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Certificate program offers tools to promote, preserve deaf history

The rich history of the deaf community is rapidly gaining the attention it has long deserved. Not only are historians, sociologists, linguists, and other professionals making deaf history an evolving field of study, but initiatives such as Deaf Way I and II, the Deaf History International conferences, and "History Through Deaf Eyes," a traveling exhibition that is being developed with WETA into a film documentary, are helping the general public become aware of deaf people's important contributions to society.

The Graduate School's History and Government Department is bringing new insights into the history of deaf people that will allow students to not only expand their knowledge of deaf history, but give them the tools to promote the field through research, publication, and preservation. The 15-credit Graduate Certificate in Deaf History, the only program of its kind in the world, is taught by the foremost authorities in the history of the national and international deaf community.

By taking courses in the certificate program, students can learn, for example, how to conduct oral interviews with deaf subjects, how to approach and interpret deaf history, and how to critique primary sources that historians use, such as diaries, newspapers, and films.

The Graduate Certificate in Deaf History is one of four certificate programs offered at Gallaudet. Often called "mini-master's" or "semi-master's," certificate programs provide lifelong learning tools that allow students to learn new skills that may help in their jobs—or simply for their own personal growth—without committing the time or degree to a master's degree. For example, the deaf history certificate program offers three courses each summer, and at least one during the academic year.

Since it began in 2000, the Graduate Certificate in Deaf History program has been developing its courses, and faculty, from both on- and off-campus, to teach them. The certificate program has one graduate, Newby Ely, a new teacher at the Pennsylvania School for the Deaf, Philadelphia, who plans to incorporate deaf history into the curriculum for his fourth- and fifth-grade students. "This program is critically important to continuing and strengthening the scholarly field of deaf history," he said. In addition, among the students who have taken courses are the first graduates of the Master of Arts in Deaf Studies program in May, benefiting from this cross-disciplinary approach to learning in a field closely related to their degree. Two of these students, Sara Robinson and Tommy Strunk, demonstrated the fruits of this col-

laboration between departments when they served internships at the National Museum of American History in Washington, D.C. In fact, Robinson was recently hired by the Gallaudet Archives.

Until this year, the program has been coordinated alternately by Dr. John Schuchman, retired history professor emeritus, and Dr. Donna Ryan, a professor in the Department of History and Government. Now it is being led by Dr. Susan Burch, an associate professor in the department. In addition to Burch, courses are taught by faculty members Dr. Barry Bergen, an associate professor in history and government, whose expertise in French history extends to the French deaf community, and Dr. John Van Cleve, history professor and executive director of the Gallaudet University Press and Information Technology Services, who, along with the aforementioned faculty, teaches the program's only required course, "American Deaf Community History," and has addressed issues of publishing in deaf history as a guest lecturer in other courses.

Courses draw on area scholars like Dr. Hannah Joyner of Takoma Park, Md., author of *From Pity to Pride: Growing Up Deaf in the Old South*; Dr. Robert Buchanan, professor of American history at Goddard College, Plainfield, Vt., and author of *Illusions of Equality: Deaf Americans in School and Factory, 1850-1950*; Dr. Jack Gannon, renowned deaf historian and author of *Deaf Heritage*; Dr. Yutaka Osugi of NTID, an expert in the evolution of signed languages; and Dr. Anne Quartararo, professor of modern French and European social history at the U.S. Naval Academy, Annapolis, Md. The department looks forward to including Brian Greenwald, who is earning his Ph.D. in history from George Washington University and whose concentration is in 19th century deaf history.

Personal knowledge about the history of the deaf community is an important attribute of the deaf history certificate program that can be useful to professionals in many fields who work with deaf people, Burch feels. "One of the things we're hoping to do is encourage interpreters, majors in administration, social work, clinical psychology, and secondary education to take these classes because understanding deaf history, even if they don't get the certificate, can help them better understand the population they work with," she said. Another goal is to encourage more individuals to take an active role in preserving and documenting deaf history through research, publishing, and archival work. The University

