Welcome!

Welcome to the MA/Ph.D. Program in Linguistics! We trust that you will find your years of study here both challenging and rewarding. This handbook is intended to serve as a comprehensive guide to the department and to the requirements of the program. Naturally if you have questions you are encouraged to seek the assistance of faculty and/or staff. We are here to help you.

MA/Ph.D in Linguistics
Program Description

The Linguistics Department offers M.A. and Ph.D. degrees in linguistics, with a focus on signed languages. Students may specialize in a range of theoretical and applied areas related to sign language, including phonology, syntax, morphology, sociolinguistics, language assessment and first and second language acquisition. Successful students will typically receive an MA degree after two years of coursework, advance to candidacy for the Ph.D. after another four semesters of courses, and receive the Ph.D. after completion of a dissertation. Required courses may be waived on a case-by-case basis for students with previous work in linguistics. Students may also elect to finish their studies with a terminal MA degree. All courses taught by Linguistics faculty are conducted in American Sign Language.

In addition to the MA/Ph.D. program, the department offers a minor in Linguistics at the BA level. A separate handbook covers the details of the Linguistics minor.

Department of Linguistics Mission Statement

The Department of Linguistics at Gallaudet University trains students at the Bachelor’s, Master’s and Ph.D. level to describe, analyze, understand and report on the structure, variation, acquisition and use of signed languages and the communities in which they exist. We engage our students with the foundational theories of the field of linguistics with special emphasis on problem solving, analytical thinking, and expository writing and signing. Our goal is to produce graduates who can function as outstanding professionals in academia or in any field or setting in which linguistic knowledge is applied.
# Department of Linguistics Student Learning Outcomes

<table>
<thead>
<tr>
<th>By the middle of the Linguistics MA program, students will be able to:</th>
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<tr>
<td><strong>Outcome 1:</strong> Discuss and explain concepts in the foundational areas of phonology, cognitive linguistics and generative grammar.</td>
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<td><strong>Outcome 2:</strong> Identify generalizations in linguistic datasets and argue for them in a coherent manner, both in writing and signing.</td>
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<td><strong>Outcome 3:</strong> Demonstrate and apply principles governing responsible conduct of scholarly inquiry, the principles of academic honesty set forth in the Gallaudet Graduate School Policy on Academic Integrity, and the guidelines and requirements of the Institutional Review Board, where appropriate.</td>
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<th>By the end of the Linguistics MA program, in addition to meeting the outcomes above, students will be able to:</th>
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<td><strong>Outcome 4:</strong> Formulate clear research questions related to a broad range of linguistic phenomena and develop a systematic plan for investigating them.</td>
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<td><strong>Outcome 5:</strong> Critically evaluate claims made in the sign language linguistics literature.</td>
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<th>By the end of the Linguistics PhD program, in addition to meeting the outcomes above, students will be able to:</th>
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<td><strong>Outcome 6:</strong> Demonstrate specialized expertise and ability to independently carry out original research in his/her chosen dissertation area of sign language linguistics.</td>
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DEPARTMENTAL ACADEMIC GUIDELINES:
MA Requirements

1.1 Total required credits for the MA is 40 plus any ASL courses that are required.
(See typical program of study, pg. 8)

Coursework

1.2 The Qualifying Examination is a closed-book written exam intended as a screening instrument to predict the likelihood of success in the Linguistics program. Full time students will take the Qualifying Examination at the end of the first semester of coursework. The content of the actual Qualifying Exam will be based on material included in the core courses required during the first semester of study in the Linguistics MA program. The examination will take place in a monitored setting and students will be expected to write answers without reference to notes or other prepared materials.

Part-time students who have taken courses during previous years and students who have transferred credits from other universities will be responsible for the most current materials from each course, whether or not it was included in their earlier course work.

All responses to Qualifying Examination questions will be evaluated independently by all available members of the Linguistics program faculty, who will read the examinations and render their judgments without knowing the identity of the respondent. Each faculty member will rate each question according to the following criteria:

**Pass:** The response reflects understanding of the important concepts and an ability to integrate the material at a level appropriate to the graduate level of study.

**Fail:** The response demonstrates a lack of either the conceptual understanding or the necessary integrative abilities to indicate success in continued graduate studies.

The Qualifying Examination will not be graded competitively and the results will be available only to the student involved, the Linguistics faculty, and the Dean of the Graduate School and Professional Programs. A copy of the student’s responses and the global rating will be placed in the student’s permanent file in the department.

Possible Outcomes of the Qualifying Examination:

Upon reading the examinations individually, the faculty will meet and assign one of the following global ratings to each examination:

1. **Passing:** The responses reflect understanding of the concepts and an ability to integrate and discuss them at a level adequate to succeed in the program. A student who satisfactorily answers all four questions is assigned a global rating of passing and is admitted to candidacy for the Master’s degree.
1.2 Qualifying Exam (cont)

2. **Provisionally Passing:** The examination reflects a passing level of understanding and abilities on three of the four questions, but fails to adequately answer the fourth. The student will be given the opportunity to prepare an answer to an additional question on the same general topic as the failing answer. This question must be rewritten under monitored conditions prior to the beginning of the spring semester following the examination. Should the student succeed at this second attempt, he or she will have passed the qualifying examination and will be admitted to candidacy. A student who fails this second attempt will be terminated from the program without receiving a degree.

