

Graduate School & Professional Programs

EDUCATION (EDU)

Graduate Faculty:

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About the Department:

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

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

The department currently offers the following graduate professional preparation programs:

1. Ph.D. in Deaf Education.
2. Ed.S. (Education Specialist) in Deaf Education. (available only by special arrangement).
3. M.A. in Deaf Education: Teacher Preparation Program (specializations in family-centered early education, elementary, secondary, or multiple disabilities).
4. Master of Arts in Teaching (M.A.T.): American Sign Language/English Bilingual Deaf Education (K-12) Program.

5. M.A. in Deaf Education: Advanced Studies (for experienced teachers of deaf and hard of hearing students).
6. M.A. in Deaf Education: Special Programs in Deaf Education (for individuals not seeking teacher certification).

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

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

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

Connection is at the heart of Gallaudet's education programs. At Gallaudet we emphasize that all of our professional work in deaf education is embedded in multiple contexts, and we promote connections to and among these contexts. These contexts include: Cultures, Communities, Families, Schools, Universities, and Professions. Graduates of our programs are able to communicate with, respond to and build on lives in and out of schools to assure that all students learn to their highest potentials.

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

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

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

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

The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The graduate programs are also approved by the Council on Education of the Deaf (CED) and the Council for Exceptional Children (CEC). Gallaudet University is accredited by the Middle States Association of Colleges and Secondary Schools.

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

Ph.D. in Deaf Education

The Department of Education offers the doctor of philosophy degree in deaf education with an emphasis on language and literacy as the foundation for the education of deaf children and youth. The program is available for experienced educators who meet the University’s Graduate School admission requirements and those of the department. The program is designed to prepare future teacher educators, with expertise in research, who will provide exemplary leadership in programs preparing teachers of deaf children and youth. Programs of study are cooperatively designed by the student, the student’s advisor, and the Department Doctoral Studies Committee (DDSC) to include a concentration area of study under the mentorship of scholars in Deaf Education.

Admission Requirements for the Ph.D. Program in Deaf Education

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

- Official transcripts of all undergraduate and graduate study from accredited universities.
- 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 these programs:

Are additional application materials required?

<input type="checkbox"/>	Standardized Test Scores?	GRE
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Indication of American Sign Language Fluency?	Yes
	Special Essay?	No
<input type="checkbox"/>	Resume?	Yes
<input type="checkbox"/>	Writing Sample?	Yes (on site during interview)
<input type="checkbox"/>	Indication of Written English Language fluency?	Yes/ASLPI

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Yes
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Sign Language Evaluation?	No
English Evaluation?	No
Culture and Language Colloquium Required?	No

Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Deaf Education or Related Field
<input type="checkbox"/>	Required Undergraduate Major?	Education or Related Field
	Prerequisite Coursework	EDF 720 or equivalent
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Minimum of 3 years successful classroom teaching experience with Pre-K-12 deaf children and youth
<input type="checkbox"/>	Prior Certification?	CED or the equivalent
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	April 15
<input type="checkbox"/>	First Date for Consideration of Application?	as reviewed
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
<input type="checkbox"/>	Weekend and Evening Study Possible?	Yes, Evening Study

Transfer Credit Hours

A maximum of 12 post-master's semester credit hours taken *before admission* to Gallaudet's Ph.D. program may be transferred to Gallaudet's Ph.D. program on the condition that: (1) course grades are B or better; (2) courses are relevant to the planned program; and (3) credits have been earned within five years prior to admission into the doctoral program. A maximum of 12 additional credits of coursework may be transferred into the Ph.D. program *after admission* on the condition that: (1) the coursework was preplanned and preapproved by the Department Doctoral Studies

Committee, and (2) the sum of all transfer credits applied toward Ph.D. core coursework does not exceed 24 credits.

Residency Requirements

A minimum of two consecutive semesters, excluding summer sessions, must be spent at Gallaudet University in full-time study.

Program of Study: Ph.D. in Deaf Education

1. *Core Courses**

- All students admitted to the program must complete the core program of studies with grades of B or better:
- EDU 707 The Structures and Applications of American Sign Language and English in the Classroom (4)
 - EDU 820 Proseminar: Doctoral Studies in Education (4)
 - EDU 830 Doctoral Seminar in University Teaching in Education (2)
 - EDU 831 Doctoral Seminar in Pre-Service Teacher Supervision (2)
 - EDU 880 Doctoral Studies in Deaf Education (3)
 - EDU 881 Doctoral Studies in General and Special Education (3)
 - EDU 885 Language, Culture, and Literacy: Issues in Deaf Education (3)
 - EDU 886 Theory and Research: Reading and Writing Instruction for Deaf Students (3)
 - EDU 889 Curriculum and Assessment of Deaf Children and Youth (3)
 - EDU 893 Practicum in University Instruction (2)
 - EDU 897 Research Internship (2; repeated four semesters)
 - EDF 720 Introduction to Basic Concepts and Methods of Educational Research (3) (prerequisite)
 - EDF 801 Principles of Statistics I (3)
 - EDF 810 Advanced Research Design I (3)
 - EDF 812 Qualitative Research Methods (3)

A minimum of one of the following:

- EDF 802 Principles of Statistics II (3)
- EDF 811 Advanced Research Design II (3)
- EDF 895 (Special Topics course) Advanced Qualitative Research (3)

2. *Concentration Area Coursework*

Students take 15-18 semester hours of coursework in their concentration area of study. Concentration area coursework may be taken through universities in the Consortium of Universities of the Washington Metropolitan Area or other accredited universities.

