Welcome to the Department of 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 Jayne McKenzie, our department secretary.

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 are exposed to a range of theoretical and applied areas related to sign language, including phonology, morphology, syntax, discourse analysis, sociolinguistics, and first/second language acquisition. Successful students typically receive an MA degree after two years of full-time coursework. Ph.D. students complete four semesters of additional coursework in years 3 and 4, and must complete the dissertation within 7 years of entering the MA program.

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 end of the LIN MA program, students will demonstrate:</th>
<th>SLO description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accuracy and automaticity of foundational knowledge</td>
<td>Accurate and automatic explanation of foundational concepts in the program’s core areas of phonology, generative linguistics and cognitive linguistics.</td>
</tr>
<tr>
<td>2. Ability to identify generalizations</td>
<td>Ability to identify and describe recurring patterns in linguistic data.</td>
</tr>
<tr>
<td>3. Intermediate theoretical awareness</td>
<td>Ability to identify claims made in the sign language linguistics literature and articulate their primary, “trademark features”.</td>
</tr>
<tr>
<td>4. Ability to clearly present linguistic information</td>
<td>Clear presentation of material in ASL and written English, demonstrating how such material relates to critical issues in linguistics and the Deaf communities.</td>
</tr>
<tr>
<td>5. Ethical conduct as students and student researchers</td>
<td>Demonstrating academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By the end of the LIN PhD program, students will demonstrate skills in:</th>
<th>SLO description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Specialized knowledge</td>
<td>Demonstration of in-depth familiarity with current literature relevant to their chosen topic of research.</td>
</tr>
<tr>
<td>2. Critical evaluation</td>
<td>Ability to critically compare and evaluate claims from the linguistics literature and argue for or against them in a coherent manner.</td>
</tr>
<tr>
<td>3. Formulation of research questions</td>
<td>Ability to independently formulate clear and tractable research questions related to their individual projects, and develop a systematic and culturally responsible plan for answering them, including identification of data needed to further the investigation.</td>
</tr>
<tr>
<td>4. Dissemination and communication</td>
<td>Ability to communicate information about sign language linguistics competently and respectfully to the field, the Deaf communities and the greater public.</td>
</tr>
<tr>
<td>5. Ethical conduct as researchers</td>
<td>Demonstration of academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved.</td>
</tr>
</tbody>
</table>
DEPARTMENTAL ACADEMIC GUIDELINES:
MA Requirements

1.1 Coursework
The MA program requires 41 credits. See Typical Program of Study, pg. 8.

1.2 Qualifying Exam
The Qualifying Examination is a closed-book written exam designed as a screening instrument to predict the likelihood of success in the Linguistics M.A. program. Full-time students take the Qualifying Examination at the end of the first semester of coursework.

During Academic Year (AY) 2014-2015, the Qualifying Examination will be administered on the morning of Wednesday, December 10, 2014.

The content of the actual Qualifying Exam is based on material included in the required courses offered during the first semester of study in the Linguistics MA program. The examination takes place in a monitored setting and students are 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 are responsible for the most current materials from each course, whether or not it was included in their earlier coursework.

The Qualifying Examination is not graded competitively. All responses to Qualifying Examination questions are evaluated independently by all available members of the Linguistics program faculty, who read the examinations and render their judgments without knowing the identity of the respondent. Each faculty member rates 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.

Individual results are available only to the student involved, the Linguistics faculty, and the Deans of the College of Arts and Science and Graduate School and Continuing Studies. The results are made available on the day following the exam. A copy of each student’s responses and global rating is placed in the student’s permanent file in the department and reported to the Deans of the College of Arts and Science and Graduate School and Continuing Studies.

There are three possible overall outcomes of the Qualifying Examination to be determined by Linguistics faculty, as 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. In this case, the student is given the opportunity to prepare an answer to an additional question on the same general topic as the failing answer. Students who succeed at this second attempt are considered to have passed the qualifying examination and are admitted to candidacy. Students who fail this second attempt are terminated from the program without receiving a degree.

