Department of Linguistics
Graduate Student Handbook

2017-2018
(Subject to revision)

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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 guide to the department and the requirements of the programs we offer. Naturally, when you have questions you are encouraged to seek the assistance of graduate program coordinator, department chair, or the department secretary.

Program Description

The Linguistics Department offers M.A. and Ph.D. degrees in Linguistics. The department offers a Minor in Linguistics at the B.A. level. Undergraduate students may design a self directed major in Linguistics. Students are exposed to a range of theoretical and applied areas related to signed and spoken languages, including phonology, morphology, syntax, discourse analysis, sociolinguistics and first/second language acquisition.

Successful students typically receive an M.A. degree after two years of full-time coursework, passing the qualifying exam, and successfully completing the compendium requirements. M.A. graduates who continue on for their Ph.D. complete four semesters of additional coursework, several program milestones, and a research dissertation. These students must complete the dissertation within seven years of entering the M.A. program.

Ph.D. students who have completed their M.A. degree in a different program at Gallaudet University or at another university must successfully complete the LIN core courses, qualifying exam, and compendium, in addition to the Ph.D. coursework, program milestones and dissertation-related work. These students must complete the dissertation within six years of entering the Ph.D. program.

All face-to-face courses taught by Linguistics faculty are conducted in ASL.

Department of Linguistics Mission Statement

The Department of Linguistics at Gallaudet University trains students at the Bachelor’s, Master’s and Doctoral levels 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 in 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 any field or setting, including academia, in which linguistic knowledge is applied.

### Department of Linguistics Student Learning Outcomes (SLOs)

<table>
<thead>
<tr>
<th>By the end of the LIN M.A. program, students will demonstrate:</th>
<th>SLO description</th>
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</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>
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<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>
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<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>Demonstrate academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved</td>
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<thead>
<tr>
<th>By the end of the LIN Ph.D. program, students will demonstrate:</th>
<th>SLO description</th>
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</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>
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<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>
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<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>Demonstrate academic integrity and responsible conduct in their research practices with transparency and respect to the communities involved</td>
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Respectful Dialogue and Anti-Oppression Framework

The Linguistics department believes that engaging the classroom as conversation means participants will encompass a wide diversity of perspectives and experiences. This requires that we hold one another and ourselves accountable for respectful dialogue. This includes respect for race, class, language abilities, sexual orientation, gender identity and expression, ethnicity, disability, and religious and secular beliefs.

As we are educators committed to education as a means of liberation from all forms of oppression, you can expect that when comments or behavior fail to respect the dignity and humanity of other people, we will take the time to discuss their meaning, cultural context, and the implications of making such comments. Such comments may or may not be intentional. We often make comments or do something unaware of our own privileges and biases. No one in the department is immune from acting from their privileges or biases (examined or unexamined). Regardless of our identities or statuses, it is incumbent upon each of us to discuss comments and behavior whether they are made from ignorance or intention.

Until we each acknowledge our biases, examine them, and understand their impact, the civility of a pluralistic society that allows all people to flourish will elude us. Therefore, the expectations for respectful dialogue in an anti-oppression framework are not meant to silence us out of fear of offending others, but to allow us to discuss differences and learn to better respect one another. Incorporating understanding and respect that comes from such perspective and work is critical. With respectful discussion, there is learning and growth!

Respectful dialogue includes:

- Honoring each person and doing our best to understand why they are saying what they say and why they have the opinions they have.
- Asking questions when you are not sure what someone is saying or what they mean.
- Being fully present when others are commenting.
- Acknowledging and inquiring about the perspectives of others.
- Recognizing that we are a bilingual university and people have different strengths in their ASL and written English usage.
- Communicating clearly and slowly if necessary so that all will understand.
- Treating each other with respect and civility. Acting with integrity and being accountable.
The people in this department and across campus come from many different backgrounds. We all have an important contribution to make to the department, university and field of linguistics.

**LIN Graduate Student Handbook**

All students will receive a document saying that they have received and read the department handbook, the university policy on student conduct, and the graduate school academic integrity policy (see below). Signing the document indicates you understand and agree to abide by the handbook, student conduct, and academic integrity policies.

**DEPARTMENTAL ACADEMIC GUIDELINES**

**M.A. Requirements**

**Coursework**

The M.A. program requires **41 credits**. 26 credits are required courses; 15 credits are electives. See [Typical Program of Study](#), pg. 17.

**Qualifying Examination**

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) 2017-2018 the Qualifying Examination will be administered on the morning of Wednesday, December 13, 2017, from 8:30 am -12:30 pm.

The content of the Qualifying Examination is based on material included in the required courses offered during the first semester of study in the Linguistics M.A. 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 course work.
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 evaluation without knowing the identity of the respondent. Each faculty member rates each question according to the following criteria: the response reflects understanding of the important concepts and an ability to integrate the material at a level appropriate to graduate study, or the response demonstrates a lack of either the conceptual understanding or the necessary integrative abilities to indicate success in continued graduate studies.

There are three possible 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 in the M.A. program who satisfactorily answers all four questions is assigned a global rating of Pass 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 the student fails to adequately answer the one of the questions. 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 in the M.A. Program who succeed at this second attempt are considered to have passed the Qualifying Examination and are admitted to candidacy for the Master’s degree. Students who fail this second attempt are terminated from the program without receiving a degree.

During AY 2017-2018 questions for re-do will be administered on the morning of Friday, December 15, 2017.

**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.

Individual results are available only to the student involved, the Linguistics faculty, and the Deans of the College of Arts and Sciences and the Graduate School and Continuing Studies.
Compendium

**Purpose:** The purpose of the Compendium is for the student to document their academic and professional growth and development in an organized, coherent and selective manner. 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 student’s experiences and ongoing progress toward their 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) during the spring semester.