3. *Practica/Internships*

Students complete a 2 credit practicum in university instruction and four 2-credit research internships designed to develop competencies in teaching and research.

4. *Dissertation*

Every student must complete a dissertation for the doctor of philosophy degree. The dissertation must incorporate a research design capable of addressing a theoretical problem in education of deaf children and youth. Over the course of the program, students must register for a total of nine credits (EDU 900). After nine hours are accrued, the student must register for a continuous enrollment until the dissertation is successfully defended to remain in the program.

5. *Qualifying Examination*

The qualifying examination consists of written and oral components and is scheduled after two semesters of full-time study or when the student has accrued between 18-30 hours.

6. *Comprehensive Examination*

The comprehensive examination consists of written and oral parts and is scheduled on completion of formal coursework, including practicum in university instruction, and the research internships. It must be passed prior to the dissertation proposal defense.

7. *Advancement to Candidacy*

To be eligible for candidacy, students must have completed all program requirements except the dissertation, including: (a) completion of all core and concentration area coursework with grades of B or better, (b) successful completion of both the qualifying and comprehensive exams, (c) completion of the practicum in university teaching and the research internship requirements, (d) meeting the department's residency requirement, and (e) attaining a grade point average of 3.25, excluding transfer credits. Full-time students must reach candidacy within three years and complete all program requirements within seven years after matriculation.

Specialist (Ed.S.) in Deaf Education

The education specialist degree (Ed.S.) is offered only by special arrangement. The Ed.S. in deafness provides specializations in family-centered early education, multiple disabilities, and reading. The Ed.S. program is designed for teachers who have master's degrees in education of deaf and hard of hearing students and who wish to advance

their careers.

Admission Requirements

1. The general admission requirements of the Graduate School described in this catalog.
2. A master's degree from an accredited institution with a grade point average of 3.0 or better.
3. At least two years of successful teaching experience with deaf and hard of hearing students (as shown in supporting documentation from applicant's supervisor).
4. Provisional-level CED certification in the education of deaf and hard of hearing students or equivalent coursework and practicum.
5. Completion of a survey course on the nature and needs of people with disabilities and completion of any prerequisite courses for the student's major.
6. Verification of sign skills sufficient to converse with deaf individuals.

Program of Study: Specialist (Ed.S.) in Deaf Education

The 30-35 credit hour program is designed to be completed in three consecutive semesters (fall, spring, summer) or four summers, and includes professional issues courses (5 credit hours); major field or specialization courses (15 credit hours); expanded major, minor, or elective courses (9 credit hours); internship (1-6 credit hours); and proficiency in ASL. A major research project and paper are also required. Possible minor study areas include linguistics, supervision, counseling,

Residency Requirements

Eight credit hours of graduate-level coursework meeting requirements of the program may be transferred from another college or university if approved by the student's advisor and the department chair. The education specialist professional issues course and at least 9 credit hours toward the major must be taken at Gallaudet. Remaining courses must be taken at Gallaudet or at schools in the Consortium of Universities of the Washington Metropolitan Area.

Master of Arts in Deaf Education: Teacher Preparation Program

The M.A. teacher preparation program prepares entry-level educators seeking state licensure in the area of deaf and hard of hearing students and CED certification in the education of deaf and hard of hearing students. Students may follow a course of study in one of four areas of specialization: family-centered early education, elementary, secondary, and multiple disabilities.

Applicants who need prerequisites may have to take an additional year of studies. Since all undergraduate Education courses at Gallaudet are conducted in ASL, students who wish to fulfill prerequisites courses in education at Gallaudet are only able to do so if they possess adequate ASL skills. It is strongly recommended that applicants complete prerequisites before entering the M.A. teacher preparation program.

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

Admission Requirements for the M.A. Teacher Preparation Program in Deaf Education (Including Elementary or Secondary Courses of Study and Specializations in Multiple Disabilities and Family-Centered Early 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. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their graduate study.)
- 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 these programs:

Are additional application materials required?

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Special Essay?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No
<input type="checkbox"/>	Culture and Language Colloquium Required?	Strongly recommended

Are there additional background requirements?

