

Proposal for a BA in Linguistics

Department of Linguistics and Cognitive Science

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1 Description

The Department of Linguistics and Cognitive Science is proposing to implement a new major, a BA in Linguistics. The Department currently offers a PhD in Linguistics, an MA in Linguistics and Cognitive Science, and a BS in Cognitive Science. There is an undergraduate minor in Linguistics, but no major. The current proposal intends to fill this gap by creating a BA in Linguistics. This new major will streamline the degree offerings of the Department by complementing the higher degrees with a dedicated undergraduate degree in the field of Linguistics. Moreover, it is currently possible to study Linguistics by majoring in Cognitive Science with a concentration in language, but few students pursue this option, for two reasons: first, they cannot find the option, buried as it is in Cognitive Science; and second, the BS in Cognitive Science has numerous requirements that, while appropriate for Cognitive Science, are not appealing to many who come to Linguistics from a more humanities-oriented background. The proposed BA would be easy for students to find, and it would not have the more numerous requirements of the BS in Cognitive Science, making it more appealing to students interested in language but not necessarily in the broader topics of Cognitive Science, or those who want a smaller proportion of their credit hours to be within their major. Moreover, as will be emphasized below, implementing this new major will require no new resources or courses. All of the necessary courses are currently offered on a regular basis to meet the needs of the Department's other degree programs. The proposed BA will therefore make better use of existing resources, bringing in more students to courses and programs that already exist.

The proposed BA in Linguistics is intended to provide students with a solid foundation in the scientific study of language. Because Linguistics is rarely taught in high school, the course of study begins with Introduction to Linguistics. Students are then required to take introductory courses in the primary subfields of phonology (the study of speech sounds and sound patterns), syntax (the ways words and other units of language are put together to form phrases and sentences), and semantics (how meaning is computed). In addition to a required senior seminar, they would choose five electives to match their interests. There are currently more than twenty elective courses for students to choose from.

Students graduating with a BA in Linguistics would have a solid understanding of language and scientific approaches to its study. They will understand the complexities of language, the diversity of human languages across the globe, social and political aspects of language, and current theories of language as a cognitive faculty. Depending on their interests, they can also study the subfields of phonology, phonetics, syntax, semantics, or language and its social aspects, language and the law, typology and documentation, language acquisition, the psychology of language, and second language teaching.

Most fields directly related to Linguistics require advanced degrees of study. Graduates of the UD program would be prepared to enter graduate school in Linguistics or in a related field. Many students who complete an undergraduate degree in Linguistics go on to law school or to earn other professional degrees. Students interested in documenting understudied languages would have the skills to begin such a documentation project, although they may find it necessary to complete further studies in Linguistics (typical is an MA; it will be possible to complete the MA with an additional year of study in a 4+1 program, as described below).

The BA program is designed in such a way as to make it easy for students to double major. We expect a significant number of students to come to Linguistics from other fields like English, Foreign Languages, Education, Area Studies, Anthropology, Philosophy, and Psychology. Completing a double major in Linguistics and one of

these other fields will provide students with an especially strong background to undertake further study either in Linguistics or in one of these other fields. Research is becoming increasingly interdisciplinary, with advances in knowledge coming from combining methods from different disciplines, and students who can combine Linguistics with another field of study will be especially well-placed to contribute to scientific advancement.

The program of study is primarily course-based, and so assessment of students will take place in the context of courses. Some courses will require final projects or papers, and these will serve as a basis for evaluation and assessment. In addition, the Senior Seminar will serve as a capstone course where students must complete a final project and present their work, and this course will figure prominently in assessment and evaluation. The success of the program will also be measured by the success of the graduates in gaining entry into graduate and professional schools, as well as job placement. See the specific assessment plan below.

2 Rationale and Demand

The Department of Linguistics and Cognitive Science currently offers only a BS in Cognitive Science at the undergraduate level and a minor in Linguistics. There is no major in Linguistics. Students majoring in Cognitive Science typically specialize in one of several available tracks, including two that focus on language. The proposed BA in Linguistics would focus exclusively on language, and not have the much more involved requirements of the BS in Cognitive Science, which requires at least 43 credit hours within the major. The proposed BA will require only 30 credit hours, so it will be more appealing to students who want a broader education, with less emphasis on the major. Additionally, the major can be implemented without the need for any new courses or resources. All of the courses are currently being offered on a regular basis to meet the needs of the minor in Linguistics and the BS in Cognitive Science. The proposed BA can be implemented immediately, attracting students who are interested in language and Linguistics but do not want to have to fulfill all of the stringent requirements of the BS in Cognitive Science.

