Social Welfare Policy (3)

This course explores the history and values of the social work profession in relation to the development of the social welfare system as well as traditional American values involved in the evolution of the current system. It also considers various conceptions of social welfare, their application in social welfare programs, and their implications in practice. Issues and policies that affect diverse populations who have experienced oppression and discrimination are examined.

Prerequisite: SWK 203 and GOV 110. Corequisite: SWK 307 and 335.

SWK 307 - Human Behavior and the Social Environment I: Micro (3)

The course examines human behavior from conception through very old age. Throughout the course, the physical, intellectual, social, and emotional growth of individuals and families (micro systems) are studied. Each aspect of development is examined in the context of the environment's influence upon optimal growth. Additionally, attention is given to the interplay among culture, socioeconomic status, and ethnicity upon human behavior through the life course.

Prerequisite: Sophomore standing or permission of the department.

SWK 308 - Human Behavior and the Social Environment II: Macro (3)

The course explores human behavior in communities, organizations and groups (macro systems). An overarching ecosystems perspective is emphasized for understanding how each macro system can enhance people's optimal health and well-being. Aspects of diversity are incorporated throughout the course in the form of issues that affect human behavior. Throughout the course, content about the macro social environment is directly related to generalist social work practice using case material.

Prerequisite: SWK 307; Sophomore standing or permission of the department.

SWK 318 - Human Diversity (3)

This course provides students an opportunity for examination of personal attitudes, stereotypes, biases, and misconceptions that affect ethnic-competent professional practice. Attention is given to increasing students' knowledge, understanding, appreciation, and sensitivity to diversity, oppression, and racism, and the implications of each for social work and other human services. While the course addresses the cognitive and conceptual aspects of learning, primary emphasis is on the affective process. In addition to learning about racism, discrimination, power/powerlessness, and ethnocentrism, students participate in experiential groups and role play. These exercises provide opportunities to explore new ways of thinking, feeling, and responding to people who experience discrimination or oppression because of their race, ethnic background, gender, age, disability, or sexual orientation, or because they are deaf or hard of hearing.

Prerequisite: Junior standing.

SWK 330 - Professional Communication for Social Workers (3)

This three-credit course is designed for students and professionals to improve their written and ASL communication skills within the field of social work. Students in the course will learn strategies for improving their writing and academic ASL through experiential learning. The course will cover a variety of communication topics in areas such as human behavior in the social environment, social work practice, social policy, and research. Students will learn strategies for writing agency-based reports, such as case studies, focus group reports, grant writing, and professional letters and communicating the information in some of these reports using professional academic ASL skills.

Prerequisite: Students are expected to have a strong foundation of three areas: English, ASL, and Social Work Practice before taking this course. ENG 102, ASL 125, SWK 203, & SWK 318.

SWK 335 - Social Work Practice I: Individuals (3)

This is the first course in the social work practice sequence and emphasizes the generalist model as the framework for all social work practice using a problem-solving approach. A major focus of the course is on the development of skills for practice with individuals within the context of social work values and ethics. Cross-cultural considerations and other differences between social worker and client are addressed throughout the semester. The course includes a weekly lab that provides opportunities for learning interviewing skills through the use of videotapes and role play.

Prerequisite: SWK 203, open to social work majors only.

Co-requisite: SWK 307.

SWK 337 - Social Work Practice II: Case Management (3)

Case Management is a required course in the practice sequence. It introduces students to case management and the various methods of intervention used with the process. Among the case management processes discussed are assessment, intake interviews, and documentation. Specialized practice skills used by case managers are also discussed. Students are taught methods for determining benefit eligibility, learn the rules and principles for referral making, and acquire knowledge related to the major income and maintenance and support programs. Ethical and legal issues surrounding case management in the context of client autonomy, informed consent, and confidentiality are discussed and applied to case material. The course includes a pre-field experience that requires weekly visits to a human services organization for the purpose of observing the case management process. The course is open to social work majors only.

Prerequisite: Grade of C or better in SWK 335, Social Work majors only or with permission.

Co-requisite: SWK 308.

SWK 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SWK 406 - Assessment and Intervention Strategies with Diverse Populations (3)

The goal of this course is for social work students to enhance their assessment and intervention knowledge, value base, and skills in order to more effectively work with a variety of client groups. The course is designed to focus on different populations each week. Students are taught knowledge, values, and skills related to specific assessment and intervention techniques that have been found to be most effective with each client group. Some examples of the wide range of diverse populations covered are working with: children with cancer, adults with Autism Spectrum Disorder, working with gangaffiliated youth, victims of bullying, suicide and military personnel, adolescents in juvenile detention, adolescent victims of sexual assault, and adults with gambling disorders.

Prerequisite: SWK 203, 307, and 335.

Outcomes
COMPETENCY 1: Demonstrate Ethical and Professional Behavior
COMPETENCY 2: Engage Diversity and Difference in Practice
COMPETENCY 5: Engage in Policy Practice
COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities
COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

SWK 436 - Social Work Practice III: Families and Groups (3)

This course focuses on the development of knowledge and skills for social work practice with families and groups. Particular attention is given to families in which one or more members is deaf or hard of hearing, to other minority families, and to practice issues with groups of deaf people and groups of other minority people.

Prerequisite: Grade of C or better in SWK 335 and 337, Social Work majors only or with permission.

Co-requisite: SWK 441 and 484.

SWK 441 - Quantitative Research Methods in Social Work (3)

The course focuses on quantitative research methods that is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work practice. This course provides an overview of research and evaluation procedures in social work, deepening and expanding concepts and skills to evaluate client system progress and program effectiveness with ethical considerations. Students systematically monitor and evaluate types of quantitative designs including single-system design, survey research, and program evaluation. Students critically analyze and interpret the quantitative

data and results by using appropriate statistical analysis as well as evaluating the strengths and limitations of research designs and discussing how the data and results can be used for the implications of future research studies, practices, programs, or policy.

