(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

☐ **Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.**

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

☐ **Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**

- Additional information can be found at the Provost's Office Curriculum Development website: Courses link
- For questions regarding proposing new courses, send an email to: courses@asu.edu

☐ **Prepare the applicable proposal template and operational appendix for the proposed initiative.**

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: Academic Programs link

☐ **Obtain letters or memos of support or collaboration. (if applicable)**

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

☐ **Obtain the internal reviews/approvals of the academic unit.**

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

☐ **Set-up a Graduate Faculty Roster for new PhD Programs** – This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to http://graduate.asu.edu/graduate_faculty_initiative.

☐ **Establish Satisfactory Academic Progress Policies, Processes and Guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

☐ **Establish a Graduate Student Handbook for the New Degree Program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate Policies and Procedures.

Check Box Directions – To place an "X" in the check box, place the cursor on the left-side of the box, right click to open the drop down menu, select **Properties**, under **Default value**, select **Checked** and then select **Ok**.

ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

This template is to be used only by programs that have received specific written approval from the University Provost's Office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences (CLAS)

Unit(s) within college/school responsible for program: Department of English

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Master of Arts (MA) in Linguistics and Applied Linguistics

Master's Degree Type: Master of Arts (MA)

Proposed title of major: Linguistics and Applied Linguistics

Is a program fee required? Yes ☐   No ☒

Requested effective term: fall **and year:** 2015
(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION
(Person to contact regarding this proposal)

Name: Karen Adams   **Title:** Associate Chair, English

Phone: 480-965-3013   **email:** KLAdams@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (*Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.*)

College Dean name: Kenro Kusumi

College Dean Signature _____ Date: 4/8/14

College Dean name:
(if more than one college involved)

College Dean Signature _____ Date: _____

ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's Type: MA
(E.g. MS, MA, MAS, PSM, or other)

Proposed title of major: Linguistics and Applied Linguistics

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1. **PURPOSE AND NATURE OF PROGRAM:**
   i. **Brief program description –**

   The master's degree program in Linguistics and Applied Linguistics addresses the study of human language and the application of that study to the human condition through training in linguistics and applied linguistics. At the masters' level it provides foundational training in several different areas including second language acquisition and teaching, language change and variation, World Englishes and Teaching English to Speakers of Other Languages (TESOL)., Phonology, syntax, semantics, pragmatics and discourse analysis are also among areas of coverage.

   ii. **Will concentrations be established under this degree program?** ☐ Yes   ☒ No
       (**Please provide additional concentration information in the operational appendix – number 5A**.) (Please note: there will be two distinct tracks)

2. **PROGRAM NEED -** Explain why the university should offer this program (include data and discussion of the target audience and market).

   The Department of English currently houses a Masters of Arts in English where students can specialize in a Linguistics track with two options of general linguistics or applied linguistics. This degree has maintained steady enrollments since its establishment. As argued in the Academic Program Review a new degree will increase the visibility of the field and allow us to increase enrollments. The curriculum for this degree is in place. As well as serving needs of teachers and other professionals, it would serve as a stepping stone to the proposed PhD in Linguistics and Applied Linguistics since many students enter the field of linguistics only as graduate students. This request is also being made in conjunction with a new PhD in Linguistics and Applied Linguistics and will allow seamless transition to the proposed doctoral program for qualified students. It would also complement the Department's existing MTESOL degree.

3. **IMPACT ON OTHER PROGRAMS -** Attach any letters of collaboration/support from impacted programs. (see Checklist coversheet)

   This degree will have no impact on other programs, including the MTESOL professional degree in the Department of English, and has existed as a track in linguistics under MA English with the option of general linguistics or applied linguistics for over twenty years.

4. **PROJECTED ENROLLMENT -** How many new students do you anticipate enrolling in this program each year for the next five years? Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

5-YEAR PROJECTED ANNUAL ENROLLMENT

Please utilize the following tabular format.	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	10	20	30	30	40

5. STUDENT LEARNING OUTCOMES AND ASSESMENT:

i. **List the knowledge, competencies, and skills** students should have attained by graduation from the proposed degree program. (You can find examples of program Learning Outcomes at (http://www.asu.edu/oue/assessment.html).