3. **Failing:** The responses to two or more questions demonstrate a lack of either the conceptual understanding or the integrative abilities necessary to succeed in the program. Students who fail two or more questions on the first attempt will be terminated from the program without receiving a degree.

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**DEPARTMENTAL ACADEMIC GUIDELINES:**

**Ph.D. Requirements**

2.1. **Coursework**

Total credits required for the Ph.D. is 77, comprising 40 from the MA plus 34 for additional required and elective courses and 3 credits for Dissertation Proposal Development. (See typical program of study pg. 8)

2.2. **Two Qualifying Papers**

Students in the Linguistics Ph.D. program are required to complete two qualifying papers. Both should be full-length, publishable papers based on independent, data-based research conducted by the student on a topic related to sign language linguistics. Each paper must be approved by two faculty readers, selected through discussion between the student, the academic advisor and the potential readers. Readers will provide students with feedback and suggestions for any revisions necessary to bring the paper to publishable quality. After each qualifying paper is submitted, the student and the two readers are encouraged to meet together once to discuss feedback and revisions. The student will then prepare a final version of the paper, to be submitted to both readers. Once this revised version has received final approval by both readers, the student’s advisor will make note of the date in the student’s academic file.

Qualifying Paper 1 - The first qualifying paper will normally be completed by the end of the second year of study, i.e. the last year of the M.A. program. It will be based on the Field Methods final paper and the first faculty reader will be the instructor of the Field Methods course (LIN 771). The second faculty reader will be identified during the Spring semester of the second year. The student will respond to comments from both faculty readers and will complete the paper prior to the start of their first year in the Ph.D. program.

Qualifying Paper 2 - The second qualifying paper will be completed by the end of the third year, i.e. the first year of the Ph.D. program as part of LIN 880: Guided Research Project, a two-semester course. The student will identify a faculty person to guide this course as the first reader and a second faculty person as the second reader. Its topic must be in a different area from that of the first qualifying paper to ensure that students pursue in-depth research in more than one area of linguistics. The student will respond to comments from both faculty readers and the paper must be completed by the end of the Spring semester of the first year in the Ph.D. program.
2.3. The oral comprehensive exam is designed to evaluate students’ grasp of the major principles and important content of the program of study. Students in the PhD program will take the oral comprehensive examination in the spring semester of the third year of course work, i.e. the first year of the PhD program.

Students will be questioned by four faculty members on four areas, including but not limited to phonology, morphology, syntax, cognitive linguistics, sociolinguistics/language and culture, and language acquisition in a two-hour meeting which will be directed by the student’s academic advisor. Three of the areas will be determined by the faculty in consultation with the student’s advisor and the student may choose the fourth area. All four areas will be determined one month prior to the examination. The student has the right to contest membership on the examining committee of one faculty person. The chair of the department may also be present for the exam.

In order to proceed in the PhD program, i.e. to register for LIN 890 Dissertation Proposal Development, students must pass the oral comprehensive examination to the satisfaction of the faculty. A student’s performance will be rated as Pass with Distinction (indicating superior mastery of the material), Pass (indicating satisfactory mastery of the material), or Fail. A student who does not perform well in one of the four areas will receive a Pass; a student who does not perform well in two of the four areas will fail the oral comprehensive examination and will not be allowed to continue in the PhD program.

2.4 Selecting a dissertation advisor is an important decision on the part of the Ph.D. candidate because the dissertation advisor will advise the candidate in every stage of preparing the dissertation. The candidate should select a dissertation advisor based on the background of the faculty member as well as the ability of the student and faculty member to work together. The dissertation advisor will initially work with the candidate to ensure that the dissertation proposal is ready to be defended. Once dissertation research begins, the dissertation advisor will assist the candidate with organizational, theoretical, and analytical aspects of the dissertation writing process. The dissertation advisor can also be expected to read and comment on drafts of chapters as part of the process of producing the version of the dissertation to be defended.

The candidate should meet with the faculty member intended to be the dissertation advisor in order to discuss the topic of the dissertation, the current state of the research or intended research, and the willingness of the faculty member to become the dissertation advisor. Once the candidate and the faculty member have agreed to work together, they will select the members of the doctoral committee.

NOTE: The selection of a dissertation advisor occurs by mutual agreement between a student and a faculty member. A member of the faculty may decline requests to serve as dissertation advisor under certain circumstances (e.g. the faculty member lacks the expertise to guide the student in the proposed area of interest, the faculty member is already guiding several other dissertations, etc.)

While preparing the dissertation proposal, the student will also form a doctoral committee. The committee will normally be composed of a chair (the student’s advisor) who is a member of the Linguistics Department, two other members of the Linguistics faculty, and one member from another Gallaudet department representing an allied field of relevance to the candidate’s topic of study. A fifth member may be faculty from another university, also representing the field of the topic or an allied field. Members of the dissertation committee should be selected based on discussions between the candidate and the dissertation advisor. The primary roles of the doctoral committee are to initially evaluate the dissertation proposal and, if satisfied with it, to approve it so that the candidate can begin dissertation research.
2.5 Concept Paper (LIN 803) Normally, during the spring of the third year of study, the student will begin preparation for a dissertation proposal. The student will identify a dissertation topic with the assistance of the student’s advisor. Once the dissertation topic has been identified, the student will write a 5-10 page concept paper. This paper will state the topic and define the scope of the topic to be covered in the dissertation and will include a preliminary research plan. The concept paper must be completed and approved by the student’s advisor before the student can register for LIN 890, Dissertation Proposal Development, normally in the fall of the fourth year of study.