Prerequisite: SWK 307, 308, 335, and 337.

Co-requisite: SWK 436 and 484.

SWK 442 - Qualitative Research Methods in Social Work (3)

The course focuses on qualitative research methods that is a required part of the foundation curriculum that provides social work students with generalist skills needed in the social work practice. This course provides an overview of research and evaluation procedures in social work, deepening and expanding concepts and skills to evaluate client system progress and program effectiveness with ethical considerations. Students systematically monitor and evaluate types of qualitative designs including individual interviews, focus groups, observations, and ethnographic case studies. Students critically analyze and interpret the qualitative data and results by using appropriate statistical analysis as well as evaluating the strengths and limitations of research designs and discussing how the data and results can be used for the implications of future research studies, practices, programs, or policy.

Prerequisite: SWK 441.

Co-requisite: SWK 482, 486, and 494.

SWK 482 - Social Work Practice IV: Organizations and Communities (3)

This course focuses on the development of skills for planned change in organizations and communities. The problem-solving process learned in previous social work practice courses is applied to problem analysis, goal formulation, and implementation of change within organizations and communities. Field practicum agencies, human service organizations, and other programs and services in the community are assessed, needs and problems are identified, and strategies for planned change are developed. Specific attention is given to strategies for change that will benefit traditionally underserved populations such as deaf and hard of hearing people, racial and ethnic minorities, women, people with disabilities, gays and lesbians, and older people.

Prerequisite: Grade of C or better in SWK 436.

Co-requisite: SWK 442, 486, and 494.

SWK 484 - Social Work Practicum I: Internship (4)

This course is part of a sequence with SWK 486. Each semester students have approximately 225 hours of practicum. They spend 16 hours per week within a practicum agency carefully selected to provide professionally supervised experiences and opportunities to develop skills for generalist social work practice working with individuals, families, groups, organizations, and communities.

Prerequisite: Grade of C or better in SWK 335 and 337.

Co-requisite: SWK 436 and permission of the department.

SWK 485 - 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, roleplay and case study review.

Prerequisite: Permission of the instructor.

Co-requisite: SWK 484.

Outcomes

Council on Social Work Education (CSWE) Competencies & Generalist Behaviors- Education Policy and Accreditation Standards (EPAS, 2015) The Council on Social Work Education (CSWE) identifies 9 competencies and 31 generalist behaviors which guide the competency-based curriculum for accredited programs. Competencies and practice behaviors are measurable and made up of specific knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. Below are the BSW Program's competencies and linked generalist behaviors that apply to this course: 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. GB1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context; GB2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; GB3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; GB4 use technology ethically and appropriately to facilitate practice outcomes; GB5 use supervision and consultation to guide professional judgment and behavior 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. GB6 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; GB7 present themselves as learners and engage clients and constituencies as experts of their own experiences; GB8 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 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. GB19 collect and organize data, and apply critical thing to interpret information from clients and constituencies; GB20 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; GB21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; GB22 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 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. GB28 select and use appropriate methods for evaluation of outcomes; GB29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; GB30 critically analyze, monitor, and evaluate intervention and program processes and outcomes; GB31 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SWK 486 - Social Work Practicum II: Internship (4)

This is the second semester course following SWK 484; students remain in the same practicum agency to ensure that there is sufficient time to develop plans and implement interventions at all levels in the attainment of skills for generalist social work practice. There are again approximately 225 hours of internship.

Prerequisite: SWK 484; Grade of C or better in SWK 436.

SWK 487 - 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, roleplay and case study review.

Prerequisite: Permission of the instructor.

Co-requisite: SWK 486.

Outcomes

Council on Social Work Education (CSWE) Competencies & Generalist Behaviors- Education Policy and Accreditation Standards (EPAS, 2015) The Council on Social Work Education (CSWE) identifies 9 competencies and 31 generalist behaviors which guide the competency-based curriculum for accredited programs. Competencies and practice behaviors are measurable and made up of specific knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. Below are the BSW Program's competencies and linked generalist behaviors that apply to this course: 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. GB1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context; GB2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; GB3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; GB4 use technology ethically and appropriately to facilitate practice outcomes; GB5 use supervision and consultation to guide professional judgment and behavior. 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. GB6 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; GB7 present themselves as learners and engage clients and constituencies as experts of their own experiences; GB8 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 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

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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. GB28 select and use appropriate methods for evaluation of outcomes; GB29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; GB30 critically analyze, monitor, and evaluate intervention and program processes and outcomes; GB31 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SWK 494 - Senior Seminar (3)

This course taken in the final semester of the major focuses on furthering the process of integrating social work knowledge, values, and skills. Students draw upon and apply knowledge of generalist social work practice and the specific knowledge, values, and skills required for work with individuals, families, groups, organizations, and communities. The objective of this course is to enhance the students' ability to practice social work in the internship and to be prepared as beginning professional level generalist social workers upon completion of the program.

Prerequisite: Grade of C or better in SWK 436, 441 and 484.

Co-requisite: SWK 442, 482, and 486.

SWK 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

SWK 499 - Independent Study (1-3)

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

Prerequisite: Independent study form and permission of the department.

SWK 507U - 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 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: This section is designed for Undergraduate students.

THE - Theatre

THE 101 - Visual Gestural Communication (3)

A study of gestures as a form of communication and as a basis for visual language. Concentration on the ability to think in pictures and to develop expressive and receptive communication skills in gestures. This course develops artistic sign language translation skills and leads to better understanding of the basic structures of American Sign Language.

THE 110 - Introduction to Theatre (3)

The popularity of film, memes and viral videos, and streaming shows in this day and age overshadow the fact that theatre was among the earliest forms of popular entertainment and social media. As an enduring art rich in varying social contexts, theatre has always sought to engage, represent, and spotlight intersectional spectrums of communities and identities, and this course introduces students to the practice and power of theatre from page to stage. All areas of theatre and production will be explored, complemented by 1) a set of required lab hours outside class and 2) viewings of live performances and past performances via archival video links. Successful completion of this course is a requirement for declaring one's major/minor in Theatre Arts.

