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, morphology, syntax, discourse analysis, sociolinguistics, and first and second language acquisition. Successful students will typically receive an MA degree after two years of coursework. Ph.D. students advance to candidacy after at least four additional semesters of courses, and receive the Ph.D. after completion of a dissertation. 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 that covers the details of the Linguistics minor is forthcoming.

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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<tr>
<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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<tr>
<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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<tr>
<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 Coursework
The MA program requires 41 credits (26 required course credits + 15 elective credits). See Typical Program of Study, pg. 8.

1.2 Qualifying Exam
The Qualifying Examination is a closed-book written exam intended as a screening instrument to predict the likelihood of success in the Linguistics M.A. 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 on the day following the exam 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.

There are three possible overall outcomes of the Qualifying Examination to be determined by Linguistics faculty, described below.

Pass. 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.

Re-do of question on one examination question area. 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 re-taken on the morning of Friday, December 13, 2013. 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.

Fail: 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 failing two or more questions on the first attempt will be terminated from the program without receiving a degree.
1.3 Linguistics MA Exit Portfolio

**Purpose** The purpose of the MA. in Linguistics Exit Portfolio is for the student to document her/his academic and professional growth and development in an organized, coherent, and selective manner in order to facilitate evaluation by the Linguistics Department Faculty. The portfolio represents the scope and depth of a student's accomplishments in coursework, independent study and synthesis, research experiences, and other learning activities. It also provides both a vehicle for self-reflection and a comprehensive account of a master student's experiences and ongoing progress toward his or her academic and professional goals.

**Timeline** Students will work on their portfolio starting the second semester of their first year in the MA program. Students will submit updated portfolios three times:

**Spring Semester 1st Year - 11th week of the semester**

**Fall Semester 2nd Year - 11th week of the semester**

**Spring Semester 2nd Year - 5th week of the semester**

**Format** The portfolio must be in an electronic format that is easily navigable by faculty. Examples of platforms are: Blackboard ePortfolio, Evernote, 4ormat, fourthdraft.

**Evaluation of Portfolio** Faculty will evaluate the portfolio based on the criteria described above, such as organization and evidence of depth of accomplishment. Students will have the opportunity to revise the portfolio based on faculty evaluation and feedback.
DEPARTMENTAL ACADEMIC GUIDELINES:
PhD Requirements

Note: The PhD curriculum is currently being revised. The following applies only to students accepted into the Ph.D. program prior to August 2013.

2.1 Coursework
The Ph.D. curriculum requires 37 credits of coursework (22 required course credits + 15 elective credits) plus dissertation research (variable credits), in addition to the 41 credits required for the M.A degree. See Typical Program of Study, pg. 8.

2.2 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 may be based on the Field Methods final paper, in which case 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 Comprehensive Exam
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 Dissertation Advisor/Doctoral Committee

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

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 short concept paper, no longer than 10 pages. This paper should state the topic and scope of the planned dissertation research, demonstrating feasibility of the proposed project, and 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/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 including 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 carried out primarily between the student and the dissertation advisor, with input also from doctoral committee members. Once the full committee deems the proposal defendable, 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 deem all revisions satisfactorily completed. Students may not register for LIN 900 (Dissertation Research) until they have successfully defended their dissertation proposal. Addi-
tionally, students may take or audit additional elective courses concurrently with the dissertation proposal course but must have the required 15 electives completed by the time they begin dissertation research.

2.7 Dissertation Defense

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 begin in the fall of the fifth year. The dissertation must include a thorough and thoughtful review of the relevant 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 LIN 890 Dissertation Proposal Development. 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 and Dean of the Graduate School.

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 Dissertation

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 student will open with a technical presentation of the dissertation research (30-45 minutes), after which 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 deem all revisions to have been satisfactorily completed. The student will then submit the dissertation to the graduate school.
Typical Timeline

Typical Program of Study (M.A.)

Semester I – Fall
LIN 721  Cognitive Linguistics I (4) Core.
LIN 701  Phonology I (4) Core.
LIN 702  Generative Linguistics I (4) Core.
Qualifying Examination

Semester II – Spring
LIN 731  Phonology II (3) Core.
LIN 732  Cognitive Linguistics II (3) Core.
LIN 733  Generative Linguistics II (3) Core.
LIN 703  Proseminar I (1)

Semester III – Fall
LIN 771  Field Methods I (4) Core.
Elective #1 (3)
Elective #2 (3)

Semester IV – Spring
Elective #3 (3)
Elective #4 (3)
Elective #5 (3)

Sample selection of electives to choose from:
LIN 543 (Bilingualism)
LIN 585 (Prosody in Spoken and Signed Languages)
LIN 741 (Sociolinguistics in Deaf Communities)
LIN 745 (Language and Culture)
LIN 811 (First Language Acquisition)
LIN 812 (Second Language Acquisition)
LIN 841 (Discourse Analysis)
LIN 860 (Language Variation)

Level III core courses (LIN 801, 802 and 827) may also count as elective courses towards the M.A. degree. Students who take these courses as electives during the M.A. program then subsequently enter the Ph.D. program may substitute elective courses to maintain the required total number of credit hours for the Ph.D. degree.