During AY 14-15, questions for re-do will be administered on the morning of Friday, December 12, 2014.
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 who fail two or more questions on the first attempt are terminated from the program without receiving a degree.

1.3 M.A. Compendium

Purpose The purpose of the M.A. Compendium 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 Compendium 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 begin work on the Compendium in their second semester. Expectations and instructions are provided during the Proseminar course (LIN 703) offered in the spring semester.

Students submit work on their Compendium three times:

1st Year Spring Semester - 11th week of the semester
2nd Year Fall Semester - 11th week of the semester
2nd Year Spring Semester - 5th week of the semester

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

Evaluation of Compendium Faculty evaluate the Compendium based on the criteria described above, such as organization and evidence of depth of accomplishment. Students have the opportunity to revise the Compendium based on faculty evaluation and feedback.

M.A. Compendium as a Graduation Requirement The student’s final Compendium must be judged satisfactory by department faculty in order to be eligible to receive the M.A. degree.
DEPARTMENTAL ACADEMIC GUIDELINES:  
PhD Requirements

2.1 Coursework  
The Ph.D. curriculum requires 36 credits of coursework plus dissertation research (variable credits), in addition to the 41 credits required for the M.A. degree. See Typical Program of Study, pg. 8. The coursework and program requirements for the Ph.D. are to be completed in years 3 - 7 of a student’s graduate career.

2.2 Qualifying Paper and Presentation  
Students in the Linguistics Ph.D. program are required to complete and give a presentation on a qualifying paper. A qualifying paper is a full-length, publishable paper based on independent, data-based research conducted by the student on a topic related to sign language linguistics. The paper must be approved by two faculty readers, selected through discussion between the student, the academic advisor and the potential readers. The readers provide students with feedback and suggestions for any revisions necessary to bring the paper to publishable quality. The student and the two readers should meet together at least once to discuss feedback and revisions. The student then prepares a final version of the paper, which is again submitted to both readers. Once this revised version has received final approval by both faculty readers, they will sign the qualifying paper completion form.

The qualifying paper must be completed prior to the beginning of the 4th year of graduate school. Submission of the signed qualifying paper completion form, along with an electronic copy of the qualifying paper, to the Graduate Program Coordinator is one of the required prerequisites for LIN 890: Dissertation Proposal Development.

Presentation of the qualifying paper typically occurs in the 1st semester of a student’s 4th year. The qualifying paper presentation is one of three paper presentation requirements for PhD students. See Section 2.3 for more information.

2.3 Five steps to dissertation research (ABD phase)

Step 1: Concept paper (LIN 803)  
As described in the Graduate Catalog: “This course serves as a transition from students’ preparatory coursework to their dissertation proposal. Students will complete a concept paper that identifies research questions for their dissertation and the key concepts that underlie those research questions. The concept paper also identifies the theoretical framework(s) to be adopted for research and discusses previous literature assumed as background information.”

LIN 803 is typically taken during the 1st semester of the 4th year. Successful completion of LIN 803 is one of the prerequisites for LIN 890: Dissertation Proposal Development.

Step 2: Field Exam  
The Field Exam tests the student’s in-depth knowledge of his/her chosen dissertation topic as described in the Concept Paper. It also assesses the student’s ability to connect his/her dissertation topic to the Linguistic field.

The Field Examination is typically administered in the fall semester of the 4th year. Content is determined by the student's Concept Paper.

Three examiners (the LIN faculty member who led the student's Concept Paper, a second LIN faculty member with expertise in some area relevant to the student's Concept Paper, and a third LIN faculty member who does not work in the area of the student's Concept Paper) guide the student through a thorough discussion of concepts pertinent to the student's Concept Paper topic. The Field Exam is designed as an opportunity for the student to demonstrate ability to engage in an academic discussion that is adapted to faculty members with diverse connections to the content area.
Student responses are evaluated by all three examiners together as a Pass with Distinction, Pass, Unsatisfactory or Fail. Students who Fail the Field Exam are terminated from the program. Students who receive an Unsatisfactory score on the Field Exam are required to retake the exam; students who retake the Field Exam and receive either a score of Unsatisfactory or Fail are terminated from the program. A student must successfully pass the Field Exam before registering for LIN 890.

