

# RAYCHELLE L. HARRIS

DOCTORAL CANDIDATE, DEPARTMENT OF EDUCATION  
GALLAUDET UNIVERSITY

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## ACADEMIC CREDENTIALS

- 2004 – current      Doctoral candidate in Education – 3.91 GPA  
Dissertation: “A Case Study of Extended Discourse in a Diverse  
ASL/English Bilingual Preschool Classroom”  
Concentration area: Educational Linguistics  
Gallaudet University, Washington, DC
- 1999 - 2000      Master of Science in Deaf Education (K – 8<sup>th</sup>) – 4.0 GPA  
Western Maryland College, Westminster, MD
- 1997 – 1998      Linguistics – 35 graduate credits - 4.0 GPA  
Gallaudet University, Washington, DC
- 1990 – 1995      Bachelor of Arts in American Sign Language Studies  
- 3.5 GPA Gallaudet University, Washington, DC
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## PROFESSIONAL EXPERIENCE

**Faculty Member, Department of Interpretation, August 2008.** *Gallaudet University, Washington, DC.* Teach academic courses within the Masters of Arts and Bachelor of Arts program in interpretation.

**Assistant Project Evaluator for Project Success, Summer 2007.** *Gallaudet University, Washington, DC.* Worked with a team of evaluators under the direction of Dr. Donna Mertens. Gathered qualitative and quantitative data, helped with analysis and preparation of a technical report for the granting agency.

**ASL/English Interpreting Consultant, Fall 2005 – Fall 2007.** *Gallaudet University, Washington, DC.* Gave academic ASL presentations, shared ASL stories and played specific roles for undergraduate and graduate interpreting students. Shared feedback and suggestions for students for their interpreting skill development.

**Doctoral Research Internship, Spring 2005 – Fall 2007.** *Gallaudet University, Washington, DC.* Underwent training by Dr. Marlon Kuntze in using Berkeley Transcription System (BTS) with videotaped research data. Made suggestions for

improving particular aspects of BTS. Received one-on-one training in qualitative data analysis under Dr. Carol J. Erting.

**Doctoral Teaching Internship, Fall 2005.** *Gallaudet University, Washington, DC.* Redesigned and taught EDU 724: Classroom Application of Sign Communication under the supervision of Dr. Laurene Simms to 22 graduate students before they began their internship in the spring.

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## **PUBLICATIONS**

Harris, R. L., Holmes, H. M. & Mertens, D. M. (2009). Research ethics in sign language communities. *Sign Language Studies*, 9(2), 104-131.

Mertens, D. M., Holmes, H. M. & Harris, R. L. (2009). Transformative paradigm and ethics. In D. Mertens & P. Ginsberg (Eds.), *Handbook of Social Research Ethics* (pp. 85-101). Thousand Oaks, CA: Sage Publications.

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## **SELECTED PRESENTATIONS**

Mertens, D. M., Brandt, S., Erting, C., Ewing, K., Guteng, S., Harris, R. L., & Holmes, H. M. (2008, February). Voices of New Teachers: Implications for Teacher Preparation for Deaf and Hard of Hearing Students. Paper presented at the meeting of Association for College Educators of Deaf and Hard of Hearing (ACE-DHH) 2008 Conference, Monterey, CA. February 20 – 24, 2008.

Harris, R. L. (2007, December). A Case Study of Extended Discourse: In a Diverse ASL/English Bilingual Preschool Classroom. Paper presented at the Colloquium on the Application of Qualitative Methods to Classroom Research on Visual Learning, Gallaudet University, Washington, DC. December 10 – 11, 2007.

Harris, R. L. (2007, November). Academic Language, Academic English and Academic ASL. Paper presented to ASL 405: Discourse Features of ASL participants. Gallaudet University, Washington, DC. November 27, 2007.

Harris, R. L. & Holmes, H. M. (2007, November) Transformative Evaluation in Deafness: Learning from Indigenous Peoples Panel. Paper presented at American Evaluation Association (AEA) conference, Baltimore, MD. November 7 – 10, 2007.