



College of Liberal Arts, Sciences, and Technologies

Karen L. Kimmel, Ph.D., Dean
Hall Memorial Building, Room S-242

The College of Liberal Arts, Sciences, and Technologies (CLAST) offers most of the general studies curriculum at Gallaudet. These courses provide for all students, regardless of their fields of specialization, a strong foundation of knowledge concerning their physical, social, and intellectual environment. Courses are designed to cultivate inquiry and critical thinking, enhance communication, broaden knowledge of human experience, and foster an appreciation and understanding of a diverse world community.

CLAST offers majors in diverse disciplines of the humanities, physical sciences, and social sciences. Students select a major from a wide variety of fields and often supplement their studies by taking courses offered at other universities through the Consortium of Universities of the Washington Metropolitan Area. Upon completion of general studies and major course work, graduates of CLAST programs are prepared to enter the job market or to pursue professional and graduate studies at Gallaudet or other universities.

Through a variety of faculty research projects and grants, CLAST has strengthened the educational experiences of students. Financially supported student research projects, student co-op work experience and internships, equipment and instructional materials for science and computer labs, scholarships and opportunities for collaboration with faculty and students at other institutions are some examples.

Academic departments and programs housed in CLAST include Art; Biology; Chemistry and Physics; Communication Studies; Deaf Studies; English; Family and Consumer Studies; Foreign Languages and Literatures; Government and History; Mathematics and Computer Science; Philosophy and Religion; Psychology; Social Work; Sociology; Television, Photography, and Digital Media; and Theatre Arts.

Summer, Evening, and Weekend Programs coordinates a wide spectrum of on-campus courses and educational activities, including undergraduate and graduate courses, sign language courses, and special programs year-round.

CLAST also houses the Center for Academic Programs and Student Services which provides such student-centered support services as English Works! and the Office for Students with Disabilities.

The following CLAST departments offer degrees or certificates on the graduate level:

American Sign Language and Deaf Studies:

- M.A. in Deaf Studies

Government and History

- Graduate Certificate in Deaf History

Psychology

- Psy.S. in School Psychology
- Ph.D. in Clinical Psychology

Social Work

- M.S.W. in Social Work

American Sign Language (ASL) and Deaf Studies (DST)

Graduate Faculty:

Ben Bahan, Ph.D.; H-Dirksen L. Bauman, Ph.D. (*Director of M.A. program*); MJ Bienvenu, Ph.D. (Chair); Flavia Frazier, M.A.; E. Lynn Jacobowitz, Ph.D.; Arlene Kelly, Ph.D.; Mike Kemp, Ed.D. (*Chair*); Carolyn McCaskill, Ph.D.; Gene Mirus, M.A.

About the Department:

The Department of American Sign Language and Deaf Studies offers an M.A. degree that provides an interdisciplinary approach to the field of Deaf Studies. Students engage Deaf Studies through a critical exchange with related fields, including cultural studies, anthropology, history, literature, critical theory, linguistics, philosophy, critical pedagogy, and visual media production. Students complete the core curriculum in their first year of coursework, then select a specific area of concentration for their second year. These areas include Cultural Studies, Sign Language Teaching, and Deaf History. This degree will prepare students for employment and future study in signed languages instruction, humanities, social sciences, advocacy, and post-secondary education.

Cultural Studies Concentration

Students in this concentration gain a critical understanding of the position of the Deaf World within the context of human cultures by using a variety of theoretical approaches to the concepts of identity, ideology, resistance, and culture. Students

will work a full academic year toward the completion of their Cultural Studies Research project which may take the form of a thesis or a creative, media related project. Research projects will be conducted under the guidance of faculty who instruct Cultural Studies Research Project I and II. Graduates of the Cultural Studies concentration will be prepared to teach Deaf Studies at the post-secondary level, enter fields of advocacy, and pursue further research and education in anthropology, cultural studies, sociolinguistics, disability studies, and critical theory.

Sign Language Teaching Concentration

This concentration is designed to prepare students for a career in teaching sign languages. Students will be introduced to the key theoretical and methodological issues involved in sign language instruction, including curriculum development, assessment, and incorporating Deaf culture into the language curriculum. In addition, students will undertake an internship in which students will teach a sign language course on their own, under the supervision of a mentor. A portfolio is also required at the completion of the program which represents the culmination of students' academic performance. The Sign Language Teaching concentration may count toward a full year's worth of coursework in Gallaudet's Ph.D. in Linguistics program.