**Step 3: Concept paper presentation**

Presentation of the concept paper is typically done in the 2nd semester of the 4th year of study. The concept paper presentation is one of three paper presentation requirements for PhD students. See Section 2.4 for more information.

**Step 4: LIN 890 Dissertation proposal development**

As described in the Graduate Catalog: “In this course, students will develop their dissertation proposal, producing a research plan for answering the research questions posed in their Concept Paper. Emphasis will be on defining a project of appropriate scope, extending the literature review and selecting an appropriate research design and methodology. Students will meet regularly with their dissertation advisor for guidance and discussion, but are expected to pursue the bulk of the work independently.”

The dissertation proposal development is 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. The dissertation proposal defense is expected to happen at the end of the semester in which LIN 890 is taken. Students may not register for ‘LIN 900 Dissertation Research’ until the proposal is successfully defended. A dissertation proposal defense cannot be scheduled until all PhD course credit hours have been completed, or will be in the semester the proposal defense happens.

**Step 5: Dissertation proposal defense**

In the dissertation proposal defense, the student is expected to give an overview of the dissertation project. The student will then respond to any questions committee members have regarding the proposed dissertation plan. If the committee is satisfied, the candidate can register for LIN 900 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. Additionally, 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. Once the committee has signed the approval form the student is considered ABD - All but Dissertation.

**2.3 Paper presentation requirements**

Ph.D. Student Learning Outcome #5 Dissemination and communication states that by the end of the Linguistics PhD program a student will demonstrate: “The ability to communicate information about sign language linguistics competently and respectfully to the field, the Deaf communities and the greater public.” Dissemination and communication covers both the ability to produce papers in written English, and present using ASL. Students are required to present research at three different points in the PhD program which the faculty view and provide feedback. The three presentations are 1.) Guided Research Proposal, 2.) Qualifying Paper and 3.) Concept Paper.

**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 advises 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 initially works with the candidate to ensure that the dissertation proposal is ready to be defended. Once dissertation research begins, the dissertation advisor assists 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 also forms a doctoral committee. The committee is typically 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. Some committees also include a fifth member who is 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 role of the doctoral committee is to initially evaluate the dissertation proposal and, if satisfied with it, to approve it so that the candidate can begin dissertation research.

2.5 Dissertation Defense

Each Ph.D. student is required to prepare a research-based dissertation in an area acceptable to his or her Doctoral Committee. The dissertation is based on the proposal accepted by the committee, typically in the spring of the fourth year of study, and work on the dissertation proper typically begins 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 [http://www.gallaudet.edu/rgs/graduate_school/dissertation_and_thesis_handbook.html](http://www.gallaudet.edu/rgs/graduate_school/dissertation_and_thesis_handbook.html) which students 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.

2.6 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 is scheduled with the Graduate School. Each member of the committee carefully reads the dissertation in preparation for the defense. At the defense, the student opens with a technical presentation of the dissertation research (45–60 minutes), after which the committee members are 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 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 then submits the dissertation to the graduate school.
Typical Program of Study (M.A.)

Years 1 and 2

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

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

Year II – Fall
LIN 771   Field Methods I (4)
Elective #1 (3)
Elective #2 (3)

Year II – 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 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.)

Years 3 through 7

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

Year III – Fall
LIN 802  Generative Linguistics III* (3)
LIN 827  Cognitive Linguistics III* (3)
LIN 88  Guided Research Project (3)

Qualifying Paper Draft given to 2 readers.