Students submit work on their Compendium three times during the course of their program (specific dates will be given):

- Submission #1 Spring Semester – April 9, 2018 11th week of the 2nd semester
- Submission #2 Fall Semester – November 9, 2018
- Submission #3 Spring Semester – February 22, 2019

**Format:** The Compendium is created in an electronic format in Blackboard.

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

**Compendium as a Graduation Requirement:** All students must successfully complete the Compendium. This is a graduation requirement for M.A. students and a milestone to continue as a Ph.D. student who did not graduate from the M.A. program. The student’s final Compendium must be judged satisfactory by department faculty in order for the student to be eligible to receive the M.A. degree and for non-LIN-M.A. Ph.D. students to continue in the Ph.D. program.

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**Ph.D. Requirements**

**Coursework**

The Ph.D. curriculum requires **36 credit hours** of coursework plus dissertation research (variable credits). 24 credits are required courses; 12 credits are electives. See **Typical**
The coursework and program requirements for the Ph.D. are to be completed within a 5-year timeframe for students who graduated with a LIN M.A. and 5-year timeframe for non-LIN-M.A. students.

**Requirements for Non-LIN-M.A. Ph.D. Students**

In addition to the standard Ph.D. program requirements, students who have been accepted into the LIN Ph.D. program who come from another M.A. program or university must successfully complete the following in order to continue in the program:


2. Take and pass the Qualifying Exam in December of the first semester of coursework.

3. Successfully complete the Compendium by the end of 4 semesters.

4. Successfully complete the Ph.D. Entrance Exam prior to the beginning of the 3rd semester or GRP, whichever comes first.

Students who have earned a M.A. in a different program may benefit and choose to take additional electives to complete the LIN M.A. program prior to beginning the Guided Research Project course.

**Ph.D. Milestones**

In addition to the Ph.D. coursework, there are several milestones that a student must successfully pass. These include the Compendium (completed as a M.A. LIN student or as a non-LIN Ph.D. student), Qualifying Paper, Qualifying Paper presentation, Guided Research Project presentation, Field Exam, and Concept Paper presentation. Once LIN 880: Guided Research Project (2 semesters), LIN 883: Dissertation Concept Paper, and the milestones listed above are successfully completed, the student may register for LIN 890: Dissertation Proposal Development. Successful completion of each of these is required prior to taking LIN 890. At the end of successful completion of LIN 890, the student will defend their dissertation proposal. Successful completion of the dissertation proposal defense will lead to LIN 900: Dissertation Research. See below for explication of each of these milestones.
Ph.D. Student Learning Outcome #5: Dissemination and Communication states that the Linguistics Ph.D. 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 academic papers in written English and to give academic presentations in ASL. Students in the Ph.D. program are required to give three presentations in ASL prior to their dissertation defense. The presentations will be open to the students and faculty in the department. The department faculty members will evaluate and make comments on each presentation. The student must pass each of these three presentation milestones to move forward in the program. The three presentations are: 1) Guided Research Project presentation, 2) Qualifying Paper presentation, and, 3) Concept Paper presentation. This Student Learning Outcome must also be successfully demonstrated and evaluated as passing in the dissertation proposal, dissertation proposal defense, the dissertation itself, and the defense of the dissertation. This includes demonstration of ASL fluency, which will be assessed during the Ph.D. milestones. Failure to pass the language portion of each milestone may result in dismissal from the program.

1. **Qualifying Paper**: Students in the Linguistics Ph.D. program are required to complete 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 read and approved by two faculty members, selected through discussion among the student, the academic advisor and the potential readers. The readers provide students with feedback and suggestions for 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 from both faculty readers, they will sign the qualifying paper approval form indicating successful completion of the qualifying paper. The signed form and an electronic copy of the qualifying paper are submitted to the Graduate Program Coordinator.

2. **Qualifying Paper Presentation**: Students in the Linguistics Ph.D. program are required to give a presentation on their qualifying paper. This is a formal presentation, similar to what would be given at a professional conference. It is to be 20 minutes in length with 10 minutes for discussion and/or Q/A. Faculty evaluate the presentation in areas of content, presentation, and language use. Students will receive feedback from the faculty.
The qualifying paper presentation is one of three paper presentation (milestones) requirements and typically occurs in the first semester of a student’s second year in the Ph.D. program though it may occur at another time. Successful completion of the Qualifying Paper Presentation is a pre-requisite for LIN 890 Dissertation Proposal Development.

3. **Guided Research Project course (LIN 880, 2 semesters):** As described in the Graduate Catalog: “This course is required to be taken twice, beginning in the fall semester of students' first year in the Ph.D. program and continuing into the following spring semester. Students will design and conduct an independent research project under the guidance of a faculty member. Course requirements include a final paper and the following components, as applicable: development of an appropriate research plan, completion of the IRB human subjects review, and collection and analysis of data.” The GRP typically is related to the student’s dissertation topic, but is not required to be. The work done in these courses is intended to lead to the independence necessary to complete dissertation research.

Successful completion of LIN 880 is a prerequisite for LIN 883: Dissertation Concept Paper. LIN 880 is typically taken during the first and second semesters of the first year. It culminates with the GRP Presentation.

4. **Guided Research Project Presentation:** The GRP presentation follows the GRP course and usually occurs towards the end of the second semester of the GRP course. This is a formal presentation, similar to what would be given at a professional conference. It is to be 20 minutes in length with 10 minutes for discussion or Q/A. Faculty evaluate the presentation in areas of content, presentation, and language use. Students will receive feedback from the faculty. Successful completion of the GRP Presentation is a pre-requisite for LIN 883: Dissertation Concept Paper.

5. **Dissertation Concept Paper course (LIN 883):** 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.” Successful completion of LIN 883 is one of the prerequisites for LIN 890: Dissertation Proposal Development.
LIN 883 is typically taken during the first semester of the second year. The concept paper must be completed in the first 10 weeks of the semester in order to provide time for the Field Exam and Concept Paper Presentation to occur.

