

(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: Doctor of Philosophy (PhD) in Linguistics and Applied Linguistics

Doctoral Degree Type: Doctor of Philosophy (PhD)

Proposed title of major: Linguistics and Applied Linguistics

Is a program fee required? Yes [] No [x]

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

Phone: 480-965-3013

email: KAdams@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 [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

Doctoral Type: PhD
(E.g. PhD, EdD, or other)

Proposed title of major: Linguistics and Applied Linguistics

1. PURPOSE AND NATURE OF PROGRAM:

A. Brief program description –

The doctoral program in Linguistics and Applied Linguistics focuses on the study of human language and the application of that study to the human condition. The curriculum will provide training in linguistics and applied linguistics 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.

B. Will concentrations be established under this degree program? Yes No
(Please provide additional concentration information in the operational appendix – number 5A.)

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

During the recent academic program review, it was recommended that the two existing doctoral programs in linguistics be combined into a single degree housed in the English department. There has been a Rhetoric, Composition and Linguistics concentration under the PhD in English which allows students to specialize in linguistics and applied linguistics for several years. The Department also houses and supports an interdisciplinary PhD in Applied Linguistics for which it is solely responsible. The purpose of this new degree is to combine these two programs. The former linguistics portion of the concentration under the PhD in English will now be subsumed in this new PhD and the remaining aspects of the concentration, Rhetoric and Composition, will be restructured and remain a concentration under the PhD in English. The Interdisciplinary PhD in Applied Linguistics has not been accepting new students for the last two years as there was no funding to support them. This interdisciplinary PhD in Applied Linguistics will be closed.

3. IMPACT ON OTHER PROGRAMS - Attach any letters of collaboration/support from impacted programs. (see Checklist coversheet) Since this program is proposed to be housed in English, at this time, there is no impact on other departments.

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)	7	14	21	28	35

5. STUDENT LEARNING OUTCOMES AND ASSESMENT:

A. 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: Students will be able to recognize which foundational concepts, theories and methods are relevant to their research interests

Outcome 2: Students will be able to build on, qualify or challenge claims made in selected existing scholarship in their research area

Outcome 3: Students will be able to design and carry out an original research study that makes a contribution to the field by building on, qualifying, or challenging claims made in existing scholarship

Outcome 4: Demonstrate the ability to produce written work of publishable quality

B. 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: Literature Review (for a 600-level class)

Performance Criteria 1: 80% of final papers submitted will receive an average score of 2 or better when evaluated on a scale of 1-3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) recognize foundational concepts, ideas, and theories that are used in the field; B) recognize which methods and methodologies are used in the field and the affordances and constraints of each; C) recognize which of those foundational concepts, ideas, theories and methods are relevant to their research interests

Measure 2: Draft Research Proposal (for LIN 500)

Performance Criteria 2: 80% of research proposals written for LIN 500 (or its equivalent) will receive an average score of 2 or better when evaluated on a scale of 1-3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) recognize foundational concepts, ideas, and theories that are used in the field; B) recognize which methods and methodologies are used in the field and the affordances and constraints of each; C) recognize which of those foundational concepts, ideas, theories and methods are relevant to their research interests

Measure 3: Written Bibliography & Written/Oral Exam

Performance Criteria 3: 80% of bibliographies and Written/oral exams will receive an average score of 2 or better when evaluated on a scale of 1 to 3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) demonstrate awareness of key conversations and debates in existing scholarship; B) build on, qualify or challenge claims made in existing scholarship; C) describe how existing scholarship informs and influences their own research interests and agenda.

For Outcome 2

Measure 1: Portfolio Paper as one part of the Doctoral Examinations

Performance Criteria 1: 80% of portfolio papers will receive an average score of 2 or better when evaluated on a scale of 1 to 3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) demonstrate awareness of key conversations and debates in existing scholarship; B) make an argument that contributes new insights to existing conversations, debates, and knowledge in that scholarship; C) present an organized, clear, coherent, and persuasive argument; D) identify and describe the relevance or significance of their argument (or their new insights) to the field.

