

# MASTER OF ARTS IN DEAF EDUCATION

## OUR PROGRAM

The Master of Arts in Deaf Education program includes several graduate programs, including licensure and non-licensure programs. The licensure program, The Masters of Arts in Education: Teacher Preparation Program, is fully accredited and includes four possible tracks.

The Master of Arts in Deaf Education: Teacher Preparation Program emphasizes culturally relevant critical pedagogy as a foundation for preparing highly qualified teachers to work primarily with Deaf and hard-of-hearing children and youth. The program's focus is on the whole child, and merges general, bilingual, special, and deaf education pedagogy and content through coursework and field experiences to prepare teacher candidates to work with a diverse group of children in various educational settings.

The non-licensure program, Masters of Arts in Deaf Education: Deaf Education Studies program is designed specifically for: 1) international students who plan to return to their respective countries to teach deaf and hard of hearing children, 2) teachers of deaf and hard of hearing students who have state licensure in deaf education or provisional CED certification (or the equivalent) or has a B.A. in Deaf Education, and 3) students who are interested in working within the education field. The Deaf Education Studies Program has three specializations: Self-Designed Option, Educating Deaf Students with Disabilities, and Birth to age 5 ASL and English Bilingual Early Childhood Education. Our programs include on-campus, hybrid, and online options.

## ACADEMIC CURRICULUM

### M.A. IN DEAF EDUCATION: TEACHER PREPARATION PROGRAM

Candidates will follow a merged course of study resulting in dual licensure in Deaf Education and one of the following areas of general education: Early Childhood Education, Elementary Education, Secondary Biology Education, Secondary Chemistry Education, Secondary English Education, Secondary General Science Education, Secondary Mathematics Education, or Secondary Social Studies Education. Candidates who have previously completed a program and hold state licensure in general education may enroll in the Deaf Education component of the program.

### M.A. IN DEAF EDUCATION: DEAF EDUCATION STUDIES PROGRAM

The Deaf Education Studies program is a self paced, individualized degree program offering specializations based on the interests of the candidate and their educational background and teaching experience with deaf and hard of hearing students.

**Disclosure:** The M.A. in Deaf Education Studies is not a state-approved program and is not intended to lead to licensure and does not lead to licensure in Washington, D.C. Gallaudet University has also determined that the program also does not meet professional licensure requirements in all 50 states and U.S. territories.

## OUR FACULTY

### Dr. Sulaiman Adeoye | Instructor

Areas of interest: Deaf mathematical cognition; Deaf children strategies for mathematics; ASL/ English mathematics bilingual strategies; mathematics professional development for teachers

### Dr. Thangi Appanah | Associate Professor

Areas of Interest: Deaf student writing; teacher leadership; family collaboration

### Dr. Christi Batamula | Associate Professor

Diverse deaf learners and families; immigrant families with deaf children; international deaf education; bilingual education; critical pedagogy

### Roberta Lynn Daniels | Lecturer II

Areas of Interest: Curriculum design in bilingualism; bilingual pedagogy; educational policies; interagency collaboration serving students with IFSP; learning and language issues; human equity issues

### Dr. Maribel Gárate-Estes | Professor

Areas of Interest: ASL/English bilingual methodologies; the impact of teacher's beliefs on bilingual practice; purposeful language allocation in bilingual classrooms

### Dr. Simon Guteng | Associate Professor

Areas of Interest: Teaching students with disabilities; beginning teachers' experiences and mentoring; literacy development of English Language Learners; disability advocacy; policy development; Deaf Education in developing countries

### Dr. Bobbie Jo Kite | Associate Professor

Areas of Interest: Family Language Planning and Policy in ASL and English bimodal bilingual families; Reggio Emilia Approach in Deaf Education; Anti-Bias Education in Early Childhood Education; Teacher Preparation Program; Praxis Preparation

### Dr. Julie Mitchiner | Professor

Areas of Interest: bimodal bilingual education in ASL and English; Reggio Emilia Approach in teaching deaf and hard of hearing children; deaf families with children who have cochlear implants; family language planning and policy with deaf and hard of hearing children