6. **Field Exam:** The Field Examination tests the student’s in-depth knowledge of their chosen dissertation topic as described in the Concept Paper. It is also used to assess the student’s ability to connect their dissertation topic to the field of Linguistics. The Field Examination is typically administered in the fall semester of the second year of Ph.D. study. The student’s Concept Paper determines content.

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 specifically does not work in the content area relevant to the student’s Concept Paper) guide the student through a thorough discussion of concepts pertinent to the student’s Concept Paper topic. The Field Examination is designed as an opportunity for the student to demonstrate their ability to engage in an academic discussion that is adapted to faculty members with diverse connections to the content area. The three faculty members evaluate the student’s responses as a Pass with Distinction, Pass, Unsatisfactory or Fail. Students who fail the Field Examination are terminated from the program. Students who receive an Unsatisfactory score on the Field Examination are required to retake the exam; students who retake the Field Examination and receive either a score of Unsatisfactory or Fail are terminated from the program. A student must successfully pass the Field Examination prior to scheduling their Concept Paper Presentation.

7. **Concept Paper Presentation:** Presentation of the Concept Paper follows the successful completion of the Field Exam and is one of three presentation requirements (milestones) for Ph.D. students. This is a formal presentation, similar to what would be given at a professional conference. It is to be 20 minutes in length with 10 minutes for discussion or Q/A. Faculty evaluate the presentation in areas of content, presentation, and language use. Students will receive feedback from the faculty. Successful completion of the Concept Paper Presentation is a pre-requisite for LIN 890: Dissertation Proposal Development.

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**Dissertation Proposal Through Dissertation Defense**

In addition to the 7 milestones above and the required and elective courses, the Dissertation Proposal Development course, Dissertation Proposal Defense, Dissertation Research course, and Dissertation Defense are required.
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 advisor initially works with the candidate to ensure that the dissertation proposal is ready to be defended. The dissertation proposal development is carried out primarily between the student and the dissertation advisor, along with input 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. All Ph.D. coursework must be completed or be on track to be completed by the semester the proposal defense occurs.

Doctoral Committee: 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 student’s topic of study or one member from another university, also representing the field of the topic or an allied field. Different dissertation committee formations may be possible with the approval of the department and, as per the Dissertation and Theses Handbook, the approval of the Graduate Dean. Members of the doctoral committee should be selected based on discussions between the student 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 student can begin dissertation research. They then continue to evaluate the student’s work through the completion of their dissertation research.

Dissertation Proposal Defense: In the dissertation proposal defense, the student is expected to give a formal presentation with a detailed description of the dissertation project. The student will then respond to questions committee members have regarding the proposed dissertation plan. The committee may require revisions and review of those revisions prior to signing the approval form. If the committee is satisfied and they deem that the student has passed the proposal defense, and satisfactorily completed all revisions, each committee member will sign the approval form signifying successful completion of the Dissertation Proposal Defense. 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 Development.
course. Once the committee has signed the Dissertation Proposal approval form, the student is considered ABD (all but dissertation).

**Dissertation Defense:** Each Ph.D. student is required to prepare a research-based dissertation in an area acceptable to their Doctoral Committee. The dissertation is based on the proposal accepted by the committee, typically in the spring of the second year of Ph.D. study, and work on the dissertation proper typically begins in the fall of the third year. The dissertation is expected to be a research project designed to provide new understanding of the topic, and must include a thorough and thoughtful review of the relevant literature, description of methodology, analysis, and discussion and conclusion elucidating the significance of the findings. 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 dissertation process is discussed in detail in the Gallaudet University Dissertation and Thesis Handbook (on the intranet GU website and the LIN website). Students will also receive this handbook when they take LIN 890: Dissertation Proposal Development. The maximum time allowed for completion of the dissertation is seven years from the start of the LIN M.A. degree or six years from entrance into the Ph.D. program for those without a LIN M.A. degree. Any extension beyond this deadline will require the approval of the doctoral committee, the Graduate Program Coordinator, the Department Chair, and the 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 (i.e., is ABD) and wishes to complete dissertation research from another location must have the agreement of the dissertation advisor; if the dissertation advisor believes that the research cannot be successfully carried out in absentia, the student must remain a local resident until the Ph.D. degree is complete.

**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. On the day of the defense, the candidate provides a brief (30 minute) presentation of the findings of their research. This presentation is open to the public. Following the public presentation, the candidate meets with the committee only for a more technical and in-depth discussion of the dissertation research, typically lasting 45–60 minutes. During this time the committee has the opportunity to question the candidate about
the contents of the dissertation. The dissertation advisor and the committee members 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 (also known as the Dissertation Signature Page) until they deem all revisions to have been satisfactorily completed. The candidate then submits the final dissertation to the Graduate School.