Measure 2: Written Bibliography & Written/Oral Exam as part two of the Doctoral Examinations

Performance Criteria 2: 80% of bibliographies and Written/oral exams will receive an average score of 2 or better when evaluated on a scale of 1 to 3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) demonstrate awareness of key conversations and debates in existing scholarship; B) build on, qualify or challenge claims made in existing scholarship; C) describe how existing scholarship informs and influences their own research interests and agenda.

For Outcome 3

Measure 1: Dissertation Prospectus & Colloquy as Part 3 of the Doctoral Examinations

Performance Criteria 1: 80% of dissertation proposals will receive an average score of 2 or better when evaluated on a scale of 1 to 3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) justify their research project by critically assessing how particular phenomena of interest or concern have and have not been investigated or understood in existing relevant scholarship; B) articulate how “gaps” and other deficiencies in existing scholarship might be addressed theoretically and methodologically; C) design a research study to address such deficiencies in which the proposed research questions, theories, and methods are aligned

Measure 2: Written Dissertation & Oral Defense

Performance Criteria 2: 80% of students who submit a dissertation proposal to their committee will receive an average score of 2 or better when evaluated on a scale of 1 to 3 (1 = unsatisfactory, 2 = satisfactory, 3 = meritorious) in the following areas: A) justify their research project by critically assessing how particular phenomena of interest or concern have and have not been investigated or understood in existing relevant scholarship; B) articulate how “gaps” and other deficiencies in existing scholarship have been addressed theoretically and methodologically through the original research study that they have designed and conducted; C) analyze the findings of that research project by drawing on relevant theoretical frameworks; D) explain the significance, relevance and contributions of their research findings and analysis to a relevant field of inquiry

For Outcome 4

Measure 1: Portfolio essays

Performance Criteria 1: 50% of students passing the portfolio portion of their PhD exams will have submitted one of their essays for presentation and/or publication.

Measure 2: Dissertation

Performance Criteria 2: 80% of dissertations scheduled for defense will be judged by the dissertation committee to score 2 or higher on the following scale: (1) dissertation manuscript uniformly shows little promise of being revisable for publication, (2) sections of the dissertation manuscript show the promise of being revisable for publication, (3) the dissertation manuscript consistently shows the promise of being revisable for publication

Measure 3: Publication record

Performance Criteria 3: By the time of the dissertation defense, more than 50% of PhD students will have had an essay accepted for publication in a proceedings, scholarly journal, or edited collection.

Additional assessment measures of student success and program appropriateness include the following indirect measures such as student/alumni surveys, job placement data, course evaluations, etc.

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 in English and teach the courses that the students will take.

- 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

The following are faculty from other units with interests in linguistics and applied linguistics who have been approved to chair or be committee members.

- Elisabeth Gee: Professor, Ph.D. Teachers College: Literacy and gaming.
- James Gee: Regents Professor, Ph.D. Teachers College: Sociolinguistics, discourse analysis, literacy.
- Barbara Lafford: Professor, Ph.D. SILC. Second Language Acquisition, Spanish Sociolinguistics
- Helene Ossipov: Associate Professor, Ph.D. SILC: French SLA and phonology.
- Laida Restrepo: Professor, Ph.D. SHS: Spanish acquisition, bilingualism
- Eunice Romero-Little: Associate Professor, Ph.D. SST. Indigenous American languages, language policy
- Danko Sipka: Professor, Ph.D. SILC: Slavic languages and linguistics, dictionary, technology and materials
- Peter Suwarno: Associate Professor, Ph.D. SILC: Indonesian, SLA, rhetoric of Indonesian

- ii. **New Faculty** - Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

No new faculty members are required to launch the program, and the expectation is that the successful implementation of the doctoral program will become a determining factor in future hiring requests. As well, the area hiring priority has already generated one unit-level request for sustained support of the doctoral program. Thereafter, the demand for the degree will determine the request for subsequent faculty resources.

- 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.

Decisions about admissions will be handled by a 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 the 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 resources are required at this time.

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.

APL 555 Disciplinary Discourses: Introduction to Professional and disciplinary issues in linguistics and applied linguistics (3 credits). This course replaces APL 594: conference and workshop which has been taught for several terms as a required course in the current PhD Applied Linguistics

The above course has been submitted in Curriculum ChangeMaker.

