



**MA Program in International Development  
PROGRAM HANDBOOK  
2021-22**

## **Welcome to the Master of Arts Program in International Development!**

Welcome to Gallaudet University's Master of Arts Program in International Development (IDMA). We are very pleased that you have decided to pursue graduate studies with the IDMA Program, an interdisciplinary degree program in the School of Language, Education, and Culture. We look forward to working with you during your graduate studies, to supporting your pursuit of academic, professional, activist and research goals, and to working together as colleagues in the field of International Development.

As is well documented in a number of research fields, Deaf, DeafBlind, and Hard-of-Hearing people, and people with disabilities, are working on a number of fronts around the world to mobilize social, political, and economic change that increases Deaf leadership and sign language-centered advocacy and research. Such work aims to create conditions of social equity and human rights for all people.

According to sign language linguistics research, there are around 300 documented signed-language usage communities around the world; however, this number represents only a small fraction of Deaf communities that exist. While there is no precise accounting of the number of Deaf communities in the world, over the past 10 years, research by international development practitioners indicate the presence of numerous and diverse Deaf, DeafBlind, and Hard-of-Hearing cultural and linguistic groupings. Within these groups there are also people who have disabilities. In 2012, the World Health Organization (WHO) estimated that there are 1 billion people, or 15% of the world's population, living with a "disability"; WHO estimates do not disaggregate disability to represent sign language usage communities *as they themselves identify*. This is a core aspect of the IDMA Program: to work collaboratively with people around the world in relation to their own experiences of and perspectives on their lives.

Over the past twenty years, international mobilizations have created funding streams focused on "disability," but have not actively engaged Deaf, DeafBlind, Hard-of-Hearing, and/or disabled persons in the work of international development, policy-making, project and program development, or monitoring and evaluation as they might. Moreover, most development aid entities are not led by Deaf people or people who use sign language. The mission of the IDMA Program is to train professionals to lead and work alongside local Deaf leaders and development assistance organizations. Through your studies at Gallaudet you will become a specialist in the field of international development who has the knowledge and expertise to advise, advocate, train, design, develop, and/or evaluate development programming with Deaf, DeafBlind, and Hard of Hearing communities in their particular country locations (including the United States). You will share this knowledge during your practicum, your internship, and in your professional careers.

We are pleased to share this journey with you and wish you the best of luck in your studies!

***IDMA Program Faculty, Staff, & Administration***

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## **IDMA Administration**

The IDMA Program is an interdisciplinary graduate program that is part of the School of Language, Education, & Culture, under the direction of Dr. Helen Thumann.

- **School Director** – Helen Thumann, PhD
- **IDMA Program Director** – Audrey C. Cooper, PhD
- **IDMA Program Assistant** – Maegan Shanks, MA

## **IDMA Faculty & Staff**

Dr. Audrey C. Cooper, PhD – Associate Professor

Sonia Holzman, MA – IDMA Program Specialist & Outreach Liaison

Maegan Shanks, MA – Tenure Track Faculty

Dr. Danielle Thompson, PhD – Associate Professor

## **Faculty & Staff Bios**

**Audrey C. Cooper, PhD, MSW & MS** Audrey joined Gallaudet University in 2016. She is a public and linguistic anthropologist by training, with a concentration in Race, Gender, and Social Justice (Department of Anthropology, American University), Audrey's research and international development practice concentrates on educational and social inequality and related social movements, particularly for Việt Nam and the Southeast Asian region. Audrey also consults on the design and implementation of International Development projects, and worked most extensively as a technical consultant and international trainer in 2012-2014 for World Concern Development Organization's *Intergenerational Deaf Education Outreach—Vietnam*, a project of the World Bank/Japanese Social Development Fund. Audrey is the author and co-author of a number of peer-reviewed articles and book chapters on Việt Nam, as well as the 2017 single-authored book *Deaf to the Marrow: Deaf Social Organizing and Active Citizenship in Việt Nam*. She is also the co-editor with Dr. Khadijat Rashid of the 2015 *Citizenship, Politics, Difference: Perspectives from Sub-Saharan African Communities*. Audrey also holds master degrees in social work and dance/movement therapy, with concentrations in multicultural clinical and community health, and holds national certifications in ASL-English interpretation (RID CI & CT).

**Sonia Holzman, MA** Sonia joined Gallaudet University's IDMA program in 2019 as Program Specialist and Outreach Liaison. Sonia is an alum of the IDMA program and is passionate about fostering connections between current students, alumni, and the broader international development community. In 2015, she earned her Bachelor's degree in Child Development from San Diego State University, while working with a non-profit organization locally and abroad to promote deaf leadership in East Africa. Following graduation, Sonia volunteered with schools for the deaf in Rwanda and Uganda for seven months. She returned to the US and became a Program Coordinator at Mobility International USA (Eugene, Oregon) where she worked with international students and disability rights activists from across the globe on issues of accessibility and human rights advocacy, until beginning her graduate studies at Gallaudet. As an IDMA student, Sonia specialized in disability inclusive education and workplace inclusion as an intern with the United Nations Development Programme in New York and FHI 360 in Washington, DC. Following graduation, Sonia served as Disability Inclusion Fellow at Save the Children US. With these

experiences, Sonia has focused her international development research and technical skills on highlighting the need for sign language rich environments in education and employment initiatives.

***Maegan “Meg” Shanks, MA*** Meg joined Gallaudet University’s IDMA Program as an Adjunct Faculty and Program Assistant in the Fall semester of 2017. In Fall 2019, Maegan began a new role as a pre-tenure track member of the IDMA faculty. Meg is an alum of IDMA and has been involved in International Development since 2008, starting with an exchange program by Mobility International USA (MIUSA) in Costa Rica. While an IDMA student, Meg conducted internships with the World Learning in the Youth in International Development and Foreign Affairs program hosted by United States International Council on Disabilities (USICD). Meg also worked as a researcher with the U.S. State Department under the Special Advisor of International Disability Rights, Judith Heumann. She then conducted her final internship with the Knowledge, Learning and Training Department at Christian Blind Mission (CBM) in Bensheim, Germany. Prior to joining the IDMA faculty, Meg worked as the Disability Inclusive Development (DID) Learning Coordinator for CBM International. She supported the DID team in fostering and maintaining learning and knowledge management that increased capacity development in the DID Community of Practice. Meg is currently a doctoral student at American University, studying International Relations with a focus on International Development and continues to consult, train and present on the importance of inclusion and fostering thinking processes and practices that promote inclusion of intersectional identities.

***Danielle Thompson, PhD*** Danielle (pronouns she/her/hers) joined Gallaudet University in 2015 as a faculty member in the Department of Counseling. In Spring of 2020 the counseling department announced its closure, and Danielle joined the IDMA Program. Danielle is originally from Trinidad and Tobago and is a proud immigrant. While working as a school counselor for the Hawai’i School for the Deaf and Blind, Danielle earned a Ph.D. in Behavioral Health at the International University of Graduate Studies in St. Kitts and Nevis, West Indies. Danielle’s research centers on counseling the deaf, disaster risk and reduction, immigrant and refugee services and empowerment, politics of immigration and anti-discrimination, immigrant integration, racism and xenophobia. Danielle's consults on the design and implementation of education for the deaf, deaf lead organizations and how to sustain themselves and provide professional development to educators of the deaf in Trinidad and Tobago. She has published several peer-reviewed articles and is currently the only deaf person in the Caribbean to have written a children's book intended for deaf children attending schools in the Caribbean. Danielle is also the mother of two CODA children, Catherine and Ethan, and is an active troop mom for the Girl Scouts and a soccer mom for soccer games.

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## **LIFE IN THE IDMA PROGRAM**

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### **IDMA Mission Statement**

The International Development Masters of Arts Degree Program (IDMA) prepares students to advocate, design, implement, monitor and evaluate social change activities in collaboration with Deaf, DeafBlind, and Hard-of-Hearing people, and people with disabilities, at local, national and international levels. IDMA coursework provides practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language-centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice, with an emphasis on:

- I. Theories, methods, and strategies of Deaf-led international development.
- II. Examination of micro- and macropolitical issues of development, especially institutional structures and forces impacting development processes (e.g.; class, gender, language, race, ethnicity, religion, and sexuality).
- III. Collaborative project and program design- especially barriers and opportunities related to signed language usage, rights and policies.
- IV. Participatory project and program models, sustainability models, and monitoring and evaluation practices that build on signed languages as human assets and other available human resources.
- V. Supervised practicum and internship experiences in federal agencies, international non-governmental organizations, community-based non-and for-profit international development organizations.
- VI. Experience with qualitative and quantitative approaches to conducting and reporting research.

Through the above activities, students gain a strong grounding in a broad and diverse range of leadership activities carried out by Deaf, DeafBlind, and Hard-of-Hearing people, and people with disabilities and tools for addressing inequalities in diverse social and political –economics contexts. Upon graduation, IDMA graduates will possess the knowledge and expertise to:

- i. Analyze a set of conditions.
- ii. Design and collaboratively implement policies and practices for improving quality of life within and across societies, especially with respect to signed language communities.
- iii. Evaluate the processes and outcomes of such activities.
- iv. Make recommendations to enhance project and program efficacy, advance policy reform, and engage in social justice advocacy related to emerging social concerns.

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## **IDMA Program Antiracist Commitment**

The IDMA Program recognizes that racism, and anti-black racism in particular, is a pernicious system of power and control that dehumanizes and does violence to black people and people of color. Ibram X. Kendi defines racism as a “marriage of racist policies and racist ideas that produces and normalizes racial inequities” (2019, 17-18). Kendi defines a racist as “one who is supporting a racist policy through their actions or inaction or expressing a racist idea” (2019, 13). He defines an antiracist as “one who is supporting antiracist policy through their action or expressing an antiracist idea” (Ibid).

