

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Thursday, April 19, 2012 5:08 PM  
**To:** Brothers, Sheila C  
**Subject:** RE: final proposal items for senate council

1. This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MA program: Linguistic Theory & Typology, in the interdisciplinary Linguistics Program within the College of Arts & Sciences.

Best,

Andrew

**NEW MASTERS DEGREE PROGRAM FORM**  
**(Attach completed "Application to Classify Proposed Program"<sup>1</sup>)**

**GENERAL INFORMATION**

College:	Arts & Sciences	Department:	Linguistics Program
Major Name:	Linguistic Theory & Typology	Degree Title:	MA
Formal Option(s):		Specialty Fields w/in Formal Option:	
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> :	3.23.2011		
Bulletin (yr & pgs):	n/a	CIP Code <sup>1</sup> :	16.0102
		Today's Date:	3.30.2011
Accrediting Agency (if applicable):	n/a		
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date <sup>2</sup> : Fall 2012
Dept. Contact Person:	Andrew Hippisley	Phone:	76989
		Email:	andrew.hippisley@uky.edu

**CHANGE(S) IN PROGRAM REQUIREMENTS**

1.	Number of transfer credits allowed	Up to 6 hours of graduate course credit not used toward a degree may be transferred from another institution at the discretion of the DGS  (Maximum is Graduate School limit of 9 hours or 25% of course work)
2.	Residence requirement (if applicable)	A student must complete a minimum of 30 hours of residency, unless transferring credits have been counted, to a maximum of 6 hours.
3.	Language(s) and/or skill(s) required	Students must have completed (a) 6 hours of a foreign language; and (b) LIN 211 or another institution's equivalent
4.	Termination criteria	Students graduating with a degree in MALTT will have (a) completed 30 hours of course work meeting all requirements and (b) written and successfully defended a thesis on an aspect of linguistic theory and typology that demonstrates the student's ability to conduct original research and communicate the research in a professional manner.
5.	Plan A Degree Plan requirements <sup>3</sup> (thesis)	(a) 30 hours course work: 6 from Research Methods in Linguistics and Reseach Seminar in Linguistic Theory & Typology; 9 from the core disciplines of phonetics, phonology, morphology and syntax; at least 15 credits from the 600 or 700 level (see Box 8)

<sup>1</sup> Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

<sup>2</sup> Programs are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

<sup>3</sup> If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

## NEW MASTERS DEGREE PROGRAM FORM

		(b) Written thesis which consists of a written research projects and an oral examination (see Box 10).
6.	Plan B Degree Plan requirements <sup>3</sup> (non-thesis)	The proposed program is thesis only
7.	Distribution of course levels required	All courses will be taken within the Linguistics Program, i.e. MALTT coursework consists exclusively of LIN courses. At least 15 hours must be at 600+ level.  (At least one-half must be at 600+ level & two-thirds must be in organized courses.)
8.	Required courses (if applicable)	<p>There are two categories of required courses,                      (a) research methods &amp; professionalism and                      (b) courses reflecting the core of the discipline of linguistics.                      Together they account for the five (5) courses required,                      corresponding to 15 credit hours.</p> <p>Category (a)                      (1) LIN 601 Research Methods in Linguistics, to be taken in the Fall semester of Year 1;                      (2) LIN 701 Research Seminar in Linguistic Theory &amp; Typology, to be taken in the Fall semester of Year 2.</p> <p>Category (b)                      (1) LIN 500, reflecting the core area of phonetics (sociolinguistics track only);                      (2) LIN 505, reflecting the core area of morphology (morphosyntactic track only);                      (3) LIN 512, reflecting the core area of syntax;                      (4) LIN 515, reflecting the core area of phonology;</p> <p>Students will be carefully guided in the choice of taking the intermediate (500 level) and/or advanced (600 level) versions of courses reflecting the core areas.</p>
9.	Required distribution of courses within program (if applicable)	LIN 601 and LIN 701 must be taken in the Fall semester of the first and second year respectively.
10.	Final examination requirements	<p>MALTT follows Plan A 'thesis'.</p> <p>There will be a 90 minute oral examination based on the thesis and five texts (books or articles) that relate to the thesis, and are chosen in consultation with the thesis committee.</p> <p>After a successful oral examination, the student must submit two final typed copies of the thesis to the Graduate School by the last day of the semester in which the student plans to graduate.</p>
11.	Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).	The proposed degree program does not involve courses from any other program in the College or in the University.
12.	What is the rationale for the proposed new program?	

## NEW MASTERS DEGREE PROGRAM FORM

UK is unusual in offering a linguistics degree at the undergraduate level, but not at the graduate level. Of the 140 linguistics degree programs in the USA, only 28 stop at the bachelor's level; 43 provide training through the master's level and 69 offer the PhD in linguistics. Having both a bachelor's and graduate program in linguistics will more closely align UK with its benchmark institutions, and at the same time provide an educational opportunity for citizens of the Commonwealth, in which a graduate-level degree in linguistics is nowhere offered. Moreover, a graduate program in linguistics will address an educational need in the Southeast. Of the 140 linguistics programs offered in US higher education institutions, only 9 schools in the Southeast currently offer MA graduate degrees. MALTT graduates will be qualified for language-based careers in the high tech industries, the legal and health professions, government agencies and consultancies, as well as non-language based jobs that require analytical and robust habits of thought and performance.