LIN 655 Disciplinary Discourses: Investigation of professional and disciplinary issues related to linguistics and applied linguistics

The change in course description change has been submitted to ChangeMaker. This course currently exists, but the description was changed to substitute 'linguistics and applied linguistics' for 'English Studies.'

APPENDIX A

OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS

(This information is used to populate the [Graduate Programs Search/catalog](#) website.)

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

This doctoral program focuses on the study of human language and the application of that study to the human condition. The curriculum will provide foundational and advanced training in linguistics and applied linguistics 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.

The degree will encourage students to work with faculty from across the university and its various units and to develop transdisciplinarity and interdisciplinarity in their research.

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.

Faculty will consider undergraduate and graduate 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 (AECF) (<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 dissertation committee. The language requirement must be completed before the student is eligible to take the doctoral examinations. This requirement may be met by any of the following:

- Earning a "B" (3.00) or higher in a 400- or 500-level course in an appropriate (approved) language.
- 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.
- Having fulfilled a foreign language requirement towards a previously awarded master's degree that has been completed within five years of the semester for which the student has been admitted to the doctoral program. This foreign language must be in a language approved by the student's doctoral supervisory committee.
- 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, an academic writing sample, statement of purpose, and vita are 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

5. Curricular Requirements:

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

The Doctor of Philosophy is a total of 84 hours. In general, a student with an appropriate master's degree must complete a minimum of 54 credit hours of approved graduate work, which includes 12 hours of dissertation. Research course hours will be used towards course work in consultation with the advisor. A student without an appropriate master's degree must complete 84 hours of work at ASU. At the advisor's discretion, students may include up to 12 hours of appropriate pre-admission credits (per Graduate Education policy), graduate-level course work undertaken at another university, and not previously counted towards any other degree.

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

5B. Curricular Structure:

Required Core Courses for the Degree			Credit Hours
(Prefix & Number)	(Course Title)	(New Course ?) Yes or No?	(Insert Section Sub-total)
			18
APL 555	Disciplinary Discourses	Yes	3
LIN 515 OR LIN 516	American English or Pragmatics and Discourse Analysis	No	3
APL 601	Introduction to Applied Linguistics	No	3
LIN 511	Phonetics and Phonology	No	3
LIN 514	Syntax	No	3
LIN 655	Disciplinary Discourses	No	3
Elective or Research Courses <i>(as deemed necessary by supervisory committee)</i>			Credit Hours
(Prefix & Number)	(Course Title)	(New Course ?) Yes or No?	(Insert Section Sub-total)
			24
LIN 500	Research Methods	No	3
Specialization (students can focus their elective and research coursework including APL/LIN 790 and 792 on a specific area)	(see attached APPENDIX B)	No	21
Culminating Experience <i>E.g. - Capstone course, applied project, thesis (masters only) – 6 credit hours) or dissertation (doctoral only) – 12 credit hours) as applicable</i>			Credit Hours (Insert Section Sub-total)
LIN 799 or APL 799 Dissertation			12

<u>Other Requirements</u> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>	Credit Hours (Insert Section Sub-total)
<p>For doctoral programs – when approved by the student's supervisory committee, will this program allow 30 credit hours from a previously awarded master's degree to be used for this program? If applicable, please indicate the 30 credit hour allowance that will be used for this degree program.</p> <p><i>If students do not have a previously awarded master's degree, then 30 hours will be made up of additional elective coursework approved by their supervisory committee. If they have not taken the equivalent of LIN 510 in the thirty hours, they will have to take that course.</i></p>	30
Total required credit hours	84 (includes 30 from previously awarded master's)

- 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:

Doctoral Comprehensive Exam (required), 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. For Doctoral Degrees that require a dissertation, submission of a written dissertation prospectus and its oral defense are required. (Please include any required timelines for defense of the prospectus.) It is expected that the submission of a written dissertation prospectus and its oral defense will take place no later than the end of the fourth year.