### Dr. Onudeah Nicolarakis | Assistant Professor

Areas of Interest: Functional writing development; critical theory; transformative learning/ pedagogy; ASL/English Literacy; fingerspelling; mixed methodology; school reform

### Dr. Oscar Ocuto | Assistant Professor

Areas of Interest: Critical Thinking in Deaf children; Home Language Environments; Bilingual Language Acquisition; Deaf Education

### Dr. Christina Yuknis | Professor

Areas of Interest: Teaching students with disabilities; secondary transition; Universal Design for Learning

## STUDENT LEARNING OUTCOMES

Based on the Council of Exceptional Children (CEC) Standards and Interstate New Teacher Assessment and Support Consortium (INTASC) Principles:

### Standard 1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and values the perspectives of the child, their family, and the community.

### Standard 2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures, languages, and communities to ensure inclusive learning environments that are developmentally appropriate and provide challenging learning experiences for each and every learner to achieve their highest potential.

### Standard 3: Learning Environments

The teacher candidate works independently and with others to create environments that support individual and group learning, and that encourages positive social interaction, active engagement, and self-motivation.

### Standard 4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for each and every learner.

### Standard 5: Application of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, evaluation, and collaborative problem solving related to authentic local and global issues.

### Standard 6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### Standard 7: Planning for Instruction

The teacher candidate plans instruction that supports each and every student in meeting rigorous learning goals by drawing upon knowledge of content areas curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

### Standard 8: Instructional Strategies

The teacher candidate uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and the critical thinking and problem solving skills needed to apply knowledge in meaningful ways.

### Standard 9: Reflection, Professional Learning and Ethical Practice

The teacher candidate engages in ongoing reflection and professional learning and uses evidence to evaluate practice, particularly the effects of the teacher candidate's choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of the learner.

### Standard 10: Leadership, Advocacy and Collaboration

The teacher candidate seeks appropriate advocacy and leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

### Standard 11: Technology

The teacher candidate uses knowledge of effective multimedia communication techniques to foster active inquiry, collaboration, and accessibility to support interaction in the classroom.

### Standard 12: Literacy and Numeracy

The teacher candidate applies a variety of instructional strategies to develop and enhance literacy and numeracy skill of each and every learner including the use of multiple representations and explanations to present ideas and concepts





## MASTER OF ARTS IN DEAF EDUCATION: EARLY CHILDHOOD EDUCATION AND DEAF EDUCATION

This program track is intended for those that want to teach students in Pre-K to Grade 3.

A typical plan of study can be found at [gu.live/MAEduECE](https://gu.live/MAEduECE).

### Typical time frame:

81 credits over two and half calendar years, including one summer

### Licensure and Certification:

- Dual state licensure in Early Childhood Education and Deaf Education (K-12)
- Council on Education for the Deaf (CED) certification

### PROGRAM REQUIREMENTS

In addition to the standard graduate application requirements, applicants will need to:

- Meet District of Columbia (DC) requirements for Basic Skills in Reading, Writing, and Mathematics (including Praxis Core, Praxis PPST, ACT, SAT, or GRE)
- Provide evidence of experience working with/teaching Deaf and Hard of Hearing children
- Provide evidence of satisfactory federal criminal background check (you may obtain a background check through one of the agencies on this page [gu.live/lqerq](https://gu.live/lqerq)).
- Obtain a minimum ASLPI result of 2. If your ASLPI rating is lower than 2, you are strongly encouraged to attend the Gallaudet University summer ASL immersion program.
- Pass DC requirements for Praxis II Early Childhood Education Content Knowledge
- Provide a 3-5 minute video sample of your signing covering the two topics listed below to demonstrate your proficiency in ASL. This video can be in DVD or YouTube Link format.
  - o Introduce yourself and tell us about your latest degree, your concentration area(s), length of time using ASL, and how you learned ASL.
  - o Describe your philosophy of education in relation to teaching and learning. Include any theories in education that support or align with your beliefs.

**“Gallaudet’s graduate program unlocked a treasure trove for me filled with teaching methods for DHH students and potential job opportunities.”**

- Alexis Maya Conners, G-'19  
California





## MASTER OF ARTS IN DEAF EDUCATION: ELEMENTARY EDUCATION AND DEAF EDUCATION

This program track is intended for those that want to teach students in 1st Grade to 6th Grade.