2.6 Dissertation Proposal / Defense The student will prepare a proposal which includes a comprehensive statement of the research question, a preliminary review of the relevant literature, a detailed research plan which includes the specific goals and objectives of the research, a description of the methodology and plan for analysis, a discussion of expected outcomes, a working bibliography, an outline of the dissertation, and a timeline. This work will be done with the student’s advisor until both are satisfied that the proposal is ready to be defended. The proposal is then given to the Doctoral Committee members to review. If the committee deems the proposal defensible, a defense date is set at which the committee will discuss the proposal with the student. If the committee is satisfied, the candidate can begin dissertation research. Members of the committee may wait to sign the approval form until they are satisfied that revisions have been satisfactorily completed. Note: Students may not register for LIN 900 (Dissertation Research) until they have successfully defended their dissertation proposal. Additionally, students may take or audit additional elective courses concurrently with the dissertation proposal course but must have all electives completed by the time they begin dissertation research.

2.7 Each Ph.D. student will be required to prepare a research-based dissertation in an area acceptable to his or her Doctoral Committee. The dissertation will be based on the proposal accepted by the committee, typically in the spring of the fourth year of study, and work on the dissertation proper will typically begin in the fall of the fifth year. The dissertation must include a thorough and thoughtful review of the literature, a research project designed to provide new understanding of the topic, and a discussion and conclusion elucidating the significance of the findings. The dissertation process is discussed in detail in the Gallaudet University Dissertation Handbook, which students will receive during the semester they take the Dissertation Proposal Development course. Students should be aware that it is neither typical nor expected that the dissertation be completed within three years of receiving the M.A. degree. The maximum time allowed for completion of the dissertation is seven years from the start of M.A. degree studies. Any extension beyond this deadline will require the approval of the doctoral committee.

It is a requirement of the Linguistics Department that Ph.D. students be residents in the Washington, D.C. metropolitan area at least until their dissertation proposals have been approved. Furthermore, a student who has completed all other requirements and wishes to complete dissertation research from another location must have the concurrence of the dissertation advisor; if the dissertation advisor believes that the research cannot be successfully carried out in absentia, the student must remain resident until the Ph.D. degree is complete.

2.8 When the dissertation advisor, members of the committee, and the candidate are satisfied that the dissertation is ready to be defended, a defense date will be scheduled with the Graduate School. Each member of the committee will carefully read the dissertation in preparation for the defense. At the defense the committee members will be given the opportunity to question the candidate about the contents of the dissertation. Based on input from the committee members, the dissertation advisor and other members of the committee will jointly decide what, if any, modifications need to be made to the dissertation draft. As with the dissertation proposal, members of the committee may wait to sign the approval form until they are satisfied that revisions have been satisfactorily completed. Once this has been done, the dissertation advisor typically assumes the responsibility of ensuring that all the changes are appropriately made prior to submitting the dissertation to the graduate school.
Typical Timeline

Typical Program of Study (M.A.)

Semester I – Fall
LIN 721  Cognitive Linguistics I (4)
LIN 701  Phonology I (4)
LIN 702  Generative Linguistics I (4)
LIN 703  Proseminar I (1)
Qualifying Examination

Semester II – Spring
LIN 731  Phonology II (3)
LIN 732  Cognitive Linguistics II (3)
LIN 733  Generative Linguistics II (3)

Semester III – Fall
LIN 771  Field Methods I (3)
Elective (3)
Elective (3)

Semester IV – Spring
Elective (3)
Elective (3)
Elective (3)

Typical Program of Study (Ph.D.)

All of the above courses required for the M.A. plus:

Year III – Fall
LIN 802  Generative Linguistics III (3)
LIN 827  Cognitive Linguistics III (3)
LIN 880  Guided Research Project (3)
Elective (3)
Complete Qualifying Paper #1 (Field Methods)

Year III – Spring
LIN 801  Phonology III (3)
LIN 880  Guided Research Project (3)
Elective (3)
Oral Comprehensive Examination

Year IV – Fall
Elective (3)
Elective (3)
Elective (3)
LIN 803  Concept Paper (1)
Complete Qualifying Paper #2 (LIN 880)

Year IV – Spring
LIN 890  Dissertation Proposal Development (3)
Elective (3)

Year V – Fall (and onward)
LIN 900  Dissertation Research
Entering the Ph.D. Program

Any student in the final semester of the Linguistics M.A. curriculum and in good academic standing may apply to the Ph.D. program. Applicants should discuss their plans with their advisors during the fall of their second year to determine a potential topic for doctoral work. They should also identify a dissertation advisor capable of guiding them in their area of interest, and meet with that faculty member before applying to the Ph.D. program.

Admission to the Ph.D. program following the M.A. program is NOT automatic or guaranteed. All students wishing to enter the Linguistics Ph.D. program must submit an application no later than the second week of March during the final semester of the M.A. program. NOTE: This is true even for students originally admitted as Ph.D. students. Admission is determined by faculty assessment of the student’s global performance in the M.A. program. Special attention is given to the following areas:

1. The student’s application portfolio (submitted by the student; see description below)
2. The student’s academic transcript (provided by the department chair) and performance in courses taken so far
3. The student’s performance in Field Methods I and II

The application portfolio consists of the following items:

a. A letter of interest, in which the student describes his/her topic of interest for dissertation research and identifies a faculty member who would potentially serve as dissertation advisor.

b. A curriculum vitae (CV) listing academic background, relevant extracurricular activities such as participation in linguistics conferences, involvement in student or faculty research projects, linguistics teaching, receipt of any awards or research grants, etc.

c. A 10-20 page sample of the student’s written work. This should be a paper from a previous linguistics course, including references. The paper should be the final version submitted in class for a grade; no revisions are necessary.