Outcome 1: Graduates will be able to **a**nalyze linguistic problems in a variety of languages & social contexts.
Outcome 2: Graduates will be able to explain major subfields of linguistics.
Outcome 3: Graduates will be able to engage theoretical concepts and apply key concepts.
Outcome 4: Graduates will be able to apply logical argumentation.

ii. **Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (http://www.asu.edu/oue/assessment.html).

For Outcome 1:
Measure 1: Homework assignments in LIN 511, LIN 513, LIN 514, LIN 516 or LIN 517
Performance Criteria 1: At least 80% of assignments will be judged (based on a faculty-designed rubric) to successfully demonstrate analysis of linguistic problems
Measure 2: Paper or Project for LIN 511, LIN 513, LIN 514, LIN 516 or LIN 517
Performance Criteria 2: At least 80% of papers or projects will be judged (based on a faculty-designed rubric) to successfully demonstrate analysis of linguistic problems
For Outcome 2:
Measure 1: Written in-class exam(s) in LIN 511, LIN 513 or LIN 514
Performance Criteria 1: At least 80% of written in-class exams will be judged (based on a faculty designed rubric) to successfully explain major subfields of linguistics
Measure 2: Homework assignments in LIN 511, LIN 513 or LIN 514
Performance Criteria 2: At least 80% of assignments will be judged (based on a faculty-designed rubric) to successfully explain major subfields of linguistics
For Outcome 3:
Measure 1: Written papers in 500 and 600 level classes
Performance Criteria 1: At least 80% of the total number of MA students in 500 and 600-level classes will be judged to have received satisfactory or better (2-4) in engaging theoretical concepts and applying key concepts *Rubric for assessing engagement and application of concepts*: (1) little or no thoughtful application, (2) mostly consistent thoughtful, close application that flags in places, (3) thoughtful, close application sustained throughout, (4) thoughtful, close application is on par with published scholarship in the field sustained throughout.
Measure 2: Theses/ applied projects
Performance Criteria 2: At least 80% of MA theses/ applied projects will be judged as having received satisfactory or better (2-4 in the Rubric) in engaging theoretical concepts and applying key concepts. *Rubric for assessing engagement and application of concepts*: (1) little or no thoughtful application, (2) mostly consistent thoughtful, close application that flags in places, (3) thoughtful, close application sustained throughout, (4) thoughtful, close application is on par with published scholarship in the field sustained throughout.
For Outcome 4:
Measure 1: Written papers in 500 and 600 level classes
Performance Criteria 1: At least 80% of the MA students in 500 and 600-level classes will be judged to have received satisfactory or better (2-4 in the Rubric) in applying logical argumentation. *Rubric for assessing engagement and application of concepts*: (1) little or no thoughtful application, (2) mostly consistent thoughtful, close application that flags in places, (3) thoughtful,

close application sustained throughout, (4) thoughtful, close application is on par with published scholarship in the field sustained throughout.

Measure 2: Theses/ applied projects
Performance Criteria 2: At least 80% of MA theses/ applied projects will be judged as having received satisfactory or better (2-4 below in the Rubric) in applying logical argumentation. *Rubric for Assessing Argumentation*: (1) logic of argument is flawed, (2) logic of argument is mostly consistent but breaks down in places, (3) logic of argument is sound throughout (4) persuasive argumentation on par with published scholarship in the field.

Indirect Measures:
Indirect measures of success such as student/alumni surveys, job placement data, admission to further graduate education will be gathered.
Course evaluations will be used to gauge the success of course offerings and mentors as will student/alumni surveys.