THE 195 - Special Topics (1-5)

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

THE 201 - Fundamentals of Body Movement (3)

This introductory course familiarizes students with theories of body movement and trains students in the use of physical space, rhythm, and balance for the purpose of creating mood and character through body movement within a theatrical context.

THE 250 - Dance and Fundamental Movement Activities (1)

Activities offered include dance and fundamental movement. Not more than six hours of credit in dance activities may be counted toward the requirements for a bachelor's degree.

THE 280 - Theatre Performance Workshop (3)

A workshop production is a type of theatrical performance, in which a play is presented, either in selected parts or as a whole, as a performance that does not include some aspects of a fully-staged production, such as set and costumes. As part of the Theatre and Dance program's transformation of its production practices, this course provides students interested in a play to be produced by the Theatre and Dance program the following semester the opportunity to explore, experiment, and participate in a series of workshopped scenes from the play. These scenes will serve as a preview and promotion for the play's fully-staged production the following semester, and students currently enrolled in this course will be prioritized if they choose to stay with their roles accordingly. A play's Fall Semester workshop will lead to its Spring Semester production, and a play's Spring Semester workshop will lead to its Fall Semester production.

This course may be taken as an elective by Theatre Arts majors and minors who have fulfilled the minimum 6-credit Practicum requirement; may be taken as a free elective by students who are not Theatre majors or minors; may be repeated without limit.

This semester, **[insert playwright and play]** is being workshopped, and students will have opportunities to contribute to the creative conceptualization of the play ahead of its full staging.

Outcomes

• Collaborate on the conceptualization and execution of next semester's full-staged production by undertaking preparatory and experimental work and rehearsal processes leading up to the workshopped performances of this production; • Contribute toward the conceptualization and execution of next semester's fully-staged production by undertaking preparatory and experimental work and rehearsal processes leading up to the workshopped performances of this production; • Refine their understanding of professional and performance-oriented theatre processes through direct applications synthesizing all Theatre and Dance learning outcomes; • Evolve as artists and creatives through the harnessing their imaginations as informed by critical thinking skill levels; • Analyze and articulate the conceptual and staging choices relevant to the play being workshopped and ultimately produced; • Demonstrate, in their capacities, a recognition and understanding of the cultural and historical contexts of the production(s); • Critique their contributions to the production(s) process toward the evaluation of others as well as their own working processes, growth, and development as theatre artists, artistic thinkers, and educators; • Continue in their roles for next semester's fully-staged production if they so choose.

THE 281 - Theatre Production Practicum (1-3)

This course provides students an opportunity to earn academic credit by working behind the scenes in support of the design and technical aspects of a theatre production being mounted per semester. Students will develop practical skill sets and an essential knowledge of the logistics required for the successful mounting of a stage production by working in one of its related areas: stage management, scenery, lighting, costumes, props, technical production.

The student's specific assignment will be made by the theatre faculty and/or technical director at the beginning of each production taking into consideration each student's experience, their educational needs, and the technical needs of each production.

"This course counts toward the 6-credit Theatre Arts major/minor practicum requirement; students who have already satisfied this requirement may take it as major/minor elective credit. It may be taken as a free elective by students who are not Theatre Arts majors or minors, and it may be repeated without limit.

Distribution: Bachelors, Minor, Undergraduate.
Prerequisite: Permission of the instructor, gained through the assignment of a role behind the scenes ahead of the semester's add/drop period during the first week.

THE 282 - Theatre Performance Practicum (3)

This course provides students an opportunity to earn academic credit by performing as an actor in a faculty-directed theatre production, including attendance and participation in rehearsals, which are required.

Only those students who are cast in faculty-directed productions should register for the Performance Practicum. Students cast in non-faculty directed productions may receive credit pending faculty approval.

May be taken as an elective by Theatre Arts majors and minors who have fulfilled the minimum 6-credit Practicum requirement. May be taken as a free elective by students who are not Theatre majors or minors. May be repeated without limit.

Prerequisite: Permission of the instructor, gained through audition and/or assignment of a role(s) onstage.

THE 295 - Special Topics (1-5)

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

THE 315 - History of Dance (3)

The study of the history of dance from antiquity to the 21st century. Emphasis will be placed on the relationships and influences of dance on civilizations and cultures. Students are expected to participate in both dance activities as well as in lectures and discussions.

THE 320 - Field Experience (3-6)

This internship course provides students a way to integrate theory with practice by working for an off-campus employer. Students will apply knowledge and skills learned in the classroom, or during stage productions, by interning at a professional theatre, a theatre organization, or in an educational setting. Students will fulfill the duties outlined in a learning contract developed with the on-site supervisor and a faculty sponsor. Student performance will be assessed via products agreed upon in the learning contract, including, but not limited to, weekly journals, reflective papers, direct involvement with stage/television/film performances, and classroom/workshop teachings.

THE 325 - Choreography (3)

Choreography is an introduction to techniques of choreography. This course will introduce students to both the exploration of the choreographic process and the basic tools used in choreography. Through creative improvisational exercises, students explore the fundamentals of movement including time, space, and energy and basic choreographic structure and forms. Students will be required to choreograph a major dance piece to be auditioned in the spring dance production.

THE 336 - Physical Theatre Studio (3)

This experimental studio course introduces students to the principles, processes, and techniques—such as Commedia dell'Arte, clowning, Lecoq, Viewpoints, among others—guiding the creation of physical and visual theatre intended to challenge and confront the traditionally text-oriented nature of performance, while exploring the relationship between body and language. This course will conclude with a performance of original works devised by students at the end of the semester.

Prerequisite: Permission of the instructor.