The proposed MA in Linguistic Theory & Typology (MALTT) will build upon our existing theoretical expertise in syntax, morphology, phonetics, sociolinguistics and historical linguistics to create a program of study that in coverage, rigor and research-led instruction is unparalleled in the Commonwealth and arguably in the southeastern region of the United States. Linguistics as a discipline operates along separate but connected lines of inquiry, both theoretical and applied. Theoretical linguistics aims to increase our knowledge about language as a human characteristic and ability, focusing on the nature of language as a biological, physical, psychological, social and cultural phenomenon. Applied linguistics takes the nature of language as a given, utilizing theoretical knowledge for practical language-related purposes to benefit society. MALTT's role is to be firmly theoretical, giving students a solid grounding in the fundamental principles of linguistic science and preparing them for further doctoral study in the field or for a career in cognate disciplines and professions. Theoretical linguists ask the question: what is a possible language? The range of possibilities is wide but is also constrained in interesting ways. Languages in fact share many properties, and some properties are systematically shared amongst sets or types of languages. The domains of similarity among languages and the dimensions and degrees of their differences are the concern of Linguistic Typology, an area of research which has recently been energized by large collaborative projects, new research outlets and vast collections of digital and therefore searchable data. Language typologists have also had a central role in responding to the urgent need to document and revitalize the large proportion of the world's 6000 languages that are endangered and facing extinction. MALTT will combine the theoretical with the typological.

MALTT will be based in the same home as the foremost research program in morphology within the United States. Fundamental to the success of this research program is the use of formal and computational methods in the analysis of linguistic data. In the study of morphosyntax, students will benefit from a level of expertise and a level of rigor in morphosyntax that has few parallels at other American institutions. They will also learn the importance of computability in analyses of linguistic data, currently a desideratum of any serious theory of language, and fast becoming a standard expectation. MALTT will emphasize the computational method not just in its morphology and syntax courses, but because it has the faculty capability to do so, it will employ computational methods, models and tools throughout its curriculum. The benefit to students will be an appreciation of the importance of computing in linguistics and in the humanities and social sciences more generally, and a high level of computer literacy that will serve as a valuable qualification for a range of jobs. A second focus of MALTT will be on sociolinguistics, the sub-discipline of linguistics that models language variation and change based on sociocultural variables such as age, class, gender, region and ethnicity, and investigates the relationship between linguistic structures and forms of cultural expression. UK has a growing international reputation in sociolinguistics, including expertise in the emerging field of historical sociolinguistics. Of particular significance is UK's sociolinguistic focus on Kentucky, including Kentucky English dialectology, African-American English, and Appalachian English. We strongly believe that this expertise coupled with our location will attract students from all parts of the country who are interested in studying the rich linguistic diversity of our region of the country.

# NEW MASTERS DEGREE PROGRAM FORM

## Signature Routing Log

### General Information:

Program Name: MA in Linguistic Theory & Typology

Proposal Contact Person Name: Andrew Hippisley

Phone: 76989

Email: andrew.hippisley@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Linguistics Graduate Committee, Chair	03.10.2011	Andrew Hippisley / 76989 / andrew.hippisley@uky.edu	
		/ /	
A&S College Associate Dean	12/13/11	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council	3/9/12	Dr. Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>4</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.  
Rev 8/09

# REQUEST TO CLASSIFY PROPOSED PROGRAM

## **Section I (REQUIRED)**

1.	The proposed new degree program will be (please check one): <input type="checkbox"/> Undergraduate* <input checked="" type="checkbox"/> Masters* <input type="checkbox"/> Doctoral* <input type="checkbox"/> Professional*		
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?		
	YES <input checked="" type="checkbox"/>	Date of contact: 3.23.2011	
	NO <input type="checkbox"/>	(Contact the APAA prior to filling out the remainder of this form.)	
3.	Degree Title:	MA in Linguistic Theory & Typology	
4.	Major Title:	Linguistics	
5.	Option:		
6.	Primary College:	A & S	
7.	Primary Department:	English/Linguistics	
8.	CIP Code (supplied by APAA)	16.0102	
9.	Accrediting Agency (if applicable):		
10.	Who should be contacted for further information about the proposed new degree program:		
	Name: Andrew Hippisley	Email: andrew.hippisley@uky.edu	Phone: 7-6989
11.	Has the APAA determined that the proposed new degree program is outside UK's band?		
	<input type="checkbox"/> YES (Continue with the Section II* on a separate sheet.)		
	<input checked="" type="checkbox"/> NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)		

## **Section II (Attach separate pages.)**

I.	Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.
II.	Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.
III.	Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

\* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

# REQUEST TO CLASSIFY PROPOSED PROGRAM

Answers to the questions below are also required by Kentucky's Council on Postsecondary Education for proposed new programs outside of UK's band. Please visit their website (<http://cpe.ky.gov/planning/keyindicators/>) for more information about the questions.

## IV. Academic Program Approval Checklist

### 1. Are more Kentuckians prepared for postsecondary education?

#### A. Entrance requirements:

1. Test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.).
2. High school/college GPA.
3. Other required discipline knowledge unique to the proposed program.

#### B. Transfer requirements:

1. College transfer GPA.
2. Recommended/required preparatory courses (prerequisite courses).

#### C. Recruitment plans

1. Plans to ensure success of students coming from "feeder institutions" (either colleges or high schools).
2. Recruitment and marketing strategies to enroll a diverse student population.

### 2. Are more students enrolling?

#### A. Explain the demand for the program by providing the following information:

1. Anticipated number of students from other majors (including undeclared).
2. New students entering the programming (including transfers).

#### B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues.)

#### C. Contact the Associate Vice President for Employment Equity to obtain EEO plan and status information.

### 3. Are more students advancing through the system?

#### A. What is the anticipated time-to-graduation for full-time students entering the program?

#### B. Explain any cooperative or practicum experience required to complete the program.

#### C. Why do you desire to offer the program? (See 2A) Why is UK the right place to offer this program?

1. Include a list of other Kentucky institutions offering similar or related programs at this and other levels.

2. List courses from in-state institutions that will transfer into the program.

- a. 48 Hour General Education Transfer Component.
- b. 12 Hour Transfer Articulation Agreement.

## REQUEST TO CLASSIFY PROPOSED PROGRAM

3. List courses offered that will transfer into similar programs at other state institutions.

4. Provide information about completed, signed articulation agreements.

### D. Delivery

1. What plans are in place for delivering this program through the Kentucky Virtual University or other distance learning technologies? (Council on Postsecondary Education wants special attention given to KVVU courses.)