2.1 Institutional Factors

Linguistics is the scientific study of what is arguably mankind's most complicated and important ability, language. Understanding how language works is therefore one of the major goals of the humanities. Language is also implicated in everything else that humans engage in, and so Linguistics interfaces with just about every discipline of study at the University: psychology, sociology, anthropology, literature, art, education, history, computer science, philosophy, legal studies, and multicultural and global studies, to name just a few. In addition, because language is so central to human cognition, Linguistics has been one of the cornerstones of the interdisciplinary study of Cognitive Science since its emergence over the last 50–60 years. There are also numerous applications of Linguistics, including the teaching of foreign languages; the treatment of language pathologies; and numerous computer applications, including speech recognition, data mining, text parsing, and so on.

Additionally, the teaching of Linguistics meets all of the teaching goals of the University. Students are taught to investigate language scientifically, and so learn how to apply the scientific method, how to think critically, how to evaluate evidence, and how to present and evaluate arguments. They must present evidence and arguments both orally and in writing. Lay people often think that they know a lot about language, and so there are numerous misconceptions about language. Students studying Linguistics become critical thinkers and questioners, skills that will serve them well in life whether they continue in academic study or enter the workforce in any domain.

The Department of Linguistics and Cognitive Science (formerly the Department of Linguistics) has considered implementing a major in Linguistics at various times in the past. For the last few years, students interested in language have been able to study Linguistics by majoring in Cognitive Science and choosing the Language Development or Linguistics tracks. However, in the teaching of new courses that were created to serve the BS in Cognitive Science, we found that there were many students who were interested in Linguistics, but who did not want to complete the BS in Cognitive Science, which has many requirements that were not of interest to them (including such diverse course requirements as biology and computer science). Many of these students come from such disciplines as Education, Foreign Languages, English, and Philosophy, and are not necessarily interested in

the broader subject of Cognitive Science. Additionally, the Department's Academic Program Review, completed in late 2009, emphasized the growing number of Linguistics majors in universities across the country. Among its recommendations was the implementation of a BA in Linguistics. The Department has decided to heed this recommendation, because of the recognized student demand and because it can be implemented without the requirement of any new resources. Existing faculty and courses are sufficient to begin offering the major immediately. As such, the proposed major would more fully utilize existing resources: all of the courses and program requirements are already being offered, and so offering a BA in Linguistics would enable more students to make use of these resources.

In addition, adding the undergraduate degree will complement the existing PhD and MA degrees and strengthen the Linguistics graduate program by providing a base of students and activities at the undergraduate level. Graduate students will gain more opportunities to TA and tutor, and increasing the number of people interested in Linguistics will add to the already vibrant intellectual life of the Department. Undergraduates will add to the already existing speaker series, colloquia, lab meetings, and the annual student conference. Advanced undergraduates will also be able to collaborate on research, papers, and presentations with graduate students and faculty.

2.2 Student Demand

As a first estimate of enrollment, we have used the example of Rutgers University in New Jersey, whose figures were provided by the 2009 Academic Program Review Committee. Rutgers is a useful comparison, because it is similar to the University of Delaware in several respects: it is a state university with an undergraduate population of 16,000; it also offers a PhD in Linguistics; the Linguistics program has tight connections with the Rutgers Center for Cognitive Science; and it has a similar number of faculty (slightly more). In 2005, Rutgers had 14 students graduate with a degree in Linguistics. This increased to 16 in 2006, 18 in 2007, 20 in 2008, and 25 in 2009. As of January 2010, the Rutgers Undergraduate Program Director projects 110 declared majors in Linguistics. According to the Academic Program Review Committee, these numbers are similar at other comparable institutions, including the upward trend over the last five years.

We therefore project similar numbers over the first five years of the proposed major. With vigorous advertising, we anticipate that we can attract 10–15 majors in the first year (2011–2012), and 15–20 and up in subsequent years. Because the required number of courses is fairly small, and all of these courses are already being offered, it is possible that we could have our first graduates at the end of the first year (May 2012). More conservatively, we anticipate up to five graduates in May 2013, with the numbers increasing steadily thereafter. Within five years, we think it is reasonable to expect 50–75 declared majors, with 10–20 graduating seniors.

Moreover, several of the courses that will serve the BA in Linguistics also serve to satisfy the Multicultural and Breadth requirements for other majors. Eight Linguistics courses satisfy the Social and Behavioral Sciences Breadth requirement; one satisfies the History and Cultural Change Breadth requirement; and one satisfies the Mathematics, Natural Sciences, and Technology Breadth requirement. Linguistics 101, Introduction to Linguistics, and Linguistics 203, Languages of the World, satisfy the University's Multicultural requirement. These are both introductory courses with high enrollment (LING 101 in particular), from which we expect to attract the majority of new majors.

Finally, Linguistics at the MA level has always attracted a number of non-traditional students, including part-time students and currently employed professionals (primarily language teachers). We anticipate that a few such non-traditional students will also be interested in a BA in Linguistics.