THE 341 - Introduction to Performance Translation (3)

This exploratory course introduces students to the essentials of creative methodologies of sign language translation emphasizing content, context, and intent of

performances as produced within a variety of genres and styles. Open to non-majors; recommended for ASL, interpreting, and linguistics students.

THE 342 - Play Creation Lab (3)

This course is one within which creating play scripts for the theatre is explored through active practice and discussion. Major components of play creating, including action, dialogue, and character development are studied and refined through the completion and workshopping of developmental assignments, providing and receiving constructive criticism, and experiencing the work of contemporary theatre makers via readings and viewings. Upon completion of the course, each student will have created and revised two ten-minute plays. Open to non-majors.

THE 348 - Performance Studies (3)

This course covers the development of performance from its beginnings to the latest contemporary movements, through the study of plays, essays, films, and other works to examine the nature of performance and how culture, economics, politics, identity, and other systematic forces influence (and are influenced by) the performing arts. Open to non-majors.

THE 350 - Script Analysis (3)

This class is designed to help the students break down and analyze theatrical scripts through readings, reinforced by watching live performances in person and/or filmed productions online as well as the exploration of varying approaches, narrative frames, and techniques designed to maximize the clarity and power of theatrical storytelling and production. Open to non-majors.

THE 351 - Modern Theatre (3)

The course examines the evolutionary leaps of modern theatre from the late nineteenth century to the present day. Scripts are specifically chosen to highlight a variety of contemporary theatre-making practices ranging from interpretations of traditional dramas and comedies, new writing, physical theatre, musicals, cross-media pieces, and/or other alternative forms throughout a timeline that is defined by the emergence and acceleration of technology, resulting in redefined worldviews. Open to non-majors.

THE 353 - Foundations of Acting (3)

Students will be introduced to the creative processes and tools of acting through the continuous application of rehearsal strategies incorporating exercises designed to strengthen basic skillsets in observation, sense and emotion memory, concentration, improvisation, and scene study, with individual and group work involving monologues and scenes. This course will culminate in a student performance showcase at the end of the semester.

Prerequisite: Permission of the instructor.

THE 361 - Stagecraft (3)

This course is designed to give the student hands on experience in the art of stagecraft. To that end, the student will have opportunities to use the basic tools, procedures, and equipment for creating the types of scenery encountered in the theatre shop environment. Other topics include construction, rigging, production processes, and stage equipment. Open to non-majors.

THE 373 - Performing Arts Management (3)

This course provides students with a general overview of the business and administrative functions of non-profit and profit theatrical and performing arts organizations as well as an introductory look at the processes and responsibilities of production management, with specific consideration given to applications relevant to Deaf theatre practices. Open to non-majors.

THE 380 - Stage Combat I (Unarmed) (3)

This course serves as a basic introduction to stage combat as a craft with direct applications to theatre and film: students will learn the fundamentals of unarmed combat, such as falls, rolls, throws and flips, various punches, kicks, and blocks. Training emphasis is placed on actor safety, script analysis and interpretation, and choreographing and performing various sequences of violence as specified in various scripts. At the end of the semester, this course culminates in a public showcase performance of staged fight sequences devised and choreographed by students, who will then undergo a Skills Proficiency Test (SPT) given and adjudicated by a Fight Master recognized by the Society of American Fight Directors (SAFD). For Theatre Arts majors and minors, and open to non-majors.

Prerequisite: THE 110.

Outcomes

• Correctly define stage combat specialized terminology and concepts; • Execute theatrical fight maneuvers and techniques; • Choreograph and perform staged fights; • Develop movement skills and body awareness necessary for the safe undertaking of a realistic scene involving unarmed physical violence; • Demonstrate how to safely slap, punch, kick and grapple their scene partner;

• Demonstrate how to safely block, punch, knap, roll and fall without injury; • Adopt a series of physical exercises promoting strength, flexibility, balance, and awareness;
• Recognize how physiological aspects of breath support creative processes associated with stage combat;
• Master and exhibit the marriage of high stakes physical action and plausible character performance in a SAFD-adjudicated scene.
Students will demonstrate the following skills or competencies: • Application of out-of-distance safety measures • Application of offline safety measures • Actively and responsibly employ eye contact during fights • Execute onstage falls safely • Execute onstage pushes safely • Execute onstage slaps, punches, grapples, and kicks safely • Sell pain and body disintegration throughout a fight • Understand principles of effective fight choregraphy • Perform phases of fight choreography effectively and smoothly • Provide audiences with a sense of dramatic awareness during fight choreography • Distinguish between versimilitudinous and "realistically dangerous" fight choreography

THE 381 - Stage Combat II (Armed) (3)

This course trains the actor to create the illusion of physical violence involving hand-held weapons. The focus is on safe technique, the physical discipline of impulse response, and moment-to-moment playing and reaction. Proper usage of weapons recognized by the Society of American Fight Directors (SAFD) ---- Smallsword, Single-sword, Broadsword, Knife, Quarterstaff, Rapier & Dagger and/or Sword & Shield) will be studied and practiced. At the end of the semester, this course culminates in a public showcase performance of staged weapon-specific fights devised and choreographed by students, who will then undergo a Skills Proficiency Test (SPT) given and adjudicated by a Fight Master recognized by the Society of American Fight Directors (SAFD). For Theatre Arts majors and minors, and open to non-majors.

Prerequisite: THE 110.