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	B.A. in Education or appropriate coursework
<input type="checkbox"/>	Prerequisite Coursework (Required)?	(Coursework prerequisites for the various specializations within the M.A. teacher preparation program in deaf education are listed separately in subsequent pages under the "Program of Study" descriptions for each specialization.)
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Prior Professional Experience?	At least 200 hours of successful paid or volunteer work with infants, children, or adolescents, corresponding to the level for which the applicant is applying.
<input type="checkbox"/>	Prior Certification?	Preferred
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No deadline, but applicants are strongly encouraged to apply by February 15th
	First Date for Consideration of Application?	February 15
<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
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Program Requirements

To complete the M.A. degree in the teacher preparation program, students must satisfy the following requirements.

1. Completion of graduate degree requirements, as described in the appropriate section of the catalog.
2. Successful completion (grade of B or better) of all academic and practicum requirements specified by the Department of Education. Prerequisite coursework for each specialization should be completed prior to the beginning of Practicum II.
3. Successful completion of student teaching or internship (grade of "B" or better). All required coursework must be successfully completed prior to the start of student teaching or internship.
4. A *minimum* of one year of full-time enrollment in the program (usually the last year) is necessary to complete the master's degree program in teacher preparation due to practicum requirements and the integration of these with coursework. Although students may begin the program on a part-time basis, they cannot obtain the master's degree in the teacher preparation program through part-time study only.
5. Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of Intermediate Plus prior to advancing to candidacy and beginning the second year of graduate study.

The M.A. teacher preparation program is designed to be completed in two academic years, excluding summers. Students are strongly encouraged to take sign language or other prerequisite coursework during the summer prior to beginning the program, however. In addition, some students may elect to take courses during the summer between the two years to lighten the course load during the academic year or to meet American Sign Language proficiency requirements. The table on page 73 shows the typical program length and professional credential outcomes for each of the four M.A. teacher preparation programs.

Family-Centered Early Education Specialization

The family-centered early education (FCEE) specialization in education of deaf and hard of hearing children prepares specialists to work with children from birth through 5 years of age who are deaf, hard of hearing, or have multiple disabilities, and their families. Graduates are prepared to fill a variety of roles including early childhood specialist, parent/family educator and consultant, family-child advocate, program developer and manager, and transdisciplinary team member. As such, graduates are qualified to work in public school, clinic, and special school settings with home or center-based early education programs. The course of

study in the family-centered early education specialization leads to state licensure in Special Education/Deaf and Hard of Hearing (K-12) and to Council on Education of the Deaf (CED) certification in infant/preprimary. An endorsement in Early Childhood Special Education may be recommended if the candidate has obtained an initial D.C. license in Early Childhood Education (P-3).

Program of Study

Students must satisfactorily complete a prescribed course of study for the family-centered early education specialization teacher certification program. The required program of studies requires two full years plus two summers; a three-year plan of studies is recommended for students who lack coursework in Early Childhood Education. The program consists of course work in the following areas (credit hours indicated in parentheses are approximate): education and deafness (3); infant development and assessment (4); working with families and other professionals (5-8); American Sign Language (9); linguistics and language acquisition (7); audiology and speech development (6); curriculum, instruction, and classroom management (10-16); research and foundations in education (6); field experiences and seminars (12). Copies of the complete sequence of study for the family-centered early education specialization are available from the Department of Education.

Prerequisite Coursework (or other evidence of knowledge in each area) for Family-Centered Early Education Specialization

- ❑ Child Development OR Child Psychology
 - Introduction to Exceptional Children
 - General Psychology
 - Educational Psychology or Learning Theory
 - Foundations of Education
 - Curriculum Development
 - Early Childhood Instructional Methods (a minimum of 6 credits covering language arts, mathematics, science, and social studies on early childhood level)
 - Methods of Teaching Reading OR Emerging Literacy
 - Children's Literature
 - World Literature
 - Art
 - Philosophy
 - Mathematics (6 credits college-level)
 - Science (6 credits college-level)
 - Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
 - Deaf Culture (a course, demonstrated experience, OR participation in Gallaudet's "Culture and Language Colloquium")
 - Sign Language (2 semesters or demonstrated proficiency)

Practicum

An integral part of the family-centered early education specialization is the fieldwork with families and early education programs, undertaken during four semesters of the program. Supervision and coordination with the campus-based course work facilitates the development of skills for working with families in each practicum. The practica are developmental both in terms of the amount of time in the field, which ranges from 42-60 hours the first semester to 350 hours the fourth semester, and the increased responsibility and skill level required of the students.

Practicum sites are chosen to provide students with the opportunity to work with young children, from birth through 5 years and with different disabilities including deafness, and their families, to provide experience in a variety of programs (e.g., school, agency/clinic), and in different types of settings, e.g., home and/or center-based. Programs frequently used as practicum sites in the Washington, D.C., area include the Kendall Demonstration Elementary School (on the Gallaudet University campus), the Maryland School for the Deaf, early intervention centers and public schools in Prince George's County and Montgomery County, Maryland, and Fairfax County, Virginia.

