

Graduate School Professional Programs

ADMINISTRATION AND SUPERVISION (ADM)

Graduate Faculty:

William J. A. Marshall, Ed.D. (Chair);
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About the Department:

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

The department currently offers the following degrees and certificates, which are described, along with admission requirements, on subsequent pages:

1. Doctor of Philosophy in Special Education Administration
2. Education Specialist in Change Leadership in Education
3. Master of Science in Administration
4. Certificate of Leadership
5. Certificate of Management

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

The department has established a consortium-like agreement with the University of Arizona's Ph.D. program in special education and rehabilitation. This program allows doctoral students from both institutions to take a

semester of coursework at each other's campuses with no additional charge in fees or tuition. The department also has a joint-degree master's program with the University of New Hampshire at Plymouth, N.H., in Special Education Administration.

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

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

Ph.D. in Special Education Administration

The doctoral program in special education administration is available to experienced professional educators and human services professionals who meet admission requirements for this program. Applicants must have a master's degree in special education, deaf education, or human services. This program *is not* for applicants seeking an advanced degree in business administration.

The program of study for each student is designed in cooperation with a Program Advisory Committee (PAC) composed of faculty members and the student. The student selects his or her own PAC. A minimum of two members must be from the Department of Administration and Supervision, while other members may be from outside the department.

Admission Requirements for the Doctor of Philosophy Program in Special Education Administration

Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

Checklist of requirements specific to this program:

Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three names + Phone Numbers and E-mail Addresses
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Recommended
<input type="checkbox"/>	Month of Interviews	No Set Dates
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI

<input type="checkbox"/>	English Evaluation?	TOEFL for Foreign Students
<input type="checkbox"/>	Culture and Language Colloquium Required?	Recommended

Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Yes, in Special Education or Human Services
	Required Undergraduate Major?	No
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Three Credits Each in Multicultural Education, Research, and Deafness 12 Credits in Special Education
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Minimum 5 yrs. Paid, Full-time Professional Experience in Special or Deaf Education, or Human Services
<input type="checkbox"/>	Prior Certification?	Yes for Education Administration Students
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	No Set Date
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

Transfer Credit Hours

Doctoral students may transfer a maximum of 12 credit hours from appropriate previous post-master's coursework taken within the last five years. Decisions about transfer credit

hours are made by the department chair in consultation with the student and concurrent approval by the PAC.

Program of Study: Ph.D. in Special Education Administration

1. Major Core (30 credit hours).

- ADM 788* Organization and Administration of the American Education System (3)
- ADM 796 Executive Communication Skills (3)
- ADM 809 Theory of Management and Leadership (3)
- ADM 810 Public Policy and Persons with Disabilities (3)
- ADM 821 Issues in the Administration of Programs for People with Disabilities (3)
- ADM 822 Executive Management Skills (3)
- ADM 834 Program Development and Evaluation in Special Education and Human Services (3)
- ADM 837 Interpersonal and Group Behavior in Organizations (3)
- ADM 838 Organization Development and the Management of Change (3)
- ADM 880 Human Resource Administration (3)
- ADM 888 Higher Education Organization and Administration (3)

*ADM 888 may be substituted for ADM 788

2. A minimum 12 credit hour sequence of Research Tools is mandated for all doctoral students. Students without prior graduate coursework in research are required to take EDF 720, Introduction to Basic Concepts and Methods of Educational Research, prior to beginning this sequence. Once the sequence is started, it must not be interrupted.

- EDF 801 Principles of Statistics I (3)
- EDF 802 Principles of Statistics II (3)
- EDF 810 Advanced Research Design I (3)
- EDF 811 Advanced Research Design II (3)

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

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

- ADM 839 Organization Theory and Design (3)
- ADM 840 Organizational Diagnosis (3)

- ADM 841 Redesigning Organizations (3)
- ADM 842 Advanced Seminar in Educational Administration (Spring) (1-3)
- ADM 845 Curriculum Development (3)
- ADM 855 Field Experiences in Special Education Administration and Supervision (3)
- ADM 858 Supervising and Evaluating Teaching (3)
- ADM 860 Ethics in Management (3)
- ADM 862 Gender Issues in Management (3)
- ADM 865 School and Community Relations (3)
- ADM 888 Higher Education Organization and Administration (3)
- ADM 899 Independent Study (1-3)
- EDF 803 Multivariate Statistics (3)
- EDF 812 Qualitative Research Methods (3)

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

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

4. *Internship* ADM 890 (3 credit hours). Students without substantial administrative experience must design and participate in an internship in special education administration. The internship is for a minimum of 360 clock hours. The internship requirement may be waived for students who have substantial documented administrative experience.