Outcomes
• Correctly define stage combat specialized terminology and concepts;
• Develop movement skills and body awareness necessary for safely presenting a realistic scene of armed physical violence;
• Choreograph and perform staged fights;
• Undertake all of the above while incorporating proper actor safety measures;
• Execute theatrical weapon-based fight maneuvers and techniques without injury;
• Adopt a series of physical exercises promoting strength, flexibility, balance, and awareness;
• Recognize how physiological aspects of breath support creative processes associated with stage combat;
• Master and exhibit the pairing of high stakes physical action and plausible character performance in a SAFD-adjudicated scene.
Students will demonstrate the following skills or competencies: • Application of out-of-distance safety measures • Application of offline safety measures • Actively and responsibly employ eye contact during fights • Execute onstage falls safely • Execute onstage pushes safely • Execute theatrical weapon-based fight maneuvers and techniques without injury • Sell pain and body disintegration throughout a fight • Understand principles of effective fight choregraphy • Perform phases of fight choreography effectively and smoothly • Provide audiences with a sense of dramatic flair during fight choreography • Distinguish between versimilitudinous and "realistically dangerous" choreography

THE 395 - Special Topics (1-5)

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

THE 401 - Introduction to Dance Therapy (3)

A course designed to provide the student with a theoretical and practical knowledge of dance therapy. Through this course, students will increase their awareness and understanding of the practical applications of using dance as a means of psychological, emotional, and cultural expression. Readings, discussions, and creative-based activities will be incorporated in the course to foster critical thinking skills.

THE 402 - Stage Lighting, Electricity, and Technology (3)

This course is an introduction to the skills needed to realize and utilize lighting, electricity, and other relevant technology needs for the stage.

Light is an art form, while light itself is both a study of chemistry and physics. Through scientific exploration of light, students will understand the principles with aspects such as the speed of light and its perception. The control and manipulation of light with electricity will also be studied through electrical theory. In controlling light, it can translate to artistry and storytelling. Telling stories with light can be found in all art forms, and students will explore and identify the possibilities.

Further emphasis will be placed on learning basic vocabulary and equipment used all areas of technology, including lights, sound, and projections, in mounting a staged production.

Outcomes
1. Demonstrate a thorough understanding of the physics and science of light
2. Apply electrical theory and circuitry with stage technology and equipment
3. Identify, recognize, and use relevant lighting, electrical, and technological vocabulary for the stage
4. Examine the use of light and electricity in different artistic mediums
5. Read, identify, and understand light plots and systems, and other related stage technology

THE 405 - Lighting Design Lab (3)

This hands-on course explores the qualities of light and how light functions in a variety of contexts, both in nature and as a design element relevant to text, performers, music, and environment. Students will gain basic technical working knowledge and skill sets specific to lighting design for the performing arts, with varying emphases placed on the discipline's creative, conceptual, and collaborative aspects, applied through continuous experimentation and practice. Open to non-majors.

Prerequisite: Permission of the instructor.

THE 431 - Sacred Dance (3)

This course investigates the religious context in which variety of sacred dances occur throughout the world and explores the significant political, cultural, and historical events that shaped the dance rituals and their related religious traditions. Upon completion of the course, the student will be able to demonstrate the basic knowledge of liturgical dances; gain a cross-cultural understanding of common elements of liturgical dances; and have the opportunity to perform some liturgical dances. Through discussions, hands on experiences, and observations, students will finish the course having a better understanding of the role of dance within various major global religions and as sacred celebrations within different cultures.

THE 435 - Dance Production (3)

A course designed for students to develop and apply a working knowledge of the organizational skills necessary to plan and produce a dance concert including: lighting, costuming, programming, audio, stage management, choreographing, marketing, fundraising, audition and performance skills. Additionally, students will develop the ability to define and describe, through visual and written modalities, the various areas of production and how they relate to the performer, the choreographer, and the overall visual aesthetics of a performance.

THE 450 - Field Experience in Dance (2)

A practical field experience for senior dance minors. Students will have the opportunity to observe and participate in real-life work experiences in the dance company. These observations and experiences will have to be recorded in an on-going journal for a minimum of 40 hours of practical field work.

Prerequisite: Senior standing or permission of the instructor.

THE 461 - History of Costume (3)

This course is designed to acquaint the student with major styles and periods of dress from Egyptian to pre-World War I European as a basis of later work in costume design. Viewed through slides, photographs, and actual historical documentation, a flow of design and change is seen.

THE 464 - Costume Design and Construction Lab (3)

This course is an exploration into costume design processes and the psychology of clothing, culminating in the development of designs resulting from character analyses specific to a theatrical play script, with period research, design, and rendering skills cultivated through continuous applications, supported by instruction in basic costume sewing, construction, and crafting techniques. Open to non-majors.

Prerequisite: permission of the instructor.

THE 466 - Scenic Design Lab (3)

This course is an exploration of scenic design as an artistic process, in which students learn how a designer creates a stage world synthesizing narrative and visual ideas stemming from one's interpretation of the relationship between text, space, and performers within a play production: techniques in support of this process include visual research, collage, sketching, model-making, painting, and the application of architectural scale. Open to non-majors.

Prerequisite: permission of the instructor.

THE 470 - Creative Movement and Drama, Preschool - Kindergarten (3)

This course will focus on methodology and practice of creative movement and drama for children ages 3 to 6 (preschool and kindergarten). Students will become familiar with the use of creative movement, mime, improvisation, story dramatization, storytelling, puppetry and use of multisensory stimuli and learn how to adapt activities for children with special needs. Emphasis will be on the application of these techniques to language development, social learning, concept formation, emotional development, and creativity. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or senior standing.

THE 472 - Educational Drama Grades 1-6 (3)

This course focuses on methodology and practice of educational drama applied to multidisciplinary learning within the first through sixth grade curricula. Students will be introduced to theme and story based improvisation, story dramatization, role play, and teacher-in-role strategies, and learn how to adapt activities for children with special needs. Curricular areas include language arts, social studies, science, and math, with additional focus on examining emotional development, and creativity. Current trends in assessment of drama will also be explored. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or senior standing.

THE 474 - Educational Drama - Grades 6-12 (3)

This course focuses on methodology and practice of educational drama applied to multidisciplinary learning within the sixth through twelfth grade curricula. Students explore the use of theme and literature based improvisation, role play, and teacher-in-role strategies applied primarily to language arts and social studies, including sociology, history, government, and current events. Additional emphasis will be placed on examining emotional development and creativity. Resources will include multiethnic themes, stories, and folklore.