If the faculty determines that the student has exhibited excellent academic and research performance appropriate for doctoral work, the student will be admitted into the Linguistics Ph.D. program for the subsequent academic year.
General Academic Regulations

5.1 Minimum Standards of Scholarship

All graduate students at Gallaudet University are expected to meet certain minimum standards of scholarship as set forth in the Graduate School Catalog:

An average of 3.0 is required as evidence of satisfactory work. A grade point average below a 3.0, two or more grades below B, or a grade of F or XF are considered to be below the acceptable level of performance. Any of these conditions automatically calls for a review of a student’s performance and may be grounds for dismissal.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>Exemplary</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Commendable</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Exceeds Course Requirements</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Marginal Satisfactory Achievement</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Unsatisfactory Achievement</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory Achievement</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing, No Credit</td>
</tr>
<tr>
<td>XF</td>
<td>0.0</td>
<td>Academic Integrity Policy Violation, No Credit</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass*</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete*</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td>No Grade, for GSP 798 and GSP 898 Continuous Enrollment*</td>
</tr>
<tr>
<td>WP</td>
<td></td>
<td>Withdrawn Passing*, No Credit</td>
</tr>
<tr>
<td>WF</td>
<td></td>
<td>Withdrawn Failing*, No Credit</td>
</tr>
<tr>
<td>WD</td>
<td></td>
<td>Withdrawn*, No Credit</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td>Audit*, No Credit</td>
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Cumulative grade point averages are figured only on the basis of those hours attempted for which letter grades were given. Courses for which the grade is Pass are not included in grade point averages.

Students who receive an unsatisfactory grade (e.g., C, F, XF, or WF), in a course satisfying a program requirement, may repeat the same course, with permission of the department, only one time. A grade of Incomplete will be given only when the work of the course has been satisfactory. The reasons for an Incomplete will be decided by the instructor. To be eligible for credit in a course in which an Incomplete 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 the instructor must provide the Registrar’s Office with written notification of the agreed upon date before the time limit indicated above.

Course withdrawals are initiated by the student and require signatures from the course instructor, the academic advisor, and the appropriate dean. Withdrawal from a degree program at any time must have the concurrence of the dean of the Graduate School.

WP indicates the grade recorded when a student withdraws passing from a course after the first four weeks of a semester. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WD indicates official withdrawal from a course before the end of the fourth week of a semester.

Courses may be audited following the regular registration procedure. Students attend and participate in class activities without earning a grade or receiving credit toward a degree. To audit a course, the student must obtain permission from the instructor, register, and pay the normal tuition and fees. A change from audit to credit may not be made after the add/drop period. Should students wish to change from credit to audit, 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. Audited courses are not counted as credit courses and are recorded as AU on the student’s transcript.
5.2 Elective Courses

Students may choose linguistics or linguistics-related courses for their electives from among the department offerings, courses offered in other departments on campus, and consortium courses. A student’s choice of elective courses must be discussed and approved by his/her advisor. Language skills courses (e.g. Italian 101, Arabic 101) do not count as electives. Students seeking a terminal MA are required to take 15 credits of electives (i.e. five 3-credit elective courses), selected from an assortment of elective courses offered by the department each semester. Students seeking a Ph.D. are required to take an additional 18 credits of electives (i.e. six 3-credit courses.) Students whose Ph.D. specialization requires them to take the core courses in statistics (EDF 801 and EDF 802) are only required to take an additional 12 credits of electives, since these statistics courses replace 2 elective courses.

For students seeking a Ph.D., the selection of elective courses should be made based on the desires and interests of the student balanced with areas of knowledge important to carrying out dissertation work. Elective courses must be graduate level courses, should have an obvious linguistic component to them (with the exception of statistics courses), and must be acceptable to the student’s advisor. Elective courses should provide additional preparation for work related to the dissertation.

If an elective course needed by the student is not available at Gallaudet, the student may register for one (for the MA degree) or more (for the PhD degree) Consortium courses. Consortium courses are meant to supplement courses available at Gallaudet, not to replace them.

NOTE: Gallaudet students are prohibited from registering for more Consortium credits than Gallaudet credits for any given semester.

5.3 Independent Study Courses

Independent study is designed for students with advanced standing (second year or beyond) in their academic programs working on a topic not covered by courses available at Gallaudet or through the consortium. Students who have exhausted all consortium possibilities should develop, with the help of an instructor, a written description of activities to be accomplished, including deadlines for outlines, data collection, mid-semester progress report, first drafts and final papers, as well as readings and other activities relevant and appropriate to the study. The burden for independent study courses falls primarily on the student since such courses are done by faculty members in addition to their regularly scheduled courses. Prior to registration, students must fill out the Department of Linguistics Independent Study Tracking Form, which must be signed by both the student requesting the independent study and the faculty member overseeing it. Students must also fill out the Registrar’s Office independent study form, which must be signed by the student, the instructor and the department chair. Students are advised to plan well in advance for independent study courses.