6. **ACCREDITATION OR LICENSING REQUIREMENTS (if applicable):** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

   n/a

7. **FACULTY, STAFF, AND RESOURCE REQUIREMENTS:**

   A. Faculty

   i. **Current Faculty:** The following are full-time linguistics, applied linguistics and Teaching English to Speakers of Other Languages (TESOL) faculty who will teach coursework in the program.

      - Karen L. Adams, Professor, Ph.D. Discourse analysis, language change, sociolinguistics, pragmatics
      - Elly van Gelderen, Regents Professor, Ph.D. Formal syntax, history of the English language, language change, typology
      - Carrie Gillon, Assistant Professor, Ph.D. Formal semantics, Indigenous American languages, syntax and morphology
      - Mark James, Associate Professor, Ph.D. TESOL, TESOL pedagogy and curriculum design, second language writing, English for special purposes
      - Aya Matsuda, Associate Professor, Ph.D. Applied linguistics, World Englishes, TESOL
      - Mathew Prior, Assistant Professor, Ph.D. TESOL, discourse analysis, sociolinguistics, applied linguistics
      - Kathryn Pruitt, Assistant Professor, Ph.D. Phonetics and phonology. Intonation
      - Claire Renaud, Assistant Professor, Ph.D. Second language acquisition, second language syntax and morphology, TESOL

   ii. **New Faculty -**.

      New faculty will be needed to sustain the MA in Linguistics and Applied Linguistics. A request has been made for a new hire for the 2015-16 year in Linguistics/TESOL (an area of Applied Linguistics). Additional new requests will be made in the remaining two years in order to support the area, its degree, and future initiatives in related programs areas.

   iii. **Administration of the program -** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support. The program will be managed

Decisions about admissions will be handled by faculty admission committee. Advising will be done by the director of the program, Elly van Gelderen and the student's supervisory chair. Curriculum decisions will be handled by the department's area and curriculum committees. The administration of the program will be handled by Elly van Gelderen, program director.

B. Resource requirements needed to launch and sustain the program: Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

No new resources are required

8. **COURSES:**
   A. **Course Prefix(es):** Provide the following information for the proposed graduate program.
      i. Will a new course prefix(es) be required for this degree program?
         Yes ☐ No ☒
      ii. If yes, complete the **Course Prefixes / Subjects Form** for each new prefix and submit it as part of this proposal submission.

   B. **New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

   None at this time

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APPENDIX
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS
(This information is used to populate the Graduate Programs Search/catalog website.)

</div>

1. **Provide a brief** (catalog type - no more than 150 words) **program description.**

   This master's program focuses on the study of human language and the application of that study to the human condition. The curriculum provides foundational training in linguistics and applied linguistics at the Masters' level with focused research in several areas such as phonetics, phonology, syntax, semantics, and pragmatics. Second language acquisition and second language teaching and learning, TESOL (teaching English to speakers of other languages), language contact and change including World Englishes, are also research possibilities in addition to sociolinguistics, language planning, discourse analysis, language and cognition.

2. **Campus(es) where program will be offered:**
   (Please note that Office of the Provost approval is needed for ASU Online campus options.)

   ☐   **ASU Online only (all courses online)**

   All other campus options (please select all that apply):

   ☐   Downtown   ☐   Polytechnic
   ☒   Tempe   ☐   West

   ☐   **Both** on-campus **and** ☐ ASU Online **(*) -** (Check applicable campus from options listed.)

   (*) Please note: Once students elect a campus option, students will not be able to move back and forth between the on-campus (in-person) or hybrid options and the ASU Online campus option.

3. **Admission Requirements:**

   Degree: Minimum of a bachelor's or master's degree in what fields, or a closely related field from a regionally accredited College or University.

   LIN 510: Linguistics or its equivalent such as SLC 400 or ASB 480 is prerequisite to many core and required courses. If a student has not taken LIN 510 before s/he is accepted into the program, they should take it concurrently with other 500-level courses in the first semester of the program and it will count as an elective on the student's plan of study. Students should consult with their academic advisor for any previously taken courses that may meet this prerequisite requirement.