Prerequisite: Junior or senior standing.

THE 476 - Theatre for Youth (3)

This course will begin with a review of the history, influences, and development of theatre for young audiences in the twentieth century. Particular emphasis will be placed on examining current trends in theatre for youth including; standards for professional theatre, standards for in-school theatre programs, dramatic literature, and theatre-in-education. In addition to readings from text: Children's Theatre, Children and Youth by Jed H. Davis and Mary Jane Evans, students will read selected plays from Dramatic Literature for Children: A century in Review by Roger L. Bedard, and Spit in One Hand, Wish in the Other: Six Plays by Suzan Zeder for Youth Audiences, by Susan Pearson-Davis. Student will attend theatre performances in the Washington, D.C. area.

Prerequisite: THE 110.

THE 478 - Directing Lab (3)

This experimental course introduces students to the fundamentals of theatre directing and allows them--through discussions, readings, exercises, and various projects--to explore multiple forms of expression integral to the director's imagination and toolbox. Open to non-majors.

Prerequisite: permission of the instructor.

THE 480 - Practicum in Educational Drama (3)

This follow-up course to THE 470, 472 and 474 is designed to give students professional on-site experience and training with deaf and hard of hearing children and children who have special educational needs. Students will meet with classroom teachers and prepare age appropriate drama lessons that support classroom long and short term objectives. Students will work in at least two different classrooms during the semester.

Prerequisite: THE 470, 472, and 474; or permission of the instructor.

THE 490 - The Professional Theatre Toolkit (1)

This course must be taken by Theatre Arts majors and minors during their final semester, preparing students as early-career theatre professionals to better navigate the uncertainties of post-college transition periods immediately

following graduation. Topics covered by the instructor, with a rotation of guest lecturers representing the industry at local and national levels, will include: audition/interview etiquette and procedures, personal presentation and self-promotion, networking, resume and portfolio website development, organizational business models and structures, contract basics, motivational strategies during challenging periods, and the Deaf theatre ecosystem.

Completion of all other Theatre Arts major/minor course requirements for graduation, with the exception of required courses currently being taken this semester, is required for enrollment.

Outcomes
Upon completion of 490, students will have learned: • How to craft and finalize resumes specific to theatre disciplines and skillsets; • How to create portfolios specific to theatre disciplines and skillsets; • How to design self-promotional websites specific to theatre disciplines and skillsets; • How to curate self-promotional social media channels; • How to arrange headshot photo sessions and screen results; • How to utilize an interpreter for auditions and/or interviews in-person; • How to utilize an interpreter for online auditions and/or interviews; • The difference between organizational business models and structures within the industry; • The fundamentals and language of industry contracts; • The fundamentals of work-expense budgeting and tax preparation; • A variety of career time-management strategies; • A variety of motivational strategies applicable during challenging career periods; • A variety of strategies leveraging the Deaf theatre ecosystem for career advocacy and opportunities; • The dos and don’ts of audition/interview etiquette and procedures.

THE 495 - Special Topics (1-3)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

Prerequisite: Permission of the instructor.

Outcomes
1. Theatre Arts Student Learning Outcome - Developing the Artist Scholar: Students are expected to be fluent in the methodologies of creating artistic works and scholarly documents, and acquire the ability to integrate both methods as ways of knowing.
2. Theatre Arts Student Learning Outcome - Establishing a Knowledge Base: Students are expected to develop a multidisciplinary and interdisciplinary knowledge base which may be applied toward their individual creative and scholarly work.
3. Theatre Arts Student Learning Outcome - Communication: Based on a common performance vocabulary drawn from written, visual, and physical texts, students are expected to be proficient in the artistic and scholarly processes, as well as gain the ability to reflect upon their work in an engaging, artistic, and constructive way.
4. Theatre Arts Student Learning Outcome - Application and Awareness: Students are expected to critically, creatively, and objectively apply concepts, theories, and methodologies to a myriad of issues encountered in current and future academic, personal, and professional contexts.
5. Theatre Arts Student Learning Outcome - Collaboration: While in the process of creating artistic products, students are expected to demonstrate an ability to work in a positive, constructive, and compromising manner with artists and/or other students of various artistic disciplines.

THE 499 - Independent Study (1-3)

A project in the field of the student's special interest, involving reading, research, discussion, and/or lab work. Title indicating content must be available at registration.

Prerequisite: Permission of the instructor.

THE 595U - Special Topics (1-3)

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

Prerequisite: Permission of the instructor.

Outcomes
1. Theatre Arts Student Learning Outcome - Developing the Artist Scholar: Students are expected to be fluent in the methodologies of creating artistic works and scholarly documents, and acquire the ability to integrate both methods as ways of knowing.
2. Theatre Arts Student Learning Outcome - Establishing a Knowledge Base: Students are expected to develop a multidisciplinary and interdisciplinary knowledge base which may be applied toward their individual creative and scholarly work.
3. Theatre Arts Student Learning Outcome - Communication: Based on a common performance vocabulary drawn from written, visual, and physical texts, students are expected to be proficient in the artistic and scholarly processes, as well as gain the ability to reflect upon their work in an engaging, artistic, and constructive way.
4. Theatre Arts Student Learning Outcome - Application and Awareness: Students are expected to critically, creatively, and objectively apply concepts, theories, and methodologies to a myriad of issues encountered in current and future academic, personal, and professional contexts.
5. Theatre Arts Student Learning Outcome - Collaboration: While in the process of creating artistic products, students are expected to demonstrate an ability to work in a positive, constructive, and compromising manner with artists and/or other students of various artistic disciplines.

VEE - VEE General Education

VEE 101 - Examine seminar (3)

VEE101 is part of a two-semester seminar (VEE101 and VEE102).