2. What courses can be offered in a non-traditional mode?

### E. Collaborative Efforts

1. Future proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.

2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

## 4. Are we preparing Kentuckians for life and work?

A. How does the program prepare Kentuckians for life and work?

B. What are the accreditation expectations for this program?

C. Are there licensure, certification or accreditation requirements for graduates of this program?

D. What are the projected degree completions?

## 5. Are Kentucky's people, communities and economy benefiting?

A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests).

B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

C. What other benefits to the Kentucky's community and economy will the program provide?

D. Explain specific benefits of the program.



## **Master of Arts in Linguistic Theory & Typology (MALTT)**

### *Executive summary*

*The College of Arts & Sciences at the University of Kentucky proposes to replace the Masters of Arts in Literature with Concentration in Linguistics with an MA that solely focuses on linguistics, so as to address an educational need in the Commonwealth of Kentucky and in the Southeast more broadly. A & S is well equipped to satisfy this need with an internationally recognized faculty who have an excellent track record in linguistics teaching and course design at the undergraduate level. Students in the proposed program will benefit from instruction by faculty with international reputations, and be positioned to enter a global, information-based marketplace that demands the skills that an MA in Linguistics provides. Career opportunities with a MALTT degree include the high tech industry, text-based consultancies in law and medicine, and jobs in government agencies such as the CIA. They will also be well equipped to enter the best doctoral programs in linguistics study in the US and abroad.*

### **1. Background**

Linguistics is the scientific study of language, a uniquely human capability whose systematic study sheds light on human behavior and thought. Linguistics crosses disciplinary boundaries, both informing and drawing on the fields of philosophy, computer science, anthropology, psychology, sociology, world languages and literature, among others. UK's College of Arts & Sciences currently offers a bachelor's level degree in linguistics through the College's interdisciplinary Linguistics Program, and there are presently over 70 linguistics majors. The aim of the major is to equip students with an understanding of the core components of language as a complex system and to elucidate the use of language in society. In pursuing this degree students develop intellectual habits that are conducive to success in the STEM disciplines and that provide skills for professions in law, information technology, speech pathology, education, government and other areas. The Linguistics Program at UK has research strengths in key subdisciplines including morphosyntax, sociolinguistics, historical linguistics and phonetics, as well as research collaborations with computer scientists and anthropologists.

On the strength of our bachelor's program and that of our highly research active faculty, the College of Arts & Sciences proposes to expand linguistics at UK to the graduate level, affording our students the opportunity to pursue advanced study in those areas of the field in which our faculty have established an international reputation. As a highly intellectual discipline, linguistics naturally positions itself at the graduate level. It is a discipline that many students come to having already developed strengths in related areas. UK is unusual in offering a linguistics degree at the undergraduate level, but not at

the graduate level. Of the 140 linguistics degree programs in the USA, only 28 stop at the bachelor's level; 43 provide training through the master's level and 69 offer the PhD in linguistics<sup>1</sup>. Having both a bachelor's and graduate program in linguistics will more closely align UK with its benchmark institutions<sup>2</sup>, and at the same time provide an educational opportunity for citizens of the Commonwealth, in which a graduate-level degree in linguistics is nowhere offered. Moreover, a graduate program in linguistics will address an educational need in the Southeast. Of the 140 linguistics programs offered in US higher education institutions, only 9 schools in the Southeast currently offer MA graduate degrees. These are:

*Benchmarks*

- University of Georgia
- University of Florida
- North Carolina State
- University of North Carolina, Chapel Hill
- University of Virginia

*Other*

- East Carolina (Greenville, NC)
- Florida Atlantic
- Florida International
- University of South Carolina

The need to remedy this relative dearth of graduate linguistics programs in the Southeast is heightened by the fact that many students from this region wish to remain in this region to pursue graduate studies. A revised MA at UK that focuses explicitly on linguistics is well positioned to serve a real educational need.

## **2 Purpose**

The Department of English at UK currently houses an MA in Literature with Concentration on Linguistics. This degree is literature heavy and as a result has had problems in recruitment since linguistically oriented students tend to be less engaged in the literature coursework and more interested in developing a solid and refined knowledge of theoretical linguistics. The proposed MA in Linguistic Theory & Typology, conceived of as an interdisciplinary program, meets this need and will build upon our existing theoretical expertise in syntax, morphology, phonetics, sociolinguistics and historical linguistics to create a program of study that in coverage, rigor and research-led instruction is unparalleled in the Commonwealth and arguably in the southeastern region of the United States. Linguistics as a discipline operates along separate but

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<sup>1</sup> Susan White, Rachel Ivie and Roman Czuko. *The 2007-08 Humanities Departmental Survey*. page 61. Statistical Research Center, American Institute of Physics.

<sup>2</sup> Currently 16 of UK's 19 benchmark institutions offer a PhD in linguistics. The exceptions are the University of Virginia (which offers an MA in linguistics), Pennsylvania State with a BA and PhD minor, and Texas A & M with an undergraduate minor and a graduate concentration in linguistics within English.

connected lines of inquiry, both theoretical and applied. **Theoretical linguistics** aims to increase our knowledge about language as a human characteristic and ability, focusing on the nature of language as a biological, physical, psychological, social and cultural phenomenon. Applied linguistics takes the nature of language as a given, utilizing theoretical knowledge for practical language-related purposes to benefit society. MALTT's role is to be firmly theoretical, giving students a solid grounding in the fundamental principles of linguistic science and preparing them for further doctoral study in the field or for a career in cognate disciplines and professions. Theoretical linguists ask the question: what is a possible language? The range of possibilities is wide but is also constrained in interesting ways. Languages in fact share many properties, and some properties are systematically shared amongst sets or types of languages. The domains of similarity among languages and the dimensions and degrees of their differences are the concern of **Linguistic Typology**, an area of research which has recently been energized by large collaborative projects, new research outlets and vast collections of digital and therefore searchable data. Language typologists have also had a central role in responding to the urgent need to document and revitalize the large proportion of the world's 6000 languages that are endangered and facing extinction. MALTT will combine the theoretical with the typological.