5. *Dissertation Research* ADM 900 (minimum of 6 credit hours). Every doctoral student must complete a dissertation. The dissertation must be an original and empirical effort that moves the frontier of knowledge forward in special education administration. During the fall and spring semesters wherein dissertation work is underway, the student must register for three credit hours of ADM 900, even if the minimum of six credit hours has already been reached. Summer registration is not required.

Students select their own Dissertation Advisory Committee (DAC). Each DAC is composed of exactly five members, who themselves possess earned doctorates. The student selects one member as the chair and one member as the research advisor. This latter member is approved in conjunction with the Dean of the Graduate School and

Professional Programs (GSPP). Except for highly unusual circumstances approved by the department's chair and the Dean of the GSPP, the chair of the DAC is a faculty member of the Department of Administration and Supervision. A minimum of two members of the DAC must be from the Department of Administration and Supervision, and at least one member must be from outside the department and/or University.

The student works with the chairperson of the DAC and his or her research advisor to develop a defensible dissertation proposal using the guidelines in the *Gallaudet University Dissertation Handbook* available from the offices of the GSPP. Proposals consist of fully developed Chapters 1, 2, and 3, including appendices of instruments and informed consent letters approved by Gallaudet's Institutional Review Board (IRB). When the DAC chair and the research advisor approve the draft proposal, the proposal is distributed to the remaining members of the DAC for their review and comments. Once the full committee has reviewed the proposal, the student schedules a defense. At the conclusion of a successful defense, the DAC members sign Form 05, approving the continuation of the dissertation research.

Students complete their dissertation research as described in their proposal, working with their dissertation committee chairperson and research advisor to develop a defensible dissertation. Once the DAC chair and the research advisor approve the dissertation draft, it is then distributed to remaining members of the DAC for their review and comment. Permission of the chair of the DAC is necessary to schedule and announce the dissertation defense. The defense will only be scheduled when all members of the DAC have reviewed all chapters of the dissertation and all substantive and editorial changes have been incorporated into the document to the DAC chair's satisfaction. The student is responsible for coordinating with the department staff to schedule his or her defense. The student must assure that all timeliness and procedures for which he or she is personally responsible for are followed. Appropriate forms must be completed and submitted to the office of the Dean of GSPP.

The DAC and the Dean of the GSPP must receive the completed document a full 14 calendar days prior to the defense date. If participation in the public commencement event during May is expected by the student, the dissertation defense must occur no later than one calendar month prior to Study Day. Unless otherwise noted, the faculty of the department are under no obligation to participate in more than one defense per week. Thus, early scheduling of defenses must be tentatively made with the department's

secretary, with the concurrence of the DAC. Actual permission to proceed with the scheduled defense is arrived at conjointly between the DAC chair and the Dean of the Graduate School and Professional Programs.

6. *Other Mandatory Requirements for the Ph.D. Program.* In addition to the curricular requirements for the program, each student must comply with the following requirements.
- a. *Pass the Qualifying Examination.* Students must successfully complete the seven-hour Qualifying Examination at the conclusion of 24 credit hours of coursework. Program Advisory Committee (PAC) permission is needed for further coursework beyond this milestone, pending results of the Qualifying Examination. Successful completion of the examination admits a student to Ph.D. candidacy status.
 - b. *Achieve Candidacy.* To continue in the doctoral program, students must be admitted to candidacy. The PAC may grant candidacy on either a provisional or full basis. Provisional candidacy means the student has deficiencies that he or she must remediate. Full candidacy means the faculty believe the student is fully capable of completing the program successfully, including completing the dissertation.
 - c. *Possess a Disposition for Leadership.* A student's disposition for leadership is an important part of the ongoing assessment of student attitudes, knowledge, and skills. A student's disposition is reflected in his or her demeanor with peers in class, in his or her expressed attitudes about leading people, and in his or her dominant personality traits as identified in a leadership assessment instrument administered in the program. If, in the opinion of the faculty, a student is not disposed to leadership, he or she may be dismissed from the program at any time.
 - d. *Have Excellent Communication Skills.* Another important aspect of disposition for leadership is a student's communication skills, including verbal, nonverbal, written, and signed communication. Platform presentation skills are also important. Future leaders in special education, deaf education, and human services need superior communication skills and these will be evaluated throughout the program. It should be emphasized here that writing skills are of paramount importance to students wishing to successfully complete the doctoral program. Students with weak writing skills may

be admitted to candidacy on a provisional basis, but they will need to develop a remediation plan and demonstrate proficiency in writing on their comprehensive examination to avoid dismissal following that examination. The PAC approves the evaluation of proficiency in sign language via the Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI). Proficiency levels are determined on a student-by-student basis according to his or her career goals. Oral/Written Competency is also evaluated. Evidence of competence in these areas is attested to by either (a) a paper presented at a professional conference or (b) a publishable article.