Typical Timeline for LIN M.A. and LIN-M.A. to Ph.D. Students

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<tr>
<th>Typical Program of Study ~ M.A.</th>
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<tbody>
<tr>
<td><strong>Fall 1</strong></td>
<td><strong>Spring 1</strong></td>
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<tr>
<td>LIN 701 Phonology I</td>
<td>(4) LIN 731 Phonology II</td>
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<tr>
<td>LIN 702 Generative Linguistics I</td>
<td>(4) LIN 732 Cognitive Linguistics II</td>
</tr>
<tr>
<td>LIN 721 Cognitive Linguistics I</td>
<td>(4) LIN 733 Generative Linguistics II</td>
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<td></td>
<td>LIN 703 Proseminar</td>
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<tr>
<td>Qualifying Exam</td>
<td>Compendium I</td>
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<tr>
<td><strong>Fall 2</strong></td>
<td><strong>Spring 2</strong></td>
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<tr>
<td>LIN 771 Field Methods</td>
<td>(4) Elective 3</td>
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<td>Elective 1</td>
<td>(3) Elective 4</td>
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<td>Elective 2</td>
<td>(3) Elective 5</td>
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<td>Compendium II</td>
<td>Compendium III</td>
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<tr>
<th>Typical Program of Study ~ Ph.D. (for holders of LIN M.A.)</th>
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<tr>
<td><strong>Fall 3</strong></td>
<td><strong>Spring 3</strong></td>
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<tr>
<td>LIN 801 Phonology III</td>
<td>(3) LIN 741 Sociolinguistics in Deaf Communities</td>
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<td>LIN 802 Generative Linguistics III</td>
<td>(3) LIN 827 Cognitive Linguistics III</td>
</tr>
<tr>
<td>LIN 880 Guided Research Project</td>
<td>(3) LIN 880 Guided Research Project</td>
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<tr>
<td>Qualifying Paper given to 2 readers</td>
<td>Guided Research Project Presentation</td>
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<td>Qualifying Paper Presentation</td>
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<tr>
<td>Fall 4</td>
<td>Spring 4</td>
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<tr>
<td>LIN 883: Dissertation Concept Paper (3)</td>
<td>LIN 890: Dissertation Proposal Development (3)</td>
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<td>Elective 1 (3)</td>
<td>Elective 3 (3)</td>
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<td>Elective 2 (3)</td>
<td>Elective 4 (3)</td>
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<tr>
<td>Field Exam Concept paper presentation</td>
<td>Dissertation Proposal Defense</td>
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<th>Fall 5 – Spring 7</th>
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<tbody>
<tr>
<td>LIN 900 Dissertation Research (Variable)</td>
</tr>
</tbody>
</table>

Passing the Qualifying Exam and Compendium are program requirements that must be met prior to advancing to the following semester after which they are required.

After your first year of required M.A. courses, you will have the opportunity to take graduate courses offered at consortium universities in the DC Metro area. Departmental approval of each course is required before taking a consortium course. The LIN faculty reviews the course and the student’s rationale for proposing to take the course to ensure it aligns with the program SLOs and fits in the student’s overall program.

Level III courses may count as elective courses towards the M.A. degree. Students who take these courses during their M.A. program may (a) substitute elective courses to maintain the required total number of credit hours for the Ph.D. degree, or (b) take any of these courses again only if the specific topics are different than the topics in the previously offered course. For example, if a student has previously taken Cognitive III on the topic of metaphor, that student can take Cognitive Linguistics III again if the topic is on, say, Construction Grammar.

**Typical Timeline for non-LIN-M.A. Ph.D. Students**

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 701 Phonology I (4)</td>
<td>LIN 731 Phonology II (3)</td>
</tr>
<tr>
<td>LIN 702 Generative Linguistics I (4)</td>
<td>LIN 732 Cognitive Linguistics II (3)</td>
</tr>
<tr>
<td>LIN 721 Cognitive Linguistics I (4)</td>
<td>LIN 733 Generative Linguistics II (3)</td>
</tr>
<tr>
<td>Fall 2</td>
<td>Spring 2</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>LIN 771 Field Methods</td>
<td>(4) LIN 880 Guided Research Project</td>
</tr>
<tr>
<td>LIN 880 Guided Research Project</td>
<td>(3) LIN 741 Sociolinguistics in Deaf Communities</td>
</tr>
<tr>
<td>Elective 1</td>
<td>(3) LIN 801 Phonology III</td>
</tr>
<tr>
<td>Compendium II</td>
<td>Compendium III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 3</th>
<th>Spring 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 802 Generative Linguistics III</td>
<td>(3) Elective 3</td>
</tr>
<tr>
<td>LIN 827 Cognitive Linguistics III</td>
<td>(3) Elective 4</td>
</tr>
<tr>
<td>Elective 2</td>
<td>(3) LIN 883: Dissertation Concept Paper</td>
</tr>
<tr>
<td>Qualifying Paper Draft given to 2 readers</td>
<td>Field Exam Concept paper presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 4</th>
<th>Spring 4 – Spring 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 890 Dissertation Proposal Development</td>
<td>(3) LIN 900 Dissertation Research (Variable)</td>
</tr>
</tbody>
</table>

**Sample electives**

<table>
<thead>
<tr>
<th>LIN 510 Introduction to 1st &amp; 2nd Language Acquisition</th>
<th>LIN 741 Sociolinguistics in Deaf Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN 537 Iconicity and Depiction</td>
<td>LIN 811 First Language Acquisition</td>
</tr>
<tr>
<td>LIN 543 Bilingualism</td>
<td>LIN 812 Second Language Acquisition</td>
</tr>
<tr>
<td>LIN 555 Applied Linguistics as Engaged Research</td>
<td>LIN 841 Discourse Analysis</td>
</tr>
<tr>
<td>LIN 595 Language Documentation</td>
<td>LIN 843 Discourse Analysis: Narratives</td>
</tr>
</tbody>
</table>
**Considering and Applying for the Ph.D. Program**

All applicants wishing to enter the Linguistics Ph.D. program must submit an application no later than January 15 for best consideration for admission in the following fall semester.

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**Applying for the Ph.D. Program as a LIN M.A. Student**

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, getting their approval before applying to the Ph.D. program.

Admission to the Ph.D. program following the M.A. program is not automatic or guaranteed. Admission is determined by faculty assessment of the student’s global performance in the M.A. program with special attention given to the student’s letter of interest, CV, graduate level paper submitted in the Ph.D. application, and ASL proficiency. The following items are required for application and considered by the review committee:

1. A **letter of interest** in which the student describes their topic of interest for dissertation research and identifies a LIN faculty member who will serve as dissertation advisor. The student should meet with this faculty member to discuss research plans and get agreement from them before listing them as a potential dissertation advisor.

   Selecting a dissertation advisor is an important decision on the part of the Ph.D. applicant because the dissertation advisor advises the student in every stage of preparing for and preparing the dissertation. The student 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.

2. A **curriculum vitae (CV)** listing academic background and 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.

3. A **graduate level paper** (25-45 minutes ASL or 10-20-page English) of the student’s work. This should be a paper with references from a previous course on linguistics or
The paper can be the final version submitted in class for a grade; no revisions are necessary.