Racism is a broad social phenomenon, impacting indigenous people and communities of color in distinct ways—for example, racism against First Nations tribes, against Asian communities, and against immigrants and refugees of color. The IDMA Program is committed to understanding the diverse, layered, and intersectional human experiences of racism. We are also committed to creating and sustaining conversations about racial equity, opening dialogue about how we can dismantle racist policies and ideas through actions on our campus and in our professional practice, and contribute to social justice work.

### ***Background***

The International Development (ID) field emerged in the ashes of World War II and the aftermath of the genocide of Eastern European peoples by Nazi Germany, who targeted people for their perceived differences from an invented norm based on Aryan standards of ethnic, racial, cognitive, physical, religious, and sexual attributes. However, another serious set of concerns that preceded the European holocaust was that the United States and Europe had been and were still actively colonizing territories and countries worldwide. The United Nations was established in 1945 with an anti-racist mandate as the foundation for confronting colonialism and advancing the human rights of all peoples and cultures. In 1969, the United Nations implemented the [\*International Convention on the Elimination of all forms of Racial Discrimination\*](#). Despite such actions, individual countries and international actors are not always in agreement with international conventions or International Relations guidance.

### ***Studying and Practicing Antiracism***

In the ID field, we study institutional racism primarily in connection to colonialism and its ongoing impact on world systems and people’s everyday lives. Formal systems of colonialism have now ended, but many colonial structures and processes persist: it is less common now to see physical chattel slavery and physical takeover of sovereign nations (though that still does occur) and more common to see economic-slavery and prison-industrial economies—which are only two among many forms of national and transnational colonization and displacement. Colonial structures and



processes also persist in: the language of laws and policies; discriminatory education, electoral, employment, and housing practices; policing and military systems; and many other ways. The ID field itself is also not free from racism. ID practitioners are impacted by legacies of colonial systems and colonial thinking by being raised in oppressive systems, attending schools and watching media where white supremacist and nationalistic content was not challenged. In order to dismantle racial systems and promote justice, anti-racist practice starts with learning about our own assumptions and misconceptions about race, as well as about skin color, gender, sexuality, language, disability, and many other aspects of identity and experience. It then continues in conversations with others, and by bringing attention to racist policies and actions.

Some anti-racist actions we can take:

- Reflect on what it means to be anti-racist and to let this guide action: *What can I do today to advance anti-racism in my own actions, in my home, and within my ID networks and work?*
- Examine discourses to dismantle white supremacist anti-black racist narratives, white supremacist anti-indigenous narratives, and narratives that intersect with patriarchal, gendered, sexist, cis-sexist, and heterosexist narratives.
- Join people in their advocacy and activism in the community, in organizations, in webinars, and in the streets.
- Support organizations working at the intersections of audism, racism, genderism, and those addressing issues important to you.
- Seek internships and employment that allow you to learn more about and advance the elimination of white supremacy, promote racial equity, promote gender equity, promote disability inclusion, and other fundamental human rights.
- Share events and resources on anti-racism in social media platforms and expand the circulation of people working at the forefront of anti-racist work.

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## **IDMA Program Diversity Commitment**

The IDMA Program, and all of its faculty, staff, and administrators, affirm the dignity and integrity of every human being—from every background and identity—including gender, sexuality, ethnicity, race, class, ability, language, national origin, religion or spiritual tradition, and life circumstances that may involve changes in residence, changes in health, or other unexpected situations. The IDMA Program also affirms the diversity of lived experiences and viewpoints: appreciation for all forms of diversity contributes to creating a just and inclusive classroom, society, and world.

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## **IDMA Program Communication & Social Justice Framework**

***Each member of the IDMA Program makes important contributions to shaping the IDMA Program,*** to Gallaudet University, to the field of International Development, and to promoting social change wherever we are and work. As social justice practitioners, IDMA Program students and faculty are committed to education as a means of liberation from all forms of oppression.

The IDMA Program is committed to social change, beginning with examination of our own intersectional identities and implicit biases. In order to learn about ourselves, support our colleagues' change-oriented work, form equitable approaches to social change activities in our classrooms and international spaces, and in all our interactions in the International Development field, it is critical that we practice ongoing reflection on intersecting forms of power and privilege. It is also critical that we develop practices for exploring assumptions and discovering ways to challenge perspectives that impinge on each person's human dignity, limit human bio-diversity, and maintain structural inequalities. Such practices also promote our appreciation for and ability to stand in solidarity with people who may or may not share our experiences, identities, languages, cultures, areligious backgrounds, and other features of lived experience. Classroom-based interactions are an important vehicle for practicing active reflection and feedback, including communicating our immediate needs and interests, contrasting viewpoints and concerns. As a critical community of practice, we make a commitment to promoting the value of open exchange and self-expression with mutuality as learners—whether we are temporarily in the role of student or professor.

***The IDMA Program places a high value on self-accountability***—which includes faculty and staff accountability. Self-accountability includes respect for oneself and respect for others: that we will each engage in meta-observation of our actions and reflect on the effect we have on ourselves and others, as well as follow-through on our commitments. Program accountability includes IDMA faculty and staff responsibility to such areas as: teaching, research and service activities; collective communication with all Program members about activities and opportunities; upholding the values of the Program and encouraging others in that practice.

***We value respectful interactions that question assumptions*** related to our intersectional identities and social positions such as: language knowledge and usage, gender identity and expression, sexuality, ethnicity, race, disability, religious and secular beliefs, and other areas of individuals' lives and memberships in campus and extra-curricular engagement.

Because everyone in the IDMA Program has the potential to act from their privileges and biases, if comments or behavior demonstrate lack of respect for people's dignity and humanity, we will take the time to discuss their meaning, cultural context, and the implications of making such comments. Accordingly, we uphold the value of respectful dialogue as a core part of anti-oppression work. Respectful dialogue in an anti-oppression framework includes:

- Acknowledging and inquiring about the perspectives of others.
- Honoring each person and doing our best to understand what people express and why.

- Asking questions when you are not sure what people are expressing, what they mean, or what they intend or want from the interaction.
- Being fully and actively present when others are communicating (not thinking of your response or changing the topic)
- Recognizing that we are a bilingual university and people have diverse language backgrounds, language communities, and diverse language interests and goals.
- Slowing down communication, using repetition, and consciously planning points of commentary or discussion so that everyone is included.
- Acting with integrity and being accountable to your comments and actions (facial expression, body responses, affect, and so forth).

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## **Program Health & Clean Air**

Over the past several decades there has been a steady rise in the number and kind of environmental allergies and sensitivities that people experience in response to both natural and chemical elements. Allergies and environmental sensitivities may cause discomfort for some people, while others—particularly those suffering from “multiple chemical sensitivity” (MCS) may experience life-threatening symptoms. Symptoms may include: swelling of tissues like those in the nose, sinuses and airways, or they can include redness and itching around the eyes, sneezing, coughing, wheezing, eczema, hives, bloating, vomiting and diarrhea.

To reduce the potential for MCS incidents, please consider:

1. checking with classmates about their experiences with allergens/sensitivity and what, if any, products you could limit or discontinue to create a more comfortable environment;
2. consider limiting the number and type of chemically-based products that you use while in shared spaces (such as classrooms).

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## **IDMA Program Student Learning Outcomes**

1. Students will engage in critical study of international development theories and methods with an emphasis on collaborative advocacy, program and project development, and research to address social inequalities and promote social justice efforts pursued by Deaf, DeafBlind, and Hard of Hearing communities and people with disabilities.
2. Students will evaluate existing laws, policies, and programming in relation to international development agendas to examine intersections between sociocultural features, language, political and economic structures and forces; conduct situation analyses to identify factors that influence the design and implementation of projects and programs; and develop a plan for monitoring and evaluation taking into consideration both internationally recognized standards and local/national context.
3. Students will demonstrate their understanding of how national and international development assistance networks and international relations impact the sociocultural, political, and economic conditions of local communities, regions, and countries.
4. Students will design and carry out projects that demonstrate their understanding of the sociopolitical and socioeconomic dimensions of language usage, rights, programming, and/or

policy with an emphasis on understanding the barriers and opportunities that specific communities' encounter, especially with respect to use of signed languages.

5. Through practical experience (practicum, internship, conferences, professional networking), students will apply international development theories and methods to promote the participation and leadership of Deaf, DeafBlind, and Hard of Hearing people, and people with disabilities, within organizational structures and activities, as well as related professional networks.

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## **IDMA Core Program**

The IDMA Program consists of **47** credit hours. First year students who register as **FULL-TIME** are expected to take at least 9 credits per semester to maintain full-time status. The first semester consists of 12 credits (4 courses), followed by 13 credits the second semester (5 courses). Second year students who are register as full-time are expected to study full time and complete 12 credits the first semester (4 courses) and 10 credits the second semester (3 courses).

Students may also opt to take classes **PART-TIME**—for example, one or two at a time—with the permission of the Program Director. Please consult with your academic advisor and/or the Program Director if you wish to change your status from **FULL-TIME** to **PART-TIME** or vice versa, as some courses must be taken in a particular sequence or have prerequisites. Students are also required to take IDMA courses in the sequence diagrammed in the IDMA Curriculum (see below).

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## **IDMA Curriculum & General Study Plan Template**

Each student will decide their individual study plan with their advisor during Graduate School Orientation. If you want to make changes to your study plan, you must first meet with your advisor to revise your plan in order to register for courses.