In addition, students are usually placed in programs out of the area for their final 10-week, full-time internship. These programs include the Pennsylvania School for the Deaf; Virginia School for the Deaf; Colorado Home Intervention Program; Boys Town National Research Hospital in Omaha, Nebraska; and the New Mexico School for the Deaf.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

Deaf Education at the Elementary or Secondary Level

Students may follow courses of study that build on backgrounds of various levels and focus on elementary or secondary (junior and senior high school) levels. Graduates are qualified to accept teaching positions in residential, day school, and day class programs and to teach in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in education of deaf and hard of hearing children and to Council on Education of the Deaf (CED) certification in elementary or secondary education.

Program of Study

Students must satisfactorily complete prescribed courses of study for the elementary or secondary specialization. The program typically consists of work in these areas (credit hours in parentheses are approximate): education and deafness (3); audiology and speech development (6); sign communication (9); language development (10); curriculum and instruction (9); research and foundations in education (6); and practicum (10). Copies of the complete sequence of required courses for each level are available from the department.

Prerequisite Coursework (or other evidence of knowledge in each area) for Elementary Deaf Education Specialization

- ☐ Child or Adolescent Psychology (or Development), OR Developmental Psychology
- Introduction to Special Education
- General Psychology
- Educational Psychology OR Learning Theory
- Foundations of Education
- Curriculum Development
- Instructional Methods (a minimum of 6 credits covering language arts, children's literature, mathematics, science, and social studies)
- Instructional Development
- Educational Technology, OR Media Production
- Methods of Teaching Reading
- World Literature
- Art
- Philosophy
- Mathematics (6 credits college-level)
- Science (6 credits college-level)
- Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
- Deaf Culture (a course, demonstrated experience, or participation in Gallaudet's "Culture and Language Colloquium")
- Sign Language (2 semesters or demonstrated proficiency)

Prerequisite Coursework (or other evidence of knowledge in each area) for Secondary Deaf Education Specialization

- ☐ Child or Adolescent Psychology (or Development), OR Developmental Psychology
- Introduction to Special Education
- General Psychology
- Educational Psychology OR Learning Theory
- Foundations of Education
- Curriculum Development
- Instructional Methods for applicant's content area
- Instructional Development, Educational Technology, OR Media Production
- Content Area Courses (thirty or more credits)
- Methods of Teaching Reading

Children's Literature
 World Literature
 Art
 Philosophy
 Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
 Deaf Culture (a course, demonstrated experience, or participation in Gallaudet's "Culture and Language Colloquium")
 Sign Language (2 semesters or demonstrated proficiency)

Practicum

Practical, classroom-based experiences are incorporated into each semester of the program. These experiences include directed observation in school programs and at various agencies and organizations for deaf and hard of hearing people; directed participation during which students serve as teacher aides for two or three half-days per week; and one 10-week period of full-time student teaching. Practicum sites are chosen to provide students with a variety of experiences in settings of different types—day/residential, mainstreamed/self-contained/departmentalized—and in classes using a variety of communication modes and instructional approaches. Programs typically used in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George's and Montgomery counties, Maryland. Students are also placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf students in Arizona, California, Colorado, Massachusetts, New York, Texas, and Virginia. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

Multiple Disabilities Specialization

The multiple disabilities specialization prepares teachers to work with deaf and hard of hearing students with accompanying disabilities such as mental retardation, learning disabilities, behavior problems, physical disabilities, or visual disability. The noncategorical preparation addresses needs of students with multiple disabilities across a range of developmental levels and ages. Graduates may obtain positions as teachers in self-contained classes, resource rooms, or as internet teachers for students with multiple disabilities, working in day or residential programs in mainstream or special school settings. The course of study in

this specialization leads to dual state licensure in "Special Education/Deaf" and "Multiple Disabilities" and Council on Education of the Deaf (CED) certification in Multiple Disabilities.

Program of Study

Students must satisfactorily complete a prescribed course of study for the multiple disabilities specialization. The program typically consists of coursework in the following areas (credit hours indicated in parentheses are approximate): education and deafness (3); nature and needs of students with multiple disabilities (3); audiology and speech development (6); American Sign Language (9); language development (10); curriculum and instruction for students with multiple disabilities (15); working with families (3); research and foundations in education (6); and practicum (10). Copies of the complete sequence of required courses for the multiple disabilities specialization are available from the department.