4. The student’s performance on an entrance exam administered online. The exam is conducted in ASL and recorded and scored to ascertain the applicant’s mastery of the core material and fundamental linguistic concepts from the Gallaudet M.A. core courses in Linguistics program. The student’s ASL use is assessed to ensure that it is at an appropriate level for the Ph.D. program.

5. The student’s academic transcript and performance in courses taken so far.

If the faculty determines that the student has exhibited excellent academic, research performance, and ASL proficiency, appropriate for doctoral work, and has identified a doctoral advisor and obtained their agreement to serve as such, the student is admitted into the Linguistics Ph.D. program for the subsequent academic year.

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.). The department may decline a Ph.D. application if the faculty member is unable to commit to working with the student.

A student in the Ph.D. program in good academic standing may at any point elect to not continue working with their Ph.D. advisor. There is no guarantee that another Ph.D. advisor will be available. If the department determines no other Linguistics faculty member is available to replace that advisor, the student will withdraw from the program.

Applying for the Ph.D. Program as a Non-LIN-M.A. Student

Applicants who have obtained a M.A. from a program other than the Linguistics program at Gallaudet or from another university may apply for the LIN Ph.D. program. They should discuss their plans with the Graduate Program Coordinator prior to submitting their application. They will need to identify a dissertation advisor (a faculty member in the LIN department) capable of guiding them in their area of interest, meet with that faculty member, and obtain their approval to serve as such before applying to the Ph.D. program. Admission to the Ph.D. program is not automatic or guaranteed.
Admission is determined by faculty assessment of the student’s global performance in the M.A. program with special attention given to the student’s letter of interest, CV, graduate level paper submitted in the Ph.D. application, and ASL proficiency. The following items are required for application and considered by the review committee:

1. A **letter of interest**, in which the applicant describes their topic of interest for dissertation research and identifies a faculty member who will serve as dissertation advisor. The applicant should meet with and get agreement from this faculty member to discuss research plans before listing them as a potential dissertation advisor.

Selecting a dissertation advisor is an important decision on the part of the Ph.D. applicant because the dissertation advisor advises the student in every stage of preparing for and preparing the dissertation. The student 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.

2. A **curriculum vitae (CV)** listing academic background and 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.

3. A 10-20-page **graduate-level (English) writing sample** of the student’s work. This should be a paper from a previous linguistics course, or published paper, including references. The paper should be the final version submitted in class for a grade; no revisions are necessary.

4. A **graduate-level paper in ASL**. This may be a paper from a previous linguistics course or a published graduate-level ASL video, including references. The paper should be the final version submitted in class for a grade; no revisions are necessary. In the case of no graduate-level paper in ASL, the applicant may submit an ASL sample by following the instructions at: [https://youtu.be/ygEHREI2jPU](https://youtu.be/ygEHREI2jPU)

5. Goal Statements in ASL ([https://youtu.be/pntB6omta7Y](https://youtu.be/pntB6omta7Y)).

6. Official transcripts of all graduate study.

7. Three letters of recommendation from individuals familiar with your academic work, e.g. university professors with whom you have taken classes.
If the faculty determines that the student has exhibited excellent academic and research performance appropriate for doctoral work, and has identified a doctoral advisor and obtained their agreement to serve as such, the student is admitted into the Linguistics Ph.D. program for the subsequent academic year.

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.). The department may decline a Ph.D. application if the faculty member is unable to commit to working with the student.

A student in the Ph.D. program in good academic standing may at any point elect to not continue working with their Ph.D. advisor. There is no guarantee that another Ph.D. advisor will be available. If the department determines no other Linguistics faculty member is available to replace that advisor, the student will withdraw from the program.

UNIVERSITY ACADEMIC REGULATIONS

University Graduate Catalog Link
http://www.gallaudet.edu/academic-catalog/registration-and-policies/. This link is also available in course Blackboard sites.

Graduate policies can be found online here. Please familiarize yourself with these policies. There are often multiple sections to a policy, e.g. the Academic Integrity Policy, and you are responsible for reading and complying with all of them. Please see the Graduate Program Coordinator or Chair with any concerns or questions you have. Some are abstracted below.

ADA

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

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

There are several links to Title IX information on sexual harassment, misconduct, and assault. They include: Title IX, sexual misconduct, and victims of gender-based and sexual misconduct. Additional resources at the university may be useful.

Academic Integrity

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

The Linguistics Department expects each department member – students, staff, and faculty – to adhere to strict academic integrity standards. Each member is expected to have read and to agree to abide by the Gallaudet University Graduate School Academic Integrity Policy. Students are required to sign an academic integrity agreement. This includes a commitment to and practice of the student standards of conduct and responsibilities and general academic integrity policy. This also includes professional behavior as defined by the Gallaudet University Graduate School and our profession. The department does not tolerate violations of academic integrity or claims of ignorance of the regulations and policies related to academic integrity.

See the Graduate Program Coordinator for any questions or concerns you have. We have found that many students unintentionally violate some portion of the academic integrity policy, in particular plagiarism. Your program coordinator and/or instructors are available to meet with you to help you learn how to do your work without compromising your academic integrity. You are expected to have a clear understanding of how to maintain your academic integrity before the end of your first year in the LIN program. If a question or concern arises in a course, see your course instructor.

See the Graduate Program Coordinator for any questions or concerns you have regarding student standards of professional behavior. This includes tact, judgment, and respect. See student standards. This document outlines procedures to be followed in case of suspected violation of academic integrity.
Graduate Grading System

The following is taken directly from the Graduate catalog (Graduate Grading System).