Independent study courses are to be finished during one semester. Requests for extensions of final deadlines must be presented three weeks prior to that deadline and must be approved by the department chair.

5.4 Sign Language Skills

The Graduate Catalog states that “Graduates of Gallaudet University graduate programs are expected to have proficiency in American Sign Language. The Graduate School recognizes that professionals in different fields will be expected to demonstrate different levels of skill, depending on their professional setting. Therefore, each graduate department sets its own requirements for its candidates for graduate degrees, based upon these requirements. Students are encouraged to check with individual departments for the most current proficiency levels required for the particular program of interest.” Because all courses in the Linguistics Department are taught in ASL, the expectation is that students will be able to both understand and produce fluent ASL signing at the time they begin the program. While students who need to take ASL classes to improve their skills are encouraged to do so, the department does not have a specific requirement for ASL classes needed to graduate. Rather, each student should consult with their academic advisor to determine if ASL classes would be beneficial. Please note: ASL classes cannot be used to fulfill program elective requirements.
5.5 Registration Procedures

Although all students are pre-registered for their first semester of classes before their arrival at Gallaudet, they must handle their own course registration for all following semesters. Course registration dates are published in the academic calendar. The Registrar’s Office also sends campus-wide reminder emails as the course registration period approaches. Well in advance of the course registration period, students must take care of the following registration procedures:

- Look over the schedule of classes available online via Bison from the Registrar’s Office (http://gallaudet.edu/af/bison_prospectivestudentsandvisitors.xml) and decide on a tentative schedule for the next semester.

- Schedule a meeting with your academic advisor to discuss the schedule. If any course(s) you want to take have prerequisites or require instructor permission, the instructor or the department chair will need to enter permission for you online using your student ID and course information. NOTE: If a course you want to take is full, but the instructor is willing to give you permission for overload or if you want to take two classes that have a time conflict, you must turn in a Change Slip (Add/Drop form) at the Registrar’s Office. For an overload, the instructor must sign the “Permission for Overload” line. For a time conflict, the instructors for both classes must sign the form.

- Log in on Bison at (or any time after) your course registration time to complete course registration. If it is your first time registering online, read the tutorial before you log in.

- Complete forms specific to consortium registration if you wish to take class(es) at a consortium school. Consortium registration is a lengthy process and you are advised to start early. As with all classes, your academic advisor must approve registration for consortium classes. For information about the consortium program, go to http://www.consortium.org

5.6 Academic Integrity

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

A copy of the Academic Regulations and Policies Related to Academic Integrity approved by the Council on Graduate Education on April 19, 2005 is provided in orientation packets for new students. All students in the Department of Linguistics are expected to familiarize themselves with their responsibilities for maintaining academic integrity and to adhere to the standards set forth in this document at all times. The department will tolerate neither violations of academic integrity nor claims of ignorance of the regulations and policies related to academic integrity. The document also outlines procedures to be followed in case of suspected violation of academic integrity. A copy may also be found at http://www.gallaudet.edu/catalog/registration_and_policies/graduate_policies/academic_integrity.html
5.7 Academic Probation and Dismissal

A department chair may request that the Dean of the Graduate School and Professional Programs 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, 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 in which they are to be met. A student is not officially on probation until the dean of the Graduate School and Professional Programs approves the department’s request. When probationary requirements are met, the department chair should inform the dean of the Graduate School and Professional Programs, 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.

Dismissal of a student from a graduate program is considered a very serious action. Files must show evidence of prior counseling with the student and other precautions taken and should contain written documentation of requests to remediate the problem. The dean of the Graduate School and Professional Programs is responsible for dismissal of graduate students. The dean will act on recommendations from the department chair (and the CLAST dean if appropriate) and will notify the student formally of the recommendation and explain the appeals process. These recommendations will be well documented and state clearly the justification for dismissal. The dean of the Graduate School and Professional Programs will obtain all information necessary in each case and, if necessary, make inquiries to the department chair. Dismissal from a program constitutes dismissal from the university, unless the student is actively enrolled in two programs simultaneously. Disciplinary actions or dismissals for nonacademic reasons are handled under the direction of the Provost. Appropriate department and campus officials will be notified of any dismissal.

5.8 Dual Degrees

The following text is from the Graduate School Catalog:

Some students may wish to pursue two master’s degrees simultaneously. Such programs of study are called dual 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 to meet the unique needs of specific students who wish to receive training in two fields.

Each of the two cooperating 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.

Admission Procedures

Each student wishing to pursue two master’s degrees at the same time must be admitted to each program through normal application procedures.

Students not yet admitted to either program should file two application forms with their application package. In such cases, the desire to pursue a cooperative, simultaneous degree should not influence either admission decision; however, each of the programs for which the student is applying should be informed of the student’s intent to pursue two degrees.

Students who are already matriculated in one of the programs must also apply to the second program, following normal application procedures. Although supporting documentation from the first application package may be reused at the request of the student, departments may require field-specific recommendations or documentation not contained in the original package. In addition to meeting the ordinary admissions requirements, students who are already enrolled in one of the programs must submit a letter of support from the chair of that department verifying good standing and indicating the willingness of that department to cooperate in the design of a program plan that facilitates the pursuit of the two degrees. Such a letter of support does not guarantee admission to the second program.
Creation of Advisory Committee
The student should consult with the advisors of each program and undertake the creation of an advisory committee, consisting of their academic advisor from each program. This committee will assist the student in planning a sequence of courses that provides adequate training in each field and that meets the requirements of each program.