<b>IDMA Curriculum Overview</b>	
<b><u>Year One</u></b>	
<b>Fall</b>	<b>Spring</b>
IDP 770: Introduction to ID	IDP 771: International Development with Deaf People and People with Disabilities: Language and Inequality
IDP 772: Micropolitics of ID	IDP 775: Project Design and Implementation for Social Change
IDP 779: Professional Seminar I	ECO 714: Economic Development
GOV 791: International Relations & Development	

*Complete economics pre-requisite or elective course	*Elective Course
<b><u>Year Two</u></b>	
<b>Fall</b>	<b>Spring</b>
IDP 773: Macropolitical Intersections of Race, Gender, Sexuality and Development	IDP 781: Supervised Internship
IDP-774: Program Development & Evaluation for Social Change	IDP 782: Professional Seminar II
IDP 780: Supervised Practicum	*Elective Course (online)
IDP 776: Research Methods & Ethics for ID or EDU-720 Research Methods [consult academic advisor]	

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## IDMA Core Course Descriptions

### **IDP-770 Introduction to International Development [3 credits]**

This course introduces students to the field of International Development by examining the history, theories, and models of development. Drawing on a range of case studies, students gain an understanding of development as a set of institutions and networks that emerged in the post WW II period and proliferated primarily throughout the Global South, facilitated by neoliberal policies. Critically analyzing the role of development organizations from the Global North in foreign assistance, as well as their influence on social policies and political decision-making, students will apply their insights to current development issues, controversies, and debates.

### **IDP-771 International Development with Deaf People and People with Disabilities: Language and Inequality [3 credits]**

This course expands upon *IDP 770: Introduction to International Development* by exploring human rights frameworks currently reshaping the field of international development, particularly with respect to sustainable development goals. IDP-771 applies human rights theories and models to case studies from Deaf, DeafBlind, Hard of Hearing, signed language communities, and persons with disabilities around the world to analyze human rights indicators in the context of sustainability, as well as social movements, grassroots activism, and other forms of non-governmental organizing work. This course also examines the impact of Sustainable Development Goals (SDGs), assistance projects/programs, international laws, and social protection policies for communities at the local, regional, national and international level. Prerequisite: students must complete IDP-770 prior to taking IDP-771, or have the permission of the Program Director.

### **IDP-772 Micropolitics of International Development [3 credits]**

This course explores how micropolitical factors shape individual experiences and social relations within and between groups. Understanding human experiences and practices connected to gender, race, ethnicity, language, disability, sexuality (and so on) as changeable, contradictory, and often situation-specific, we will examine personal choices, identities, and community formations as legacies of and responses to the ways power is organized under late-modern capitalism and post-colonial international relations. Drawing from a wide range of social scientific materials, we will pay especial attention to intersections of race and class, as well as local, national, and global affiliation in the formation and transformation of people's lives. Course activities focus on the project level in which development takes place, allowing students to examine

those social categories that most impact development outcomes, associated political processes, and individual and group action of the group or groups selected for the semester project.

### **IDP-773 Macropolitical Intersections of Race, Gender, Sexuality and Development [3 credits]**

This course builds upon IDP 770 and 772 by focusing on the intersections between race, gender and sexuality in international development agendas emphasizing the role of Deaf, DeafBlind and Hard of Hearing people and people with disabilities. Drawing on theoretical and practical cases, students will explore the ways that race, gender and sexuality shape individual and group identities including diverse practices, perspectives and creative development action. Through critical analysis of the course's core concepts, students will develop insight into the social issues faced by particular groups around the world, as well as the ways that others forms of categorization further impact social inequalities, such as: socioeconomic class, social hierarchies, disability, ethnicity, family structures and expectations, language and communication, and religion. Prerequisites: students taking IDP-773 must complete IDP-770 and IDP-771, or have the permission of the Program Director.

### **IDP-774 Program Development and Evaluation for Social Change [3 credits]**

This course focuses on collaborative formulation, development and evaluation of programs with Deaf, DeafBlind, and Hard of Hearing people and people with disabilities, giving special focus to economic structures and forces. Exploring current philosophical, theoretical, and methodological stances related to collaborative program development, course activities demonstrate the salience of international human rights frameworks for sign language-centered leadership and disability rights, and connect these to bi- and multilateral organizational and funding channels now undergoing enhancement as a result of the United Nation's introduction of the Sustainable Development Goals. Using the latter as a foundation to identifying socioeconomic problems and barriers to self-determination, participation, and equity, students will design program proposals in response to an actual Request for Proposal (RFP). Working on program development teams in the classroom setting (for all or part of the assignment), student learning activities will culminate in submitting an Evaluation Plan suitable for a program that currently exists and works with Deaf, DeafBlind, and/or Hard-of-Hearing people. In addition to cultivating program development and evaluation skills, course activities provide students with opportunities to practice program management skills and grant-writing experience.

### **IDP-775 Project Design and Implementation for Social Change [3 credits]**

IDP-775 introduces students to the design, planning, and implementation of community development projects with Deaf, DeafBlind, Hard of Hearing people, signed language communities, and people with disabilities. Theoretical frameworks address the nature of social change in societies around the world, the interrelationship between inequitable social conditions and efforts to improve such conditions, and the value of local constituencies' involvement in shaping change. Students will develop essential skills for designing projects, as well as training in collaborative team-building and facilitation of projects that are sensitive to local communities' viewpoints, social interests, and leadership in local and international development networks.

### **IDP-776 Research Methods & Ethics for International Development [3 credits]**

International development activities place a heavy emphasis on the ability to skillfully interact with and to generate many types of data. This course introduces students to the most common types of research methods and strategies currently used in the international development field, and explores the ethical implications of research planning, methodological decision-making, and research fieldwork. Course activities include: introduction to research formulation and design; literature review; quantitative, qualitative, and mixed-methods; data collection and analysis; rapid assessment methods; and participatory community

assessments. Course activities also highlight the elements of a good argument and provide opportunities to analyze, construct, and to refine research arguments.

### **IDP-779 Professional Seminar for International Development I [1 credit]**

This course introduces students to standard practices of professional communication, conduct, and preparation of documents and presentation materials and types commonly used in the international development field. Course activities include: technical writing, creating persuasive messages in formats and media appropriate to a variety of audiences (e.g., specialist, non-specialist, targeted groups). Course activities will also address professional communication and conduct, and guide students in preparing their IDMA portfolios for submission at the end of the semester (required for continuing to the second year of IDMA graduate study, practicum and internship experiences).

### **IDP-780 Supervised Practicum for International Development [3 credits]**

Professional service and direct action are core features of international development work, and therefore a critical aspect of graduate-level preparation. The IDMA's supervised practicum is designed to offer practical field experience observing and working in an international development assistance organization, federal agency, for- or non-profit organization, or other development-related venue. The supervised field practicum provides students with a critical first opportunity to integrate didactic interdisciplinary study of international development with professional interaction and engagement in an international development organization, federal agency, non-profit organization, or other international development entity (think tank, policy institute). An on-site supervisor and a university-based supervisor (practicum instructor) provide supervision and guidance to promote students' professional development, and application of theoretical knowledge to real-world international development situations, issues, and opportunities.

### **IDP-781 Supervised Internship for International Development [6 credits]**

This course builds on IDP-780 *Supervised Practicum for International Development*. As in that course, field experience working in a development assistance organization, federal agency, or nonprofit organization is an essential part of graduate training in and preparation for professional careers in the international development field. The supervised internship placement adds to the practicum experience by expanding the scope of professional activities and outputs expected of students, and by increasing students' level of responsibility and accountability to partnering organizations and collaborating communities. As with IDP-780, students engage in practical experiences guided by the supervision of an on-site supervisor and a university supervisor (internship instructor). The supervised internship requires a minimum of 360 clock hours.

### **IDP-782 Professional Seminar for International Development II [1 credit]**

Building on IDP-779 Professional Seminar I, this course is designed to deepen students understanding of standard practices of professional communication, conduct, and preparation of documents and presentation materials, as well as their understanding and advocacy of human rights, with an emphasis on language, and visible and invisible disabilities. In addition to preparing students for entry into professional international development work (e.g., professional rapport and alliance-building, developing CVs and cover letters for various types of job postings, job search skills), IDP-782 activities guide students in critical reflection on the impact of cross- and intercultural power dynamics for professional interaction, collaborative engagement, and ethical practice. Prerequisite: students must complete IDP-779 prior to taking IDP-782, or have the permission of the Program Director.

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## Entrance & Exit Requirements

Admission to the IDMA Program is contingent on the following:

### **Introductory Economics Course**

Incoming students are required to take a credit-based, foundational, economics course consisting of a broad-based introduction to economic concepts, structures and forces. Such courses may be taken at a community college, college or university other than Gallaudet (including online courses), or may be taken at Gallaudet in the Fall semester of the first year of study. For the most comprehensive preparation, we recommend taking an economic course that includes both micro- and macro-economic content and case examples.

*NOTE: This prerequisite must be met prior to moving on to ECO-714 Economic Development, which is offered only in the Spring semester. Gallaudet University offers ECO 201--Introduction to Economics I which is offered every Fall. If you have not completed an economic course prior to entering the IDMA, then please meet with your Academic Advisor and register for this course.*

### **Bilingual Competency**

Gallaudet University is the only university in the world with a bilingual curriculum in ASL and English. IDMA programming is conducted in ASL and English. ASL is the language of direct interactions, classroom lectures, and other presentations. In these settings, English is also used in PowerPoint presentations and print materials. The IDMA emphasizes developing academic level ASL presentation skills and academic level written English. Each course will identify assignments that must be delivered in ASL and in English and their relevant grading criteria. In order to graduate, students must demonstrate:

- An ASLPI score of 2+ or above.
- Novice-level proficiency in a language other than ASL and English.

NOTE: Evidence for novice-level proficiency will be measured accordingly:

*i. Students must register for a college- or community-based course in which the, ii. Teacher has credentialing in the language of study, and iii. Earn a passing grade in that language course. Students interested in studying a Lesser Known Language may arrange to study the relevant language in consultation with their academic advisor and with the permission of the Program Director.*

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## Advancement to the Second Year of Study

*Advancement to the Second Year of Graduate Study is contingent on the following:*

### **Satisfaction of Entrance conditions**

Please review your letter of acceptance into the International Development program. There may be some prerequisites or conditions that you are required to satisfy before you enroll in a specific course, or that you need to complete before you compile your portfolio or apply for a practicum



experience. You are responsible for making sure that you are abiding by the conditions in your admission letter, so we recommend that you create an immediate plan of action to satisfy these conditions.