Prerequisite Coursework (or other evidence of knowledge in each area) for Multiple Disabilities Specialization

- ☐ Child or Adolescent Psychology (or Development), OR Developmental Psychology
- Introduction to Special Education
- General Psychology
- Educational Psychology OR Learning Theory
- Foundations of Education
- Curriculum Development
- Instructional Methods (a minimum of 6 credits covering language arts, children's literature, mathematics, science, and social studies)
- Instructional Development
- Educational Technology, OR Media Production
- Methods of Teaching Reading
- World Literature
- Art
- Philosophy
- Mathematics (6 credits college-level)
- Science (6 credits college-level)
- Social Sciences (12 credits, including one course in world history or cultures and one course in American history)
- Deaf Culture (a course, demonstrated experience, or participation in Gallaudet's "Culture and Language Colloquium")
- Sign Language (2 semesters or demonstrated proficiency)

Practicum

An integral part of the multiple disabilities specialization is the practicum undertaken during four semesters of the program. Supervision and coordination with the campus-based coursework facilitate the

Program	Credits	Typical Time Frame	Licensure and Certification
Family-Centered Early Education	68-69	Two calendar years, excluding summers.	An initial licensure in Special Education: Deaf/Hard of Hearing (K-12); Council on Education for the Deaf (CED) certification in Infant/Primary Special Education. (see page 70 regarding the endorsement in ESCE.)
Elementary	57-59	Two academic years, excluding summers.	State licensure in deaf education; CED certification in Elementary.
Secondary	57-59	Two academic years, excluding summers.	State licensure in deaf education; CED certification in Secondary.
Multiple Disabilities	63-65	Two academic years, excluding summers.	State licensure in both deaf education and multiple disabilities; CED certification in Multiple Disabilities.

development of instructional and management competencies in each practicum. The practica are developmental both in terms of the amount of time in the field, which ranges from 42-60 hours the first semester to 350 hours the fourth semester, and the increased responsibility and skill level required of the students. Many practicum facilities are used to provide students with a variety of experiences in settings of different types and with students with different developmental levels, combinations of disabilities, and ages. Programs frequently used in the Washington, D.C., area include the Kendall Demonstration Elementary School (on the Gallaudet University campus), the Maryland School for the Deaf, and day schools, classes, resource rooms, and itinerant placements in Fairfax County, Virginia, and Prince George’s County, Maryland, public schools. In addition, students may be placed in programs out of the area for their final 10-week, full-time student teaching placement. These programs include the Arizona School for the Deaf and Blind, Texas School for the Deaf, and The Learning Center. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

**Project Achieve
Professional Development School
Partnership Program**

The Department of Education has established a collaborative relationship with several programs serving children who are deaf or hard of hearing—the Kendall Demonstration Elementary School, the Model Secondary

School for the Deaf, the Maryland School for the Deaf, the Fairfax (Virginia) Mainstreaming Program, the Pennsylvania School for the Deaf, and Montgomery County (Maryland) Public Schools program for students who are deaf and hard of hearing. The Professional Development School Partnership Program enables experienced school personnel from partner schools who qualify for admission to the master's degree teacher preparation program to take summer courses on campus, on site, or through distance education during the academic year in a planned sequence leading to the degree. Two summers of full-time study (6 credits each summer) is required to meet the "residency" requirement. Recognition of some prior school experience is provided in the determination of the student's program; the competencies required for completion of the program, however, are the same as those in the previously described master's degree teacher preparation program. Potential applicants should consult first with their program supervisors and then send an inquiry in care of Project Achieve to the Department of Education.

**Master of Arts in Teaching (MAT):
American Sign Language/English
Bilingual Deaf Education (K-12)
Program**

While designed for graduates of the Gallaudet university undergraduate programs in Educations, applicants with an NCATE accredited Bachelor's Degree in Education in

Early Childhood Education, Elementary and/or Secondary Education from other universities may also qualify. The MAT: ASL/English Bilingual Deaf Education Program emphasizes the equal importance of ASL and English in the classroom, in the school, in the community, and in society in general. The requirements for the MAT: ASL/English Bilingual Deaf Education Program can be completed in one calendar year (including summer) after completion of a Bachelor's Degree in Education. Candidates in the program will major in Deaf Education at the elementary (K to 8th grade) or secondary (junior and senior high school) level. Graduates are qualified to accept teaching positions in residential, day school programs, and in self-contained, departmentalized, and mainstreamed settings. The course of study leads to state licensure in education of deaf and hard of hearing students and to Council on Education of the Deaf (CED) certification in elementary or secondary education.

Admission Requirements for the M.A.T.: American Sign Language/English Bilingual Deaf Education K-12) Program

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. (Those applying during their final undergraduate year must submit a final transcript after completing their bachelor's degree and before enrolling in their first semester of graduate study.)
- 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 Letters
	Reference Citing Sign Language Skills?	No

<input type="checkbox"/>	Special Essay?	Portfolio of related work experiences and education courses
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Yes
<input type="checkbox"/>	Sign Language Evaluation?	GU-ASLPI score 2+ or higher
	English Evaluation?	No
<input type="checkbox"/>	Culture and Language Colloquium Required?	Recommended

Are there additional background requirements?