Reduction of Credit Totals Resulting from Overlapping Core Courses
In general, the pursuit of cooperative, simultaneous degrees will involve the completion of all the requirements of each degree and thus will normally require more credits than the completion of either degree singly. However, certain circumstances may result in a situation in which the total number of credits taken is less than the sum of the requirements of both programs. One such situation results from identical core course requirements for each program or from core course requirements that are sufficiently close in content to justify the taking of only one. Such overlapping core courses will reduce the total number of hours the student must take by the number of credits of the course. These credits need not be substituted with additional credits. Some elective courses may also overlap with approval of each advisor. In all cases, the student’s program must be approved by the chair of each department. Denial of approval by either chair constitutes denial of the pursuit of two simultaneous degrees. The description of cooperative, simultaneous degree procedures is intended for students who wish to pursue two degrees simultaneously. Ordinarily, degrees taken in sequence are not eligible for the reduction of credits from overlapping courses taken as a part of the earlier program.

Limitation on Number of Credits to be Taken in a Semester
Students may not enroll for more than twenty-one (21) credits of graduate courses in any semester. Program committees should monitor courses being taken simultaneously at universities or colleges outside the Washington Consortium of Universities and intended for transfer into the program. Ordinarily, such outside courses are included in the computation of course load for a single semester. Credits taken during the pre-fall session (sign language classes and the Culture and Language Colloquium) may account for a load above twenty-one credits in the fall semester.

The purpose of this requirement is to ensure that students obtain the full benefit of study at Gallaudet University, which is considered to include out-of-class reading, writing, and study appropriate to graduate level courses.

Restriction on Dual Degree Programs for Linguistics M.A. Students
In general, students seeking simultaneous master’s degrees are not permitted to transfer courses from their other master’s degree program (whether taken at Gallaudet or another institution) to satisfy the elective requirements of the Gallaudet Linguistics M.A.

5.9 Advising
Each Linguistics graduate student is assigned a faculty advisor, who helps the student plan an academic program at Gallaudet. The advisor must approve course selection at registration and pre-registration, and usually must sign any paperwork a student needs to complete.

5.10 Part-time students
Although we encourage full time enrollment in our program some of our students are part-time. The student’s academic advisor and the department chair must carefully monitor part-time students’ progress.

5.11 Leave of Absence
Students in good standing are permitted a leave of absence from the program. A student should request a LOA with a letter to the chair specifying
the duration of the leave and complete the university LOA form. Students should expect that the LOA will affect their progress through the program, e.g. a student who takes a LOA following the first year of the MA will return to the program as a second year student.

5.12 Transfer Credit

Credit for courses completed at other universities may be counted as electives in the MA or Ph.D. programs at the discretion of the academic advisor and the department chair. Students should complete a Student Action Form to request transfer credit.

5.13 Incompletes

Faculty members are free, but not obliged, to assign an “Incomplete” grade. It is expected that students will respect the decision of an individual faculty member not to assign “Incompletes”, even if another faculty member is willing to do so and despite the fact that the Graduate School regulations allow for it.

Doctoral students will not be permitted to defend their dissertation proposal until they have completed the required 71 credit hours of Ph.D.-level coursework, unencumbered by “Incompletes”.

No student will be permitted to have more than two (2) Incompletes on her or his record at any one time. NOTE: 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.

5.14 Academic Appeals

The policy for academic appeals in the Linguistics Department follows that established for the University as a whole. If a student believes that 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 Catalogue for information on how to do so. As stated in the Graduate School Catalogue, 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.

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

5.15 Preferred Formatting

The preferred format for writing papers is The Linguistic Society of America (LSA) format. However, individual faculty members may require another format and will communicate this to the students. Please visit the LSA website for more information:


5.16 Institutional Review Board

All research conducted by faculty and students of the Department of Linguistics 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 (See [http://irb.gallaudet.edu](http://irb.gallaudet.edu)) to be in compliance with Title 45 of the Code of Federal Regulations, Part 46: Protection of Human Subjects:


Linguistics faculty and 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.

IRB submission forms can be downloaded from the IRB webpage:

http://irb.gallaudet.edu

5.17 Siena School for Liberal Arts

Gallaudet University has an agreement in place whereby students can take summer courses offered by the Siena School for Liberal Arts in Siena, Italy, for elective credit. Please see http://fulbright.gallaudet.edu for details - look for the Siena School information at the bottom of the homepage.
1. Fellowships, Assistantships and Scholarships

Information about financial aid for graduate students from the university is available at [http://aaweb.gallaudet.edu/GSPP/Graduate_School/Graduate_Admissions/Financial_Aid-Grads.html](http://aaweb.gallaudet.edu/GSPP/Graduate_School/Graduate_Admissions/Financial_Aid-Grads.html) In addition, several positions are available in the department. International students are not eligible for any of these positions.

University Fellowships: Information about university fellowships available to graduate students is available from the Graduate School.