Deaf History Concentration

This concentration provides courses in history research methods and content, emphasizing how techniques of social and cultural history can be applied to the histories of deaf people and communities in the United States and Europe. The Deaf History Concentration requires a comprehensive examination as a means of assessing the student's familiarity with the field. Students may request a thesis project and defense in lieu of a comprehensive examination. These students will be guided in this project through the support of an advisor who will instruct the History Research Project I and History Research Project II courses. Graduates of the Deaf History concentration will be prepared to teach Deaf Studies at the post-secondary level, work in human service and archival related fields, and pursue further research and education in history, anthropology, historical linguistics, and disability studies. *For a list of faculty in the Deaf History concentration, see Graduate Faculty list under Government and History department listing in this section of this catalog.*

Admission Requirements for the M.A. Program in Deaf Studies

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 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
	Special Essay?	No
	Resume?	No
	Writing Sample?	No
<input type="checkbox"/>	Videotape of Signing?	Yes

Are there additional application requirements?

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

Are there additional background requirements?

	Prior Master's Degree?	No
	Recommended Undergraduate Major?	No
	Prerequisite Coursework (Required)?	No
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	Introduction to Deaf Culture Introduction to ASL Structure
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 15
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<input type="checkbox"/>	First Date for Consideration of Application?	November 15
	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
	Weekend and Evening Study Possible?	No

Program of Study

Core Curriculum

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

Semester I (Fall)

- DST 701 Deaf Cultural Studies (3)
 DST 705 Sign and the Philosophy of Language (3)
 LIN 707 Structure of Language: English and ASL (3)
 (See course description under Linguistics and Interpretation)
 ASL 709 ASL Media Production (3)

Semester II (Spring)

- DST 710 Literary Traditions in the Deaf Community (3)
 DST 712 Enforcing Normalcy: Deaf and Disability Studies (3)
 DST 714 Critical Pedagogy (3)
 HIS 731 History of the American Deaf Community (3)
 (See course description under Government and History)

Cultural Studies Concentration

Semester III (Fall)

- DST 733 Identity and Theory in Deaf Studies (3)
 DST 735 Deaf Visual Culture: Art, Theory and Resistance (3)
 DST 780 Cultural Studies Research Project I (3)
 Elective (3)
 SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3) (See course description under Social Work) (Or ADM 810 in Semester IV)

Semester IV (Spring)

- DST 750 Seminar in Deaf Cultural Studies (3)
 DST 780 Cultural Studies Research Project II (3)
 ADM 810 Public Policy and Persons with Disabilities (3)

Sign Language Teaching Concentration

Semester III (Fall)

- ASL 741 Methods of Second Language Teaching (3)
 ASL 743 Curriculum Development for Second Language Instruction (3)
 LIN 812 Language Learning by Adults (3) (See course description under Linguistics and Interpretation)
 Elective (3)

Semester IV (Spring)

- ASL 760 Assessing Second Language Skills (3)
 ASL 762 Seminar in Sign Language Teaching (3)
 ASL 790 Sign Language Teaching Internship (3)

Deaf History Concentration

Note: Actual offerings may change from semester to semester, but the work load and number of course offerings will stay the same.

Semester III (Summer)

- HIS 703 Topics in European Deaf History (3) (See course description under Government and History)
 HIS 732 History of Mass Media and the Deaf Community (3) (See course description under Government and History)
 HIS 735 History of Disability in the U.S. (3) (See course description under Government and History)
 HIS 755 Deaf Women's History (3) (See course description under Government and History)

Semester IV (Fall or Spring or both)

- HIS 793 History Research Project I (See course description under Government and History)
 HIS 794 History Research Project II (See course description under Government and History)
 HIS 799 Independent Study (See course description under Government and History)

Semester V (Summer) (pick 2 from the following)

- HIS 734 Deaf People in Hitler's Europe (3) (See course description under Government and History)
 HIS 787 Introduction to Historical Methods and Research (3) (See course description under Government and History)
 HIS 795 Special Topics in Deaf History (3) (See course description under Government and History)

With permission from the History advisor, you may choose one from the following in lieu of a History course:

- DST 733 Identity and Theory in Deaf Studies (3)
 DST 735 Deaf Visual Culture: Art, Theory, and Resistance (3)
 DST 750 Seminar in Deaf Cultural Studies (3)

Biology (BIO)

Ann Powell, Ph.D., Chair

Hall Memorial Building, Room E-300

English (ENG)

David Pancost, Ph.D., Chair

Hall Memorial Building, Room W-212

Government (GOV) and History (HIS)

Graduate Faculty:

Barry H. Bergen, Ph.D.; Susan Burch, Ph.D.; Donna F. Ryan, Ph.D. (*Director of Graduate Certificate Program in Deaf History*); John S. Schuchman, Ph.D.; John V. Van Cleve, Ph.D.

About the Department:

The Department of Government and History houses two disciplines and two undergraduate majors: government and history. On the graduate level, it began offering a Graduate Certificate Program in Deaf History in the summer of 2000.