   Faculty will consider undergraduate degrees in such related fields as anthropology, applied linguistics, communication, cognitive science, comparative languages and literatures, literature, education, history, law, linguistics, modern languages, philosophy, political science, psychology, religious studies, rhetoric, composition, sociology, speech and hearing science.

   GPA: Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree. Modify or expand if applicable.

   English Proficiency Requirement for International Applicants: The English proficiency requirements are the same as the Graduate Education requirement. (see Graduate Education requirement http://graduate.asu.edu/admissions/international/english_proficiency):   ☐ **Yes**   ☒ **No**

   If applicable, list any English proficiency requirements that are supplementary to the Graduate Education requirement:

International students applying to graduate programs in the Department of English at ASU must submit evidence of English proficiency. This can be done in one of three ways:

1. One of the following results on a standardized English proficiency test: (a) 100 (iBT) or 600 (PBT) or higher on the TOEFL; (b) 7.0 or higher on the IELTS. The MTESOL program will also accept a 68 or higher on the Pearson Test of English Academic (PTEA).
2. A grade of "A" in all Advanced 2 classes in the ASU American English and Culture Program (AECP) (http://global.asu.edu/aecp);
3. One of the following from a regionally accredited college/university in the US: (a) a bachelor's degree or higher; (b) at least 90 semester hours of undergraduate coursework with a cumulative GPA of 3.0 or higher on a 4.0 scale; (c) at least 12 semester hours of graduate coursework with a cumulative GPA of 3.0 or higher on a 4.0 scale.

A minimum score of 55 on the Test of Spoken English (TSE) or Speaking Proficiency English Assessment Kit (SPEAK) is also required for teaching assistants.

Foreign Language Exam:

Foreign Language Examination(s) required? ☒Yes ☐No

If yes, list all foreign languages required:

Language: Students must demonstrate evidence of a competent knowledge of a natural language other than modern English, to be selected by the student, subject to the approval of the chair of the thesis committee or the director of the applied project. This requirement may be met by:

- Earning a "B" (3.00) or higher in a 400- or 500-level course in an appropriate (approved) language. Any course in which all class meetings are conducted in the approved language will satisfy this requirement; courses conducted in English will not. The Department of English does not require its graduate students to write papers in the approved language. GER 494/598 Topic: German for Reading Knowledge. FRE 494/598 Topic: French for Reading Knowledge. and ITA 494/598 Topic: Italian for Reading Knowledge will also satisfy the requirement.
- Demonstrating comparable proficiency by taking a language examination, administered by the School of International Letters and Cultures, in a language approved by the student's supervisory committee.
- Demonstrating native speaker proficiency, as determined by the School of International Letters and Cultures, in a language approved by the student's supervisory committee.
- Earning a "B" (3.00) or higher in both ENG 530 Old English and ENG 531 Old English Literature or their equivalent.
- Holding a bachelor's degree in an approved foreign language.
- For languages which the School of International Letters and Cultures does not offer or does not offer above the 200 level, two years (4 semesters) of successfully completed college level coursework at least at the 100 and 200 level with a C or better would fulfill the requirement. The coursework must have been successfully completed no more than six years prior to admission to the degree program.

Required Admission Examinations: ☐GRE ☐GMAT ☐Millers Analogies ☒ None required
(Select all that apply.)

Letters of Recommendation: ☒Yes ☐No

In addition, a statement of purpose and a resume are also required for application.

4. **Application Review Terms (if applicable Session):** Indicate all terms for which applications for Admissions are accepted and the corresponding application deadline dates, if any:

☒ Fall (regular)   Deadline (month/year): January 15
☐ Session B   Deadline (month/year):

☒ Spring (regular)   Deadline (month/year): September 15
☐ Session B   Deadline (month/year):

☐ Summer I   Deadline (month/year):

☐ Summer II   Deadline (month/year):

5. **Curricular Requirements:**
   (Please expand tables as needed. Right click in white space of last cell. Select "Insert Rows Below")

   5A. Will concentrations be established under this degree program? ☐ Yes ☒ No

   5B. Curricular Structure:

   Two distinct tracks will be offered: general linguistics and applied linguistics. Students will choose one track for the program.