A typical plan of study can be found at [gu.live/MAEduElem](https://gu.live/MAEduElem).

### Typical time frame:

78 credits over two and half calendar years, including one summer

### Licensure and Certification:

- Dual state licensure in Early Childhood Education and Deaf Education (K-12)
- Council on Education for the Deaf (CED) certification

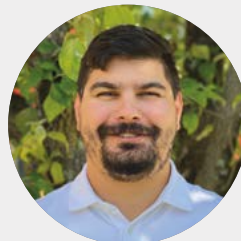
### PROGRAM REQUIREMENTS

In addition to the standard graduate application requirements, applicants will need to:

- Meet District of Columbia (DC) requirements for Basic Skills in Reading, Writing, and Mathematics (including Praxis Core, Praxis PPST, ACT, SAT, or GRE)
- Provide evidence of experience working with/teaching Deaf and Hard of Hearing children
- Provide evidence of satisfactory federal criminal background check (you may obtain a background check through one of the agencies on this page [gu.live/lqerqj](https://gu.live/lqerqj)).
- Obtain a minimum ASLPI result of 2. If your ASLPI rating is lower than 2, you are strongly encouraged to attend the Gallaudet University summer ASL immersion program.
- Pass DC requirements for Elementary, Praxis II: Elementary Multiple Subjects
- Provide a 3-5 minute video sample of your signing covering the two topics listed below to demonstrate your proficiency in ASL. This video can be in DVD or YouTube Link format.
  - o Introduce yourself and tell us about your latest degree, your concentration area(s), length of time using ASL, and how you learned ASL.
  - o Describe your philosophy of education in relation to teaching and learning.

**“The Elementary and Deaf Education Program is a rigorous program that provided me with knowledge of how to become a teacher, as well as a deeper understanding of what it means to be a teacher and advocate for deaf and hard-of-hearing children.”**

- Joshua Hanna, G-'19  
Maryland





## MASTER OF ARTS IN DEAF EDUCATION: SECONDARY EDUCATION AND DEAF EDUCATION

This program track is intended for those that want to teach students in Grades 7-12.

You may apply for this program track if your Bachelor degree is in English, Mathematics, History, Biology, Chemistry, or Physics. If not, contact Dr. Julie Mitchiner at

[julie.mitchiner@gallaudet.edu](mailto:julie.mitchiner@gallaudet.edu).

A typical plan of study can be found at [gu.live/MAEduElem](http://gu.live/MAEduElem).

### Typical time frame:

66 credits over two and half calendar years, including one summer

### Licensure and Certification:

- Dual state licensure in Early Childhood Education and Deaf Education (K-12)
- Council on Education for the Deaf (CED) certification

### PROGRAM REQUIREMENTS

In addition to the standard graduate application requirements, applicants will need to:

- Meet District of Columbia (DC) requirements for Basic Skills in Reading, Writing, and Mathematics (including Praxis Core, Praxis PPST, ACT, SAT, or GRE)
- Provide evidence of experience working with/teaching Deaf and Hard of Hearing children
- Provide evidence of satisfactory federal criminal background check (you may obtain a background check through one of the agencies on this page [gu.live/lqerq](http://gu.live/lqerq)).
- Obtain a minimum ASLPI result of 2. If your ASLPI rating is lower than 2, you are strongly encouraged to attend the Gallaudet University summer ASL immersion program.
- Pass DC requirements for Praxis II Content Knowledge in your area of content focus as follows:
  - o Secondary Biology, Praxis II Biology: Content Knowledge
  - o Secondary Chemistry: Content Knowledge
  - o English, Praxis II English Language, Literature, & Composition: Content Knowledge
  - o Secondary General Science: Content Knowledge
  - o Secondary Mathematics, Praxis II Mathematics Content Knowledge
  - o Secondary Social Studies, Praxis II Social Studies: Content Knowledge
- Provide a 3-5 minute video sample of your signing covering the two topics listed below to demonstrate your proficiency in ASL. This video can be in DVD or YouTube Link format.
  - o Introduce yourself and tell us about your latest degree, your concentration area(s), length of time using ASL, and how you learned ASL.
  - o Describe your philosophy of education in relation to teaching and learning. Include any theories in education that support or align with your beliefs.