Graduate Certificate Program in

Deaf History

The Graduate Certificate Program in Deaf History is a graduate education program in the new field of deaf history. It provides graduate level courses in historical research methods and content, emphasizing how techniques of social and cultural history can be applied to the history of deaf people and communities in the United States and Europe. Professionals who learn about the history of deaf people will bring new insights and scholarship to their teaching, sign language interpreting, research, writing, counseling, and social work.

Admission Requirements for the Graduate Certificate Program in Deaf History

Checklist of requirements for application specific to this graduate certificate program:

- Transcripts (official or unofficial) of all undergraduate study, including evidence of having received a bachelor's degree from an accredited university.
- A minimum 3.0 grade point average (on a four-point scale) in all previous undergraduate 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 certificate application form.

Are additional application materials required?

Standardized Test Scores?	No
References?	No
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
Culture and Language Colloquium Required?	No

Are there additional background requirements?

Prior Master's Degree?	No
Required Undergraduate Major?	No
Recommended Undergraduate Major?	No
Prerequisite Coursework (Required)?	No
Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/> Recommended Prior Coursework?	Sign Language (or experience using sign language)
Prior Professional Experience?	No
Prior Certification?	No
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 18
First Date for Consideration of Application?	No Set Date
<input type="checkbox"/> Summer Admission Possible?	Yes
Fall Admission Possible?	No
Winter Admission Possible?	No
<input type="checkbox"/> Part-time Study Possible?	Yes

<input type="checkbox"/>	Summers-Only Study Possible?	Yes
	Weekend and Evening Study Possible?	No

Program Curriculum

The fifteen credits required to complete the program will allow students to develop skills and awareness regarding the present state of knowledge and research in Deaf history.

Required Courses for Certificate

- History of the American Deaf Community (3)
- One U.S. history course from the following electives (3)
- One European history course from the following electives(3)
- Two additional electives (6)

Electives

- History of Mass Media and the Deaf Community (3)
- Deaf People in Hitler's Europe (3)
- Topics in European Deaf History (3)
- History of Disability in the U.S. (3)
- Special Topics in Deaf History (3)
- Independent Study (3)

Psychology (PSY)

Graduate Faculty:

Lynne Blennerhassett, Ed.D. (*Director of School Psychology*); Patrick J. Brice, Ph.D. (*Director of Clinical Psychology*); Carolyn Corbett, Ph.D.; Virginia Gutman, Ph.D. (*Chair*); Irene Leigh, Ph.D.; Asiah Mason, Ph.D.; Bryan Miller, Ph.D.; Donna Morere, Ph.D.; Tania Thomas-Presswood, Ph.D.; Mary Weiner, Ph.D.

About the Department:

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

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

In 2004-2005, 35 students were enrolled as undergraduate psychology majors, 20 as school psychology graduate students, and 30 as clinical psychology doctoral students. The department currently has 16 full-time faculty plus several adjunct and part-time faculty members. Faculty are active in graduate and undergraduate teaching, research, and various professional and service activities. Students and faculty often engage in collaborative research efforts with other academic departments and with the Gallaudet Research Institute.

Specialist Program in School Psychology

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

The core curriculum consists of credit hour requirements in the following eight core competency areas:

1. Knowledge of human development (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, and perceptual-motor areas), academic mastery, educational curriculum, and learning environments.
2. Knowledge of varied models and methods of service delivery, including assessment, consultation, intervention, outcome evaluation, and family systems models, incorporating information technology and empirically based professional service.
3. Knowledge of school psychology history and professional issues, administrative and supervisory procedures related to school psychology and school systems, family systems, and legal and ethical standards guiding service delivery at individual, group, family, school, and system levels.
4. Assessment, evaluation, and interpretation of human development and learning domains (e.g., cognitive, intellectual, adaptive, emotional, social, behavioral, language, perceptual-motor, and academic mastery) within a collaborative, data-based frame, respecting diversity of student strengths, needs, learning styles, and cultures.
5. Use of behavioral and observational strategies in individual diagnosis linked to developing effective instruction and enhancement of individual growth and development.
6. Use of systematic therapeutic approaches (e.g., behavior management, FBA, consultation, counseling, conferencing) to address identified needs at the individual, group, family, and system levels.
7. Function as the resource specialist in the school attuned to, and skilled in, achieving mental health goals, prevention services, home-school collaboration, crisis intervention, and crisis intervention teamwork.
8. Design, implement, and evaluate in-service, staff development, parent education, and system level programs.

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

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

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

The graduate program in school psychology requires the completion of 72 graduate hours including practicum and internship experiences. The program generally takes three years: two years of course study (including practicum experiences) and a one-year internship. The first year of the program includes a 30-credit sequence of courses in psychology and related areas, additional sign communication courses, and successful completion of comprehensive examinations in three areas (language, cognition, and behavior disorders). Successful completion of these requirements results in a master of arts degree in developmental psychology. The master's degree is usually awarded at the end of the first year of study.