### **Satisfactory Completion of the IDMA Portfolio**

Students are required to earn a GPA of 3.0 and pass a portfolio review in order to move into the second year of studies and to register for a practicum experience. Students submit the portfolio electronically two weeks before the Study Day of the Spring Semester. Satisfactory completion of the portfolio will: 1) advance students to the second year of study, and 2) allow students to move forward with practicum placement arrangements.

### **IDMA Portfolio Due Dates**

You will submit portfolios by creating a Google folder with all portfolio contents in Google Drive. Storing your work in a central location like Google Drive throughout the year also makes it easy for you to access your documents for ongoing editing and submission.

<b>Initiate Meetings with Faculty for Advisement on Portfolio Papers</b>	<b>Complete Portfolio Advisement with Faculty</b>	<b>Submit Portfolio</b>
January-March 2022	Friday, April 29, 2022	Friday, May 6, 2022

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### **Portfolio Contents**

Students will produce and submit seven (7) items for the IDMA Portfolio Review.

The purpose of the IDMA Portfolio is to demonstrate your mastery of International Development concepts, literature, approaches to thematic analysis and design, and other core competencies expected from you in your second year of graduate studies and in your practicum and internship placements. Once completed, the IDMA Portfolio is very useful for internship and professional interviews, as you can provide samples of your work directly from the portfolio.

## Portfolio Checklist

<ul style="list-style-type: none"><li>• Essay on Philosophy of development [written for the portfolio, not as a course assignment]</li></ul>
<ul style="list-style-type: none"><li>• Country Study [completed in IDP 770]</li></ul>
<ul style="list-style-type: none"><li>• 4 selected major papers prepared for core courses [completed in IDP-770, -771, -772, -775, or GOV 791]</li></ul>
<ul style="list-style-type: none"><li>• Language and/or Disability Advocacy Resource File [completed in IDP-771]</li></ul>

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## Portfolio Review & Assessment

The Portfolio Review Committee is responsible for evaluating each student portfolio, and is formed by the IDMA Program Director, IDMA Program Assistant, and one additional faculty member. The portfolio is graded on a **pass/fail** basis. A grade of PASS is assessed if all required items are presented in a scholarly and professional manner, earning a rating of grade letter ‘B’ or above, and with few-to-no typos and grammatical errors. A grade of FAIL is assessed where there are missing items and/or portfolio contents are not presented in a scholarly and professional manner, earning at least a grade of ‘B’ or above.

PASS rating: Students who have passed the portfolio review and are in good standing in the IDMA Program may move forward with conducting a practicum placement with an agency or organization.

FAIL rating: A student who does not successfully complete the first portfolio review will be allowed to revise and resubmit the portfolio. If allowed to revise, the student will be expected to provide a list of edits completed and the page numbers for each edit. This supports the review process, and demonstrates respect for the time and effort that faculty members dedicate to portfolio review.

If after revision the portfolio does not meet the minimum requirements to pass the assessment, the Portfolio Review Committee may ask for a third, external person to anonymously review the submission and make a recommendation.

Students who do not successfully complete the portfolio will not be permitted to advance to the practicum experience or second year of IDMA core courses, and may result in activities to further support student learning (e.g., additional coursework, possible probation from the program).

Portfolio Review Elements	Yes	No	Notes
1. Portfolio is submitted on time and is complete [all 7 items]			
2. Materials are posted in Google Drive and accessible to faculty reviewers			
3. Portfolio is free from typographical and grammatical errors, and all materials are presented in a professional manner			
4. All items are in Chicago Style Format.			
5. All materials meet a grade “B” or above.			
REVIEW [met all criteria or revision needed]			

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## Getting Involved in the Campus Community & Beyond

IDMA Program students have many opportunities to learn outside the classroom at Gallaudet and beyond—throughout the wide array of events and activities hosted by International Development and International Relations organizations headquartered in the Washington, DC area.

We encourage you to interact with the scholars and practitioners who visit the IDMA and campus, attend student and faculty presentations, get involved in hosting IDMA events, and participate and present at conferences on the topics you are engaged with. Many activities are publicized via the following:

- **Gallaudet’s Academic Calendar:** <https://www.gallaudet.edu/registrar/academic-calendars/graduate-academic-calendar>
- **IDMA Program private Facebook Group:** <https://www.facebook.com/groups/GallyID/>
- **IDMA Program public Facebook Page:** <https://www.facebook.com/GallaudetIDMA>
- **International Development World Deaf News (public Facebook group):** <https://www.facebook.com/groups/MAintdev/>
- **Gallaudet/DC events public Facebook Group:** <https://www.facebook.com/groups/1658630707690300/>

We also encourage you to join the **Society for International Development-Washington, DC Chapter (SID-W)**. SID-W offers a low student membership rate, and offers a wide range of professional development and networking opportunities. Check out SID-W here: <https://sidw.org>

Another great organization is the **United Nations Association of the USA’s** student programming—check out here: <https://unausa.org/students/>

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## Professional Attire

As noted in the introduction to the Professional Skills and Dispositions section (see below), the IDMA Program expects students to dress in “business casual” attire whenever guest presenters or other visitors join course sessions, as well as when the IDMA Program hosts or participates in academic and professional events. Professional attire is important for establishing your own style of presentation that communicates your professional integrity and respect for the activities and people you meet and interact with in the International Development field.

Noe: IDMA faculty will make every effort to inform you in advance of guest presenters and guest-visits to courses; however, this is not always possible as faculty may—for example--attend an International Development event in the morning and meet someone whom they invite to join IDMA program activities in the afternoon or evening. Therefore, it is helpful to routinely consider your self-presentation and whether or not you would be comfortable meeting senior professionals with the clothes you are considering wearing on a given day.

We also encourage professional attire for networking at International Development events on and off-campus to express professionalism and provide good impression of your person. For more ideas, check out: <https://www.indeed.com/career-advice/starting-new-job/guide-to-business-attire>

## Business Cards

Beginning in the First Year of study Fall semester, the IDMA Program hosts and/or engages students to attend academic and professional events. Because these are valuable opportunities to meet junior and senior International development practitioners and researchers, we encourage you to make a business cards to share with your own new or expanding network.

There are a number of places where you can order business cards at relatively inexpensive cost, including: **vistaprint.com**, **gotprint.com**, and **moo.com**

**WHY make a card?** Easy way to share your contacts and to stand out professionally as a student who is serious about International Development work

**WHO to share it with:** Colleagues, potential mentors, potential connections for the future.

**WHEN to carry it:** All the time! Carry business cards even when you are going somewhere non-work related because you never know who you may meet

**WHERE to exchange cards:** Networking events, conferences, meetings, career fairs, and more

**WHAT to do after exchanging cards:** When you receive business cards or contact information, follow up with an email stating that you enjoyed meeting that person and discussing *subject(s)* with them. Remind that person where and when they met you. Do this within a short time frame, no more than a month after, to indicate your sincere interest in developing the professional relationship.

Note that as a student, you **may not** use any Gallaudet University logo on your cards (unless you also hold a professional position on campus). Consider how you want to present yourself:

- International Development M.A. Student
- Consider including a specialization, such as: Deaf & Disability Inclusive Development, Gender Equity & Inclusion, Information & Communication Technologies.

**Suggested content:**

- Name and current degree
- University
- Program of Study
- Position Title
- Contact information



Audrey C. Cooper, BFA  
**Gallaudet University**  
**MA Program in International Development**  
*Graduate Student*

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## Professional Skills and Dispositions Rubric

As noted in the Program Communication and Social Justice Framework (above), the IDMA Program places important emphasis on professional conduct and intercultural communication that furthers social equity. This includes respectful dialogue and communication, as well as self-presentation—ex. dressing in “business casual” attire when guest presenters visit courses or host events for the IDMA Program. Professional Seminar I and Professional Seminar II are designed to as laboratories for the exploration and preparation of professional practices. As part of Professional Seminar I, students engage in ongoing reflection on the professional skills and dispositions that they wish to cultivate, for purposes of both self-guided skill-enhancement and as a guide for conversations with Academic Advisors, IDMA Program faculty, and engagement with senior professionals in the field. The Professional Skills & Dispositions Form can also be used as a guide for providing students with relevant feedback on professional skills development prior to entering practicum and internship placements.

### International Development Program Professional Skills and Dispositions Feedback Rubric

Student Name: \_\_\_\_\_ Evaluator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Professional Skills & Dispositions	Area of Strength	Area of Competence	Needs Improvement	Area of Significant Concern
<b>1.Attendance &amp; Time Management:</b> Meets obligations and deadlines; consistently and appropriately honors the time of others- peers, faculty, supervisors; displays good attendance and promptness, task completion, class preparation, and time management				

<b>2. Commitment to Program and High Standards:</b> Submits work that reflects high professional standards commensurate with the Program's expectations; follows program policy; displays commitment to the Program and the field of international development				
<b>3. Communication:</b> Possesses effective written (grammar, spelling, editing, using Chicago format) communication, and organizational managerial skills; expresses ideas effectively and thoughtfully; shows reflective listening; and avoids divisive statements and actions				
<b>4. Respect:</b> Respects the knowledge, opinions and abilities of other professionals, supervisors, peers, and faculty				
<b>5. Appropriate Use of Supervision:</b> Accepts and implements feedback appropriately in the spirit of self-improvement and growth and implements current practice and professional standards				
<b>6. Ethical Behavior and Professional Judgment:</b> Reflects and takes responsibility for actions and decisions; maintains confidentiality; exhibits sound judgment and academic honesty; and follows applicable legal and ethical guidelines				
<b>7. Adaptability:</b> Displays a positive attitude and emotional maturity; displays trustworthiness and honesty; demonstrates adaptability when faced with unforeseen changes; demonstrates self-monitoring, and control of emotions and behavior				
<b>8. Interpersonal Skills:</b> Demonstrates effective interpersonal skills; works collaboratively with others				
<b>9. Sense of Community:</b> Functions effectively as a member of a learning community, demonstrating collegiality with peers				
<b>10. Intellectual Curiosity:</b> Demonstrates intellectual curiosity (routinely analyzes and evaluates materials; seeks further information; creates learning opportunity for self and others; and shows an understanding of good practices				

<b>11. Sensitivity to Diversity &amp; Advocacy:</b> Shows appreciation for diversity and intersectionality (in all its form); consistently models respect for all people; written works and other expressions reflect understanding of diversity and intersectionality (race, gender, disability, culture, exceptionality, sexual orientation, religion, etc.); seeks a variety of perspectives in exploring issues; advocate for Deaf, DeafBlind and Hard of Hearing people, and people with disabilities at local, national and international levels				
<b>12. Productivity:</b> Utilizes resources effectively; consistently uses available resources (time, knowledge, materials, technology, support mechanism) to act appropriately and effectively in the pursuit of professional and academic goals				
<b>13. Professional Demeanor:</b> Demonstrates professional appearance and behavior when in a professional setting such as field trips, organization visits and presentations, practicum experiences, interviews, internship, and during professional presentations, etc.				