**Assistantships & Instructor Positions**

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Assistant (1)</td>
<td>Merit based award given to a first year MA student. Includes tuition waiver and a $6000 stipend for the year. Student will perform duties assigned by the chair. Position is for one year. Application process was provided in student acceptance letters.</td>
</tr>
<tr>
<td>LIN 101 Instructor (varies by semester)</td>
<td>Ph.D. students are encouraged to teach a section of the department’s undergraduate introductory linguistics course ‘LIN 101 – Sign Language and Sign Systems’ as a part of their graduate experience. A student may teach beginning their third semester of Ph.D. coursework (typically this is the fall semester). During the semester prior to the student’s first time teaching, he or she is encouraged to mentor with the LIN 101 coordinator to become familiar with the course. Once a student begins teaching, he or she will also attend weekly mentoring meetings during the first semester teaching to ensure a smoother transition. The position is renewable; however available positions depend on how many sections are offered. Interested students should submit a letter of interest, CV and unofficial transcript to the LIN 101 Coordinator by the end of their first semester of Ph.D. coursework.</td>
</tr>
</tbody>
</table>

**Scholarships**

Tuition waivers (varies, number determined by Graduate School) – Merit based awards to first year MA students for one or two semesters. Application process was provided in student acceptance letters.

2. Communication

2.1. Mailboxes

The Department of Linguistics assigns student mailboxes each semester. You should check your mailbox regularly, since it is an important way in which the department communicates with students.
2.2. Email

Gallaudet University students are automatically assigned an email address that is the default address used for University communication. Students are responsible for checking this account or forwarding mail from this account to his or her preferred account. (For assistance with your Gallaudet University email contact the Help Desk at: http://helpdesk.gallaudet.edu/)

2.3. Department Webpage

http://linguistics.gallaudet.edu/

The department webpage is a central source of information about the department. Check it for information about course descriptions, calendar of events and other activities. This website is accessible to anyone.

In addition, the Department has an internal website under the BlackBoard (my.gallaudet) web portal system. This is accessible only to those in the Linguistics department.

2.4. Bulletin Boards

There are several bulletin boards that display useful information (on and off-campus lectures for the current semester, job opportunities, call for papers, funding opportunities) throughout the department. Any flyer that you want to post must be given to the department secretary for posting.
3. Getting involved

Linguistics students have many opportunities to learn outside the classroom at Gallaudet. Students are encouraged to interact with the many guest speakers who participate in our active Lecture Series, to listen to student and faculty practice talks in preparation for conferences, to participate in departmental workshops and to attend and submit abstracts to conferences.

The departmental web page and Blackboard page have up-to-date information on these various activities.

Additionally, several organizations offer students opportunities to participate in various aspects of the Department and the profession. Involvement in these organizations exposes students to some of the most current work in the field, provides settings in which to meet with linguists from all over the world, and offers valuable, hands-on professional experience.

Students are strongly encouraged to take advantage of these important opportunities.

### 3.1. GALA: Gallaudet Linguistics Association

GALA was a student founded and run organization to enhance the graduate experience at Gallaudet University. Its primary focus was to provide information for students on all aspects of linguistics at Gallaudet, particularly in relation to student life. Some of its main activities included: organizing departmental social events; acting as an official liaison between faculty and students, in part through an elected student representative who attended and reported on faculty meetings; and organizing the SignWise conference. GALA has not been active in recent years, but we encourage students to consider reviving it.

### 3.2. Brown Bag Lunch

Brown bag lunches are an opportunity for the department to meet for lunch and listen to an informal presentation. Presentations vary from practice talks for a conference presentation to a ‘How to’ workshop on using the computer lab.

### 3.3. Linguistics Lecture Series

The Linguistics Department also has a Lecture Series that is open to all members of the Gallaudet community. Leading researchers in the field of linguistics come to present their work. You can obtain information about both the Brown Bag lunches and the Linguistic Lectures Series by contacting Dr. Paul Dudis (Paul.Dudis@Gallaudet.edu).

4. Department Facilities

The Linguistics Department has three facilities for student use. These are:
- The Linguistics Lab and Student Lounge
- The Data Collection Room
- The Library

The computers, video equipment, books and journals are for the exclusive use of linguistics students and faculty and students are encouraged to use these rooms for meetings and study groups. Please do not bring anyone to the lab and allow use of the department’s equipment.

The Linguistics Archives are a collection of papers, articles, books, conference proceedings, and the like whose collection began with William Stokoe’s Linguistics Research Lab (LRL). The Archives contain a great deal of history on the linguistic research of ASL, tracing its development from Stokoe’s proposals in the 1960s to present day. The Archives are listed in a database that is currently undergoing revisions, but is still operable. The database is currently stored in computer STA7.
DEPARTMENT FACULTY

http://www.gallaudet.edu/Linguistics/Faculty_-_Staff.html

### Deborah Chen Pichler, Associate Professor

B.S. (Biology), Pennsylvania State University, 1995  
B.A. (French Language & Culture), Pennsylvania State University, 1995  
M.A. (Linguistics), University of Connecticut, 1998  
Ph.D. (Linguistics), University of Connecticut, 2001

**Research Interests:** My two main research interests are language acquisition (both L1 and L2) and crosslinguistic comparison of syntax. I study L1 of word order variation in monolingual Deaf and bilingual hearing children, looking for interactions between word order, verbal morphology and information packaging (e.g. use of topicalization and focus). More recently, I have also begun a project investigating L2 acquisition of ASL, investigating the factors that contribute to “accent” in L2 signing. Crosslinguistically, I am involved in international collaboration with a group of sign language researchers at Purdue University and The University of Zagreb, Croatia, working to develop a basic grammar of Croatian Sign Language (Hrvatski Znakovni Jezik, HZJ) as a first step in linguistic analysis of that language.