   General Linguistics: The general linguistics track is designed to provide training in core areas of the field including phonetics, phonology, morphology and syntax, semantics, pragmatics, sociolinguistics, and discourse analysis.

   Applied Linguistics: The applied linguistics track must include a linguistics core and additional training in applied linguistics drawn from different areas in the field such as second language acquisition, TESOL, English language policy, World Englishes.

Required Core Courses for the Degree			Credit Hours
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 3
LIN 515 **OR** LIN 516	American English **OR** Pragmatics and Discourse Analysis	No	3

General Linguistics Track Required Courses	Credit Hours

(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 6
LIN 511	Phonetics and Phonology	No	3
LIN 514	Syntax	No	3
Required Research Course			(Insert Section Sub-total) 3
LIN 500	Research Methods	No	3
Electives *(as deemed necessary by supervisory committee)*			(Insert Section Sub-total) 12-15
One 500 level linguistics course	LIN 510 Linguistics (if not taken prior to being accepted into the program) LIN 513 Semantics; LIN 515 American English or LIN 516Pragmatics and Discourse Analysis (if not taken above); LIN 517 History of the English Language; **OR** LIN 520 Second Language Acquisition Theories;	No	3
One 600 level linguistics course	LIN 610 Advanced Studies in Linguistics; LIN 614 Advanced Studies in Syntax; LIN 615 Advanced Studies in Sociolinguistics; LIN 616 Advanced Studies in Discourse Analysis; **OR** LIN 617 Advanced Studies in Historical Linguistics	No	3
Two or three additional electives depending on whether doing thesis or applied project	*See above for examples; other courses may be available*	No	6 or 9

Applied Linguistics Track **Required Courses**			**Credit Hours**
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 6
LIN 511 **OR** LIN 514	Phonetics and Phonology **OR** Syntax	No	3
LIN 520 **OR** APL 601	Second Language Acquisition Theories **OR** Introduction to Applied Linguistics	No	3
Required Research Course			(Insert Section Sub-total) 3

LIN 500	Research Methods	No	3
Electives *(as deemed necessary by supervisory committee)*			**(Insert Section Sub-total)** **12-15**
Two additional 500 or 600 level courses	LIN 510 Linguistics (if not taken prior to being accepted into program) LIN 520 Second Language Acquisition Theories (if students take APL 601 rather than LIN 520 as a required track course listed above); LIN 521 Methods of Teaching English as a Second Language; LIN 522 Grammar for TESL; LIN 523 Language Testing and Assessment; LIN 524 Curriculum Design and Materials Development; LIN 584 Internship; LIN 610 Advanced Studies in Linguistics; LIN 620 Advanced Studies in Second-Language Acquisition; APL 601 Introduction to Applied Linguistics (if students take LIN 520 rather than APL 601 as a required track course listed above);; OR APL 518 World Englishes	No, except for APL 518	6
Two or three additional electives depending on whether doing thesis or applied project	*See above for examples; other courses may be available*	No	6 or 9

Culminating Experience *(Students choose a thesis OR an applied project option)*	**Credit Hours** **(Insert Section Sub-total)** **3 or 6**
LIN 599 **OR** APL 599 Thesis Students will be required to defend this thesis before a three-person supervisory committee. The topic of this research project must be formally proposed by the time the student has completed 18 hours in the program. *Students who choose this option must complete 24 hours of coursework and six hours of thesis.*	6
LIN 593 **OR** APL 593 Applied Project If students choose this option, they will register for this course in the last semester of their studies. Students will produce a project under the supervision of an Applied Project Director and present their work at the end of the semester to the public at an oral presentation in a conference format. Students can choose either a research paper or curriculum design project. *Students who choose this option must complete 27 hours of coursework and three hours of applied project.*	3
Other Requirements **E.g. -** *Internships, clinical requirements, field studies as applicable*	**Credit Hours** **(Insert Section Sub-total)**
no	
Total required credit hours	**30**

- List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.)**.**
- Omnibus numbered courses cannot be used as core courses.
- Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval. Courses that are new, but do not yet have a new number can be designated with the prefix, level of the course and X's (e.g. ENG 5XX or ENG 6XX).