For the PhD program Timeline, please refer to APPENDIX C

8. Allow 400-level courses: Yes No (No more than 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)

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

3 Dissertation Committee Members

10. 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

11. Area(s) of Interest

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

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input checked="" type="checkbox"/> Humanities | |

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

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input checked="" type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

APPENDIX B

Specializations

Specializations: (21 credit hours) Students may choose to take other 500 or equivalent and advanced (600 and above or equivalent) courses in their area of specialization. Students must consult with an advisor when selecting additional courses for their focus area as these courses provide the depth of training needed for dissertation research. It is expected that some of these continuing courses will include APL or LIN 790 and 792's used in preparation for the doctoral examination. All advanced LIN 600 level courses may be repeated for credit when topics vary. Thus, two classes with the same course number (e.g., two LIN 610's or two LIN 620's) may count toward two of the requirements for continuing focus areas when the topics vary.

Among possible specializations in Linguistics are phonology, formal syntax and semantics, historical linguistics, sociolinguistics, discourse analysis and pragmatics. Among possible specializations in Applied Linguistics are SLA theory and pedagogy, second language writing, bilingualism and code-switching, language status and policy, and issues in educational research.

All students are encouraged to develop interdisciplinary perspectives which may be done by taking courses from other related programs or units to enhance their area of specialization. For example, students with interests in second language writing would expect to take related ENG courses in addition to LIN or APL offerings. SILC (School of International Letters and Cultures) offers general classes in English in many related areas under the SLC prefix as well as courses in several languages under the specific language prefix, e.g. JPN, SPA, FRE. Those interested in educational research or classroom learning and curriculum can consider ENG courses in English Education and Teachers College offerings, etc. Students interested in cognitive issues related to language might take classes in Psychology, Education or Philosophy. Other units also offer additional courses on research methods and issues in interdisciplinarity. These courses must be chosen in consultation with their advisor and they will check with the faculty offering such courses about the suitability of LIN/APL students in these courses.

APPENDIX C

PhD in Linguistics and Applied Linguistics Timeline

This timeline applies to all students admitted to the PhD in Linguistics and Applied Linguistics degree program. This timeline is typical for someone who already has an MA in English degree and is a Teaching Assistant in our department. Others—for example, those who are not TAs—may proceed at a faster rate. Per Graduate Education policy, completion time limits are 10 years from the time period since initial enrollment OR 5 years after passing comprehensive exams.

UPON ARRIVAL FIRST SEMESTER

___ Attend departmental orientation meeting for new graduate students.

___ Meet with director of the PhD in Linguistics and Applied Linguistics program,. Consult with them about course of study and time to graduation. Discuss your previous graduate work during this consultation.

___ Briefly meet members of the program faculty individually.

FIRST YEAR

___ Take the required LIN 500 Research Methods course. This course is normally taken in the first semester.

___ Complete appropriate 500-level course(s) to satisfy core requirements, e.g. APL 555, LIN 511, 514, etc. Teaching Assistants should take no more than 6 hours of coursework in the fall and 6-9 hours in the spring. All other students should take 6-9 hours of coursework in the fall and 6-9 hours in the spring.

___ Teaching Assistants take ENG 594 TA Seminar in the Fall and teach ENG 101 (Fall) and ENG 102 (Spring).

SECOND YEAR

___ Begin the year by meeting with the director of the PhD program or the chair of your committee, if known. Consult that person about course of study and time to graduation.

___ Take appropriate 600-level courses to satisfy Core LIN 655 requirement and Specialization requirements.

___ Take appropriate additional courses to help satisfy Continuing Focus Area or Interdisciplinary option requirements.

___ Complete foreign language requirement.

___ *Students choose a chair for their PhD supervisory committee based on that professor's expertise relevant to the anticipated direction of the dissertation. .

___ Submit Interactive Plan of Study through MY ASU. The Graduate College requires students to file their Interactive Plan of Study (iPOS) before they have completed 50% of their program.

THIRD YEAR

___ Students begin the year by meeting with the chair of their PhD supervisory committee. They consult with the chair about their course of study and timeline to graduation.

___ Finish remaining coursework in specialization.

Note: The PhD requires a total of 84 hours of coursework. If students hold an MA they must complete 54 hours after admission, which must include 12 hours of APL/LIN 799 Dissertation. APL/LIN 792 Research may be applied towards the 54 hours in consultation with the chair of your PhD supervisory committee.