The second year includes an additional 30-credit sequence of courses emphasizing school psychological services, successful completion of a comprehensive examination in the area of psychoeducational assessment, and an extensive practicum experience. The third program year is a full-time school psychology internship placement (12 credits), which may be served in a school or school/clinical setting anywhere in the United States. Upon successful completion of the internship year the specialist degree in school psychology is awarded.

The school psychology program is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the National Association of School Psychologists (NASP); therefore, graduates of the Gallaudet

program may receive certification as school psychologists in the many states that recognize NCATE/NASP certification of training programs. The program identifies Five NCATE Transition Points that serve as benchmarks for monitoring progress through the program: Entrance Into the Program, Awarding the M.A. in Developmental Psychology, Advancement to Practicum II, Advancement to Internship, and Awarding the Specialist Degree in School Psychology. The completion of the specified school psychology program satisfies the training requirements for school psychology certification in the District of Columbia Public Schools.

Admission Requirements for the M.A. and Psy.S. Program in School Psychology

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 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?	GRE
<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?	Sometimes

Are there additional background requirements?

	Prior Master's Degree?	No
<input type="checkbox"/>	Required Undergraduate Major?	Psychology Major or Minor or Related Field
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Statistics Child Development Abnormal Psychology
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Not required for admission, but required prior to practicum

Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 1
	First Date for Consideration of Application?	No Set Date
	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
	Weekend and Evening Study Possible?	No

Core Courses

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

- PSY 701 Legal, Ethical, and Professional Issues in School Psychology (3)
- PSY 743 Assessment I (3)
- PSY 746 Assessment II (3)
- PSY 765 Assessment III (3)
- PSY 770-771 Practicum in School Psychology I, II (6)
- PSY 772 Consultation Externship (1)
- PSY 790, 791, 792, 793 Internship (12)

Required Courses

- PSY 732 Child Psychopathology and Behavior Disorders (3)
- PSY 748 Psychoeducational Assessment and Programming with Exceptional Children (3)
- PSY 754 Biological Psychology: Brain and Behavior (3)
- PSY 760 Behavioral and Therapeutic Interventions with Children (3)
- PSY 766 School Psychology and Prevention Services (3)
- PSY 767 Psychological Consultation: Theory and Practice (3)

Additional Requirements

Students must pass a comprehensive examination in each of these areas: language development, cognitive development, behavior disorders, psychoeducational assessment.

Students must take at least one course in each of these areas: educational methods or curriculum, multicultural education, audiology, statistics, and psychology and deafness.

Students must demonstrate sign language proficiency by passing six graduate-level credit hours of coursework in the area of sign communication (or waiver).

Doctoral Program in Clinical Psychology

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

The clinical program trains psychologists in both clinical and research skills. It prepares them to contribute to the field both by providing clinical services to deaf and hard of hearing individuals and by expanding the knowledge base in areas of psychology important for working effectively with these populations. The doctoral program typically requires a minimum of five years for completion, one year of which is a full-time clinical internship. Students may apply to be awarded an M.A. in Psychology after completion of their predissertation research project and the comprehensive examination. This is usually awarded after the third year of study and is not a terminal degree.

Students complete approximately 100 hours of academic credit, including the following areas: biological bases of behavior, social bases of behavior, cognitive and affective bases of behavior, human development, research and analytic methods, ethics, psychological assessment, and psychological interventions. The program includes supervised practicum experiences and a research-based dissertation. A Masters of Arts degree is awarded after students have completed the predissertation research project and the comprehensive examination.

Students must attain prescribed levels of sign language competency to enter their first practicum and to be permitted to apply for internship. Students from this program may participate in practicum activities with the Gallaudet University Mental Health Center. Students who undertake or intend to undertake a practicum experience with the MHC may not also receive clinical services from the center. Such students need to seek practitioners not associated with the MHC and would be responsible for the costs of such services. The MHC maintains a listing of outside service providers, many of whom have reduced fees for Gallaudet students. We recommend that students applying to this program carry health insurance with sufficient mental health benefits to cover the cost of such outside services.

The Clinical Psychology Program is accredited by the American Psychological Association.

Admission Requirements for the Ph.D. Program in Clinical Psychology

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 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.
- 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 (required) GRE Writing Assessment (Recommended)
<input type="checkbox"/>	References?	Three Letters
	Reference Citing Sign Language Skills?	No
<input type="checkbox"/>	Special Essay?	Narrative Statements
<input type="checkbox"/>	Resume?	Required
<input type="checkbox"/>	Writing Sample?	Paper
	Videotape of Signing and/or English?	No

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Recommended (by invitation)
<input type="checkbox"/>	Months of Interviews	February/March
<input type="checkbox"/>	Sign Language Evaluation?	During Interview: GU-ASLPI
	English Evaluation?	No
<input type="checkbox"/>	Culture and Language Colloquium Required?	Sometimes

Are there additional background requirements?