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	B.A. or B.S. (from an NCATE accredited program) in Education: ECE, Elementary, or Secondary
<input type="checkbox"/>	Standardized Testing Substitute for Prerequisite?	Praxis I
<input type="checkbox"/>	Prior Professional Experience?	200 or more hours of Education related experiences with deaf/hard of hearing children
<input type="checkbox"/>	Prior Certification?	Preferred
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Yes

Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	February 15
<input type="checkbox"/>	Summer Admission Possible?	Yes
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
<input type="checkbox"/>	Part-time Study Possible?	Yes
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

Program of Study

Students must satisfactorily complete the prescribed course of study for the MAT program. The program typically consists of work in these areas (credit hours indicated in parentheses are approximate): education and deafness (3); language development (10); curriculum and instruction (9); research and foundations of education (6); practicum (8) and optional work in audiology and speech development (6).

Practicum

Practical, classroom-based experiences are incorporated into the fall and spring semesters of the program. These experiences include directed participation during which the students work in classrooms for three half-days per week, and one 10-week period of full-time student teaching.

Practicum sites provide students with a variety of experiences in settings of different types—day/residential, main-streamed/self-contained/departmentalized—and in classes using a variety of communication modes and instructional approaches. Programs typically used in the Washington, D.C., metropolitan area include the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf (both on the Gallaudet University campus), the Maryland School for the Deaf, and day schools and classes in Fairfax County, Virginia, and in Prince George’s and Montgomery counties, Maryland. Students are also placed in out-of-state assignments. Programs used in recent years have included public and private programs for deaf students in Alabama, Connecticut, Delaware, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New York, South Dakota, Texas, and Wisconsin. A limited number of international placements may be available.

Students should also be prepared to pay for security clearance checks when these are required by a school. These security checks cost approximately \$40-\$50.

Master of Arts in Deaf Education: Advanced Studies

The Advanced Studies in Deaf Education master of arts program is a 34-36 semester hour program designed specifically for teachers of deaf and hard of hearing students who have state licensure in deaf education or provisional CED certification (or the equivalent) and who are currently working in the field. Each student follows an individually tailored course of study based on educational background and teaching experience with deaf and hard of hearing students.

The program is designed to provide experienced teachers an opportunity to acquire additional knowledge and skills in

deafness and a related area. Graduates may be prepared for an additional specialization and/or certification area.

Admission Requirements for the M.A. Program in Deaf Education: Advanced Studies

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

- Official transcripts of all undergraduate study, including evidence of having received a bachelor’s degree from an accredited university. (Those applying during their final undergraduate year must submit a final transcript after completing their bachelor’s degree and before enrolling in their first semester of graduate study.)
- 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?	No
<input type="checkbox"/>	References?	Three Letters
<input type="checkbox"/>	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Special Essay?	No
<input type="checkbox"/>	Resume?	No
<input type="checkbox"/>	Writing Sample?	No
<input type="checkbox"/>	Videotape of Signing and/or English?	No

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	No
<input type="checkbox"/>	Sign Language Evaluation?	No
<input type="checkbox"/>	English Evaluation?	No
<input type="checkbox"/>	Culture and Language Colloquium Required?	Recommended

Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	Deaf Education

<input type="checkbox"/>	Recommended Undergraduate Major?	Deaf Education
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Deaf Education
<input type="checkbox"/>	Standardized Testing Substitute for Prerequisite?	Praxis
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Two Years in Deaf Education
<input type="checkbox"/>	Prior Certification?	Provisional CED or State in Deaf Education
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Yes

Application Deadlines and Program Scheduling

	Last Date to Submit Completed Application?	No Deadline
	First Date for Consideration of Application?	February 15
	Summer Admission Possible?	No
<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

Program of Study: M.A. in Deaf Education: Advanced Studies

The advanced studies course of study is individually designed by the student and advisor within the following framework (approximate credit hours indicated): advanced foundations in education (9); education and deafness (11-12); cognate area (11-12); independent study (3); and proficiency in ASL.

The cognate areas from which a student may select an area of specialization or related study include multiple disabilities, family-centered early education, language, reading, supervision, and counseling. The independent study is usually done in the cognate area and involves the development of a project or research paper. A Gallaudet University American Sign Language Proficiency Interview (GU-ASLPI) rating of Intermediate Plus is required prior to being advanced to candidacy.

The program may be completed by attendance through full- or part-time study during the academic year and summer. Eight hours of graduate-level coursework meeting the requirements of the program may be transferred from another college or university.