Year III – Spring
LIN 741 Sociolinguistics in Deaf Communities
LIN 801 Phonology III* (3)
LIN 880 Guided Research Project (3)

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

Qualifying paper must be approved and submitted prior to the start of Fall Semester of Year IV

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

Qualifying Paper presentation
Field Exam

Year IV – Spring
LIN 890 Dissertation Proposal Development (3)
Elective #3
Elective #4

Concept paper presentation during first weeks of Year IV Spring Semester

Year V – Fall through Year VII - Spring
LIN 900 Dissertation Research (repeatable; variable credit)


4.0 Entering the Ph.D. Program

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 the Graduate Program Coordinator 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 January 15, 2015 for Fall 2015 admission. 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 on a competency exam administered online. The exam is conducted in ASL, recorded and scored with a department rubric to ascertain the applicant’s mastery of the core material and fundamental linguistic concepts from the Gallaudet MA in Linguistics program.

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 extra-curricular 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.

d. Completion of the competency exam.

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

5.1 Graduate Grading System (From the 2014-2015 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>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0 points</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0 points</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 points</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3 points</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0 points</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 points</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.5 points</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 points</td>
<td></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>Pass*</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete*</td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td>No Grade, for GSP 798 and GSP 898 Continuous Enrollment*</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing*, No Credit</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>0.0 points</td>
<td>Withdrawn Failing*, No Credit</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawn*, No Credit</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit*, No Credit</td>
<td></td>
</tr>
<tr>
<td>AF</td>
<td>Audit Not Completed* No credit</td>
<td></td>
</tr>
</tbody>
</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 computation 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

In addition to required 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 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 and then subsequently enter the Ph.D. program still need to maintain the required total number of credit hours for the Ph.D. degree by taking additional electives.

It is possible to take a linguistics-related course in another department on campus or in the Consortium as an elective. 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, along with a complete course syllabus. 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 as students must be registered for Independent Study courses prior to the first day of classes.
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 screens applicants to our graduate programs for necessary fluency in ASL. The expectation is that students are 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 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 submit the consortium registration form as early as possible. 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 does not tolerate 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://www.gallaudet.edu/academic_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 (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. The department chair informs the dean of the Graduate School and Professional Programs when probationary requirements are met, and the dean then informs 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.

5.8 Dual Degrees (From the 2014 - 2015 Graduate Catalog, available at http://www.gallaudet.edu/academic_catalog/graduate_education/dual_degrees.html/)

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.

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.

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.

5.9 Advising

The Graduate Program Coordinator of the Department of Linguistics is the advisor for all MA students. 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. PhD students advisor is their dissertation chair.

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 carefully monitor part-time students’ progress.

5.11 Leave of Absence Policy

(From the 2014 - 2015 Graduate Catalog, available at [http://www.gallaudet.edu/academic_catalog/registration_and_policies/graduate_policies/leave_of_absence.html](http://www.gallaudet.edu/academic_catalog/registration_and_policies/graduate_policies/leave_of_absence.html))

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 from the program in which he or she is enrolled may request a Leave of Absence (LOA) for medical, family, financial, and/or other personal issues. Immigration laws do not permit international students without permanent residency to apply for LOA status. A shortage of available courses is also insufficient reason for an LOA. (See "Maintaining Continuous Matriculation" in the graduate catalog.) LOA requests must be made in advance of leaving the university.

In addition to this University policy, programs and departments may set their own additional requirements for granting a LOA. Graduate department chairs, program directors, and faculty must carefully consider student requests for LOAs, but they may decide not to support a student's request at the department level. If, however, the program and department agree to recommend a LOA, the student request must then be forwarded to the Dean of the Graduate School and Professional Programs who approves or denies it.

To initiate a LOA, the requesting student must speak with his/her advisor and write a letter of justification to the program director and department chair. If the program director and department chair support the request, the department chair will write a letter of approval on behalf of the student and submit this letter, with a copy of the student's original letter of request for a leave and the completed LOA Form, to the Office of the Dean of the Graduate School and Professional Programs. The program and department may include conditions that must be met before the student returns or in the semesters following the student's return. Once the department chair provides written support of the LOA request, the student has two weeks to complete and submit the LOA Form with all signatures to the department chair.