- e. *Maintain High Academic Performance.* Another obviously important criterion for admission to candidacy is a student's performance in courses. This criterion is discussed in the "Minimum Standards of Scholarship" section of the Academic Standards and Policies chapter in this catalog.
- f. *Avoid Dismissal from the Program.* Students must be aware that faculty have the authority to recommend the dismissal of a student from graduate programs if, in their professional judgment, that student does not possess the attitudes, knowledge, or skills, partially outlined above, that are needed to join a profession. The "Standards of Professional Behavior and Communication" in the Academic Standards and Policies section of this catalog describes other possible grounds for dismissal.
- g. *Pass the Comprehensive Examination.* Near the end of a student's program of study, each student must successfully pass a two-part comprehensive examination. Part 1 is an open book examination. Part 2 is a timed, closed-book examination. Students must pass both parts. Students who fail the open book portion of the comprehensive examination may not proceed to the closed book portion of the comprehensive examination. Further, failing the open book portion of the examination may lead to a recommendation to the Dean of the Graduate School and Professional Programs that the student be dismissed from the program.

7. *Statute of Limitations Policy.* Once "Full Candidacy" status is granted at the completion of the Qualifying Examination, the student will have 60 months to mount a successful defense of the dissertation. An additional 12 months may be granted by petitioning the department

chair. If, during that 12 months, the dissertation proposal is successfully defended, then an automatic additional 12 months is granted to complete and to defend the dissertation itself. Otherwise, this second 12 month extension is retracted.

- 7 (a). *Restrictive Re-Entry Option.* When all extensions of a student's program of study have been exhausted, a student may be dismissed from the doctoral program. However, the student may re-apply to the program within 12 months of the separation date. The department re-interviews the applicant, giving special attention to the applicant's ability to muster the financial and motivational resources necessary to complete a mandatory 15+ credit hour, 36 month re-entry program, with the following conditions:
 - 9 credit hours of course work *within 12 months of re-entry* to update the applicant's knowledge base in: (a) special education policy; (b) administration or ethics; and, (c) advanced statistics or research methodology.
 - 1 credit hour under *Continuous Enrollment* while taking *within 14 months of matriculation* a closed-book *Comprehensive Examination*, pending successful completion of all course work within the prescribed time period.
 - 3 credit hours of *Dissertation Research* per semester, while successfully composing and defending a dissertation proposal *within 24 months of re-entry*, pending successful completion of the *Comprehensive Examination* within the prescribed time period.
 - 3 credit hours of *Dissertation Research* per semester, while successfully completing and mounting the final dissertation defense *within 36 months of the matriculation*.

Education Specialist (Ed.S.) in Change Leadership in Education

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

education. Applicants interested in the GLI should contact the director of that program for admission information. A brief description of the GLI follows the description of this program.

Requirements for the Ed.S. Program in Change Leadership in Education

Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

Checklist of requirements specific to this program:

Are additional application materials required?

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Names + Phone Numbers and E-mail Addresses
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

	On-Campus Interview?	No
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI
<input type="checkbox"/>	English Evaluation?	TOEFL for Foreign Students
<input type="checkbox"/>	Culture and Language Colloquium Required?	Recommended

Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Deaf Education or Special Education with GPA of B or Better
<input type="checkbox"/>	Required Undergraduate Major?	Special Education or Deaf Education

<input type="checkbox"/>	Prerequisite Coursework (Required)?	Three Credits Each in Deafness, Multicultural Foundations of Education and Basic Education Research
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	3+ Years Paid, Full-Time, Licensed (Certified) Experience in Deaf or Special Education
<input type="checkbox"/>	Prior Certification?	Yes (Teaching or Administrative Certificate)
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	No Set Date
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes

Program of Study: Education Specialist in Change Leadership in Deaf Education

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

- ADM 821 Issues in the Administration of Programs for People with Disabilities (3)
- ADM 837 Interpersonal and Group Behavior in Organizations (3)
- ADM 838 Organization Development and the Management of Change (3)
- ADM 839 Organization Theory and Design (3)
- ADM 841 Redesigning Organizations (3)

2. *Supporting Courses (12 credit hours).*

Students must select 12 credit hours of supporting courses from the following list. Six of these 12 credits may

be transferred from previous graduate study. Transfer credits must be approved by program faculty.