<input type="checkbox"/>	Prior Master's Degree?	Psychology M.A. Preferred
<input type="checkbox"/>	Required Undergraduate Major?	Psychology Major or Minor or Equivalent
<input type="checkbox"/>	Recommended Undergraduate Major?	Psychology
<input type="checkbox"/>	Prerequisite Coursework (Required)?	Statistics Developmental Psychology Abnormal Psychology Experimental Psychology
	Standardized Testing Substitute for Prerequisite?	No
<input type="checkbox"/>	Recommended Prior Coursework?	18 or more hours of Undergraduate Psychology Courses
<input type="checkbox"/>	Prior Professional Experience?	Preferred
	Prior Certification?	No
	Health Certification Requirements?	No
<input type="checkbox"/>	Police or Other Background Check?	Required Prior to Practicum

Application Deadlines and Program Scheduling

<input type="checkbox"/>	Last Date to Submit Completed Application?	February 1
<input type="checkbox"/>	First Date for Consideration of Application?	February 1
	Summer Admission Possible?	No
<input type="checkbox"/>	Fall Admission Possible?	Yes
	Winter Admission Possible?	No
	Part-time Study Possible?	No
	Summers-Only Study Possible?	No
	Weekend and Evening Study Possible?	No

Typical Program of Study

First Year

Semester I - Fall

- PSY 711 Principles of Statistics (3)
 - PSY 712 Research Methods in Psychology (3)
 - PSY 733 Child Development (3)
 - PSY 749 Intellectual Assessment: Measurement Principles and Applications (4)
 - PSY 781 Clinical Psychology Ethics and Practice I (2)
- ASL class as needed (3 each semester)*

Semester II - Spring

- PSY 703 Research Seminar (1)
- PSY 713 Psychological Statistics II (3)
- PSY 782 Clinical Psychology Ethics and Practice II (2)
- PSY 834 Adult Psychopathology (3)
- PSY 865 Personality Assessment: Projective Techniques (3)

Summer

- PSY 866 Personality Assessment: Objective Techniques (2)
- PSY 704 Research Seminar (1)

Second Year

Fall Semester

- PSY 785 Introductory Clinical Psychology Practicum (3)
- PSY 783 Foundations of Psychotherapy (2)
- PSY 800 Individual Research (1-12)
- PSY 833 Adult Development and Personality (3)
- PSY 836 Methods of Adult Psychotherapy (3)
- PSY 840 Neuroanatomical and Neurophysiological Foundations of Neuropsychology (3)

Spring Semester

- PSY 723 Psychology and Deafness (3)
- PSY 784 Foundations of Psychotherapy Lab (1)
- PSY 786 Introductory Clinical Psychology Practicum (3)
- PSY 800 Individual Research (1-12)

One of the following three PSY courses:

- PSY 751 Psychology of Perception (3)
- PSY 752 Cognitive Psychology (3)
- PSY 815 Psycholinguistics (3)

One elective 800-level PSY course on psychological intervention (There are numerous options) (3)

Summer

- Complete Predissertation Project
- PSY 800 Individual Research (1-12)
- PSY 900 Dissertation Research (1-12)
- PSY 985 Advanced Clinical Psychology Practicum (1-6)

Third Year

Fall Semester

One elective 800-level PSY course on psychological intervention (There are numerous options) (3)

One of the following two PSY courses:

- PSY 809 Social Psychology and Human Diversity (3)
- PSY 820 History and Systems (3)
- PSY 885 Intermediate Clinical Psychology Practicum (3)
- PSY 900 Dissertation Research (1-12)

Spring Semester

One of the following two PSY courses:

- PSY 843 Neuropsychological Foundations and Assessment (3)
- PSY 854 Psychopharmacology (3)

One of the following three PSY courses:

- PSY 751 Psychology of Perception (3)
- PSY 752 Cognitive Psychology (3)
- PSY 815 Psycholinguistics (3)

One elective 800-level PSY course on psychological intervention (There are numerous options) (3)

- PSY 886 Intermediate Clinical Psychology Practicum (3)
 - PSY 900 Dissertation Research (1-12)
- Complete first draft of dissertation proposal*

Summer

Comprehensive Examinations

- PSY 800 Individual Research (1-12)
- PSY 900 Dissertation Research (1-12)
- PSY 985 Advanced Clinical Psychology Practicum (1-6)

Fourth Year

Fall Semester

One elective 800-level PSY course on psychological intervention (There are numerous options) (3)

One of the following two PSY courses:

- PSY 809 Social Psychology and Human Diversity (3)
- PSY 820 History and Systems (2)
- PSY 900 Dissertation Research (1-12)
- PSY 985 Advanced Clinical Psychology Practicum (1-6)

Complete dissertation research proposal

Complete qualifying examination

Apply for internship

Spring Semester

One of the following two PSY courses:

- PSY 843 Neuropsychological Foundations and Assessment (3)
- PSY 854 Psychopharmacology (3)

One elective 800-level PSY course on psychological intervention (There are numerous options) (3)

- PSY 900 Dissertation Research (1-12)
- PSY 986 Advanced Clinical Psychology Practicum (1-6)

Summer

- PSY 900 Dissertation Research (1-12)

Fifth Year

Fall-Spring-Summer

Complete and defend dissertation

Complete clinical internship

Degree awarded in August

Social Work (SWK)

Graduate Faculty:

Carol Cohen, Ph.D.; Elizabeth Creamer, M.S.W.; Teresa Crowe, Ph.D.; Janet L. Pray, Ph.D.; Martha Sheridan, Ph.D. (*M.S.W. Program Director*); Marquessa Brown, D.S.W. (*Department Chair*)

Professional Staff:

M. Teresa Arcari, M.S.W. (*Field Placement Director*)
Marcia Schweitzer, M.S.S.

About the Department:

The Department of Social Work offers the master's in social work (M.S.W.) degree and the baccalaureate degree with a major in social work. The M.S.W. program admitted its first class in 1989.

The M.S.W. program prepares deaf, hard of hearing, and hearing students to assume leadership positions in the provision of social work services for deaf and hard of hearing people throughout the United States and internationally. Graduates are employed in child welfare agencies, schools and universities, mental health settings, family service agencies, correctional facilities, and programs for people with developmental disabilities, among many others. Graduates are providing clinical services and are engaged in advocacy, administration, program and policy development, community development, consultation, research, and publication.

The Department of Social Work has six faculty and two professional staff who are highly qualified and experienced in their fields. Department members are engaged in research, are active in community service projects, and present regularly in professional conferences, workshops, and colloquia.

Social work faculty are engaged in joint training projects with the Department of Human Services of Washington, D.C., and in program development efforts on behalf of deaf and hard of hearing people throughout the metropolitan Washington area. In addition, the department sponsors guest lectures and colloquia by professional social work practitioners from the Washington, D.C., metropolitan area as well as from other areas of the country.

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

Master of Social Work Program

The master of social work program at Gallaudet University prepares students for advanced social work practice with deaf and hard of hearing populations. Graduates possess the knowledge and skills to enter the profession as practitioners in various settings, such as schools, health care agencies, family and child welfare agencies, mental health settings, disability organizations, corrections agencies, organizations that provide services to senior citizens, etc. Graduates possess knowledge and skills in areas of direct generalist practice with individuals,

families, groups, organizations, and communities. Graduates may practice in areas such as policy, research, program development, and agency and community work.

The M.S.W. program consists of 62 credit hours of study. The foundation curriculum consists of courses in eight core curriculum areas: human behavior and the social environment, social welfare policy and services, social work practice, research, field education, values and ethics, diversity, and populations at risk, including social and economic justice. Foundation students attend a concurrent field practicum with courses, entering the field of practice for two eight-hour days a week at an internship site. Students complete the first year of study with approximately 500 hours of field practicum experience in addition to course and lab credit.

The advanced curriculum concentration courses consist of advanced content in all of the curriculum areas. Graduates expand and deepen knowledge and skills acquired during the foundation year and develop special knowledge and skills needed for practice with deaf and hard of hearing populations. Students in the advanced year have a full semester of courses in the fall semester and a full block placement in the spring semester with two online courses. During the spring semester, students are placed in settings that require advanced social work practice skills. Students work at their internship sites for four eight-hour days, totaling thirty-two hours per week or 512 hours for the semester in addition to two online courses. At the completion of the second year of study, students graduate with 12 credits of field practicum (approximately 1012 hours of field practicum) and 50 course credits.

Students in the M.S.W. program may apply to participate in a school social work specialization which is accredited by the National Council for the Accreditation of Teacher Education. Students take courses specifically related to school social work, including school social work policy and school social work practice. Internship experiences during both years take place in school settings or in other education-related agencies. A student may take an approved elective course in order to enhance preparation to work with deaf and hard of hearing children in schools. Participants in this program may apply to take part in a U.S. Department of Education grant, which provides half tuition waivers and stipends during all four semesters. Students selected for the grant opportunity must commit to work in a school setting after graduation.

Admission Requirements for the M.S.W. Program in Social Work

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

Are there additional application requirements?

<input type="checkbox"/>	On-Campus Interview?	Recommended
<input type="checkbox"/>	Months of Interviews	February-March
	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
	Required Undergraduate Major?	No
	Recommended Undergraduate Major?	No
<input type="checkbox"/>	Prerequisite Coursework (Required)?	30 Hours Liberal Arts or Humanities Coursework in Human Biology
	Standardized Testing Substitute for Prerequisite?	No
	Recommended Prior Coursework?	No
	Prior Professional Experience?	No
	Prior Certification?	No
	Health Certification Requirements?	No
	Police or Other Background Check?	No

Application Deadlines and Program Scheduling

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

Conditional Admission

Occasionally, a student who is unable to satisfy a particular admission requirement but otherwise gives evidence of ability to succeed in a graduate social work program may be awarded admission conditionally. The student then has until the end of the first semester to remove those conditions. If the student does not remove those conditions, he or she will not be allowed to continue in the program.