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

Students must notify the program, department, and the Dean of the Graduate School and Professional Programs of their intent to return to the University prior to the end date for the LOA, as agreed to by the student's program and department. The program, department, and the dean must approve the student's request to return before the student can register. If the student does not notify the program, department, and dean by the agreed date, he/she will be automatically
dropped from matriculated student status and will have to reapply for readmission.

The actual length of time permitted for the LOA is determined by the student's program and department. However, the LOA may not exceed two consecutive academic semesters and one summer semester. If a student is granted a LOA before the semester ends, that semester will count as one of the two consecutive semesters. Additional LOAs can be granted by the dean in unusual circumstances.

Course withdrawals are initiated by the student and require signatures from the course instructor, as well as the academic advisor and the Dean of the Graduate School and Professional Programs. A 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.

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 computation of the GPA.

Grades of I (Incomplete) are not allowed if an LOA is approved during a given semester, because students who are on LOA do not have access to university resources. Students who are approved for an LOA during the semester should check with Student Financial Services about the charges for which they are responsible.

All students must have their LOA form signed by the financial aid office regardless of what types of financial support they receive. If a student receives any form of financial assistance, it is that student's responsibility to notify sources about the LOA status. The university is not in any way responsible for this. The Office of the Dean of the Graduate School and Professional Programs reserves the right to verify all information provided on the LOA contract.

LOA form and instructions can be found under Graduate School Forms on the Graduate School web page at Graduate School Forms.

5.12 Transfer Credit Policy (From the 2014 - 2015 Graduate Catalog, available at http://www.gallaudet.edu/academic_catalog/graduate_education/degree_requirements.html)

Transfer Credit Limits

Each course that a student seeks to transfer must be reported on an official transcript from an accredited institution recognized by the Council for Higher Education (CHEA), and in each course the student must have earned a grade of "B" or higher. Although the student may request transfer credit into his/her Gallaudet graduate program, the program has the sole authority to accept transfer credits ranging from zero credits up to the maximum credit hours identified below.

1. For graduate programs with credit hour requirements totaling 30 to 45 credits, a maximum of 9 credits may be considered for transfer credit.
2. For graduate programs with credit hour requirements totaling 46 to 60 credit hours, a maximum of 12 credits may be considered for transfer.
3. For graduate programs with credit hour requirements totaling 61 to 75 credit hours, a maximum of 15 credits may be considered for transfer.
4. For graduate programs with credit hour requirements in excess of 75 credit hours, a maximum of 18 credits may be considered for transfer.
5. For students entering a Gallaudet doctoral program with a Master's degree from an accredited college or university, the doctoral program coordinator has the authority to accept all credits that were earned as part of the Master's degree for transfer.

Petition Required

Applicants must make a formal request for the transfer of specific courses from other colleges and universities into their Gallaudet program. The request to transfer credit must be made using the Transfer Credit form by the end of the student's third semester in a graduate program. The transfer request must be approved by the program coordi-
nator and the department chair. Any exception to the specified limits must be considered and approved by the Graduate Dean.

Transfer of Credits During Matriculation as a Gallaudet Student

Occasionally, students must take graduate-level courses at other institutions as part of their studies at Gallaudet University. These courses may be taken in the Consortium of Universities of the Washington Metropolitan Area or at another accredited college or university. These credits will be transferred into a student's graduate program at Gallaudet and do not count against the transfer credit limits identified above. Courses taken at other colleges or universities that are not required by a Gallaudet graduate program may not be transferred into a Gallaudet program.

Five-Year Limit

In order to transfer courses taken at another accredited college or university into a Gallaudet graduate program, transfer credits must have been earned no later than five years prior to the student's start or entrance date into his/her respective Gallaudet graduate program.

Transfer Credits and GPA Calculations

With the exception of courses taken in the Consortium of Universities of the Washington Metropolitan Area, grades for courses transferred for credit are neither recorded nor used in computing a student's grade-point average.

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 are not permitted to defend their dissertation proposal until they have completed the required minimum of 36 credit hours of Ph.D.-level coursework, unencumbered by “Incompletes”.