Special Master of Arts Programs in Deaf Education

Special M.A. degree programs are provided, at the discretion of the department, for full-time or part-time students who do not wish to pursue the standard teacher preparation curriculum, (e.g., graduates of undergraduate programs majoring in education of deaf and/or hard of hearing students; teachers of deaf and hard of hearing students seeking professional-level CED certification; teachers who wish to pursue further study; international students). These programs are designed in consultation with the individual student and do not lead to teacher certification or licensure. For a master’s degree, the student must satisfy general admission requirements of the Graduate School and the Department of Education, complete the individually planned program, and fulfill all Graduate School degree requirements as listed in this catalog. In addition, a Gallaudet University American Sign Language Proficiency Interview rating of Intermediate Plus is required prior to being advanced to candidacy.

Admission Requirements for Special M.A. Programs in Deaf Education

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

- Official transcripts of all undergraduate study, including evidence of having received a bachelor’s degree from an accredited university. (Those applying during their final undergraduate year will be required to submit a final transcript after completion of their bachelor’s degree and before enrolling in their first semester of graduate study.)
- 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 these programs:

Are additional application materials required?

	Standardized Test Scores?	No
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
	Resume?	No
	Writing Sample?	No
	Videotape of Signing and/or English?	No

Are there additional application requirements?

	On-Campus Interview?	No
	Sign Language Evaluation?	No
	English Evaluation?	No
<input type="checkbox"/>	Culture and Language Colloquium Required?	Recommended

Are there additional background requirements?

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	B.A. in Education or Appropriate Coursework
	Prerequisite Coursework (Required)?	No
	Other Undergraduate Coursework?	No
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
<input type="checkbox"/>	Prior Professional Experience?	Yes
<input type="checkbox"/>	Prior Certification?	Preferred
	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?	February 15
<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
	Weekend and Evening Study Possible?	No

A Summary of Gallaudet University's Title II Report for the Academic Year 2005-06 Cohort, and a Summary of the Follow-Up Report for the Academic Year 2002-03 Cohort

Title II of the federal government's Higher Education Act requires institutions of higher education that receive federal funding to report each year to their state education agency and to the general public about the performance of their teacher preparation program completers on the state teacher licensure tests that are required for the jurisdiction in which they are located.

Although the stated goal of this Title II legislation is to shed light on the quality of teacher preparation programs by demonstrating performance of their program completers on state-required teacher licensure tests, many standardized testing experts in the field of education, including the Committee on Assessment and Teacher Quality, a 17-member panel of testing experts convened in 2001 by the prestigious National Research Council, believe that the quality of teacher preparation programs cannot be judged solely by performance on teacher licensure tests, and many of these experts question the appropriateness of using teacher licensure test scores and institutional pass rates for that purpose. A more in-depth discussion concerning the validity of using teacher licensure test scores and pass rates as a measure of the quality of a teacher preparation program, as well as some important and unique considerations concerning the performance of Gallaudet University's program completers on these required state teacher licensure tests, may be found at the following web site, which includes the full April 2007 Gallaudet University Title II Institutional Report for Academic Year Cohort 2005-2006, and the Title II Follow-Up Report for Academic Year Cohort 2002-2003, that were submitted to the District of Columbia in April 2007: gradschool.gallaudet.edu/gradschool.

Gallaudet University is the world's leading university educating deaf and hard of hearing students and the professionals who serve them. In accordance with its federally-mandated mission to provide access to a postsecondary education for deaf and hard of hearing students, Gallaudet offers a unique teacher preparation program for undergraduate deaf and hard of hearing students who wish to become teachers in regular education settings. Gallaudet also prepares graduate students (who may be deaf, hard of hearing or hearing) to become teachers of deaf and hard of hearing students. The university is unique and especially suited for its role because it provides the educational opportunities in a setting that values American Sign Language and English, Deaf culture, and a diverse, multicultural community.

The concept of "unparalleled access for deaf and hard of hearing students" has served to build and maintain Gallaudet's worldwide reputation as a leader in the field of education of deaf and hard of hearing students. Unlike at most other teacher education programs in the country that prepare teachers to work with deaf and hard of hearing students, at Gallaudet instruction in the classroom is bilingual (classroom interactions in ASL with written English accessible to all through the use of electronic technologies) in a setting where all but a few undergraduate students, a large number of graduate students, and many faculty and staff are themselves deaf or hard of hearing, thus providing on one campus the largest number of deaf and hard of hearing professional role models found anywhere in the world. It is imperative that this concept of "unparalleled access for deaf and hard of hearing students" – which is at the core of Gallaudet's federally mandated mission – be kept in mind when one attempts to interpret the institutional pass rates found in Gallaudet University's Title II Reports each year.