Advanced Standing

Students who have graduated with bachelor's degrees in social work from Council on Social Work accredited programs may be eligible for advanced standing through the waiver of first semester courses. Up to 15 credits may be waived if students have received a grade of B or better in their undergraduate courses and are recommended for advanced standing by their undergraduate program. Waiver of field practicum credits requires the recommendation of the field practicum director. Admission with advanced standing is decided on an individual basis and is designed to prevent duplication of material learned in the applicant's undergraduate social work program. Students are encouraged to take electives up to the 62 credit limit.

Curriculum

The M.S.W. program consists of 62 credit hours distributed among: a) required foundation courses; b) concentration course areas in deaf and hard of hearing populations; and c) elective credits. The full-time program is designed to be completed in two years. The elective credits can be taken in any graduate department at Gallaudet or through the consortium. Students specializing in school social work are expected to choose electives, with the approval of their advisors, that relate to the specialization. ASL courses do not satisfy the elective requirement. All students are required to take HSL 707 (3 credits).

Part-time Options

Students may wish to enroll on a less than full-time basis. Part-time options are available on a three- or four-year schedule. The program must be completed within four years. The course plans are designed to preserve sequential learning.

Field Instruction

The field practicum component of social work education is a central feature of social work training because it provides the opportunity for the student to apply and integrate knowledge and skills learned in the classroom with professional practice opportunities in human service agencies.

The first year of field practicum offers students opportunities for learning experiences, including responsibility for working with individual clients and their families; development and leadership of a client group; and an organizational, administrative, and community intervention. In the second year, the field practicum provides students with opportunities in an agency providing services to deaf and hard of hearing clients or in an organization developing those services. The director of field instruction selects agencies able to provide students with rich learning opportunities and supervision by a qualified M.S.W. social worker. The field instructor fills a dual role as practitioner and educator and will be chosen on the basis of social work practice competence, supervisory experience, and commitment to student learning. The student's interests, career goals, and learning needs are considered in the selection of internship sites.

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

Students specializing in school social work will have internship sites in school or education-related agencies or organizations. Agencies that have provided social work internships include:

Arlington County Department of Social Services
 Baltimore City Public Schools
 Bread for the City
 Child Development Center—Gallaudet University
 Deaf-REACH, Inc.
 D.C. Department of Human Services
 D.C. Rape Crisis Center
 D.C. Superior Court
 Fairfax County Public Schools
 Fairfax-Falls Church Community Services Board
 Family Service Foundation—Institute on Deafness
 Heartland of Hyattsville Health Care
 Hospice of Washington
 J.B. Johnson Nursing Home
 Jewish Social Service Agency

Kendall Demonstration Elementary School
 Maryland Association of the Deaf
 Maryland Governor's Office for Individuals with Disabilities
 Maryland School for the Deaf
 Mental Health Center - Gallaudet University
 Model Secondary School for the Deaf
 Mt. Vernon Mental Health Center
 National Association of Social Workers - National Office
 National Association of Social Workers, Metro Washington Chapter
 National Institutes of Health
 Northwest Family Center
 Parent-Infant Program
 Prince George's County Department of Social Services
 Rachel's Table
 Rockville Senior High School
 Senior Center for Deaf and Hard of Hearing Senior Citizens
 St. Elizabeths Hospital
 Washington Assessment and Therapy Services
 Washington Hospital Center
 Whitman-Walker Clinic

Typical Two-Year Program of Study

		(Foundation Year)	
		<i>Semester I - Fall</i>	
SWK 705	Human Behavior in the Social Environment I (3)		
SWK 711	Social Welfare Policy and Services (3)		
SWK 741	Social Work Practice I (includes lab) (5)		
SWK 755	Research Methods I (3)		
SWK 771	Foundation Field Practicum I (3)		
			Total: 17 credits
		<i>Semester II - Spring</i>	
SWK 706	Human Behavior in the Social Environment II (3)		
SWK 742	Social Work Practice II (3)		
SWK 756	Data Analysis (3)		
SWK 772	Foundation Field Practicum II (includes lab) (3)		
HSL 707	Audiology (3)*		
	<i>Elective (3)*</i>		
			Total: 18 credits
		(Advanced Concentration Year)	
		<i>Semester III - Fall</i>	
SWK 713	Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)		
SWK 715	Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)		
SWK 751	Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)		
SWK 752	Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)		
	<i>Elective (3)*</i>		
			Total: 15 credits

*May be taken during summer or any semester of the program.