**IDMA Documentation of Student Conference  
Student Professional Development Interests**

- 1.
- 2.
- 3.

**Documentation of Student, Advisor, and Program Director Agreement**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor: \_\_\_\_\_ Program Director: \_\_\_\_\_

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## IDMA Interdisciplinary Partnerships & Consortium of Universities

IDMA graduate students are required to take three electives. training in a number of fields. Discuss your related interests with your Academic Advisor to determine which Gallaudet programs and courses best fit your professional goals and interests.

For example—

--If you are interested in language research and related advocacy and want to have a strong grounding in linguistic theories and methods, you may want to take courses in the Department of Linguistics. If so, contact Dr. Deb Chen Pichler and Dr. Deanna Gagne, MA in Linguistics Program Co-Coordinator at [deborah.pichler@gallaudet.edu](mailto:deborah.pichler@gallaudet.edu) and [deanna.gagne@gallaudet.edu](mailto:deanna.gagne@gallaudet.edu).

--If you are interested in education-related policy, pedagogy, methods, you may want to take courses in the Department of Education. If so, contact the MA Program Coordinator Dr. Christina Yuknis: [christina.yuknis@gallaudet.edu](mailto:christina.yuknis@gallaudet.edu)

--If you are interested in Deaf rights and want to have a strong grounding in early language acquisition, human rights, or Deaf cultures and histories, you may want to take courses in the Department of Deaf Studies. If so, contact the MA Program Coordinator Dr. Erin Moriarty Harrelson: [erin.moriarty.harrelson@gallaudet.edu](mailto:erin.moriarty.harrelson@gallaudet.edu)

--If you are interested in pursuing non-profit governmental and organizational development, and related management training you may want to take courses in the MA Program in Public Administration. If so, contact MPA Program Coordinator Dr. Geoffrey Whitebread: [geoffrey.whitebread@gallaudet.edu](mailto:geoffrey.whitebread@gallaudet.edu)

Courses are also available to you through the *Consortium of Universities of the Washington Metropolitan Area*. Please see <https://www.consortium.org/> to explore these opportunities and discuss with your Academic Advisor.

Note the process of consortium registration can be lengthy so please plan with advanced notice and early submission of documentation.



Consortium of Universities of the  
Washington Metropolitan Area

THE CONSORTIUM OF UNIVERSITIES / ABOUT / CONSORTIUM PROGRAMS / WHERE WE STAND / REGIONAL COLLABORATIONS /  
MEMBER SECTION / EMPLOYEES / CONTACT





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## **Graduate Assistantships**

**Graduate Assistantships:** Gallaudet graduate programs are typically authorized to offer one Graduate Assistantship each year—consisting of either one or two semester appointments. Assistantships are offered according to the need of the Graduate School and/or the IDMA Program—for example, for a particular skill-set—as well as taking into consideration student expressed interest, merit, and need.

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## **Graduate Student Travel Fund Funding**

Each semester the Graduate School announces opportunities for graduate students to apply for funding to support participation in academic conferences and professional events. Announcements are shared with the IDMA Program Director and Program Assistant who share these announcements with students. Graduate School funding opportunities, and other available funding, are also announced via [my.gu.gallaudet.edu](http://my.gu.gallaudet.edu).

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## **IDMA Program Awards**

The IDMA Program established two non-monetary based awards for excellence in International Development related research, advocacy, direct practice, and policy development. Awardees are announced during the Graduate Hooding Ceremony event (one day prior to commencement), and may be awarded to a first or second year IDMA student. The IDMA Program Awards are as follows:

### **Euphrasia Mbewe Award for Excellence in Social Advocacy Work**

This award recognizes IDMA graduate student initiative in working with signed language communities to address social inequalities through practical advocacy and collaborative partnerships.

### **Award for Excellence in Policy Development and Research**

This award recognizes IDMA graduate student methodological and/or theoretical innovation in conducting policy development and analysis, or other research contributing to understanding connections between signed languages and human rights.

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## **Recommended Supplies and Technology for IDMA Graduate Study**

- **Laptop computer** — Purpose: classroom note-taking, use of software for research data collection and analysis, document preparation and field-notes during practicum and internship placements
- **Qualitative/Mixed-Methods software for research and data analysis** — such as **ATLAS.ti** [<https://atlasti.com>] or **NVivo** [<https://www.qsrinternational.com/nvivo/nvivo-products>]. Note: Data Analysis software is also supported at Gallaudet University, so check out their available tools. When conducting development practice or research in the field, you may want to have a personal copy of software that you can maintain on your own computer.

- **External hard drive** — Purpose: for storage of course- and field-related documents, work product, and research materials. For research activities in particular—supports confidentiality and ethical treatment of research data in accordance with Institutional Review Board expectations.
- **Individual hard or electronic copies of course textbooks and supplemental sources** — Purpose: many alumni use assigned textbooks and supplemental readings throughout their International Development careers.

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## **IDMA MENTORSHIP PROGRAM**

**The objective of the IDMA Mentorship Program is** to grow the pipeline of professionally trained deaf leadership in international development and to expand the network of critical development professionals in the growing space of inclusive development. This will be achieved through:

- Creating sustainable relationships between IDMA students, alumni, and professionals
- Facilitating and increasing student engagement in international development professional activities (Webinars, events, career fairs, etc.)
- Sharing lessons learned, strategies, and tools to best navigate the professional roles and the field of international development (Workplace culture, access, partnerships, self-advocacy, allyship, and so much more!)

### **Mentorship Program Structure (Fall Semester):**

- **Peer Mentors** will work with first year students in small group settings during Professional Seminar class sessions. Peer Mentors will serve as a point of contact for students as they begin their graduate studies in the IDMA Program, sharing guidance and tips for coursework, campus activities, and leadership development.
- **Professional Mentors** will be paired one-on-one with second year students as they begin their practicum experience and enter into the professional space of international development. Mentorship meetings will align with Professional Seminar II class periods. Professional Mentors will provide guidance, share insights, and strategies for students moving into professional positions in the field.

### **Overview of mentorship activities:**

- Students and mentors will be matched based on shared interests, skills, and backgrounds. Introductions will be made over email at the beginning of the fall semester.
- A total of 3 mentor/mentee meetings (once per month for one semester)
- Mentors and mentees will attend one international development event together (remotely), such as a webinar, live stream event, Community of Practice meeting, etc.
- All mentors and mentees will gather for a mentorship gathering at the end of the semester!

## FIELD PLACEMENTS

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### **Securing Practicums & Internships: IDMA Approach to the Process**

To identify the practicum and internship that best meets your individual professional, research, and/or other interests, we recommend that you start your search early—as early as your first semester of graduate study—especially if your practicum or internship will involve a related scholarship (Ex. Fulbright) or work with a U.S. federal agency (Ex. State Department). Practicum and Internship field placements should build on your interests in a particular ID specialization, research area, and/or country location. Applications for research scholarships and highly competitive internship positions often take one year or more of application activities leading up to the point of selection and placement.

**Important note about process:** Advisement on the practicum placement begins early in the second semester of the first year—through meetings with your Academic Advisor and with the Outreach Liaison, as well as through activities conducted in IDP-779—Professional Seminar I. All practicum and internship placements are arranged in consultation with the above faculty/personnel and may also involve input from your instructor for both IDP-780—Supervised Practicum and IDP-781—Supervised Internship. The purpose of closely partnering with IDMA Program faculty and staff in preparation for the practicum placement is to: 1) ensure a good fit between you and the placement organization, site, and proposed activities, and 2) ensure that all aspects of the process are clearly defined so that you feel confident to independently conduct internship applications, interviews, and internship duties. This process also aims to ensure a strong grounding in professional employment seeking for the international development field so that you also feel confident seeking employment after completing the IDMA Program.

The practicum and internship-seeking process depends on, first, identifying sites where you are interested in doing your practicum placement. Organizations seek students who express informed interest in learning from their organizations' work and welcome student outreach inquiring about possible positions. **HOWEVER—prior to doing any outreach—*please make an appointment with the Outreach Liaison to create a practicum or internship search plan.*** Moving forward, please also share drafts of initial contact emails and follow-up activities with the Outreach Liaison, your Academic Advisor, and or instructor for IDP-779 Professional Seminar I. That way we can provide you whatever information we possess about the organization, particular opportunities, and guidance on the process in general. If relevant, you may also copy the Outreach Liaison, your Practicum Instructor, or your Academic Advisor in communication between you and the practicum and internship sites. If you have questions about any of the steps or interactions in this process, consult with the Outreach Liaison first and then with your Academic Advisor. The IDMA Program will handle the academic aspects like ensuring that the required hours and credits are satisfied.

