

Department of Education  
Gallaudet University

A. Demographic info concerning recent/current doc students + existing recruiting efforts  
& support

*Recent graduates (N=5):*

- 1 Chinese Deaf female*
- 1 Latina hearing female*
- 3 white hearing females*

*Current students:*

*In progress (N=7):*

- 3 white Deaf females*
- 1 white hearing female*
- 1 African hearing female*
- 1 Korean hearing male*

*At dissertation stage (N=10):*

- 2 white Deaf females*
- 2 white Deaf males*
- 1 Philipino hearing female*
- 6 white hearing females*

*Support: Tuition Scholarships and Stipends for the first two years  
[We accept full-time students on a bi-annual basis, odd years]*

B. Current program design

- EDU 707 Structures and Applications of ASL/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 Seminar in Language, Culture, & Literacy: Issues in Deaf Ed. (3)
- EDU 886 Theory & Research: Reading & Writing Instruction for Deaf Students (3)
- EDU 889 Curriculum & Assessment of Deaf Children and Youth (3)
- EDU 893 Practicum in University Teaching (2)
- EDU 897 Research Internship (8)
- EDU 900 Dissertation Research (9)

[EDF 720 Introduction to Research in Education (3) (pre-requisite)]

- 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: Advanced Qualitative Research (3)

15 credits in a Concentration Area

Qualifying Examination after completion of 18-30 credits

Comprehensive Examination after completion of all coursework.

C. Existing faculty expertise & research interest

*Cynthia Neese Bailes: Language and literacy; ASL/English bilingualism*

*Barbara Bodner-Johnson: Families*

*Carol Erting: Language and literacy; ASL/English bilingualism*

*Maribel Garate: Bilingualism*

*Jan Hafer: Play (in early education)*

*Patricia Hulsebosch: Curriculum*

*Fred Mangrubang: Science Education*

*Marilyn Sass-Lehrer: Early intervention*

*Laurene Simms: ASL/English bilingualism; advocacy/diverse learners*

*Helen Thumann: Literacy; bilingualism*

*Lillian Tompkins: Literacy; bilingualism*

D. Existing & emerging technologies that can be used for facilitate collaborative work and course offerings

E. Possible areas of collaboration, i.e., course work, doctoral committees, teaching & research opportunities, externships, etc.

*Doctoral committees (one member is required to be from another university);*

*Research internships*

F. Needed administrative and technological support to establish/sustain a collaborative effort

*To be determined depending on the level of collaboration we seek.*

N. Key decision makers who will need to support the collaborative effort

*Dean of GSPP and Provost*

H. Barriers to the collaborative effort and steps needed to resolve those barriers

*To be determined based on the desired collaboration(s).*