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### Paul G. Dudis, Associate Professor

B.A. (History), Hunter College, CUNY, 1995  
M.A. (Linguistics), Gallaudet University, 1998  
M.A. (Linguistics), University of California, Berkeley, 2002  
Ph.D. (Linguistics), University of California, Berkeley, 2004

**Research Interests:** Development of a construction grammar for ASL; complex ASL verb constructions, including change-of-state constructions; conceptual blending involving temporal components; cross-linguistic analysis of signed languages; language contact phenomena in signed languages.

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Robert E. Johnson, Professor
B.A. (Psychology), Stanford University, 1967
Ph.D. (Anthropology), Washington State University, 1975

Research Interests: The phonology and morphology of American Sign Language, the development of a phonetic notation system for sign languages, understanding the role of language in the formation and maintenance of deaf communities in various parts of the world, and the role of language and natural language acquisition in the education of young deaf children.

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Ceil Lucas, Professor
B.A. (French, Art History), Whitman College, 1973
M.A. (Romance Languages, Philology), University of Texas at Austin, 1975
M.S. (Sociolinguistics), Georgetown University, 1976
Ph.D. (Sociolinguistics), Georgetown University, 1980

Research Interests: My research interests center around the sociolinguistics of Deaf communities, including issues of sociolinguistic variation within signed languages, issues of bilingualism and language contact, language policy and planning, and language attitudes. I am also interested in the structure of sign language discourse. From 1995 to 2010, I edited a series entitled Sociolinguistics in Deaf Communities, which has produced a yearly volume consisting of papers in all areas of sociolinguistics pertaining to Deaf communities from all over the world. I am co-director of a project funded by the National Science Foundation on sociolinguistic variation in American Sign Language as well as another National Science Foundation funded project on Black ASL (2007-2011).

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Susan M. Mather, Professor
B.S. (Social Work), Rochester Institute of Technology, 1974
M.A. (Linguistics), Gallaudet University, 1986
Ph.D. (Sociolinguistics), Georgetown University, 1991

Research Interests: I address interactional style differences of deaf students and teacher/interpreters in the area of culturally influenced learning and teaching styles, and the visually- and auditory-based approaches to learning and teaching. This area includes effective classroom storytelling and reading activities.

My current work focuses on the incorporation of American Sign Language facial morphology in storytelling traditions and typed/computer-mediated discourse.

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Gaurav Mathur, Associate Professor
A.B. (Linguistics) Princeton University, 1994
Ph.D. (Linguistics) Massachusetts Institute of Technology, 2000

Research Interests: My research interests center on the relationship between language modality (visual-manual vs. auditory-vocal) and language structure.

One line of research uses a paradigm of psycholinguistic experimental tasks to examine how the phonological properties of a signed language, e.g. handshape, location and movement, affect the online perception of a sign by native signers, late signers, and non-signers. Conversely, the paradigm reveals in part those properties that appear in the phonological structure of a sign.

A second line of research, carried out in collaboration with Dr. Christian Rathmann at the University of Bristol, draws on a cross-linguistic comparison of several signed languages with respect to their morphology, with the aim of uncovering modality-specific and modality-neutral structural properties. To date, most of the research has concentrated on verb agreement in a number of sign languages. More recently, this line of research has been extended to the domain of classifier constructions.

I am also interested in the development of metalinguistic skills in a signed language and how it pertains to the development of reading skills in a written language.

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Kristin Mulrooney, Associate Professor
B.A. (History), Brown University, 1993
M.A. (Linguistics), Gallaudet University, 2000
Ph.D. (Linguistics), Gallaudet University, 2006

Research Interests: Dr. Mulrooney's research interest is focused on the relationship between language theory and language use. In particular, how the cognitive linguistic framework enhances one's ability to analyze both spoken and sign language discourse. Her research has focused on the structure of personal narratives in ASL, the role of metaphor in ASL discourse structure and the comparision of ASL narrative structre and narrative structure of spoken languages. Another area of research is looking at the impact that the use of technology in the classroom (lecture capture systems, audience response systems 'clickers', online assessments) has on student learning.

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Miako Villanueva, Assistant Professor  
B.A (Psychology), Colorado College, 1998  
M.A, (Linguistics), Gallaudet University, 2004  
Ph.D. (Linguistics), Gallaudet University, 2010  

Research Interests: Applied linguistics, cognitive linguistics, language teaching and learning, interpretation, language contact  

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Jordan Fenlon, Fulbright Scholar-in-Residence  
BA Hons (English Language & Linguistics), University of Surrey, Roehampton, 2004  
MA (Linguistic Research), University of Reading, 2005  
PhD (Sign Language Linguistics), University College London, 2009  

Research Interests: Linguistics of signed languages (primarily British Sign Language), sociolinguistic variation in signed languages, sign language prosody and audio-visual prosody, sign language lexicography, and corpus-based studies in sign language research. Before coming to Gallaudet, I worked as a post-doctoral researcher on the British Sign Language Corpus Project (www.bslcorpusproject.org) creating an online corpus of 249 Deaf signers from around the United Kingdom (mixed for age, gender, region and ethnicity). I was also involved in studies examining phonological and lexical variation and lexical frequency in BSL using the corpus itself.  

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APPENDIX

Most Commonly Used Forms