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## Field Placement Guidelines

### **Practicum Placements**

Practicums consist of 120 hours of on-site work (in the organization or agency), and the equivalent of 40 hours of coursework. Full-time students typically conduct their practicum during their third

semester in the IDMA Program (Fall of the second year), and typically within an agency or organization in the Washington, DC metro area—such as USAID, Humanity & Inclusion, World Vision or the Inter-American Development Bank.

A practicum is slightly different than an internship as it aims to introduce students to the ID work-world, organizational structure, mission and vision, and core professional tasks that are common to ID such as desk review, participating on project teams, and contributing to organizational policy review. A typical practicum requires less hours than an internship placement as you will also be taking core courses; accordingly, the Fall semester of your second year is designed to allow you to complete core coursework while also giving you an opportunity to get acclimated to the workplace and key practical ID work skills. The practicum also provides you the opportunity to apply your graduate coursework in the workplace. Note: practicum placements are not offered during the summer.

### **Internship Placements**

Internships consist of 320-hours of internship activities, and the equivalent of 40 hours of coursework. Full-time students typically conduct their internship placement in the final semester in the IDMA Program (Spring of the second year). Internship placements required to be conducted in a country other than the United States.\* Internships involve a more immersive experience than practicum placements as you will be residing in another country and engaged in organizational activities in that national cultural setting. As part of this field experience, most interns participate in activities outside of the organization—such as by volunteering with local Deaf Associations, collaborating with community-based organizations on topics of shared interest, and/or engaging in research with relevant communities. Given the time and energy commitment on your part, internship placements are reserved for the spring semester where you have less coursework. Your internship experience should build on the knowledge and skills you gain during your practicum experience, and mobilize the networks you developed. The table below is a recommended guide for dates of completion for arranging your practicum and internship field experiences. Note: internship placements are not offered during the summer.

- Note: International students may opt to conduct their internship placement in a site within the United States as service in the U.S. constitutes an international internship placement. Other student situations may be addressed on a case-by-case basis (e.g., students with asylum in the U.S., students with family medical issues).

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### **Practicum & Internship Sites**

The IDMA Program has relationships with numerous partnering organizations in the Washington, DC area through which there is a wide array of potential practicum opportunities of various types, including: non-profit organizations, non-governmental organizations, international non-governmental organizations, and federal agencies, among others. The person who knows the most about your professional, activist, advocacy, and/or research interests is YOU so please investigate organization websites--especially their mission and vision statements, as well as the kinds of projects engaged in and staff dedicated to those activities--to see what sparks your interest. Think about the specializations you have been drawn to in the first year of study, and broaden out from there. As you do so, think about the kinds of skills you want to develop/strengthen and how this

connects to your professional goals once you graduate. This will also help you narrow down the organizations to reach out to--which can take a good deal of time and energy--so you want to be sure that the choices you make will expand your background in a practical way.

To jump-start your search for field placement sites and specializations, check out the following websites that post ID related internship and employment positions: [devex.org](http://devex.org); [netimpact.org](http://netimpact.org); [InterAction.org](http://InterAction.org); [careers.un.org](http://careers.un.org). and utilize keywords to search sites such as [idealists.org](http://idealists.org) or [www.linkedin.com/jobs](http://www.linkedin.com/jobs).

**Important note: If you are interested in an internship with a federal agency**—you need to start your application process early as it can take up several months to go through that process. Again, gathering information on organizations and agencies is a must and developing a draft email or application for these placements should happen as soon as possible.

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### Memorandum of Cooperation

The Memorandum of Cooperation (MOC) is essentially a contract between you and your field sites that enable you and your site supervisor to identify discrete goals and objectives for your field experience, and to list the specific tasks that will enable you to meet those goals and objectives. Depending on the organization you work with, they may also require you to complete a ‘Terms of Reference’ (TOR) agreement, which is a common type of position template in the ID field. The importance of such documents is clarity of purpose and activity, understanding your role and who your direct on-site supervisor, as well as other contextual or mission-related aspects of the field placement.

Arriving at a clearly defined and mutually agreeable MOC typically takes several rounds of back-and-forth communication and edits to arrive at a document that satisfies IDMA program requirements, organization requirements, and graduate student interests. This is another reason that we encourage students to identify potential practicum and internship placements early. Failure to complete the MOC may result in delay or postponement of the practicum or internship placement.

Document Types & Deadlines	Semester of Field Experience
MOC – September 1, 2021	Fall 2021 Practicum
International abroad file – October 15, 2021 *submit to Education Abroad Office by completing this <a href="#">linked digital application process</a>	Spring 2022 Internship
Internship Confirmation – November 15, 2021 * submit to Abroad Office and Career Center [including organization name, address, supervisor name and email, proof of internship residence, etc]	Spring 2022 Internship

*NOTE: The Global Internship Program is temporarily suspended pending public health clearance for international study and travel. Some exceptions allow students who hold dual-citizenship in other countries to conduct international internships; however, the university will not provide oversight or funding support for such internships. This information will be updated on a regular basis as conditions change.*

If you do not have the Memorandum of Cooperation (MOC) signed by the date posted above, there is no guarantee that you will have a placement for the following semester (due to time constraints such as your university supervisor's availability and/or the availability of positions at the placement site). Keep in mind that many consortium students from Metro DC universities are also vying for prime practicum and internship spots and you may not get the position you want if you begin your search process late. Also, some placements can take up to two months to gain a security clearance, especially if you plan to pursue work in a federal agency.

### Memorandum of Cooperation Template



**MA Program in  
International Development**  
Gallaudet University  
Fowler Hall, 4<sup>th</sup> Floor  
800 Florida Avenue  
Washington DC 20002

<b>Student Name</b>	
<b>Email</b>	
<b>Text/Phone</b>	

<b>University Supervisor (off-site)</b>	
<b>Email</b>	
<b>Text/Phone</b>	

<b>Organization/Agency</b>	
<b>Organization/Agency Supervisor (on-site)</b>	
<b>Email</b>	
<b>Text/Phone</b>	

**Field Placement Start Date:**

**Field Placement End Date:**

**Working Days and hours:**

Field Placement Objectives	
<i>These objectives should reflect the skills and experiences the student hopes to gain and in line with the organization's focus of work and day to day activities.</i>	
<i>Example:</i>	<i>To understand the steps of grant proposal writing and feel confident as a contributor to the proposal writing process.</i>
I.	
II.	
III.	
IV.	

Tasks to be completed by Student		
Tasks		Target Completion Date
EX.	<i>Support the Water Grant proposal by studying and supporting each of the roles played by the grant writers.</i>	<i>June 15</i>
I.		
II.		
III.		
IV.		
V.		

### **Midterm and Final Evaluations**

Students are responsible to request feedback from their organization/agency supervisor at both the mid-point and completion of the field placement.

- Projected date that student will request Midterm Evaluation from their organization/agency “on-site” supervisor: : \_\_\_\_\_
- Projected date that student will submit Midterm Evaluation to their university “off-site” supervisor (IDP-780 Faculty): \_\_\_\_\_
- Projected date that student will request Final Evaluation from their organization/agency “on-site” supervisor: : \_\_\_\_\_
- Projected date that student will submit Final Evaluation to their university “off-site” supervisor (IDP-780 Faculty): \_\_\_\_\_

If applicable, please attach any relevant documentation with this form such as:

- i. Any special conditions of field placement cooperation required by the cooperating organization or agency (e.g., MOU, proof of insurance).
- ii. Any regulations or pre-placement training required by the cooperating organization/agency (e.g., FERPA, Title IX).

Date:

Date:

Date:

It is important to always keep your CV updated—including your current graduate student status, and any work or volunteer activities you completed during the summer.

**Cover letters:** Draft a generic cover letter, explaining why you are seeking a practicum (for example), what you hope to gain from a practicum placement with that particular type of organization (UN Agency, international non-profit organization, disability rights organization, etc.), and what skills and key experience you have to contribute.

## Requesting Letters of Recommendation

- at least 2 weeks in advance of the submission deadline
- provide the most recent copy of your CV
- provide a draft of your application materials, research proposal, or other relevant documents
- specify the activities, professional skills and knowledge, and personal attributes that you would like us to spotlight in our letter



## IDMA PARTNERING ORGANIZATIONS & ACTIVITIES

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Many international development organizations are headquartered in Washington, DC. The city is also home to most U.S. government agencies and entities engaged in international development and international relations work. Thus, there are many opportunities to participate in events, meetings, and trainings at no- and low-cost. Medium- to high-cost events are also available, and many of these provide opportunities to apply for conference fellowship or internship roles, or to volunteer. Participation in organizational events, placements, and professional interactions begins with awareness of and promotion of professional ethics.

### International Development Sample Codes of Ethics & Organizations

The International Development field is represented by multiple entities around the world, with multiple frameworks that apply to country, regional, and international tenets of professional conduct. Across this wide range of geopolitical interests and interactions, there are some commonly shared frameworks—such as the Universal Declaration of Human Rights [<https://www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx>]. While there is no single set of ethics standards, there is also growing recognition that the ID field would benefit from a Code of Conduct or Code of Ethics—and there are several prominent templates now in circulation, including:

UN [https://www.un.org/en/ethics/pdf/putting\\_ethics\\_to\\_work\\_en.pdf](https://www.un.org/en/ethics/pdf/putting_ethics_to_work_en.pdf)

International Development Alliance <https://idanetwork.eu/code-of-ethics/>

Australian Council for ID <https://acfid.asn.au/content/read-code>

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### IDMA Partnering Organizations

See below for examples of IDMA Partnering organizations and local organizations led by/for Deaf people and people with disabilities.