MALTT will be based in the same home as the foremost research program in morphology within the United States (as stated in the most recent linguistics program self-study review), the College of Arts & Sciences' interdisciplinary Linguistics Program. Fundamental to the success of this research program is the use of formal and computational methods in the analysis of linguistic data. In the study of morphosyntax, students will benefit from a level of expertise and a level of rigor in morphosyntax that has few parallels at other American institutions. They will also learn the importance of *computability* in analyses of linguistic data, currently a desideratum of any serious theory of language, and fast becoming a standard expectation. MALTT will emphasize the computational method not just in its morphology and syntax courses, but because it has the faculty capability to do so, it will employ computational methods, models and tools throughout its curriculum. The benefit to students will be an appreciation of the importance of computing in linguistics and in the humanities and social sciences more generally, and a high level of computer literacy that will serve as a valuable qualification for a range of jobs in addition to those a more generic MA in Linguistics provides. These include speech and language processing, machine-based lexicography, natural language understanding, machine translation, computer aided translation, and globalization/internationalization of commercial products including software.

A second focus of MALTT will be on sociolinguistics, the sub-discipline of linguistics that models language variation and change based on sociocultural variables such as age, class, gender, region and ethnicity, and investigates the relationship between linguistic structures and forms of cultural expression. UK has a growing international reputation in sociolinguistics, including expertise in the emerging field of historical sociolinguistics. Of particular significance is UK's sociolinguistic focus on Kentucky, including Kentucky English dialectology, African-American English, and Appalachian English. We strongly believe that this expertise coupled with our location will attract students from all parts of

the country who are interested in studying the rich linguistic diversity of our region of the country. This focus will furnish students with important qualifications for jobs in for example Healthcare Communication (analysis of doctor/patient communication, health writing, discourse of medicine, narratives of illness and identity, language of agency and responsibility, etc.), Business (use of language in marketing, branding and advertising), and Legal professions (profiling of suspects in criminal investigations by forensic analysis of language use in criminal investigations, legal consulting in the analysis of contracts, written texts, and recorded interactions).

While MALTT will emphasize particular subdisciplines within the field of linguistics based on the research specializations of the faculty, all other major subfields of linguistics are covered by the curriculum that we propose below.

### **3 Curriculum overview**

The curriculum contains courses covering the full range of aspects of linguistics theory and typology. These are divided into *core*, *focal* and other courses.

#### *3.1 Core courses*

Students will gain a full understanding of language as a system of interfacing components by taking core courses, each dealing with a particular component. Phonetics will be considered core for the sociolinguistics track, and morphology for the morphosyntax track, discussed in section 3.2.

- phonetics (advised for sociolinguistics track)
- phonology
- morphology (advised for morphosyntax track)
- syntax

How far a student progresses in each of these core areas depends on the extent of her prior training and on her specific areas of interest. Courses in the four core areas will be supplemented with intermediate and advanced courses in important related areas. These will, for example, include courses on historical linguistics, the subdiscipline devoted to investigating and explaining the processes by which a language's phonetics, phonology, morphology and syntax change over time.

#### *3.2 Focal courses*

Morphosyntax and sociolinguistics, as focal areas in MALTT, inform the curriculum as follows:

##### *Morphosyntax*

- core courses: Morphology (LIN 505), Syntax (LIN 512), Phonology (LIN 515)

- Grammatical Typology (LIN 516)
- Computational Linguistics, with emphasis on morphosyntax (LIN 511)
- Additional courses as instantiations of the Advanced Topics in Linguistics subtitle course (LIN 617), for example a course on Constraint-based Lexicalist Grammars

### *Sociolinguistics*

- core courses: Phonetics (LIN 500), Phonology (LIN 515), Syntax (LIN 512)
- Sociolinguistics (LIN 506)
- Linguistic Anthropology (LIN 507)
- Discourse Analysis (LIN 508)
- Additional courses as instantiations of the Advanced Topics in Linguistics subtitle course (LIN 617), for example Quantitative & Qualitative Methods in Sociolinguistics

### *3.3 Other course requirements*

In addition to courses in the core areas, students will be required in the fall semester of their first year to take a research methods course (LIN 601) designed to equip them with methods for gathering, analyzing, and modeling linguistic data. These include statistical, computational, and experimental techniques as well as valuable guidelines for work with human subjects and IRB protocols, all transferable skills for further study and all valuable on the job market. In the fall semester of their second year, students will be required to take a research seminar in linguistic theory and typology (LIN 701). The broad aim of this requirement is for students to conceive of and produce early drafts of their thesis, as well as undergo discipline-specific training, such as identifying appropriate outlets for research dissemination, writing and submitting abstracts, creating draft research grant proposals, and giving public presentations of their research. Students will also be exposed to the array of career opportunities that a MALTT degree offers, and representatives from industry will be invited to give seminars and information sessions.

### *3.4 The MALTT courses and degree requirements*

Table 1 lists all the courses offered under MALTT. Some of these are newly approved, here marked with \*. Others are 500 level courses that serve the undergraduate degree program, and are hence already in use. The number in parentheses after each course title indicate the number of credit hours of the course.