No student is 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 [http://www.gallaudet.edu/academic_catalog/registration_and_policies/graduate_policies/appeals_procedures.html](http://www.gallaudet.edu/academic_catalog/registration_and_policies/graduate_policies/appeals_procedures.html).

5.15 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 com-
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. However, department policy requires that any elective course outside our department intended to satisfy degree requirements be first evaluated and approved by faculty. Go to http://fulbright.gallaudet.edu for further details about the Siena program.

5.18 University Graduate Catalog Link

http://www.gallaudet.edu/academic_catalog/graduate_education.html

This link is also available in Blackboard.
1. Fellowships, Assistantships and Scholarships

Information about financial aid for graduate students from the university is available at [http://www.gallaudet.edu/academic_catalog/tuition_fees_and_aid/financial_aid.html](http://www.gallaudet.edu/academic_catalog/tuition_fees_and_aid/financial_aid.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 for 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>Graduate assistant (1)</td>
<td>Graduate student provides support to the Undergraduate and Graduate Program Coordinators. Position is for one year.</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 in the fall of their fourth year of coursework. 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 fall semester of their third year of coursework.</td>
</tr>
<tr>
<td>Research Assistants (varies by semesters)</td>
<td>Faculty with grant support may have funding available to hire research assistant(s). Faculty will advertise positions and interested students may apply and be considered.</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/](http://helpdesk.gallaudet.edu/))

2.3. Department Webpage and Social Media

Website: [http://linguistics.gallaudet.edu/](http://linguistics.gallaudet.edu/)


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 has 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

Perfumes, colognes, essential oils (especially patchouli and sandalwood and musk) are problematic for some people -- the scents cause headaches, breathing issues, etc. Out of respect for others in the department, we request that you not wear perfumes, colognes, essential oils and other scents in the department. Please be mindful of any scents you are wearing and minimize them during your time in the department. Shampoo and lotion are usually not a problem. We appreciate everyone’s cooperation.

6. Your safety and well-being

Title 9 Compliance - "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."
20 U.S.C. § 1681

For additional information: http://www.gallaudet.edu/eop/title_ix_at_gallaudet_university.html

Protection Against Sexual harassment: http://www.gallaudet.edu/academic_catalog/registration_and_policies/behavior_codes/sexual_harassment.html
DEPARTMENT FACULTY

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

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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 gram-
mar and cognitive linguistics.

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Terra Edwards, Assistant Professor
BA: The Evergreen State College, "emphasis" in translation and interpretation
MA (Anthropology ) The University of Texas, Austin
PhD (Anthropology ) The University of California, Berkeley,

Research Interests: My research, broadly construed, is concerned with the interac-
tional and social foundations of language and language use. For the past 16 years, I
have pursued this interest in the Seattle DeafBlind community. My dissertation exam-
ines a grammatical divergence between Visual American Sign Language (VASL) and
Tactile American Sign Language (TASL), triggered by the recent pro-tactile move-
ment. Thus far, I have focused mostly on emergent phonological and morphological
systems in TASL.

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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.

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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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**Kristin Mulrooney**, Associate Professor / Director of the Center for Bilingual Teaching and Learning
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.

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**Video Phone:** 202-250-2990  
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**Miako Rankin**, Assistant Professor
B.A (Psychology), Colorado College, 1998
M.A, (Linguistics), Gallaudet University, 2004
Ph.D. (Linguistics), Gallaudet University, 2010

**Research Interests:** Engaged research, cognitive linguistics, applied linguistics, language teaching and learning, interpretation, language contact

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**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

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**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. Mary is currently working on a research project, a pilot study, involving the analysis of depiction usage: Examining the Use of Depiction across American Sign Language Proficiency Interview Assessment Levels. This project aligns with her interests in applied linguistics, proficiency in language use, and second language acquisition.  

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**E-Mail**: mary.thumann@gallaudet.edu

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**FACULTY ELSEWHERE**

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