Organization	Headquarters	Website
CBM International	Stubenwald-Allee 5 64625 Bensheim Germany	<a href="http://www.cbm.org/">http://www.cbm.org/</a>
Chemonics	1717 H Street, NW Washington, DC 20006	<a href="https://www.chemonics.com">https://www.chemonics.com</a>
DeafBlind International (DBI)		<a href="http://www.deafblindinternational.org/">http://www.deafblindinternational.org/</a>
Deaf Legal Advocacy Worldwide (DLAW)	Washington, DC	<a href="http://deaf-law.org/en/home/">http://deaf-law.org/en/home/</a>
Discovering Deaf Worlds (DDW)	PO Box 10063, Rochester, NY 14610	<a href="http://www.discoveringdeafworlds.org/">http://www.discoveringdeafworlds.org/</a>
EnCompass LLC	1451 Rockville Pike, Suite 600	<a href="https://encompassworld.com/">https://encompassworld.com/</a>

	Rockville, Maryland 20852 USA	
FHI360	Washington, DC	<a href="https://www.fhi360.org">https://www.fhi360.org</a>
Humanity & Inclusion (HI)	8757 Georgia Avenue, Suite 420, Silver Spring, MD 20910	<a href="https://www.hi-us.org">https://www.hi-us.org</a>
InterAction	1400 16th Street, NW Suite 210 Washington, DC 20036	<a href="https://www.interaction.org/">https://www.interaction.org/</a>
International Deaf Emergency (IDE)	5911 Trumpet Sound Ct Clarksville, MD 21029	<a href="http://www.ideafe.org/">http://www.ideafe.org/</a>
International Foundation for Electoral Systems	Arlington, VA	<a href="https://www.ifes.org">https://www.ifes.org</a>
Inter-American Development Bank	Washington, DC	<a href="https://www.iadb.org/en">https://www.iadb.org/en</a>
International Disability Alliance	205 E. 42 <sup>nd</sup> Street New York, NY 10017	<a href="http://www.internationaldisabilityalliance.org/">http://www.internationaldisabilityalliance.org/</a>
International Foundation of Hard of Hearing People (IFHOH)		<a href="https://www.ifhoh.org/">https://www.ifhoh.org/</a>
International Rescue Committee	1730 M Street, NW Washington, DC 20036	<a href="https://www.rescue.org">https://www.rescue.org</a>
Institute of World Affairs	Washington, DC	<a href="http://www.iwa.org">http://www.iwa.org</a>
Mobility International USA (MIUSA)	132 E. Broadway Suite 343 Eugene, Oregon USA 97401	<a href="http://www.miusa.org/">http://www.miusa.org/</a>
National Disability Institute	1667 K Street, NW Suite 480 Washington, DC 20006	<a href="https://www.nationaldisabilityinstitute.org/">https://www.nationaldisabilityinstitute.org/</a>
Organization of American States	Washington, DC	<a href="http://www.oas.org/en/">http://www.oas.org/en/</a>
PeacePlayers International	1200 New Hampshire Ave., NW Washington, DC 20036	<a href="https://www.peaceplayers.org">https://www.peaceplayers.org</a>
Rehabilitation International	866 United Nations Plaza, Office 422 New York, New York 10017, USA	<a href="http://www.riglobal.org/">http://www.riglobal.org/</a>
Save the Children	Washington, DC	<a href="https://www.savethechildren.org">https://www.savethechildren.org</a>
United Nations Development Programme	New York, NY	<a href="https://www.undp.org">https://www.undp.org</a>
UNICEF	New York, NY	<a href="https://www.unicef.org">https://www.unicef.org</a>
US Agency for International Development (USAID)	Washington, DC	<a href="https://www.usaid.gov">https://www.usaid.gov</a>

US International Council on Disabilities (USICD)	2013 H Street. NW, Suite 200 Washington, DC 20006	<a href="http://www.usicd.org/template/index.cfm">http://www.usicd.org/template/index.cfm</a>
US Peace Corps	Washington, DC	<a href="https://www.peacecorps.gov">https://www.peacecorps.gov</a>
World Bank	Washington, DC	<a href="https://www.worldbank.org">https://www.worldbank.org</a>
World Federation of the Deaf (WFD)	Light House (Valkea Talo) Ilkantie 4 FIN-00400 Helsinki, Finland	<a href="https://wfdeaf.org/">https://wfdeaf.org/</a>
Women Enabled	Washington, DC	<a href="http://www.womenenabled.org">www.womenenabled.org</a>
World Vision	Washington, DC	<a href="https://www.worldvision.org">https://www.worldvision.org</a>

*NOTE: The IDMA Program also partners with a number of country-level Deaf Organizations, such as the **Danish Deaf Association** [[www.ddl.dk](http://www.ddl.dk)] and the **Nigerian National Association of the Deaf** [[www.nnadeafhq.org](http://www.nnadeafhq.org)], as well as Deaf Education schools such as **LAVOSI** in Guatemala [<https://www.lavosi.org>].*

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## Local Organizations led by/ partnering with Deaf, DeafBlind, and Hard of Hearing People & People with Disabilities

Type	Office/Organization	Location	Website
Deaf ORG	DAWN	1140 #rd. St, NE 2 <sup>nd</sup> floor Washington, DC 20002	<a href="https://deafdawn.org">https://deafdawn.org</a>
Disabled People's Organization (DPO)	American Association of People with Disabilities (AAPD)	2013 H St. NW 5th Floor Washington, D.C. 20006,	<a href="http://www.aapd.com/">http://www.aapd.com/</a>
Deaf ORG	D.C. Association of the Deaf (DCAD)	P.O. Box 48521 Washington, DC 20002	<a href="http://dcadeaf.org/">http://dcadeaf.org/</a>
Deaf ORG	D.C. Black Deaf Advocates (DCBDA)	Washington, DC	<a href="http://dcabdaprez81.wixsite.com/dcabda">http://dcabdaprez81.wixsite.com/dcabda</a>
Justice ORG with Deaf contingent	Deaf Poor People's Campaign	National	<a href="https://www.facebook.com/groups/deafppc/">https://www.facebook.com/groups/deafppc/</a>
Deaf ORG	Helping Educate to Advance the Rights of the Deaf (HEARD)	P.O. Box 1160, Washington, D.C. 20013	<a href="http://www.behearddc.org/">http://www.behearddc.org/</a>
Deaf ORG	Latino Deaf and Hard of Hearing Association of the Metropolitan DC Area	LDHAMDC Box 1 P.O. Box 91515 Washington, DC 20090	<a href="mailto:info@ldhamdc.org">info@ldhamdc.org</a>

DPO	National Council on Independent Living (NCIL)	2013 H St. NW 6th Floor Washington, D.C. 20006	<a href="http://www.ncil.org/">http://www.ncil.org/</a>
Deaf ORG	World Deaf Refugee Day & Conference	National	<a href="https://wdrd.org">https://wdrd.org</a>

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## UNIVERSITY ACADEMIC POLICIES & FEDERAL REGULATIONS\_\_\_\_\_

### ADA & Title IX

#### ADA

Gallaudet University is committed to providing accommodations to students for equal access to education. You are invited to contact the [Office for Students with Disabilities](#) for a confidential conversation if you have a disability or need an accommodation. Please talk with them early if you wish to get more information or register with OSD. Instructors or the department are not permitted to provide accommodations without proper OSD documentation. [ADA statement](#).

#### Title IX

Title IX states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance...” 20 U.S.C. 1681.

There are several links to Title IX information on sexual harassment, misconduct, and assault. They include: [Title IX](#) and the interim Gender-based and Sexual Misconduct Policy and Procedures. [Additional resources](#) at the university may be useful.

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### Graduate Catalog & Policies

Graduate policies are online [here](#). This link is also available in course Blackboard sites. Please familiarize yourself with these policies. There are often multiple sections to a policy, e.g. the Academic Integrity Policy, and you are responsible for reading and complying with all of them. If you have any questions or concerns regarding academic policies, please see your Academic Advisor or the IDMA Program Director. See below for several of the policies that are of key concern to student learning goals and to the university.

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## Graduate Grading System

### Gallaudet University Grading System

Locate here: [Graduate Grading System](#)

This grading system applies to all graduate courses. The shaded lines indicate unsatisfactory performance. Performance at these levels may be grounds for academic probation or dismissal.

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## Academic Integrity

Gallaudet University students are expected to represent themselves honestly and with integrity at all times and in all contact with university faculty, administration, and staff personnel.

The IDMA Program expects each program member – students, staff, and faculty – to adhere to academic integrity standards. Each member is expected to read and to agree to abide by the Gallaudet University Graduate School Academic Integrity Policy. This also includes professional behavior as defined by the Gallaudet University Graduate School and our profession. The department does not tolerate violations of academic integrity or claims of ignorance of the regulations and policies related to academic integrity.

See your Academic Advisor for any questions or concerns that you have. We have found that many students unintentionally violate some portion of the academic integrity policy, in particular plagiarism.

You are expected to have a clear understanding of how to maintain your academic integrity before the end of your first year in the IDMA Program. This includes tact, judgment, and respect. See [student standards](#). Your Academic Advisor and instructors are available to meet with you to help you learn how to do your work without compromising your academic integrity.

IDMA students are expected to abide by the Gallaudet University's **[Graduate School](#)**

**[Standards of Professional Behavior and Communication](#)** [hyperlink]– including:

*Knowledge of the theories and methodologies of a profession and their application to professional practice are major components of graduate study. In addition to academic accomplishments, which are evidenced in a student's grades, graduate students must also demonstrate behavior and communication skills that are consistent with professional standards. The principal elements of professional behavior vary by discipline, but include tact; sensitivity to the needs and interests of clients, colleagues, and supervisors; good judgment; and attention to professional responsibilities. Moreover, student conduct must conform to the codes of ethics established by the particular professional associations that certify practitioners and govern their professional behavior. The principal elements of required communication skills include, but are not limited to written, oral, and signed*

*communication.*

*Adherence to these professional standards of behavior and communication are essential elements of professional competence. Failure to meet these standards reflects adversely upon the individual's suitability for professional service and may be grounds for dismissal from the Graduate School.*

IDMA students are also expected to abide by Gallaudet University's **Student Code of Conduct** [hyperlink]

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## **Academic GPA, Probation, Dismissal, and Academic Appeals**

### **Grade Point Average (GPA)**

Cumulative grade point averages are figured only on the basis of those credit hours for which letter grades were given. Courses for which the grade is Failing [F, XF, WF] are included in the GPA and are assigned a GPA value of 0.0. Courses for which the grade is Pass [P, WP] are not included in the GPA. Classes taken with Audit status are not used for the GPA calculation.