VEE101, the Examine seminar, is designed to welcome students into Gallaudet's unique educational environment with deep dives into Deafhood, our bilingual identities as ASL and English users, and multi-cultural and multi-identity exploration, all grounded in personal wellness and self-discovery.

VEE 102, the Explore seminar, is designed to support students' exploration of the academic possibilities Gallaudet has to offer, open up thinking about myriad career opportunities beyond, and foster their potential to boldly blaze new career trails while opening doors for others to follow.

In both seminars, students will have ample opportunity to meet deaf people from diverse backgrounds through workshops, discussions, and small group activities in collaboration with Gallaudet's faculty and staff, Student Success and Career Success programs, and Student Affairs.

VEE 102 - Explore seminar (3)

VEE102 is part of a two-semester seminar (VEE101 and VEE102).

VEE101, the Examine seminar, is designed to welcome students into Gallaudet's unique educational environment with deep dives into Deafhood, our bilingual identities as ASL and English users, and multi-cultural and multi-identity exploration, all grounded in personal wellness and self-discovery.

VEE 102, the Explore seminar, is designed to support students' exploration of the academic possibilities Gallaudet has to offer, open up thinking about myriad career opportunities beyond, and foster their potential to boldly blaze new career trails while opening doors for others to follow.

In both seminars, students will have ample opportunity to meet deaf people from diverse backgrounds through workshops, discussions, and small group activities in collaboration with Gallaudet's faculty and staff, Student Success and Career Success programs, and Student Affairs.

VEE 150 - Research Methods in ASL/English Bilingual Academic Contexts (3)

VEE150 is centered around explicitly exploring our ASL and written English bilingual identities and skills, with the goal of maximizing impact in both languages and multiple modalities when disseminating research findings.

Through the semester, students will conduct a research project pertaining to the specific topic of the course, as chosen by the instructor. The class will discuss and learn together ways of conducting research and their ethical implications, how to determine the appropriateness of various sources, and implications of options for sharing research findings with broader audiences.

Woven within this experience, the class will also explicitly discuss how English and ASL have been, are, and can be used within academic contexts and when sharing research

findings. These discussions will include consideration of Deaf communities and their experiences with academia, researchers, and information sharing, as well as a focus on ways to be creative with information and tailor presentation style, format, and language aspects to multiple intended audiences.

Prerequisite: ENG102/GSR102 and ASL125/GSR103.

Outcomes
Bilingualism Demonstrate competence in composition in both ASL and written English: - use appropriate organizational pattern with an introduction, conclusion, sequenced material within the body and transitions - use citation practices to appropriately document sources of information Articulate the influences of ASL and English on each other in our lives based on exploring our experiences with and beliefs about the two languages and how bilingualism can be used to access the world. Critical thinking Find and integrate multiple resources, across multiple disciplines, to address problems and questions. Provide compelling reasons in support of opinions, avoiding common argument flaws and thoughtfully responding to objections Contribute to our communities in creative and innovative ways. Digital Awareness Interpret data sources in ways that are fair and transparent, avoiding bias. Make informed decisions about how to use data and technology, by weighing possible outcomes and the potential ethical ramifications. Ethics Use ethical concepts and theories to evaluate actions and debate controversial social issues. Recognize ethical issues in complex contexts, clarifying how various issues relate to each other.

VEE 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

VEE 199 - Independent Study (1-3)

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

Prerequisite: Permission of the General Education Director. Additional prerequisites may be required for given topics.

VEE 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

VEE 299 - Independent Study (1-3)

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

Prerequisite: Permission of the General Education Director. Additional prerequisites may be required for given topics.

VEE 300 - Core Capstone (1)

VEE300 caps off each student's Core experience with deep self-reflection on how they have grown and will continue to develop as Gallaudet scholars: wellness-grounded, proudly bilingual, career-ready critical thinkers, who are digitally aware, ethical, scientifically literate global citizens. Students will complete an online portfolio of reflections in both ASL and English connecting the learning from their CORE: EXPLORE elective courses and their CORE: ENGAGE experiences to their academic major and their future career plans.

Prerequisite: Completion of six or more CORE: EXPLORE electives, including at least one elective in each of the four Areas of Inquiry and completion of the CORE: ENGAGE milestones.

VEE 595 - Special Topics (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.

VEE 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

WLC - World Languages and Cultures

WLC 101 - Mexican Deaf Culture and Language I (3)

This course is designed to build basic knowledge and skills of Lengua de Senas Mexicana (LSM) and Mexican Deaf culture. Students are expected to develop basic expressive and receptive skills, through signs and grammar lessons and interactive activities. The visual and spatial language, LSM will be taught with cultural context and brief Mexican Deaf history, as well. This course is designed to teach students the fundamentals needed to initiate and partake in, and understand basic LSM conversations with LSM users.

WLC 102 - Mexican Deaf Culture and Language II (3)

This course designs to continue the development of Lengua de Senas Mexicana (LSM) and emphasize development and refinement of comprehension, production, and interpersonal skills as well as deepening understanding of Mexican Deaf Culture. The visual and spatial language, LSM II will be taught with cultural context and brief Mexican Deaf history, as well. This course is designed to teach students the fundamentals needed to initiate and partake in, and understand intermediate LSM conversations with LSM users.

Prerequisite: WLC 101 with a grade of B or better or equivalent, and permission of department chair.

WLC 195 - Special Topics (1-5)

Introductory level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

WLC 200 - French Studies Abroad (3-4)

Study abroad in a French-speaking country. The study abroad component will focus on the study of the sign language of the host country through formal class instruction and immersion in the culture of its Deaf community. Classroom instruction will be complemented with guided visits to relevant museums, monuments, and other points of interest.

Prerequisite: Permission of the department.

WLC 210 - Spanish Studies Abroad (3-4)

Study abroad in a Spanish-speaking country. The study abroad component will focus on the study of the sign language of the host country through formal class instruction and immersion in the culture of its Deaf community. Classroom instruction will be complemented with guided visits to relevant museums, monuments, and other points of interest.