The following grading system applies to graduate courses. The shaded lines all indicate unsatisfactory performance and may be 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></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 GSP798 and GSP898 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>
<tr>
<td>AF</td>
<td></td>
<td>Audit Not Completed, * No Credit</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 only one time with permission of the department. 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 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, register, and pay the regular tuition and fees. A change from Audit status to credit course may not be made after the add/drop period. Should students wish to change from a credit course to Audit status, permission from the instructor must be obtained and appropriate forms submitted to the Registrar’s Office by the end of the fourth week of the semester. Students who register for Audit status are required to attend and participate in all class activities without earning a grade or receiving credit towards a degree. Audited courses are not counted as credit courses and are recorded as AU on the student’s transcript upon successful completion of the course. If the course is not completed successfully, the AU grade will be changed to AF. AF grades are not counted in the GPA calculation.

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 “Incomplete”.

No student is permitted to have more than two (2) Incompletes on their 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.

Academic Probation and Dismissal

The following is taken directly from the graduate catalog.

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

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

A student is not officially on probation until the dean of the Graduate School and Continuing Studies approves the department’s request.

When probationary requirements are met, the department chair should inform the dean of the Graduate School and Continuing Studies, who will inform the student. Not meeting the requirements for removal of academic probation within the specified time may be grounds for dismissal from the program.

Dual Degrees

The following is taken directly from the graduate catalog referencing dual degrees.

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 part of the earlier program.

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**Leave of Absence Policy**

The following is taken directly from the [graduate catalog LOA policy](https://example.edu/graduate-catalog). 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 a LOA. (See “Maintaining Continuous Matriculation” in the graduate catalog.) LOA requests must be made in writing 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 Continuing Education, who approves or denies it.

To initiate a LOA, the requesting student must speak with their 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 of absence and the completed LOA form, to the office of the dean of the Graduate School and Continuing Education. 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 Continuing Education 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, they will be automatically dropped from matriculated student status and will have to reapply for admission.

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 Continuing Education. 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 0.0 GPA value in the computation of the GPA.

Grades of I (Incomplete) are not allowed if a 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 a 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 Continuing Education reserves the right to verify all information provided on the LOA contract.

The LOA form and instructions can be found under Graduate School Forms on the Graduate School webpage on the intranet.

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**Academic Appeals**

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

The complete Graduate School appeals process can be found in the most current online version of [the Graduate Catalog appeals procedures](#).

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**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 to be in compliance with [Title 45 of the Code of Federal Regulations, Part 46](#): Protection of Human Subjects.

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

Students and faculty are required to take the CITI online training.

IRB submission forms can be downloaded from the IRB webpage.

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**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. Click here for further details about the Siena program.

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**LIFE IN THE LINGUISTICS DEPARTMENT**

**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.

M.A. students are required to take 15 credits of electives (e.g. five 3-credit 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 12 credits of electives (e.g. four 3-credit courses). Elective courses must be graduate level courses and have an obvious linguistic component to them that satisfy LIN SLOs. Students whose Ph.D. specialization requires them to take courses in statistics may take those as elective courses.

It is possible to take a linguistics or linguistics-related course in another department on campus or in the Consortium as an elective. These courses are meant to supplement courses available in the LIN Department, not to replace them. Prior to registration, the student wishing to take a course outside of the LIN department to satisfy degree requirements must first seek approval of the course by LIN faculty. Students should discuss the course they are interested in with the Graduate Program Coordinator. They need to get permission from the
course instructor to take the course, then submit the course description, syllabus, and student’s justification for taking this course to the Graduate Program Coordinator who will then circulate the request to the faculty. The faculty will review the request and approve or deny the request. Please allow several weeks for this process. If a course is through the consortium, the student will need to complete a Graduate Consortium Registration Request Form. This form is submitted to the Registrar's office to start the process. The form needs to be submitted at least 6 weeks prior to the start of the semester. Please read the form carefully and fill it out completely. Courses must be graduate courses, not undergraduate courses. Language skills courses (e.g. Italian 101, Arabic 101) do not count towards the total number of credits needed to graduate from our programs. See the consortium courses policy.

Any non-consortium course requires the same review and approval process as consortium courses (see above), requires approval from the Graduate Dean, and requires the student to complete a Student Action Form for credits to be applied to their Gallaudet transcript and LIN program requirements.

NOTE: M.A. students are prohibited from registering for more Consortium credits than Gallaudet credits in any given semester. Ph.D. students may not have more than 40% Consortium or transfer credits total.

Students from other universities wishing to enroll in Gallaudet University LIN courses need to have ASL proficiency to function fully in ASL in the classroom and outside of it with classmates and teachers. Potential students should contact the LIN department. The potential student will begin by providing a signing sample by composing a 90 second or less summary of the following video: https://youtu.be/ygEHREI2jPU and emailing their summary as a YouTube link to linguistics@gallaudet.edu. If they successfully pass the screening, they will then discuss taking the course with the course instructor.

**Independent Study Courses**

Independent study is designed for students with advanced standing (second year and 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 other possibilities should develop the course and syllabus, with the help of an instructor, including a written description of activities to be accomplished, timelines, readings, a mid-semester progress report, and other activities relevant and appropriate to the course. If the independent study course is a research study, the syllabus should include deadlines for outlines, data collection, analysis, first drafts and final papers, as well as a mid-semester progress report, 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. The student has the primary responsibility for developing the syllabus. This is done in conjunction with the faculty member who is offering the independent study. Students must also complete the Registrar’s Office independent study form, which must be signed by the student, the instructor, the graduate program coordinator, and the department chair. Students are advised to plan well in advance for independent study courses prior to the first day of classes.

**ASL Proficiency**

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 conducted 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. Students with borderline ASL proficiency will be expected to improve these language skills prior to graduation. See the Program Coordinator to develop a plan that you can carry out.

Ph.D. applicants and students are expected to demonstrate greater ASL fluency to enter and graduate from the LIN Ph.D. program. Language proficiency is assessed during the Ph.D. milestones. Failure to pass the language portion of each milestone may result in dismissal from the program. LIN Ph.D. SLOs include the “ability to communicate information … competently and respectfully to the field, the Deaf communities and the greater public.” (LIN Ph.D. SLO #4). If you are concerned about language proficiency and want to access resources for improvement, see the Graduate Program Coordinator.