For information on the Ph.D. exam process which occurs in the Fourth Year check the Department website and consult with your committee members:

FOURTH YEAR

____ Students begin the year by meeting with their PhD committee chair and advisor to consult about the course of study and timeline to graduation. *Note: The English Department has a four-year residency requirement for PhD students holding Teaching Assistantships.*

____ Complete Portfolio papers and bibliography for Part I of PhD exam.

____ Study for and complete Oral or Written Comprehensive Exam Part II of PhD exam.

____ Work closely with chair of PhD supervisory committee to plan your dissertation.

____ Defend dissertation prospectus (Part III of PhD exam) and advance to candidacy.

FIFTH YEAR

____ Students show each of their dissertation chapters to the chair of their PhD supervisory committee and ask for suggestions for revisions.

____ Finish dissertation, to the satisfaction of the chair and the committee.

____ Agree with chair of PhD supervisory committee and with committee members on time hold the defense.

____ Schedule oral defense with Graduate Education and submit document for format approval at least 10 working days before the defense.

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

Department of English – Impact Statement

From: Mark Lussier
Sent: Thursday, May 29, 2014 7:40 PM
To: Karen Adams
Cc: Amanda Morales-Calderon
Subject: Letter of Support

Dear Karen:

I have analyzed the impact that the new PhD in Linguistics and Applied Linguistics might have on our other degrees, and I see no threat for dire impact. Therefore, I support the degree, which offers nothing but added value to our collective efforts.

All the best,

Mark

*Mark Lussier, Professor & Chair
Department of English
Affiliate, Center for the Study of Religion & Conflict
Affiliate, Global Institute of Sustainability
Affiliate, Institute for Humanities Research
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<http://www.palgraveconnect.com/pc/doi/10.1057/9780230119895>*

Jenny Smith

From: Karen Adams
Sent: Monday, March 24, 2014 12:39 PM
To: Jenny Smith; Kenro Kusumi; Amanda Morales-Calderon; Eric Wertheimer
Cc: Mark Lussier; Ronald Broglio; Sheila Luna
Subject: FW: PhD students-letter of support for proposal for a PhD in Linguistics and Applied Linguistics.

Hi Jenny and Amanda,

This did arrive on Thursday, and I apologize that I am only forwarding it now. This is a second letter of support for potential students being able to take courses in other units in the proposed Ph.D. in Linguistics and Applied Linguistics. It is from the Division of Educational Leadership and Innovation, Teachers College. There are only a couple of units that offer a several courses that would or could be relevant for students in a PhD in Linguistics and Applied Linguistics, and they are SILC whose letter I forwarded last week and TC. In any other units, offerings are limited and often only tangentially related and such opportunities would need to be done by advisors and students contacting the unit and teaching faculty in question to check appropriateness and openings.

(I apologize no forwarding this earlier, but I was sick the end of last week and then out of town.)

Karen

From: Ida Malian
Sent: Thursday, March 20, 2014 2:49 PM
To: Karen Adams
Subject: Re: PhD students

Karen-

On behalf of the Division of Educational Leadership and Innovation, we would endorse doctoral students in the PhD program in Linguistics and Applied Linguistics enrolling in our doctoral classes. We would encourage students with research interests in the areas of linguistics, language, technologies, policy and leadership to contact the program coordinators to determine alignment with interests. We look forward to our collaborations,

Ida Malian, Ph.D, Professor and Director
Division of Educational Leadership and Innovation
Mary Lou Fulton Teachers College
Arizona State University

Jenny Smith

From: Karen Adams
Sent: Thursday, March 20, 2014 1:35 PM
To: Jenny Smith; Amanda Morales-Calderon
Cc: Mark Lussier
Subject: FW: PhD students

Importance: High

Here is the support email from SILC.

From: Joe Cutter
Sent: Thursday, March 20, 2014 1:33 PM
To: Mark Lussier
Cc: Karen Adams; Sheila Luna; Jessica Early; Juliann Vitullo
Subject: PhD students
Importance: High

Dear Mark,

With regard to the new PhD in Linguistics and Applied Linguistics in English, SILC welcomes having students from that program take graduate classes in SILC when it is appropriate to their research interests.

Best,

Joe

Robert Joe Cutter, Founding Director and Professor of Chinese
School of International Letters & Cultures
Arizona State University
O: 480-965-3762; C: 480-231-1102
Professor emeritus, University of Wisconsin-Madison