TABLE 1: MALTT COURSES

500 Phonetics (3)
505 Linguistic Morphology (3)
506 Sociolinguistics (3)
507 Linguistic Anthropology (3)
508 Discourse Analysis (3)
509 Semantics and Pragmatics (3)
511 Computational Linguistics (3)
512 Analysis of English Syntax (3)
515 Phonological Analysis (3)
516 Grammatical Typology (3)
519 Historical Linguistics (3)
601 Research Methods in Linguistics* (3)
617 Advanced Topics in Linguistics: [Subtitle], multiple iterations (3)
701 Research Seminar in Linguistic Theory & Typology* (3)
748 Master's Thesis Research* (0)

Table 2 shows one possible path of progress to completion of the MA in Linguistic Theory & Typology for a student on the *morphosyntax* track and a student on the *sociolinguistics* track. Courses that fulfill the degree requirements are given in bold. Total credits must add up to 30 hours for completion of degree. In addition students must write a thesis and defend it in an oral exam. The 30 credits must be distributed as follows:

- (1) At least 15 credits must be taken at the 600 or 700 level
- (2) 9 credits must come from the core disciplines (phonetics, phonology, morphology, syntax)
- (3) 6 credits must come from the research method (fall semester, first year) and research seminar (fall semester, second year) courses

TABLE 2: SAMPLE PROGRESSION THROUGH DEGREE; [ ] denotes variable subtitle

YEAR 1 (morphosyntax track)	
<i>Semester 1</i>	<i>Semester 2</i>
<b>LIN 512 Syntax</b>	<b>LIN 505 Morphology</b>
<b>LIN 515 Phonology</b>	LIN 516 Grammatical Typology
<b>LIN 601 Research Methods</b>	LIN 617: advanced linguistics [ ]
YEAR 2 (morphosyntax track)	
<i>Semester 1</i>	<i>Semester 2</i>
LIN 617: advanced linguistics [ ]	LIN 617: advanced linguistics [ ]
LIN 511 Computational Linguistics	LIN 748 Thesis writing
<b>LIN 701 Research Seminar</b>	

  

YEAR 1 (sociolinguistics track)	
<i>Semester 1</i>	<i>Semester 2</i>
<b>LIN 512 Syntax</b>	<b>LIN 500 Phonetics</b>
<b>LIN 515 Phonology</b>	LIN 506 Sociolinguistics
<b>LIN 601 Research Methods</b>	LIN 617 advanced linguistics [ ]
YEAR 2 (sociolinguistics track)	
<i>Semester 1</i>	<i>Semester 2</i>
LIN 617: advanced linguistics	LIN 617: advanced linguistics
LIN 507: Linguistic Anthropology	LIN 748 Thesis writing
<b>LIN 701 Research Seminar</b>	

#### 4 Thesis component

The thesis component of the MALTT degree consists of a written research project (hereafter simply ‘thesis’) and an oral examination. Both are required for successful completion of the MALTT degree. The thesis should ordinarily not exceed sixty pages. The thesis must be approved by a committee of three faculty members chosen by the student and approved by the Director of Graduate Studies. The thesis director is chair of the committee; the other members act in an advisory capacity and read the thesis before it is finally accepted. For specific instructions regarding the format of the thesis, the student will be advised to obtain a copy of "Instructions for the Preparation of Theses and Dissertations <<http://www.rgs.uky.edu/gs/thedissprep.html>>" from the Graduate School.

The 90-minute oral examination is based on the thesis and five texts (books or articles) that relate to the thesis. The student will construct the list of five texts in consultation with the Master's committee and will submit it to all committee members in its final form at least one month before the examination. The examination will not be scheduled until the Master's committee and the Director of Graduate Studies have agreed that the list of

five texts is appropriate and that the thesis is ready to be defended. After a successful oral examination, the student must submit two final typed copies of the thesis to the Graduate School by the last day of the semester in which the student plans to graduate.

## **5 Student learning outcomes**

The following five student learning outcomes are based on the knowledge and transferable skills that a student graduating from MALTT is expected to possess. Students are expected to be able to:

1. Demonstrate a sophisticated understanding of language as a complex system comprising phonetic, phonological, morphological, and syntacticosemantic components that interface with one another and inform other aspects of linguistics; this understanding comprises knowledge of both the theoretical and typological significance of these components.
2. Demonstrate a practical knowledge of appropriate methods for framing and investigating linguistic problems, including statistical, computational, experimental and field methods.
- 3a [Morphosyntactic track] Demonstrate a sophisticated understanding of morphosyntactic phenomena and be able to evaluate current frameworks for explaining these phenomena, write theories in one or several of such frameworks, and explore the typological implications of these theories
- 3b [Sociolinguistic track] Demonstrate a sophisticated understanding of the dimensions of sociolinguistic variation, of the social and linguistic factors that engender it, and of the methods of measuring it and assessing its significance for language users.
4. Demonstrate the ability to pose a research question and address it through coherent, fluent and accessible argumentation.
5. Demonstrate professionalism in the field through awareness of research sources and outlets for dissemination, best practice in presentation of results, and ethics in conducting linguistic research.

Students who have acquired these outcomes will have attained an important set of transferable skills that will equip them for careers requiring expertise in natural language analysis and interpretation, for example the computer industry, health and legal professions, and government agencies such as the FBI, the CIA, the TSA and the NSA. These skills are also highly valued by non-language related professions, for example the global management consulting firm Gap International regularly recruits linguistics since they are carriers of skills especially suited for management consultancy.



The courses in MALTT will *introduce*, *reinforce* and *emphasize* one or more of the 5 student learning outcomes listed above. Learning outcomes map onto the courses in the curriculum as represented in the curriculum map in Table 3.

TABLE 3 : MALTT CURRICULUM MAP  
I = introduce, R = reinforce, E = emphasize

Course	SLO 1	SLO 2	SLO 3a [Morphosyntactic focus]	SLO 3b [Sociolinguistic focus]	SLO 4	SLO 5
Lin 500	E	R	I	I	—	—
Lin 505	E	R	I	—	—	—
Lin 506	R	R	—	I	—	—
Lin 507	-	R	—	I	—	—
Lin 508	-	R	—	I	—	—
Lin 509	E	R	I	—	—	—
Lin 511	R	E	R	—	—	—
Lin 512	E	R	I	—	—	—
Lin 515	E	R	R	R	—	—
Lin 516	E	R	E	—	—	—
Lin 519	R	R	—	I	—	—
Lin 601	R	E	R	R	I	I
Lin 617	VARIES ACCORDING TO SUBTITLE					
Lin 701	R	R	R	R	E	R

## 6 Resources

We believe that we have qualified faculty to resource the proposed program. All faculty teaching on MALTT have PhDs in the CIP-defined discipline of theoretical linguistics, and all have a research record in the areas in which they are teaching. Table 4 shows the mapping of courses to faculty who are qualified *and* can commit to teaching on MALTT on a regular basis.