6. **Comprehensive Exams:**

Master's Comprehensive Exam (when applicable), please select the appropriate box.

(Written comprehensive exam is required)

☐ Oral comprehensive exam is required – in addition to written exam

☒ No oral comprehensive exam required - only written exam is required

7. **Allow 400-level courses:** ☒ **Yes** ☐ **No** (No more that 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)

8. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs):

For the thesis option: 3 members (including a chair and 2 members or co-chairs and 1 member)

For the applied project option: 2 members (including a director and 1 member)

9. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.)

linguistics, applied linguistics, second language acquisition, phonology, syntax, discourse, semantics, language study, second language writing, educational linguistics, language policy

10. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

☐ **Architecture & Construction**	☐ **Interdisciplinary Studies**
☐ **Arts**	☐ **Law & Justice**
☐ **Business**	☐ **Mathematics**
☐ **Communication & Media**	☐ **Psychology**
☐ **Education & Teaching**	☐ **STEM**
☐ **Engineering & Technology**	☐ **Science**
☐ **Entrepreneurship**	☐ **Social and Behavioral Sciences**
☐ **Health & Wellness**	☐ **Sustainability**
☒ **Humanities**	

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

☐ **Architecture & Construction**	☐ **Interdisciplinary Studies**
☐ **Arts**	☐ **Law & Justice**
☐ **Business**	☐ **Mathematics**
☐ **Communications & Media**	☐ **Psychology**
☒ **Education & Teaching**	☐ **STEM**
☐ **Engineering & Technology**	☐ **Science**
☐ **Entrepreneurship**	☐ **Social and Behavioral Sciences**
☐ **Health & Wellness**	☐ **Sustainability**
☐ **Humanities**	

College of Liberal Arts and Sciences - Support

From: Paul LePore [mailto:Paul.Lepore@asu.edu]
Sent: Wednesday, April 09, 2014 10:29 AM
To: curriculumplanning@asu.edu
Cc: Paul LePore; Jenny Smith
Subject: Proposals for MA & PhD in Linguistics and Applied Linguistics

Please accept the following proposals approved by the CLAS Curriculum Committee and forwarded to you by our college deans.

Thank you.

PL

PAUL C. LEPORE, Ph.D.
Associate Dean
College of Liberal Arts and Sciences
Foundation Building, Suite 110
Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605
480.965.6506 | Fax: 480.965.2110 | e-mail: paul.lepore@asu.edu

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

From: Jenny Smith
Sent: Wednesday, April 09, 2014 10:28 AM
To: Paul LePore
Subject: Proposals for MA & PhD in Linguistics and Applied Linguistics

Paul,

The CLAS Curriculum Committee and Senate have approved the following graduate proposals from the Department of English. Please forward the proposals to curriculumplanning@asu.edu.

- Proposal to establish a new Master of Arts degree in Linguistics and Applied Linguistics
- Proposal to establish a new PhD degree in Linguistics and Applied Linguistics

Thank you,
Jenny

May 28, 2014

TO: Karen Adams, Professor of Linguistics

FR: Mark Lussier, Chair and Professor

RE: MA in Linguistics and Applied Linguistics

I write to voice my support for the MA in Linguistics and Applied Linguistics, since in my estimation the degree will not conflict with the delivery of MTESOL degrees through our unit. In my estimation, the MTESOL degree is a professional one, while the MA in Linguistics and Applied Linguistics has more academic orientation, and this degree of difference makes, in my estimation, all the difference. All the best of luck with this.

Mark Lussier