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) Core.
LIN 827  Cognitive Linguistics III* (3) Core.
LIN 880  Guided Research Project (3)
Elective (3)
Complete Qualifying Paper #1

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

*NOTE: Level III core courses may be taken any time during Year III, not necessarily in the order listed here.

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)

Year V – Fall (and onward)
LIN 900  Dissertation Research (repeatable; var. credit)
4.0 Entering the Ph.D. Program

For applicants to our Ph.D. program in Fall 2014, please go to linguistics.gallaudet.edu/admissions_information.html

Any student in the final semester of the Linguistics M.A. program 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. 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 before the admissions deadline for that year; 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 (LIN 771)

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. The student should meet with this faculty member to discuss research plans before listing him/her as a potential 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.
5.0 General Academic Regulations

5.1 Graduate Grading System (From the 2012-2013 Graduate Catalog, available at http://catalog.gallaudet.edu/)

The following grading system applies to graduate courses. The shaded lines all indicate unsatisfactory performance and may lead to grounds for academic probation or dismissal.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA value</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0 points</td>
<td>Exemplary</td>
</tr>
<tr>
<td>A</td>
<td>4.0 points</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 points</td>
<td>Commendable</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 points</td>
<td>Exceeds Course Requirements</td>
</tr>
<tr>
<td>B</td>
<td>3.0 points</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 points</td>
<td>Marginal Satisfactory Achievement</td>
</tr>
<tr>
<td>C+</td>
<td>2.5 points</td>
<td>Unsatisfactory Achievement</td>
</tr>
<tr>
<td>C</td>
<td>2.0 points</td>
<td>Unsatisfactory Achievement</td>
</tr>
<tr>
<td>F</td>
<td>0.0 points</td>
<td>Failing, No Credit</td>
</tr>
<tr>
<td>XF</td>
<td>0.0 points</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>
</tr>
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</table>

*Not computed in Grade Point Average (GPA)

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 graduate department 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, with permission of the department, only one time. 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.

Course and degree program withdrawals are initiated by the student and require signatures from the course instructor, in the case of a course withdrawal, as well as the academic advisor and the Graduate School 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 with passing grades withdraws from a course after the first four weeks of the semester. WP grades are not included in the GPA calculation. WF indicates the grade recorded when a student is failing at the time of withdrawal after the first four weeks of the semester. WF grades are counted as a 0.0 GPA Value in the com-
putation of the GPA. WD 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.

Courses may be audited following the regular registration procedure. To audit a course, the student must obtain permission from the instructor, registrar, 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 an AF. AF grades are not counted in the GPA calculation.

5.2 Linguistics Elective Courses

Core courses are defined as courses that are offered regularly and required of students. These courses are listed on page 8 and marked as Core. In addition to the core courses, the department offers a selection of courses for students to take in order to fulfill degree requirements.

MA students are required to take 15 credits of electives (e.g. 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 15 credits of electives (e.g. five 3-credit courses.) Elective courses must be graduate level courses and have an obvious linguistic component to them. Students whose Ph.D. specialization requires them to take courses in statistics may take them as elective courses.

Level III core courses (LIN 801, 802 and 827) also count as elective courses towards the M.A. degree. Students who take these courses as electives during the M.A. program then subsequently enter the Ph.D. program will still need to maintain the required total number of credit hours for the Ph.D. degree by taking electives. It is possible to take a linguistics-related course as elective in another department on campus or in the Consortium. Prior to registration, the student wishing to take these courses to satisfy degree requirements must first seek approval of the course by LIN faculty. Language skills courses (e.g. Italian 101, Arabic 101) do not count towards the total number of credits needed to graduate from our programs.

If an elective course needed by the Ph.D. student specifically for his/her dissertation is not available at Gallaudet, the student may register for one or more 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 ASL 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.” Because all LIN courses are taught in ASL, the Department of Linguistics will screen applicants to our graduate programs for necessary fluency 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.

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://www.gallaudet.edu/gts/course_schedule.html) 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, or they may enter electronic permission for you on Bison. 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 in the current Graduate Catalog: http://catalog.gallaudet.edu.

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 (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 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 dean of CLAST, 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.

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.

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.