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Students and staff in the Bridge Program, a four week summer program that helps incoming freshmen and transfer students prepare for University-level math and English classes, gather in the SAC Atrium on August 12. Bridge students also enroll in First Year Experience, which helps them adjust to college life. This summer's Bridge Program participants were (counterclockwise from bottom right): Phillip Endocott, Andy Brinks (coordinator), Michael Stangl, Socorro Garcia (advisor), Emilia Chuckwuma (associate professor of business), Emily Erlandson (math tutor), Tamir Armwood, Jason Williams, Claudia Mattern, Marsia Bernardo, Amanda Hackett, Gabrielle Petroff, Ashley McArroy, Tonya Stremlau (English professor), Lisa Flynn (English tutor), Alita Portillo (advisor), James Etheridge (advisor), Teye Akinola (advisor), Thelma Chimani, Nathaniel Snyder, Patrick Musselman, Charity Staller, and Abebe Asrat.

Gallaudet named best value by 'U.S. News & World Report'

Once again, U.S. News & World Report has rated Gallaudet highly in its annual "America's Best Colleges" issue. The magazine's 2005 edition, on newsstands now, designated the University as the best value of "Universities-Master's" in the North region of the nation.

According to the survey, Gallaudet offers affordable higher education options for just under \$10,000.

Gallaudet also ranks in the top 25 in its region. This year, the magazine examined 572 universities in the "Universities-Master's" category. These schools provide a full range of undergraduate and master's programs but offer relatively few doctoral programs. "The formula used to determine which schools offer the best value relates a school's academic quality, as indicated by its *U.S. News* ranking, to the net cost of attendance for a student who receives the average level of financial aid," according to the magazine. "The higher the quality of the program and the lower the cost, the better the deal."

In the national survey, colleges and universities are categorized by mission and, in some cases, by region. Institutions are measured based on 15 indicators of academic excellence. The final rankings compare those schools to their peers, based on their composite weighted score. 

UNIVERSITIES-MASTER'S

Rank	School (State) (*Public school)	% receiving grants based on need ('03)	Average cost after receiving grants based on need ('03)	Average discount from total cost ('03)
NORTH				
1.	Gallaudet University (DC)	72%	\$9,858	56%
2.	Alfred University (NY)	87%	\$14,702	53%
3.	Le Moyne College (NY)	80%	\$14,120	50%
4.	Hood College (MD)	77%	\$15,796	47%
5.	Col. of Notre Dame of Maryland	70%	\$14,108	51%
6.	Villanova University (PA)	38%	\$22,912	38%
7.	St. Michael's College (VT)	63%	\$18,857	40%
8.	Rochester Inst. of Technology (NY)	64%	\$20,360	33%
9.	Lebanon Valley College (PA)	78%	\$16,638	46%
10.	Ithaca College (NY)	65%	\$20,953	38%
11.	St. Bonaventure University (NY)	71%	\$16,129	38%
12.	University of Scranton (PA)	64%	\$22,393	32%
13.	Nazareth College of Rochester (NY)	80%	\$17,382	35%


18.	Marist College (NY)	64	3.1	87%	71%	51
19.	Hood College (MD)	63	3.0	80%	64%	73
20.	Bryant College (RI)	61	3.2	83%	65%	14
21.	La Salle University (PA)	60	3.1	86%	71%	46
22.	Gallaudet University (DC)	58	3.4	64%	27%	91
	Le Moyne College (NY)	58	2.9	85%	72%	36
24.	Lebanon Valley College (PA)	57	2.7	84%	72%	49

Graphics from the *U.S. News & World Report* "America's Best Colleges" issue show (top) Gallaudet's number-one ranking as best value in the "Universities-Master's" category for the North region and (bottom) its ranking in the top 25 for the region.

Certificate program

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has an unsurpassed resource to allow interested students to accomplish this—the Gallaudet Archives—which boasts the greatest collection on deaf people and deaf history in the world. Helping successive generations of deaf people understand their heritage is another objective of the program, said Burch. “Having the tools to chart the future history of the deaf community; [deaf people] knowing how to do it themselves and feeling empowered to do scholarship, will benefit everyone.”

For more information about the Graduate Certificate in Deaf History program, contact the History and Government Department or e-mail susan.burch@gallaudet.edu. 