**Advising**

The Graduate Program Coordinator for the Department of Linguistics is the academic advisor for all LIN M.A. and Ph.D. students. The advisor helps the student plan their 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. In addition, Ph.D. students have a dissertation advisor/chair. Academic advisors,
dissertation advisors, and department chairs may not be a student’s employer or supervisor outside of approved RA (research assistant) supervision/work.

Questions and Concerns

Your first point of contact for general questions and concerns about LIN M.A. and Ph.D. program and department matters is the Graduate Program Coordinator. If you are unsure about anything, contact the Graduate Program Coordinator and you will be directed to the appropriate resources. This includes, but is not limited to, program requirements, program expectations, protocol, curriculum, funding, use of department space, etc.

If you have a question or concern related to any course in which you are a student, (including course assignments and expectations, grades, etc.) you are expected to address these questions and concerns directly with your instructor for the course. If your concerns are not addressed to your satisfaction, you are expected to take your questions and concerns to the Graduate Program Coordinator. If they are not addressed to your satisfaction with the Graduate Program Coordinator, you are then expected to take them to the Department Chair. After exhausting this process, the Graduate Program Coordinator and Department Chair will direct you to additional resources.

The Gallaudet University Ombuds is available to all students by appointment.

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.

Program Fees

The Linguistics Department program fee is $100 per year. Each LIN student is responsible for this annual fee which is posted to the student’s account.
Registration Procedures

Although all students are pre-registered for their first semester of M.A. 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:

- Review the schedule of classes available online via Bison from the Registrar’s Office (http://www.gallaudet.edu/gallaudet-technology-services/services/bison) and decide on a tentative schedule for the next semester.

- Schedule a meeting with your academic advisor to discuss the schedule. Some courses have prerequisites or require instructor permission. Talk with the instructor or Program Coordinator to ensure that you meet the requirements for taking the course and they can set necessary permission for you so you can register.

- Log in on Bison at your course registration time to complete the 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 a class(es) at a consortium school. Consortium registration is a lengthy process. You must obtain department approval to take the course, obtain necessary signatures on the paperwork, and submit forms for consortium course registration. You are advised to begin this process early in the prior semester, and you must submit the consortium registration form in the given timeframe (typically 6 weeks prior to the start of the semester). As with all classes, your academic advisor must approve registration for consortium classes once the faculty has reviewed and approved your request. For information about the consortium program, click here. Also check here for general consortium information.

Fellowships, Assistantships and Scholarships

Information about financial aid for graduate students from the university is available for types of financial aid and general student financial services. In addition, positions may be available in the department. International students are not eligible for any of these positions.
However, they should meet with the Graduate Program Coordinator to discuss funding opportunities.

**University Fellowships**
Information about university fellowships for graduate students is available from the Graduate School.

**Graduate Dean’s Office Scholarships**
Tuition scholarships are awarded to first year M.A. students for one or two semesters. These scholarships vary in amount and number as determined by the Graduate School. They are offered to students who apply by the “best consideration” deadline of January 15. Prospective students are encouraged to have their applications complete with all necessary documents and materials submitted by January 15 in order to be considered for funding opportunities.

**Assistantships & Instructor Positions**

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Assistant (1)</td>
<td>Typically, this is a first year M.A. student who provides support to the Department (works closely with the Chair and Program Coordinators). The position includes a tuition waiver (for the fall and spring semesters) and stipend for the year. Position is for one year.</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, pay is at an hourly basis.</td>
</tr>
<tr>
<td>LIN 101 Instructor (varies by semester)</td>
<td>Ph.D. students are encouraged to teach, if available, 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 second year of Ph.D. coursework. During the semester prior to the student’s first time teaching, they are encouraged to mentor with the LIN 101 coordinator to become familiar with the course. Once a student begins teaching, they will also attend weekly mentoring meetings during the first semester of teaching to ensure a smoother transition. The position may be renewable, depending on, among other things, funding, course demand, number of sections offered, and course evaluations. 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 first year of Ph.D. coursework.</td>
</tr>
</tbody>
</table>
Research Assistants (varies by semester)

Research assistants (RAs) may be needed to work with faculty. RA positions may be paid or unpaid. Faculty with grant support may have funding available to hire RAs. Faculty will advertise positions; interested students may apply and be considered.

Grants, Travel Fund, Research Funds

Students have several opportunities in the university for funding. See below for specific university opportunities. You are encouraged to explore opportunities outside of the university as well.

Graduate Student Association

We encourage students to be involved in the Graduate Student Association (GSA). Each graduate department has a representative on the GSA. More information is at [GSA](#). GSA offers funding for graduate students traveling to conferences. Contact the LIN GSA representative or the GSA president for more information.

Graduate Student Research Travel Fund

Three times each Academic Year the Graduate School announces a call for applications to the Graduate Student Research Travel Fund, established to support graduate student travel to conferences for the purpose of presenting original research. Go to [GSRTF](#) for more information. We will forward calls for GSRTF applications to our graduate students when we receive them.

Small Research Grants

The Gallaudet Small Research Grants (SRG) is managed by RSIA ([Research Support and International Affairs](#)). It provides funds to students conducting research that is for a course requirement (up to $750) or for a degree requirement and/or publication (up to $2,500). For more information go to [SRG](#). Some information also available here: [Research Support Funding Opportunities](#).
The Valli Fund

The Valli Fund is an endowment established to “provide support to students in the Department of Linguistics for tuition, travel, to academic conferences, conference registration, the purpose of equipment needed for study, the payment of informants for research projects, and other expenses that the faculty deems deserving of support.” Note that this fund is smaller than RSIA’s Small Research Grants. LIN graduate students interested in applying are encouraged to contact the department chair.

Gallaudet Funded Travel (policy)

Requests may be made for travel funding. Be aware that travel requirements by the university require advance paperwork and booking in order to receive travel funding. Please contact the departmental secretary for information and support.