5.8 Dual Degrees (From the 2012-2013 Graduate Catalog, available at http://catalog.gallaudet.edu/)

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 meet the unique needs of specific students who wish to receive training in two fields.
5.9 Advising

Beginning in Fall 2013, the Graduate Program Coordinator of the Department of Linguistics is the advisor for all MA students. Other students will have been assigned faculty advisor. The advisor helps the student plan an academic program at Gallaudet. The advisor must approve course selection before registering or making changes to the course schedule 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 Policy (From the 2012-2013 Graduate Catalog, available at http://catalog.gallaudet.edu/)

A student who is a U.S. citizen or a permanent resident of the U.S. and who intends to stop taking courses for a period of time may request a leave of absence from the program in which he or she is enrolled. Due to strict immigration laws, international students are not permitted to apply for leave of absence status. Such requests must be made in advance of leaving the university, and programs and departments may set their own additional requirements for granting a leave of absence. If the program and department recommend a leave of absence, the request is then forwarded to the dean of the Graduate School and Professional Programs who approves or denies it. Leave of absence will be automatically granted to students who apply within the first eight weeks of the current semester.

Students who are on leave of absence do not have access to university resources and faculty time and are not required to pay for continuous enrollment during the period that the leave of absence is in effect. The length of time on the leave of absence does not count toward the maximum number of years allowed for completion of a degree.

Students on leave of absence are not enrolled at the university and must return to the university by the date specified on the leave of absence contract. Otherwise they will be dropped from student status and will have to reapply for readmission. The registrar reserves the right to verify all information provided on the leave of absence contract. The registrar will send an information packet to you prior to your expected date of return. Contact the registrar's office if you have any questions or have a change of address.

The actual length of time permitted for the leave of absence is determined by the department. However, the leave of absence may not exceed four semesters (including summer). If a student is granted a leave of absence before the semester ends, that semester will count as one of the semesters.

Students who plan to return to the University must notify the Department, the dean of the Graduate School and Professional Programs, and the registrar's office by the date determined at the time the leave of absence was granted. The department and the dean must approve the return before the registrar will permit the student to register. If the student does not notify these three offices by the agreed date, the student will be automatically dropped from student status and will have to reapply for readmission.

If a student receives any form of financial assistance, it is that student's responsibility to notify sources about the leave of absence status. The University is not in any way responsible for this. The office of the dean of the Graduate School reserves the right to verify all information provided on the leave of absence contract.

To Request a Leave of Absence

1. Talk with your advisor and write your letter of justification.

2. Obtain a Leave of Absence Request Form from the Graduate Program Specialist (FH 202A).

3. Obtain all appropriate signatures, including that of the Financial Aid Office.

4. Submit it to the department chair and obtain signature.

5. Return the form and letter of justification with all signatures to the Graduate Program Specialist (FH 202A). After the LOA has been
approved, the student receives a letter of approval with a copy of the form.

6. Keep a copy of the form for your records.

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

From the 2012-2013 Graduate Catalog, p. 54:
“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.”

Doctoral students will not be permitted to defend their dissertation proposal until they have completed the required minimum of 37 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) to be in compliance with Title 45 of the Code of Federal Regulations, Part 46: Protection of Human Subjects:

http://ohsr.od.nih.gov/guidelines/45cfr46.html

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

Go to http://fulbright.gallaudet.edu for details. 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. However, department policy requires that any elective course outside our department intended to satisfy degree requirements be first evaluated and approved by faculty.
Life in the Department

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>
<tr>
<td>Graduate assistant</td>
<td>Graduate student provides support to the Undergraduate and Graduate Program Coordinators. Position is for one year.</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.

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 and Social Media

Website: http://linguistics.gallaudet.edu/

Blog: http://lingdept.wordpress.com/

Twitter: @LingDeptGu

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 a blog where events like brown bag lunch presentations/discussions and linguistic conferences are posted as well as job and post-doc opportunities. From time to time, we post entries that discuss relevant topics to signed language linguistics. We invite students to submit entries for consideration.

Finally, we use Twitter as another way to keep the community posted on events and to share interesting tidbits regarding signed language linguistics. We often retweet relevant posts from other groups doing work on signed language linguistics.

2.4. Other: Posting of announcements, flyers, posters, etc. in the department

Information about on and off-campus lectures, job opportunities, call for papers, funding opportunities and the like may be posted throughout the department. Flyers, posters, etc. 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 many language scholars who visit our department, attend student and faculty talks, to participate in brown bag lunch discussions and to attend/present at conferences.