TABLE 4: FACULTY RESOURCE RATIONALE

<i>LIN Course(s)</i>	<i>Qualified faculty who can commit to teaching on MALTT</i>
500	Bao
505	Hippisley, Stump
506	Barrett, Lauersdorf
507	Barrett
508	Barrett
509	Rouhier, Stump
511	Hippisley
512	Hippisley, Stump
515	Bao, Barrett, Hippisley, Lauersdorf, Stump
516	Hippisley, Stump
519	Hippisley, Lauersdorf, Stump
601	Bao, Barrett, Lauersdorf, Hippisley, Rouhier, Stump
617	Bao, Barrett, Hippisley, Lauersdorf, Stump
701	Bao, Barrett, Hippisley, Lauersdorf, Stump

Most of the courses already run in a regular fashion (all 500 level courses are already taught as part of the undergraduate BA program, so are delivered on a regular basis). The 601, 617 and 701 courses are shared out amongst those faculty with background and engagement in theoretical linguistics. Resourcing the 617 course will depend on what subtitle is being used, e.g. ‘Acoustic Phonetics’, Bao; ‘Constraint-based Lexicalist Grammars’, Hippisley / Stump. We plan to use 617 courses as part of the requirement of a new honors track in the Linguistics BA program, such that MALTT has the positive side effect of enhancing our undergraduate program, and the 617 courses serve a double purpose. We are confident that the credentials of our faculty together with the flexibility of the 617 subtitle course make the delivery of the curriculum courses feasible. Table 5 is a three year sample of course offerings, and the faculty who would normally be expected to teach them.

TABLE 5: SAMPLE 3 YEAR SCHEDULE WITH DESIGNATED FACULTY

AH = Hippisley, GS = Stump, JR = Rouhier, MB = Bao, ML = Lauersdorf, RB = Barrett

Note: Maximum load is three courses p.a.; the 4 core courses ideally taught every year

	Y 1	
<i>Fall</i>		<i>Spring</i>
512 Syntax AH		500 Phonetics, MB
515 Phonology <i>TBD</i>		505 Morphology GS
509 Semantics & Pragmatics JR		506 Sociolinguistics RB
601 Research Methods, ML		516 Grammatical Typology GS
617 [Advanced Sociolinguistics], RB		617 [Advanced Morphosyntax], AH
617 [Advanced Morphosyntax] GS		
701 Research Seminar AH		617 [Advanced Sociolinguistics], ML
	Y2	
512 Syntax AH		500 Phonetics, MB
515 Phonology <i>TBD</i>		505 Morphology GS
507 Linguistic Anthropology RB		506 Sociolinguistics ML
511 Computational linguistics AH		519 Historical Linguistics ML
617 [Advanced Sociolinguistics] RB		617 [Advanced Morphosyntax] AH
617 [Advanced Morphosyntax] GS		617 [Advanced Sociolinguistics] RB
601 Research Methods MB		
701 Research Seminar GS		
	Y 3	
512 Syntax AH		500 Phonetics, MB
515 Phonology <i>TBD</i>		505 Morphology GS
508 Discourse Analysis RB		516 Grammatical Typology AH
509 Semantics & Pragmatics GS		506 Sociolinguistics RB
601 Research Methods, JR		617 [Advanced Morphosyntax], AH
617 [Advanced Sociolinguistics], RB		617 [Advanced Sociolinguistics], ML
617 [Advanced Morphosyntax] GS		
701 Research Seminar ML		

## 7 Administration

We envisage that Fall 2012 will see our first cohort of MALTT students. At this point admission to the MA in English with a concentration in Linguistics will cease. In the early stages of the program, the Director of Linguistics will act as *de facto* Director of Graduate Studies (DGS). As the program grows, we may wish to separate out these two roles. The MALTT steering committee will be made up of faculty teaching MALTT 600 and 700 level courses. The steering committee's responsibilities will include (1) regular program evaluation and development, (2) outreach, (3) student support, and (4) TA support and administration.

## 8 Admissions & Student Funding

MALTT has the capacity to accept students with *and* without a bachelor's degree in linguistics since it offers intermediate (500 level) and advanced courses (600 level). Students with a bachelor's in linguistics may enter into advanced courses directly. The guidelines from the Graduate School are a grade point average of 2.75 for undergraduates, and a 3.00 for transferring graduates. MALTT will require a GPA of at least 3.3 (B+) overall for any student entering the program, including those without a bachelor's in linguistics. International students will be encouraged to apply and will be handled on a case by case basis with advice from the Office of International Affairs. All admissions will be handled by an admissions committee made up of a sub-set of members of the MALTT steering committee.

We are also proposing incorporating MALTT into a special University Scholars Program in Linguistics (see 2011-12 Undergraduate Bulletin, page 58). Students enrolled in this special program will be able to use the four 500 level undergraduate major required courses in phonetics, phonology, morphology and syntax (=12 credits) towards the 30 hours required by MALTT. These four courses constitute a superset of the core course requirements in the MALTT degree. In compliance with the MALTT requirements, students in the special program will be required to take 15 credits of 600 level or above courses. The result we aim for us is a student who does our undergraduate major completing our masters degree requirements in one additional year.

The proposed program is not resource hungry. To attract students we would like to be able to offer TAships and we have been careful to identify existing resources to fund these. Specifically, the WRDM program has secured a number of lines to handle the heavy university demand for writing. In consultation with the director of WRDM, Dr Mountford, **five** of these lines can be identified as TAships for MALTT students. This move makes financial sense since no new money will be required from A & S; it makes logistic sense since many of these lines are currently unfilled; and it also makes educational sense since linguistics graduates have the background and motivation required for teaching writing. Linguistics TAships in WRDM will also serve a professional purpose by bringing together at an institutional level two programs with strong synergistic potential. **Two** added TAships will come from English. The target enrollment is 8-10 students for the first year, then expanding from that figure in subsequent years.