Additional Funding Sources

General Gallaudet awards and scholarships can be found at http://www.gallaudet.edu/academic-catalog/registration-and-policies/undergraduate-policies/awards. Additional funding sources include:

- The Cosmo Fund https://www.gallaudet.edu/research-support-and-international-affairs/international-affairs/education-abroad/fulbright-program/programs-for-gallaudet-students
- Fulbright opportunities https://www.gallaudet.edu/research-support-and-international-affairs/international-affairs/education-abroad/fulbright-program/programs-for-gallaudet-students

Department and University Awards

The Department recognizes a graduate student with The Outstanding Graduate Student in Linguistics Department Award. The Graduate School recognizes graduate students with awards that students may be nominated for, including the Graduate Student Achievement Award and Research Writing Award. A description of Graduate awards and scholarships may be found here.
Communication

Mailboxes

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

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 a different preferred account, if applicable. (For assistance with your Gallaudet University email contact Gallaudet Technology Services the Help Desk at http://helpdesk.gallaudet.edu/)

Department Webpage and Social Media

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

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

Twitter: https://twitter.com/LingDeptGu

Facebook: https://www.facebook.com/GULingDept/

Instagram: https://www.instagram.com/lingdeptgu/

In addition, the Department has a blog where events like brown bag lunch presentations and discussions, and linguistic conferences are posted, as well as job and post-doc opportunities. From time to time, we post entries that discuss topics relevant to signed language linguistics. We often retweet relevant posts from other groups doing work on signed language linguistics.

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

Information about on and off-campus lectures, job opportunities, calls 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.
Getting Involved

Linguistics students have many opportunities to learn outside the classroom at Gallaudet. Students are encouraged to interact with the many scholars who visit our department, to attend student and faculty talks, to participate in brown bag lunch discussions, and to attend and present at conferences. Faculty in the department are available to meet with students to discuss their interests. Please make appointments with faculty outside of class 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.

Department Facilities

The Linguistics Department has several facilities for shared departmental use. 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 Computer Lab, SLCC 3235, is for current LIN students to use at any time of day or night. It may be reserved for Field Methods coursework at a regular day/time during the semester in which the course is offered. The computers may be reserved for specific coursework (i.e., LIN 480 research assistants).

The Large Open Area, SLCC 3233, can be used at any time when available; however, it is often reserved for classes, presentations, meetings and study group work. To reserve the Large Open Area for your group, please contact the department secretary.

The LIN Video Studio, SLCC 3230. Graduate students may reserve the Video Studio Lab and equipment by signing up and emailing Dr. Julie Hochgesang (julie.hochgesang@gallaudet.edu). The procedures are explained in the google doc. If you want to request filming equipment, you need to reserve it in the google doc and
contact Dr. Julie Hochgesang by email to arrange pick-up. You can either use it in the studio or take it with you (please inform us if you are taking equipment off-campus). If you want to use the Video Studio, please state so in your reservation. Note that you can enter the studio with your ID card but you must reserve it in advance. We ask that you strictly abide by the terms of use. By reserving the room and/or equipment, you are agreeing to our terms of use. See the video studio policy.

The Small Open Area, SLCC 3234, is used by students and faculty. It is a place for planned meetings or impromptu gatherings.

The LIN Library, SLCC 3203, has volumes and resources that you may not find elsewhere. It is also a place where students go for quiet and more privacy than some of the other shared spaces.

The Linguistics Archives (forthcoming) is a collection of papers, articles, books, conference proceedings and the like which 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.

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**Clean Air In The Department**

Perfumes, colognes, essential oils (especially patchouli, 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.
DEPARTMENT FACULTY AND STAFF

Faculty

**Deborah Chen Pichler**, 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 3218  
**Voice Phone:** 202-651-5427
**E-Mail:** deborah.pichler@gallaudet.edu

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**Paul G. Dudis**, 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
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**Deanna Gagne**, Assistant Professor
B.A. (ASL-English Interpreting), Northeastern University, 2000
M.A. (Developmental Psychology), University of Connecticut, 2015
Ph.D. (Developmental Psychology), University of Connecticut, 2017
**Research Interests:** Language Emergence and Evolution, language acquisition by native and heritage learners, impact of varied language experiences on cognition/thought

**Office:** SLCC 3217  
**E-Mail:** [deanna.gagne@gallaudet.edu](mailto:deanna.gagne@gallaudet.edu)

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**Julie Hochgesang**, Associate Professor  
B.A. (English), California State University, Northridge, 1999  
M.A. (Linguistics), Gallaudet University, 2007  
Ph.D. (Linguistics), Gallaudet University, 2013

**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](mailto:julie.hochgesang@gallaudet.edu)

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**Miako Villanueva**, Associate 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

**Office:** SLCC 3205  
**E-Mail:** [miako.rankin@gallaudet.edu](mailto:miako.rankin@gallaudet.edu)

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**Risa Shaw**, Professor  
A.A. (Interpreting), Gallaudet College, 1983  
B.S. (Linguistics), George Mason University, 1987  
M.S. (Education: Teaching Interpretation), Western Maryland College, 1991  
Ph.D. (Interdisciplinary Studies: Sociolinguistics), Union Institute & University, 2007

**Research Interests:** Dr. Shaw’s research interests include interpreting in legal settings; the study of ASL and English narratives in disclosure 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 U.S., and 
2) a survey of ASL-English interpreters in legal settings across North America.

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

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

**Research Interests:** Applied linguistics, specifically depiction in ASL; proficiency in 
language use; second language learners of ASL; and interpretation. Mary is currently 
working on a research project 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.

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

**LIN Faculty Elsewhere**

**Gaurav Mathur,** Dean of the Graduate School and Continuing Studies  
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  
**E-Mail:** gaurav.mathur@gallaudet.edu
Kristin Mulrooney, Associate Professor/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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Staff

Jayne McKenzie, Administrative Secretary

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