The departmental blog 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.
4. Department Facilities

The Linguistics Department has the following facilities for shared departmental use. These are:

- Student Computer Lab (SLCC 3235)
- the Big Open Area (SLCC 3233)
- the Small Open Area (SLCC 3234)
- The Student Lab Room (SLCC 3225)
- The Library (SLCC 3229)

The Computer Lab and the Student Lab room may be reserved for Field Methods coursework at a regular day/time during the semester in which the course is offered. The Big Open Area can be used at any time when available; however, it is often reserved for classes, presentations, meetings, and study group work. To reserve the Big Open Area for your group, please contact the departmental secretary.

The computers, video equipment, books and journals are for the exclusive use of linguistics students and faculty. Please do not let individuals who are not members of the department inside the labs or the library.

The Linguistics Archives (forthcoming) 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 will be listed in a database to be developed.

5. Clean Air in the Department

We ask that everyone take a look at what they are "wearing" scent-wise. Perfumes, colognes, essential oils (especially patchouli and sandalwood and musk) are problematic for some people — the scents cause headaches, breathing issues and other things for some people. Shampoo and lotion are usually not a problem. We know that it may be difficult for some people to recognize and stop wearing what they are used to. We request that you not wear perfumes, colognes, essential oils and other scents in the department. Please help each other with this.
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: L1 acquisition of ASL by deaf children; bilingual acquisition of English and ASL by hearing children of deaf parents (codas) and Deaf children with cochlear implants from Deaf families; L2 acquisition of ASL; cross-linguistic study of sign language syntax

Office: SLCC 3217
TTY/ Voice Phone: 202-651-5427
E-mail: Deborah.Pichler@Gallaudet.edu

Paul G. Dudis, Associate Professor and Department Chair
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: Depiction in lexicon, grammar, and discourse; cognitive grammar and cognitive linguistics.

Office: SLCC 3209
Video Phone: 202-250-2834
E-mail: Paul.Dudis@Gallaudet.edu

Julie Hochgesang, Assistant Professor
B.A. (English), California State University Northridge
M.A. (Linguistics), Gallaudet University
Ph.D. (2013) (Linguistics), Gallaudet University

Research Interests: Phonetics/phonology of signed languages; transcription of signed languages; corpora of signed languages; child acquisition of signed languages.

Office: SLCC 3206
E-mail: Julie.Hochgesang@Gallaudet.edu
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.

Office: SLCC 3219     Video Phone: 866-761-0851
E-mail: Susan.Mather@Gallaudet.edu

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 comparison of ASL narrative structure 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.

Office: SLCC 3215     Video Phone: 202-250-2990
Voice Phone: 202-651-5674
E-mail: Kristin.Mulrooney@gallaudet.edu

Miako Rankin, 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

Office: SLCC 3205     Video Phone: 202-250-2910
Voice Phone: 202-651-5084
E-Mail: Miako.Rankin@gallaudet.edu
**Risa Shaw**, Associate Professor  
AA, Gallaudet College, Interpreting, 1983  
BS, George Mason University, Linguistics, 1987  
MS, Western Maryland College, Education: Teaching Interpretation, 1991  
Ph.D., Union Institute & University, Interdisciplinary Studies: Sociolinguistics, 2007

Dr. Shaw’s research interests include interpreting in legal settings, the study of ASL and English narratives in disclosures stories, tellings and re-tellings, and changes in narratives across contexts. Her current research projects include 1) a study of interpreters’ decision-making strategies and recognition and use of power in legal interpreting settings by long time Deaf and non-deaf interpreters in Canada and the US, and 2) a survey of ASL-English interpreters legal settings across North America.

**Office:** SLCC 3222  
**E-Mail:** risa.shaw@gallaudet.edu

**Mary Thumann**, Assistant Professor  
B.A. (Education), University of Texas, 1981  
M.A. (Counseling), University of New Mexico, 1987  
M.S. (Linguistics), Gallaudet University, 2006  
Ph.D. (Linguistics), Gallaudet University, 2010

**Research Interests:** Applied linguistics, specifically depiction in ASL; cognitive linguistics; proficiency in language use; second language learners of ASL; and interpretation.

**Office:** SLCC 3212  
**E-Mail:** mary.thumann@gallaudet.edu

**FACULTY ELSEWHERE**

**Gaurav Mathur**, Associate Professor and Assistant Dean for Curriculum, Policy, and Operations  
A.B. (Linguistics) Princeton University, 1994  
Ph.D. (Linguistics) Massachusetts Institute of Technology, 2000

**Research Interests:** phonology; morphology; sign perception; language experience and phonology; cross-linguistic phonology and morphology; phonemic awareness in sign and reading skills; modality and structure

**Office:** Fowler Hall 206  
**Video Phone:** 202-250-2320  
**E-mail:** Gaurav.Mathur@Gallaudet.edu