A Note about the Absence of Institutional Pass Rates for Some Assessments for the 2005-2006 Title II Report Cohort and for the 2002-2003 Title II Follow-Up Report Cohort:

The Title II reporting procedures that are used in calculating institutional and state pass rates for how well program completers performed on state licensure assessments is mandated by the U.S. government. According to Title II legislation, if the number of test-takers for an individual assessment is fewer than 10, then that number of test-takers is not statistically significant, and therefore no pass rate will be calculated for that assessment, in that report year. For the 2006-2007 Title II Report Year at Gallaudet, the cohort (number of test-takers) for nearly every assessment was fewer than 10. The same was true for the 2002-2003 Follow Up Report cohort. For these reasons, the individual assessments and some of the aggregate or summary assessments do not have a calculated pass rate for these two report years.

FROM GALLAUDET UNIVERSITY'S TITLE II REPORTS, <i>Submitted April 2007</i> TABLE C-1 <i>Single-Assessment Institution-Level Pass-Rate Data: Regular Teacher Preparation Program</i>									
Total Number of Program Completers Title II Report for Cohort AY 2005-06 = 14 Follow-Up Report for Cohort 2002-03 = 13									
TYPE OF ASSESSMENT	Assessment Code Number	# Taking Assessment for Current Report Year Cohort AY 2005-06	# Passing Assessment for Current Report Year Cohort AY 2005-06	Institutional Pass Rate for Current Report Year Cohort AY 2005-06	Statewide Pass Rate for Current Report Year Cohort AY 2005-06	# Taking Assessment -- Follow-Up Report for Cohort AY 2002-03	# Passing Assessment -- Follow-Up Report for Cohort AY 2002-03	Institutional Pass Rate -- Follow-Up Report for Cohort AY 2002-03	Statewide Pass Rate -- Follow-Up Report for Cohort AY 2002-03
<i>Basic Skills</i>									
PPST Reading	710	8	***	***	96%	8	***	***	96%
CBT Reading	711					1	***	***	100%
PPST Writing	720	7	***	***	100%	8	***	***	96%
CBT Writing	721					1	***	***	100%
PPST Mathematics	730	7	***	***	95%	8	***	***	88%
CBT Mathematics	731					1	***	***	93%
Computerized PPST Reading	5710	6	***	***	100%				
Computerized PPST Writing	5720	7	***	***	99%				
Computerized PPST Mathematics	5730	7	***	***	98%				
<i>Professional Knowledge</i>									
English Lang Lit Comp Pedagogy	043	1	***	***	93%				
Life Science Pedagogy	234					1	***	***	***
<i>Academic Content Areas</i>									
Elem. Education: Curriculum, Instruction, Assessment	011					1	***	***	100%
Elementary Education: Content Area Exercises	012	1	***	***	95%	1	***	***	95%
Elementary Education: Content Knowledge	014	1	***	***	94%				
Early Childhood Education	020	1	***	***	100%				
English Lang Lit Comp Content Knowledge	041	1	***	***	100%				
Biology Content Knowledge Part I	231					1	***	***	***
Biology Content Knowledge Part II	232					1	***	***	***
<i>Teaching Special Populations</i>									
Ed Exceptional Students: Core Content Knowledge	353	8	***	***	100%				
Special Education	350					3	***	***	90%

FROM GALLAUDET UNIVERSITY TITLE II REPORTS, <i>Submitted April 2007</i> TABLE C-2 <i>Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program</i>									
Total Number of Program Completers Title II Report for Cohort AY 2005-06 = 14 Follow-Up Report for Cohort 2002-03 = 13									
TYPE OF ASSESSMENT	# Taking Assessment For Current Report Year Cohort AY 2005-06	# Passing Assessment For Current Report Year Cohort AY 2005-06	Institutional Pass Rate for Current Report Year Cohort AY 2005-06	Statewide Pass Rate for Current Report Year Cohort AY 2005-06	# Taking Assessment -- Follow-Up Report for Cohort AY 2002-03	# Passing Assessment -- Follow-Up Report for Cohort AY 2002-03	Institutional Pass Rate -- Follow-Up Report for Cohort AY 2002-03	Statewide Pass Rate -- Follow-Up Report for Cohort AY 2002-03	
<i>Aggregate: Basic Skills*</i>	14	11	79%	97%	9	***	***	90%	
<i>Aggregate: Professional Knowledge*</i>	1	***	***	92%	1	***	***	85%	
<i>Aggregate: Academic Content Areas*</i>	3	***	***	96%	2	***	***	92%	
<i>Aggregate: Teaching Special Populations*</i>	8	***	***	100%	3	***	***	93%	
SUMMARY OF INDIVIDUAL ASSESSMENTS**	14	10	71%	92%	9	***	***	85%	

* *Aggregate Pass Rate - Numerator:* Number who passed all the tests they took in a category (and within their area of specialization). *Denominator:* Number of completers who took one or more test in a category (and within their area of specialization).

** *Summary Pass Rate - Numerator:* Number who passed all the tests they took within their area of specialization. *Denominator:* Number of completers who took one or more tests used by the state (and within their area of specialization).

*** *Institutional Pass Rate* is not calculated if the cohort taking the assessment is fewer than 10.