Prerequisite: Permission of the department.

WLC 295 - Special Topics (1-5)

Intermediate level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

WLC 314 - Topics in Language Diversity (3)

This course provides an introduction to the diversity of human language and the role of language in society. Students will apply basic lexicostatistic methodology to learn about the origins, the interrelationships, and the characteristics of some of the world's languages.

WLC 315 - Contemporary African Issues (3)

This course provides a multidisciplinary introduction to the plethora of challenges Africa presently faces as a result of its colonial legacy, its economic under-development, its tribalism, and the devastation triggered by wars, AIDS, other diseases, and natural or man-made disasters. The focus of this course is to look for possible answers to the question, ¿Why does Africa struggle?¿ Students will apply knowledge, modes of inquiry, and technological competence from the fields of History, Government, Cultural Studies, and Literature to understand the complexity of the issues that shape the lives of people in Africa. Particular attention will be given to the issues that affect deaf Africans. Students will optionally participate in a service learning project in conjunction with and on behalf of Deaf people in an African country of their choice.

WLC 320 - Field Experience (1-5)

This junior-level course provides an effective way for students to integrate theory and practice. Students will apply knowledge, foreign language and cross-cultural skills gained in the classroom by interning at international organizations, agencies or schools in the U.S. or abroad for at least 10 weeks. Depending on the number of credit hours, students will be required to work a minimum total number of hours, and will fulfill the duties outlined in a learning contract developed with their on-site supervisor, their sponsoring organization and their faculty sponsor. Student performance will be assessed via various products (e.g. weekly journals, reflective paper, learning agreements), which will include samples of products or reports completed during the internship in both English and in the foreign language used at the internship site.

WLC 361 - Masterpieces of FrenchLiterature in English Translation I (3)

An analysis of the changing trends in the development of French literature and culture from the 12th century to the contemporary age through the reading and discussion of selected French masterpieces in English translation. Satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department.

WLC 362 - Masterpieces of French Literature in English Translation II (3)

An analysis of the changing trends in the development of French literature and culture from the 12th century to the contemporary age through the reading and discussion of selected French masterpieces in English translation. Satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department.

WLC 363 - Quebec Literature and Film in English Translation (3)

This course introduces students to the diverse culture of Quebec through the study of significant works of literature and film. Literary works are read in English translation and films are viewed with English captions. Works studied are placed in the context of the social, economic and political challenges faced by the largest population in North America that uses French as a primary mode of communication. Special emphasis is given to the concepts of otherness and the quest for identity as they apply to the evolution of gender roles and the interaction between differing ethnic groups. Satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department.

WLC 380 - The Latino Presence in the United States (3)

Comparative study of three of the largest Latino communities in the United States: Chicanos, Cuban-Americans, and Puerto Ricans. Topics will include an exploration of the cultural identities of each of these communities, focusing notions of ethnicity, race, religion, as well as economic and social class distinctions. Taught in English.

WLC 381 - Masterpieces of Spanish Literature in English Translation I (3)

This course covers readings from the Medieval and Renaissance periods to Spain's Golden Age plays, Cervantes' Don Quixote, and exemplary novels of the 17th century. This course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department.

WLC 382 - Masterpieces of Spanish Literature in English Translation II (3)

This course covers readings from the 18th century to the modern works of the 20th century by Pardo Bazan, Perez Galdos, Blasco Ibanez, and Garcia Lorca. The course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department.

WLC 383 - Spanish American Literature in English Translation I (3)

Readings from major writings of Argentina, Venezuela, Colombia, Mexico, Guatemala, Brazil, and Peru, among others. This course covers the Colonial period to 1950. The course satisfies the humanities literature requirement.

Prerequisite: ENG 204 or the equivalent, or permission of the department.

WLC 384 - U.S. Latino Literature (3)

This course is an introduction to the writings of U.S. Latino authors writing in English and/or in Spanglish. Through a close analysis of various genres (poetry, fiction, comic strips, interviews, art exhibits, and films), students will explore the contemporary experiences of U.S. Latinos of Mexican, Puerto Rican, Dominican, and Cuban descent, and how they are represented in American literature. Topics to be discussed include the construction of identities in terms of race, gender, class and sexuality, bilingualism and code-switching, the experiences of migration and exile, and the longing for a place to call home. As part of their learning experience, students will work in teams to develop a lesson plan to educate the community about U.S. Latino author.

Prerequisite: GSR 150 or permission of the department.

WLC 395 - Special Topics (1-5)

Mastery level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

WLC 401 - Methods, Technology and Research in Foreign Language Teaching (3)

Students will learn foreign language teaching and learning techniques and research methods for classroom application. In addition to acquiring knowledge of past language learning theories and principle methodologies, comparisons and discussions of those theories will be applied to current best practices in foreign language teaching and research as guided by the discipline's National Standards for Foreign Language. Learning developed by the national professional organization, the American Council on Foreign Languages. Learning outcomes include evaluation and assessment criteria, student review and the development of student-centered written class work through mentoring and collaboration with department faculty in the students' target language area.

Prerequisite: Open to students majoring/minoring in Spanish; permission of the department.

WLC 495 - Special Topics (1-5)

Advanced level course on special topics, current issues, or areas of interest not included in other courses offered by the (department/program). May be repeated with different content areas.

WLC 499 - Independent Study (1-3)

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

WLC 595U - Special Topics

Special topics courses address subject matter or content not already included in the existing curriculum. Offered on a temporary basis, special topics may evaluate the demand for a new course or area of study or may cover areas of specific interest.

WLC 599 - Independent Study (1-6)

Independent Study

Prerequisite: This section is designed for Undergraduate students.

WLC 599U - Independent Study

Individualized courses allow students to explore a specific topic in-depth, outside of regular coursework, involving a self-designed syllabus and project.