Semester IV - Spring

- SWK 780 Advanced Practice Seminar (3)
- SWK 781 Field Practicum with Deaf and Hard of Hearing Populations (6)
- SWK 791 Research Practicum: Deaf and Hard of Hearing Populations [online] (3)

Total: 12 credits
Grand Total: 62 credits

Typical Two-Year Program of Study with School Social Work Specialization

(Foundation Year)

Semester I - Fall

- SWK 705 Human Behavior in the Social Environment I (3)
- SWK 711 Social Welfare Policy and Services (3)
- SWK 741 Social Work Practice I (includes lab) (5)
- SWK 755 Research Methods I (3)
- SWK 771 Foundation Field Practicum I (3)

Total: 17 credits

Semester II - Spring

- SWK 706 Human Behavior in the Social Environment II (3)
- SWK 742 Social Work Practice II (3)
- SWK 756 Data Analysis (3)
- SWK 761 School Social Work Policy (3)
- SWK 772 Foundation Field Practicum II (includes lab) (3)
- HSL 707 Audiology (3)*

Total: 18 credits

(Advanced Concentration Year)

Semester III - Fall

- SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
- SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
- SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)
- SWK 760 School Social Work Practice (3)
- Elective (3)**

Total: 15 credits

Semester IV - Spring

- SWK 780 Advanced Practice Seminar [online] (3)
- SWK 781 Block Field Practicum in Schools: Deaf and Hard of Hearing Populations (6)
- SWK 791 Research Practicum: Deaf and Hard of Hearing Populations [online] (3)

Total: 12 credits
Grand Total: 62 credits

Typical Three-Year Program of Study

(First Year: Foundations)

Semester I - Fall

- SWK 705 Human Behavior in the Social Environment I (3)
- SWK 711 Social Welfare Policy and Services (3)
- SWK 755 Research Methods I (3)

Total: 9 credits

Semester II - Spring

- SWK 706 Human Behavior in the Social Environment II (3)
- HSL 707 Audiology (3)*
- Elective (3)**

Total: 9 credits

(Second Year: Foundations, continued)

Semester III - Fall

- SWK 741 Social Work Practice I (includes lab) (5)
- SWK 771 Foundation Field Practicum I (3)
- Elective (3)**

Total: 11 credits

Semester IV - Spring

- SWK 742 Social Work Practice II (3)
- SWK 756 Data Analysis (3)
- SWK 772 Foundation Field Practicum II (includes lab) (3)

Total: 9 credits

(Third Year: Advanced Concentration)

Semester V - Fall

- SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
- SWK 715 Disability Policy: Implications for Deaf and Hard of Hearing Populations (3)
- SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
- SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

Total: 12 credits

Semester VI - Spring

- SWK 780 Advanced Practice Seminar (3)
- SWK 781 Block Field Practicum with Deaf and Hard of Hearing Populations (6)
- SWK 791 Research Practicum: Deaf and Hard of Hearing Populations [online] (3)

Total: 12 credits
Grand Total: 62 credits

Typical Three-Year Program of Study with School Social Work Specialization

(First Year: Foundations)

Semester I - Fall

- SWK 705 Human Behavior in the Social Environment I (3)
- SWK 711 Social Welfare Policy and Services (3)
- SWK 755 Research Methods I (3)

Total: 9 credits

*May be taken during summer or any semester of the program.

Semester II - Spring

- SWK 706 Human Behavior in the Social Environment II (3)
- SWK 756 Data Analysis (3)
- SWK 761 School Social Work Policy (3)
- HSL 707 Audiology (3)*

Total: 12 credits

(Second Year: Foundations, continued)

Semester III - Fall

- SWK 741 Social Work Practice I (includes lab) (5)
- SWK 771 Foundation Field Practicum I (3)
- SWK 760 School Social Work Practice (3)

Total: 11 credits

Semester IV - Spring

- SWK 742 Social Work Practice II (3)
- SWK 772 Foundation Field Practicum II (includes lab) (3)
- Elective (3)*

Total: 9 credits

(Third Year: Advanced Concentration)

Semester V - Fall

- SWK 713 Issues in Human Behavior and the Social Environment: Deaf and Hard of Hearing Populations (3)
- SWK 751 Practice with Deaf and Hard of Hearing Populations: Micro Interventions (3)
- SWK 752 Practice with Deaf and Hard of Hearing Populations: Macro Interventions (3)

Total: 9 credits

Semester VI - Spring

- SWK 780 Advanced Practice Seminar [online] (3)
- SWK 781 Block Field Practicum in Schools: Deaf and Hard of Hearing Populations (6)
- SWK 791 Research Practicum: Deaf and Hard of Hearing Populations [online] (3)

Total: 12 credits

Grand Total: 62 credits

*May be taken during summer or any semester of the program.