## 9 Orientation

Orientation will take place the week before classes begin in the fall semester. Students will meet the participating faculty, and be given an overview of policies and procedures of the Linguistics Program, and relevant policies and procedures of UK. If they have not already done so, students will be given a tour of the campus, including the libraries and A&S IT services. Each student will have a one on one meeting with the DGS to determine their courses for the Fall semester. TA training will be made available to

prospective TAs (typically second year students) before the start of the semester, and will include the orientation week run by Morris Grubbs (Assistant Dean of the Graduate School).

## **10 Advising**

First-semester students are advised by the DGS, and the DGS serves as the general advisor to all students on academic questions and on departmental and Graduate School procedures and rules. The DGS must approve programs of study and choices of fields. He or she may also make exceptions to the various rules and procedures established by the program, and he or she should be consulted if a student wishes to inquire about special arrangements.

Students who have not selected a faculty advisor upon entering the program should do so during their first year of study. (The DGS may assign a student a temporary advisor.) The student should consult with the advisor about choice of courses, seminar research projects, and determining an MA thesis topic.

## **11 Recruitment strategy**

A logical first step is to reach out to our current undergraduate Linguistics majors as well as majors in related programs at UK, many of whom over the years have expressed an interest in remaining at UK to pursue graduate studies in linguistics. We will do this primarily through advertising the University Scholars Program in Linguistics, discussed in section 8. Another step is to reach out to institutions in the Southeast, both to those where an MA in Linguistics does not exist, and to those where the MA is non-theoretical. Targeted departments would be sent promotional materials for distribution, and certain of these programs would be visited by our faculty.

The MALTT faculty have accrued a large network of connections ranging over US, European and Asian institutions. We will exploit this network to promote the new MALTT degree. We hope that these links will eventually lead to articulation agreements with key institutions such as Edinburgh University, University College London, Manchester University, University of Essex, Paris Sorbonne and Leipzig University whereby the two year degree may be completed in one year, and will equip European students to pursue the PhD in morphosyntax and typology, topics of strong interest in European linguistics. We will also use professional mailing lists such as the *Linguist List* and *Association for Linguistic Typology List* to advertise the program, as well as educational media both at home and abroad. The marketing resources available to us at the College level will also play a significant role in our recruitment strategy, including supplying us with dates of existing recruitment fairs, and advice about setting up a linguistics fair.



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November 28, 2011

Dear Educational Policy Committee,

First, let me say how much I look forward to joining your ranks in January, once my position as Interim Chair has been gratefully ceded to Professor Jeffory Clymer. I now write to express the English Department's wholehearted, even fervent, support for two proposed graduate degrees before you, the MA in Linguistics and the Master of Fine Arts in Creative Writing. I include endorsements from our DGS, Professor Virginia Blum, and our DUS, Associate Professor Matthew Giancarlo.

I'll begin with the MFA. As you cannot help but have heard by now, University of Kentucky Provost's Distinguished Service Chair Professor Nikky Finney just won the National Book Award for Poetry for her recent collection, *Head Off and Split*. She also gave the acceptance speech of a lifetime (presenter John Lithgow called it the best he'd ever heard; it's since gone viral on YouTube). Both her book and her speech bring her, and UK Creative Writing, to the attention of an ever wider and more appreciative audience. Meanwhile, Professor Frank X Walker, the premier voice of Affrilachian poetry, commands similarly wide-ranging attention as he leads an artistic movement whose political significance is matched only by its aesthetic power. As if that weren't enough, our Creative Writing Program is also home to two former Kentucky Poet Laureates, Professors Gurney Norman and Jane Vance. Professor Julia Johnson, our most recent hire, who chairs the MFA Planning Committee, comes to us having directed both an MFA Program and a Ph.D. program at her previous institution. Her wealth of experience is matched by her expert judgment, superb communication skills, and a deep commitment to making this graduate program among the finest in the country. She also happens to be a superb poet. Affiliated faculty such as Professors Vershawn Young and Randall Roorda, both highly regarded in the field of creative nonfiction, help round out this stellar cast, as do widely published and highly reputed lecturers Erik Reece, Tom Marksbury, and Cheryl Cardiff.

With a creative writing profile unmatched by any other university in the south and few in the country, one might well ask why UK has not had an MFA Program before this. My conversations with Dean Kornbluh suggest that he too wishes to capitalize on this extraordinary moment in a treasured and yet often underserved facet of Arts and Sciences. I cannot emphasize enough that to many people outside the university, its creative writing faculty equates with its reputation as a whole. Professor Finney and Provost Subbaswamy are among those to have stated publicly that her award calls attention to the fact that we at UK stand justly accused of valuing athletes over scholars. Without condescending to either, I can say that creative writers are the athletes

of our intellectual community in the wide-ranging appeal they exert among the national community at large.

Given the existing fame of our creative writing faculty and the energy and skill of the MFA Program director, a UK MFA in Creative Writing will attract a strong contingent of talented students who can both benefit from our English department and enrich the undergraduate and graduate education it can provide. As colleagues to our literature and linguistics-based graduate scholars, these fledgling poets, novelists, short story writers and purveyors of creative nonfiction will enliven the mix and help break down increasingly outdated barriers between the disciplines. With all three groups enrolling in many of the same classes, I can imagine our graduate seminars becoming ever more exciting locales for intellectual exploration and career preparation. At the same time, MFA graduate students will be teaching undergraduate creative writing seminars, thereby sharing their talents with majors and attracting undeclared students to the major. Creative writing classes are popular among undergraduates nationwide, which suggests the presence of this talented new contingent will help increase our number of majors by enriching our curriculum.