**“The Secondary Education and Deaf Education program helped me prepare to be more than just a teacher, but to also advocate for every deaf child’s education and success.”**

- Joseph Lewis, G-'20  
Iowa



## MASTER OF ARTS IN EDUCATION: DEAF EDUCATION

This program track is intended for those who have a Bachelors degree in education and are already eligible for general education licensure.

A typical plan of study can be found at [gu.live/MAEdu](https://gu.live/MAEdu).

### Typical time frame:

30-58 credits over one and half calendar years, including one summer

### Licensure and Certification:

- State licensure in Early Childhood Education and Deaf Education (K-12)
- Council on Education for the Deaf (CED) certification

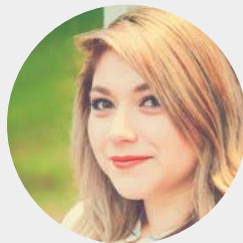
## PROGRAM REQUIREMENTS

In addition to the standard graduate application requirements, applicants will need to:

- Meet District of Columbia (DC) requirements for Basic Skills in Reading, Writing, and Mathematics (including Praxis Core, Praxis PPST, ACT, SAT, or GRE)
- Provide evidence of experience working with/teaching Deaf and Hard of Hearing children
- Provide evidence of satisfactory federal criminal background check (you may obtain a background check through one of the agencies on this page [gu.live/lqerq](https://gu.live/lqerq)).
- Obtain a minimum ASLPI result of 2+. If your ASLPI rating is lower than 2+, you are strongly encouraged to attend the Gallaudet University summer ASL immersion program.
- Provide a 3-5 minute video sample of your signing covering the two topics listed below to demonstrate your proficiency in ASL. This video can be in DVD or YouTube Link format.
  - o Introduce yourself and tell us about your latest degree, your concentration area(s), length of time using ASL, and how you learned ASL.
  - o Describe your philosophy of education in relation to teaching and learning. Include any theories in education that support or align with your beliefs.

**“The professors helped me to analyze my educational philosophy and restored my confidence in teaching. Program leaders often neglect students, but in this education program, it felt like my second family. The program made me a successful, first-generation graduate student. I encourage others to pursue the deaf education field with confidence at Gallaudet.”**

- Paloma Navarrete, G-'21  
Texas





## MASTER OF ARTS: DEAF EDUCATION STUDIES

This program is intended for 1) international students who plan to return to their respective countries to teach deaf and hard of hearing children, 2) teachers of deaf and hard of hearing students who have state licensure in deaf education or provisional CED certification (or the equivalent) or has a BA in Deaf Education and, 3) students who are interested in working within the education field.

A typical plan of study can be found at [gu.live/MADeafEdSt](http://gu.live/MADeafEdSt).

### Typical time frame:

One year of full-time study or two years of part-time study

### Licensure and Certification:

This program is intended for teachers who already have licensure, and as such does not lead to licensure.

### PROGRAM REQUIREMENTS

In addition to the standard graduate application requirements, applicants will need to:

- Have a bachelor's degree in Deaf Education, Special Education, Counseling, Social Work and/or related fields
- Provide at least two of the following artifacts demonstrating ASL skills:
  - ASLPI result of 2 or above
  - Video goal statement
  - Video of yourself teaching
- License/certificate of teaching (optional). If you wish to attach your license/certificate to your application, please email it to [graduate@gallaudet.edu](mailto:graduate@gallaudet.edu).
- Evidence of successful paid or volunteer work with infants, children, or adolescents and/or families (at least two years)







**START YOUR ONLINE  
APPLICATION TODAY**

**[gu.live/apply](https://gu.live/apply)**

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**FEB  
15**

**Deadline of First  
Consideration**

Questions about the program tracks? Contact the program director, Dr. Julie Mitchiner, at **[education@gallaudet.edu](mailto:education@gallaudet.edu)**.

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Questions about the application process?



**Contact Erin Fisher**

Graduate Admissions Office  
**[graduate@gallaudet.edu](mailto:graduate@gallaudet.edu)**



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