Administration & Finance

Campus Involvement Program (CIP)

The Campus Involvement Program (CIP) will soon have an anniversary. The program, originally called the Community Involvement Program, was resurrected last fall. It was given a new name and a new process whereby staff could anonymously suggest ways to improve Gallaudet's environment, programs, and services.

Feedback from last year's Campus Climate Process revealed that Gallaudet employees appreciate open communication and the sharing of ideas. The CIP provides a way for staff to openly make suggestions on how to improve various services or programs. Because the entire process is anonymous, staff feel comfortable making suggestions, no matter what the topic. The Staff Advisory Committee reviews each suggestion based on the CIP guidelines and the merits of the suggestion. The process is straightforward and open. The suggestions, along with the recommendations, are recorded on the CIP web page.

Since the program started again last fall, 43 suggestions have been submitted. Two of those suggestions were accepted and implemented, which meant the originators each received \$200 cash. Another five suggestions were accepted but, for various reasons, could not be implemented. The originators of these suggestions received \$50 cash. Everyone who submitted a suggestion that was rejected received a \$10 gift certificate for the University Bookstore. The suggestions have been diverse and some make for interesting reading. Take a few minutes and review the CIP web page, cip.gallaudet.edu. You'll see that the campus has creative, thoughtful employees and they now have a forum where they can share their ideas. 

NOTES FROM PERSONNEL

Service awards for July:

Five years:

Juan Reinbold, accounting clerk, Accounting; **Alexis Greeves**, personal counselor, Clerc Center; **Earl Parks**, e-Learning coordinator, Learning Technology; **Carol Yeh**, coordinator, government relations and institutional reports, Office of Planning; **Darnell Woods**, teaching fellow, Clerc Center

Ten years:

Lindsay Dunn, special assistant to the president for advocacy, President's Office; **Rosanne Bangura**, marketing specialist/admissions assistant, Enrollment Services

New employees hired in July:

Laura Cook, director of extended learning, Continuing Education Programs; **Stephanie Deja**, interpreter I, Gallaudet Interpreting Service; **Lennox Hood**, assistant director, corporate and foundation relations, Development Office; **Dorothea Jones**, driver, Transportation; **Stefan Koppi**, director, Career Center; **Justin Lasko**, storeroom helper, Distribution Center; **Julie Nelson**, administrative secretary

I, Department of Interpretation; **Beth Schroeder**, physician's assistant, Student Health Service; **Yifang Xu**, senior clinical and research engineer, Hearing, Speech, and Language Sciences

Promotions in July:

Stella Egbert, teaching fellow, Clerc Center; **Dan Mathis**, ASL/deaf culture specialist, Clerc Center; **Tramell Henson**, administrative secretary I, associate dean, Center for Academic Programs; **Jerome Gray**, dispatcher, Department of Public Safety; **Christopher Jones**, scheduler, Gallaudet Interpreting Service; **Eloise Molock**, director, student development programs, Student Center; **Jerri Klimkiewicz**, coordinator, orientation programs, Student Center; **Barbara Tresnak**, staff internal auditor, Audit and Management Advisory Services; **Dorothy Alexis**, PeopleSoft functional analyst, Information Technology Service; **Robert Traina**, program assistant, Community Services; **KP Perkins**, coordinator, community services program, Community Services

Retirement in July:

Carol Harter, Clerc Center



ASK AUNT SOPHIE

Dear Aunt Sophie,

Question: In the GUKCC, on the 3rd floor next to the elevator, there is a sign that says there is a gift shop on the first floor. I asked a front desk person and they told me there was no gift shop in the hotel. Is she wrong, or is there a secret shop?

Thanks for an answer

Dear TFAA,

Is there a “Little Gift Shop of Horrors” in the GUKCC? Well, before addressing your question, I want you to know that the conference center has a new name: the Kellogg Conference Hotel at Gallaudet University—KCHGU. Why this change? Because some astute campus person realized that the original designation contained no mention of the word “hotel.” This egregious error meant that few people were aware that such a wonderful building not only provided tip-top conferencing facilities, but also excellent overnight accommodations. To everyone's great joy, however, the new name seems to have rectified the situation. Now then, about the “Little Gift Shop of Horrors.” While Auntie has heard rumors that such a place exists, and that it sells jewelry made from petrified corn flakes and “Fruit Loops,” I have been unable to verify its existence. However, the third floor sign you mention is an important clue. Do continue your search and keep me posted. I've been looking everywhere for a set of “Pop Tart” placemats!