The MA in Linguistics offers a distinct but equally valuable set of advantages to our existing department and the university as a whole. As you know, the linguistics major is interdisciplinary, and its graduate program would further that trajectory. As such, it would contribute to a facet of academic inquiry that is no longer so much cutting edge as absolutely essential to any scholar worth her salt. For this reason among others, an MA in linguistics would attract a new cohort of A&S graduate school applicants while allowing existing graduate students within the English department to further develop their knowledge and profile. These graduate students, in turn, would introduce undergraduates to the power of linguistic inquiry, thereby enhancing a major whose numbers are already quite impressive and who take the majority of their classes within the English Department. Again, we happen to be blessed with extraordinary riches in our current faculty (endowed chair Greg Stump, Chairperson Andrew Hippisley, recently tenured professor Rusty Barrett -- with a book out any day from Oxford UP among other accomplishments -- and two lecturers whose profiles are indistinguishable from those of tenure-bound assistant professors). At a relatively modest cost to the college, this is an MA whose time has come.

Thank you for soliciting my views on how these graduate programs would enhance the English Department. What follows are comments from our DGS and DUS.

*Virginia Blum, Director of Graduate Studies:*

As the DGS, I am very enthusiastic about an MFA in Creative Writing and an MA in Linguistics. Because the English department has a number of nationally prominent creative writers, the DGS is often queried about an MFA by prospective graduate students. It's clear that this would be a highly popular degree and likely to achieve national recognition in the near future. As for an MA in Linguistics, English already has in place a linguistics "track" at the MA level. Because the English department houses internationally prominent linguists, some MA and PhD candidates specifically choose the University of Kentucky in order to combine their literary scholarship with their interest in linguistics. Indeed, two of our current most promising PhD candidates have worked closely with the English department's linguists and have included them on their advisory committees as they pursue highly original interdisciplinary projects. In my opinion, an MA in linguistics would further consolidate such ties between literature and linguistics.

*Matthew Giancarlo, Director of Undergraduate Studies*

Speaking from the DUS's position, my expectation is that both of the proposed Masters' programs will have very positive effects on undergraduate education. These benefits will be directly related to the UG curriculum. We are introducing two new courses related to Creative Writing and Linguistics as important parts of our curriculum reform. ENG 107 will be a large UK Core class offering credit for Arts & Creativity. Having an MFA program at UK will provide a high-quality pool of graduate instructors who can be teaching assistants for this course. Similarly we hope to introduce a new gateway course for the English major at the 200-level, tentatively titled "Introduction to the English Language." This will be taught by faculty and graduate students. Having M.A. students in Linguistics will also provide a pool of qualified graduate instructors for this course. So adding these specific Masters programs will be coordinated with our future teaching needs, and it will improve our teaching quality. This, in turn, will improve our chances of attracting and retaining majors. I would also hope that by providing these Masters' opportunities we might be able to attract and retain some of our best undergraduate students for further work at UK. That would be a real benefit for our students as well.

Please let me know if I can be of any further help. In case you need to reach me when I am away from email, my cell is (434) 466-1331.

All best,

Marion

Marion Rust  
Interim Chair



Yes, I approve this CIP.

Jeannine Blackwell  
Dean of the Graduate School  
Associate Provost for Academic Administration  
University of Kentucky  
102 Gillis Building  
Lexington, KY 40506-0033  
[blackwell@uky.edu](mailto:blackwell@uky.edu)

-----Original Message-----

From: Hippisley, Andrew R  
Sent: Tuesday, March 22, 2011 4:29 PM  
To: Blackwell, Jeannine  
Cc: Nikou, Roshan  
Subject: New degree in linguistics

Dear Professor Blackwell,

I am writing to request classification of a new MA degree in linguistics to run out of the College of Arts & Sciences, 'MA in Linguistics Theory & Typology'. I would like to ask for your approval to have designated to the new program CIP 16.0102

\*

Title: Linguistics.

Definition: A program that focuses on language, language development, and relationships among languages and language groups from a humanistic and/or scientific perspective. Includes instruction in subjects such as psycholinguistics, behavioral linguistics, language acquisition, sociolinguistics, mathematical and computational linguistics, grammatical theory and theoretical linguistics, philosophical linguistics, philology and historical linguistics, comparative linguistics, phonetics, phonemics, dialectology, semantics, functional grammar and linguistics, language typology, lexicography, morphology and syntax, orthography, stylistics, structuralism, rhetoric, and applications to artificial intelligence.

The executive summary of the proposal follows, and I would be happy to send you the fuller rationale.

\*\*\*\*\*

Master of Arts in Linguistic Theory & Typology (MALTT)  
Executive summary

The College of Arts & Sciences at the University of Kentucky proposes a new masters degree in linguistic theory and typology to address an educational need in the Commonwealth of Kentucky and in the Southeast more broadly. A & S is well equipped to satisfy this need with an internationally recognized faculty who have an excellent track record in linguistics teaching and course design at the undergraduate level. Students in the proposed program will benefit from instruction by faculty with international reputations, and be positioned to enter a global,

information based market place that demands the skills that an MA in Linguistics provides. They will also be well equipped to enter the best doctoral programs in linguistics study in the US and abroad.

\*\*\*\*\*

Regards,  
Andrew Hippisley

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March 1, 2012

Hollie Swanson  
University Senate  
203 Main Building  
Lexington, KY 40506-0032

Dear Dr. Swanson:

I am pleased to indicate my **approval of the Linguistics Masters Program proposal**. The enclosed proposal has been carefully vetted by the College's Educational Policy Committee in close consultation with the Dean's Office. It is the result of broad reflection and much discussion. The College has sufficient resources in place to fully support the proposed program, and is, moreover, committed to fostering their growth over time. These are well-established degrees at our benchmark institutions, and their establishment at UK would be a worthy achievement.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Lawrence Kornbluh". The signature is written in a cursive style and is positioned to the right of the word "Sincerely,".

Mark Lawrence Kornbluh  
Dean

MLK:aml

cc: Anna Bosch, Associate Dean for Undergraduate Programs  
Mike Bardo, Acting Associate Dean for Research and Graduate Programs  
Ted Schatzki, Associate Dean for Faculty  
Jeffery Clymer, Chairperson, Department of English