An average GPA of 3.0 is required as evidence of satisfactory work. A GPA below 3.0, two or more course grades below B [i.e., B- (2.7 GPA Value) and below] or a grade of F or XF are considered to be below the acceptable level of performance. Any of these conditions automatically calls for the IDMA program to review the student's performance and may be grounds for a recommendation for academic probation or dismissal by the Graduate School Dean.

Students who receive an unsatisfactory grade [i.e., B-, C+, C, F, XF, or WF] in a course satisfying a program requirement may repeat the course only one time with permission of the IDMA Program. If a course is repeated, the student must earn a grade of B or better with the retake of the course. Upon completion of the one-time retake of a class, the student's transcript will show the grades for both attempts but only the highest grade will be calculated in the GPA.

A grade of Incomplete [I] is given only when student performance in a course has been satisfactory, but the student is unable to complete the requirements of the course. The decision to give a grade of I is made by the instructor. To be eligible for credit in a course in which an I is recorded, students must complete the requirements of the course by the end of the final day of classes of the following semester or a date agreed upon in writing with the instructor; otherwise, the grade will automatically become an F. The student and instructor must provide the Registrar's Office with written notification of the agreed upon date before the time limit indicated above.

NOTE: No student is permitted to have more than two (2) Incompletes on their record at any one time. Incompletes automatically convert to a grade of F if the change of grade form is not received in the Registrar's Office by the end of the final day of classes of the semester following the one in which the Incomplete was originally given.

## **Academic Actions to Support Progress – Probation & Dismissal**

The following is taken directly from the Academic Catalog - Graduate Policies.

A department chair (or Interdisciplinary Program Director) may request that the Dean of the Graduate School and Continuing Studies place a student on academic probation. A student may be placed on academic probation for unsatisfactory performance in any area of required academic activity, such as coursework (e.g. a GPA below 3.0, two or more course grades below B, or a grade of F or XF), comprehensive or qualifying examinations, field work, clinical, practicum, internship, or any applied area of professional study or failure to maintain minimum standards of scholarship.

A request for academic probation may only follow discussion of unsatisfactory performance with the student and must be accompanied by a written letter to the student from the department, clearly specifying the conditions to be met and the time frame in which they are to be met.

A student is not officially on probation until the Dean of the Graduate School and Continuing Studies approves the request by the Department/Program.

When probationary requirements are met, the Department Chair or Program Director should inform the Dean of the Graduate School and Continuing Studies, who will inform the student. Not meeting the requirements for removal of academic probation within the specified time may be grounds for dismissal from the program.

## **Academic Appeals**

The policy for academic appeals in the IDMA Program follows that established for the University as a whole. If a student believes there has been unfair treatment in some academic matter such as coursework, grading, or other evaluations, the student has the right to institute a formal complaint, and should consult the Graduate School Policies for information on how to do so. As stated in the Graduate School Catalog, a formal appeal should be initiated only after resolution of the issue has been attempted at instructor, program, and/or department levels. Students are encouraged to try to resolve complaints through discussion with the parties involved before beginning more formal grievance procedures. A student's advisor or the Department Chair may be called on for help and advice. Students are also encouraged to meet with the University Ombuds.

The complete Graduate School appeals process can be found in the most current online version of the Academic Appeals Procedures.

## **Program Withdrawal**

Course and degree program withdrawals are initiated by the student and require signatures from the course instructor, the academic advisor or program director, and the Graduate School Dean.

WP = withdraw passing: indicates that a student was earning a passing grade at the time they withdrew from a course (at least four weeks into the semester). WP grades are not included in the GPA calculation.

WF = withdraw failing: indicates that a student was not earning a passing grade at the time they withdrew from a course (at least four weeks into the semester). WF grades are counted as 0.0 GPA value in the computation of the GPA.

WD = withdraw: indicates official withdrawal from a course before the end of the fourth week of a semester. WD grades are not counted in the GPA calculation.

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## **Dual-Degree & Course Auditing**

### **Dual-Degree**

The following is taken directly from the Academic Catalog – Dual-Degree Requirements.

Some students may wish to pursue two Master of Arts or Master of Science degrees simultaneously. Such programs of study are called dual-degree programs and represent an elective activity of the student rather than a program planned by the faculty. Such programs are not offered as a matter of general practice, but rather meet the unique needs of specific students who wish to receive training in two fields.

Each of the two programs is considered to be a full and complete program; neither is to be considered as supplementary or minor in scope. Each degree received at the conclusion of the program will be considered to be the same degree as that received by a student pursuing only one degree. Admissions procedures for dual degrees are provided in the Admissions chapter of the Graduate Catalog.

### **Auditing a Course**

Courses may be audited following the regular registration procedure. To audit a course, the student must obtain permission from the instructor, register, and pay the regular tuition and fees. A change from Audit status to credit course may not be made after the add/drop period. Should students wish to change from a credit course to Audit status, permission from the instructor must be obtained and appropriate forms submitted to the Registrar's Office by the end of the fourth week of the semester. Students who register for Audit status are required to attend and participate in all class activities without earning a grade or receiving credit towards a degree. Audited courses are not counted as credit courses and are recorded as AU on the student's transcript upon successful completion of the course. If the course is not completed successfully, the AU grade will be changed to AF. AF grades are not counted in the GPA calculation.



## UNIVERSITY RESOURCES

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### **Institutional Review Board**

Research conducted by faculty and students of the IDMA Program at Gallaudet University which elicits data from human subjects must be approved by the University's [Institutional Review Board](#) for the Social and Behavioral Sciences to be in compliance with Title 45 of the Code of Federal regulations, Part 46: Protection of Human Subjects.

IDMA Program faculty and graduate students should not collect any data from subjects until they apply for and receive IRB approval of their study and of the specific elicitation devices they propose to use. Faculty or students who collect data in unapproved studies or via unapproved elicitation devices may be required to destroy that data; they may even face legal action. Lack of compliance with these requirements may constitute a violation of federal law and could place the university in jeopardy of federal sanctions.

Students and faculty are required to take CITI online training:

<https://about.citiprogram.org/en/homepage/>

IRB submission forms can be downloaded from the [IRB webpage](#).

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### **International Students and Financial Aid**

Gallaudet University has very limited aid for international students. Assistance through the University is intended only to supplement other resources in the event that documented support is unexpectedly reduced or withdrawn. International students are considered to be personally responsible for meeting their college expenses. First-year international students are not eligible for financial aid. Returning international students are required to complete the Gallaudet Institutional Financial Aid Application for International Student (IFAA).

For further information, go to <https://www.gallaudet.edu/financial-aid>

Or email the Financial Aid Office at: [financial.aid@gallaudet.edu](mailto:financial.aid@gallaudet.edu)

## Campus Resources

Type	Office/Organization	Location	Email/Website
Academic	Archives and Deaf Collections	Merrill Learning Center (MLC) B125	<a href="https://www.gallaudet.edu/archives-and-deaf-collections">https://www.gallaudet.edu/archives-and-deaf-collections</a>
Academic	ASL Proficiency Interview	Merrill Learning Center (MLC), Upper Level, Room 2200	<a href="https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi">https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi</a>
Academic Support	Counseling and Psychological Services	Kellogg Conference Center, 3202	<a href="https://www.gallaudet.edu/counseling-and-psychological-services">https://www.gallaudet.edu/counseling-and-psychological-services</a>
Financial	Financial Aid Office	College Hall	<a href="https://www.gallaudet.edu/financial-aid">https://www.gallaudet.edu/financial-aid</a>
Academic Support	LGBTQA Resource Center	HMB	<a href="https://www.gallaudet.edu/multicultural-student-development-and-mentoring/lgbtqa-resource-center/">https://www.gallaudet.edu/multicultural-student-development-and-mentoring/lgbtqa-resource-center/</a>
Academic	Library	Merrill Learning Center (MLC)	<a href="http://www.gallaudet.edu/library">http://www.gallaudet.edu/library</a>
	Multicultural Student Development and Mentoring Center (MDSM)	HMB	<a href="https://www.gallaudet.edu/multicultural-student-development-and-mentoring">https://www.gallaudet.edu/multicultural-student-development-and-mentoring</a>
Academic	Office for Students with Disabilities (OSWD)	Student Academic Center (SAC)	<a href="http://www.gallaudet.edu/office-for-students-with-disabilities">http://www.gallaudet.edu/office-for-students-with-disabilities</a>
Academic Diversity/Equity	Division of Equity Diversity and Inclusion	Hall Memorial Building (HMB) S151	<a href="https://www.gallaudet.edu/equity-diversity-and-inclusion/">https://www.gallaudet.edu/equity-diversity-and-inclusion/</a>
Academic Support	Office of Student Accountability & Restorative Practices	Ely Center	<a href="https://www.gallaudet.edu/student-affairs/student-handbook/restorative-practices/">https://www.gallaudet.edu/student-affairs/student-handbook/restorative-practices/</a>
Academic	Registrar	Chapel Hall 101	<a href="https://www.gallaudet.edu/registrar">https://www.gallaudet.edu/registrar</a>
Academic	Tutorial & Instructional Program (TIP)	Student Academic Center	<a href="https://sites.google.com/gallaudet.edu/tutorial-center">https://sites.google.com/gallaudet.edu/tutorial-center</a>