CAMPUS CALENDAR

September

3—Last day for all students to register

6—Labor Day

8—Volleyball vs. Notre Dame (Md.), Field House, 7 p.m.

10—Last day for graduate students to ADD/DROP

11—Football vs. University of North Carolina Club, Hotchkiss Field, 1 p.m.; Women's Soccer vs.

Washington Bible, Soccer Field, 2 p.m.

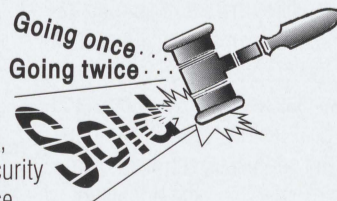
13—Men's Soccer vs. St. Mary's, Soccer Field, 4 p.m.

17—Graduate School Open House, Alumni House upper level, 9 a.m.-5 p.m.

18—Football vs. Duke Club, Hotchkiss Field, 1 p.m.; Women's Soccer vs. Christendom, Soccer Field, 2 p.m.

For Rent: Two apartments on W.Va. Ave., NE; 2-BR, 1-BA, \$900/mo.; 1-BR, 1-BA, \$700/mo.—renovated kitchens, new appliances, window treatments, security sys., rent plus util. and security sys. fee, water/sewer inc., 1-yr. lease. Call Jay Williams, (202) 270-8203, or e-mail LBLLC@hotmail.com

For Rent: Lg. renovated studio apt., separate ent., huge walk-in closet, carpeted, recessed lighting, W/D, parking, util, cable inc., less than 1 block to campus, \$800/mo. Call (202) 399-8347, or e-mail cher@pluseventsinc.com



CLERC CENTER HAPPENINGS

'Odyssey' issue focuses on bullying in schools

By Susan M. Flanigan

While we were growing up, many of us knew of or had experience with a school bully. In the current issue of the Clerc Center's *Odyssey* magazine, contributors from the fields of counseling, psychology, and social work address the issues students face today.

In the opening “Letter from the Dean,” the Clerc Center's Dr. Katherine A. Jankowski sets forth the gravity of the situation today. She writes, “...the phenomenon of student bullying—and often the number of bullies per school—has grown. The issue is compounded by the fact that students many times do not report incidences of bullying to their teachers, counselors, or families, choosing instead to endure being bullied in silence and shame.”


The *Odyssey* articles offer strategies that educators, counselors, and administrators can use with deaf and hard of hearing students to intervene in bullying situations and to pro-actively find ways to prevent future bullying through fostering an environment of respect among all students. For example:

- William McCrone, a professor of counseling at Gallaudet, reveals how society views bullying and offers counseling strategies for both the bully and the bullied;
- Michael Harvey, a psychologist from Massachusetts, explores the meaning of ordinary evil in our lives;
- Beth Betman, a social worker at Kendall Demonstration

Elementary School, shows how children can use sand trays and figurines to express themselves and resolve conflicting emotions;

- Peter Steyger, a researcher who grew up in England, shares his personal experience of how denying his deafness exacerbated bullying situations;
- Coletta Fidler, a residence education counselor at the Model Secondary School for the Deaf, offers preventative workshops at the beginning of the school year to address bullying issues;
- Jennifer Tresh, from the National Deaf Academy in Florida, advises families on ways to discuss bullying incidents and suggests basic self-defense techniques; and
- Claire Bugen and Steve Baldwin, from the Texas School for the Deaf, announce a new videotape called *A Shadow's Resolve*, which describes ways to prevent bullying.

Odyssey magazine features articles about a wide range of issues important to the families of deaf and hard of hearing children and to those involved in deaf education. To view the current or back issues of *Odyssey*, visit:

clerccenter.gallaudet.edu/odyssey. The magazine is published twice a year and distributed free of charge to members on the Clerc Center mailing list. To join the list, contact Timothy.Worthylake@gallaudet.edu. 

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