- ADM 711 Basics of Management (3)
- ADM 796 Executive Communication Skills (3)
- ADM 809 Theory of Management and Leadership (3)
- ADM 810 Public Policy and Persons with Disabilities (3)
- ADM 834 Program Development and Evaluation in Special Education and Human Services (3)
- ADM 840 Organizational Diagnosis (3)
- ADM 845 Curriculum Development (3)
- ADM 858 Supervising and Evaluating Teaching (3)
- ADM 860 Ethics in Management (3)
- ADM 862 Gender Issues in Management (3)
- ADM 865 School and Community Relations (3)
- ADM 880 Human Resource Administration (3)
- ADM 895 (Special Topic Course) Principles of Finance and Budget (3)
- ADM 895 (Special Topic Course) Educational Leadership Issues (6) (Gallaudet Leadership Institute students only)

3. *Internship/Field Experience (3 credit hours)*

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

Total: 30 Credit Hours

4. *Final Change Leadership Project.*

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

The Gallaudet Leadership Institute (GLI)

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

GLI participants enrolled in the Ed.S. Program in Change Leadership in Education are engaged in a variety of non-traditional learning experiences, including cohort building and leadership development activities, online courses, and web-based and other forms of experiential learning. An

extensive six-week summer residency is required, followed by an internship or field experiences, as well as the design of a final change leadership project. Questions about specific GLI admission requirements should be directed to Dr. Joseph Innes at: joseph.innes@gallaudet.edu.

Master of Science in Administration

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

Admission Requirements for the M.S. Program in Administration

Checklist of requirements for application to every Gallaudet University graduate program:

- Official transcripts of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- Official transcripts of all graduate study.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate and graduate study. (Occasionally, applicants with a GPA lower than 3.0 may be admitted conditionally upon the recommendation of the department.)
- An application fee of \$50.
- A completed graduate school application form.
- Goals statement.
- TOEFL scores for all international applicants.

Checklist of requirements specific to this program:

Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE or MAT
<input type="checkbox"/>	References?	Three Names + Phone Numbers and E-mail Addresses
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Resume?	Yes
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

	On-Campus Interview?	No
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI
<input type="checkbox"/>	English Evaluation?	TOEFL for Foreign Students

<input type="checkbox"/>	Culture and Language Colloquium Required?	Recommended
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Are there additional background requirements?

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	Special Education Deaf Education Human Services (Only people with a degree in one of these areas may apply)
<input type="checkbox"/>	Prerequisite Coursework (Required)?	3 Credits Coursework in Deafness (may be added to program after admission) 2 courses in Sign Language (must be completed during student's first year in the program)
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Prior Professional Experience?	Minimum 3 Years Paid, Full-time Professional Experience in Special Education, Deaf Education, or Human Services
<input type="checkbox"/>	Prior Certification?	Yes (for people interested in education administration)
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	No Set Date
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
<input type="checkbox"/>	Winter Admission Possible?	Yes
<input type="checkbox"/>	Part-time Study Possible?	Yes
<input type="checkbox"/>	Summers-Only Study Possible?	Yes
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes

Program of Study: Master of Science in Administration

A. Prerequisite Areas

A course on deafness (Gallaudet University's Culture and Language Colloquium satisfies this requirement)

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

B. Core Requirements (18 credit hours)

- EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3)
- EDF 730 Multicultural Foundations of Education (3)
- ADM 711 Basics of Management (3)
- ADM 796 Executive Communication Skills (3)
- ADM 821 Issues in the Administration of Programs for People with Disabilities (3)
- ADM 837 Interpersonal and Group Behavior in Organizations (3)

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

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

D. Internship/Field Experience (3 credit hours)

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

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

E. Comprehensive Examination

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

Certificates in Administration

Certificate of Leadership

This is a 24-credit learning experience designed in collaboration with an advisor from the Department of Administration and Supervision. There are no examination requirements for the certificate (although specific courses taken may have examination requirements).

Certificate of Management

There are two kinds of Certificates of Management: general and specialized. The general Certificate of Management is a 12-credit learning experience composed of 4 courses selected by the student. All courses must be from the Department of Administration and Supervision. The specialized Certificate of Management focuses on organization improvement. To qualify for this special certificate, applicants must have a minimum of three years of paid, full-time employment in special education, deaf education, or human services. The courses for this special certificate are ADM 838, ADM 839, ADM 841, and ADM 837 or ADM 840.