2.3 Access to Graduate and Professional Programs

As stated above, most fields directly related to Linguistics require advanced study. Students completing the BA in Linguistics will be able to apply to MA or PhD programs in Linguistics anywhere in the country or the world. There are typically not stringent background requirements to enter such graduate programs, but an undergraduate degree in Linguistics is always viewed as advantageous. Strong graduates would be well-placed to enter the best and most prestigious PhD programs in Linguistics, such as those at MIT, the University of Maryland, Rutgers, UCLA, and others. Moreover, students graduating with a BA in Linguistics will also be able to apply to Cognitive

Science programs, Psychology, Philosophy, and numerous other advanced degree programs, depending on their interests and the electives they took while at the University of Delaware (possibilities include Artificial Intelligence, Computer Science, Anthropology, English, Literature, Foreign Languages and Area Studies, and numerous others). Legal studies is also a common possibility, with many graduates in Linguistics going on to law school.

2.4 Demand and Employment Factors

Graduates with a BA in Linguistics have many different employment options open to them. Possibilities include the computer industry, education and testing, translation and interpreting, language documentation, publishing and writing, lexicography (dictionaries), consulting, product naming companies, and acting or the training of actors. There are also opportunities in the military and national security. The Linguistic Society of America has a web page that discusses majoring in Linguistics and job opportunities that are available to graduates in Linguistics, at <http://www.lsadc.org/info/ling-faqs-whymajor.cfm>. In addition, graduates with a BA in Linguistics could enter any field that is open to college graduates in general. Employers value many of the skills that are gained in studying Linguistics, such as critical thinking, the ability to organize and categorize data, writing skills, and the ability to present and defend arguments both orally and in writing.

2.5 Regional, State, and National Factors

It is not currently possible to major in Linguistics at the undergraduate level in the state of Delaware. The proposed BA would be the first such program in the state. The program is very similar to other BA programs around the country, which also typically require 30 credit hours, with core requirements in phonology, syntax, and semantics.

2.6 Describe Other Strengths

The graduate program in Linguistics at the University of Delaware has long been recognized nationally and internationally. The Academic Program Review in 2009 characterized it as “one of the leading programs in the U.S.” Graduates of the PhD program have gone on to prestigious academic positions around the globe, and the faculty regularly publish high-quality work in the most prestigious journals. Undergraduates who major in Linguistics will enjoy access to this knowledgeable faculty performing cutting-edge research. The faculty themselves teach undergraduate courses, including the very first introduction to Linguistics, LING 101.

The faculty are particularly strong in syntax-semantics, phonology, language acquisition, psycholinguistics, language documentation, and the study of endangered and typologically unusual languages. Undergraduates will get the chance to work firsthand with speakers of unusual languages, experiencing the diversity of human languages and cultures. Some may have the opportunity to travel into the field to study such languages. Others can work in one of several laboratories investigating the acquisition of language by children (Dr. Roberta Golinkoff’s lab, Dr. Anna Papafragou’s lab, and Dr. Gabriella Hermon’s research); the relation between language and other areas of cognition (Dr. Anna Papafragou’s lab); phonology and phonetics (the Phonology and Phonetics Lab run by Dr. Jeffrey Heinz); and the psychology and cognitive neuroscience of language (Dr. Arild Hestvik’s lab). Such opportunities are already in place and are being taken advantage of by students majoring in Cognitive Science, Education, and Psychology, and those minoring in Linguistics. Majors in Linguistics would have all of these opportunities available to them.

In addition, because of the strong connection between Linguistics and Cognitive Science, students majoring in Linguistics would also be able to take courses in Cognitive Science and any of the disciplines that contribute to Cognitive Science. Students would be apprised of and take part in all of the activities related to Cognitive Science, including speaker series and colloquia, and an annual student conference. Additionally, the graduate students in Linguistics run the Linguistics Association of Delaware, a student organization. This could easily be expanded to include undergraduates, and include activities and speakers.

3 Enrollments, Admissions and Financial Aid

There will be no particular enrollment or admission requirements, besides the general University guidelines. There are also no student expenses beyond the ordinary.

4 Curriculum Specifics

4.1 Institutional Factors

The degree to be awarded is a Bachelor of Arts (BA) in Linguistics. The program will require ten courses or 30 credit hours, with five required courses and five electives. The BA is the appropriate degree for such a program, since the BS typically has more major requirements, and tailors the general education requirements to suit the major. The Department's other undergraduate degree, the BS in Cognitive Science, is a BS rather than a BA because the field of Cognitive Science is inherently inter-disciplinary, and therefore requires extensive courses in a wide variety of scientific fields like biology and computer science. Linguistics is a single, self-contained discipline, so the BA is the appropriate vehicle for a major in Linguistics (but not for Cog Sci, for which the BS is appropriate). The proposed BA is comparable in its requirements to other BA programs at the University of Delaware, such as Psychology and Philosophy. It is also comparable to BAs in Linguistics at other institutions, such as Rutgers and NYU.

4.2 Description of Curriculum

Besides general University and College requirements, the proposed BA in Linguistics would require 10 courses. All students would be required to take the following:

1. LING 101, Introduction to Linguistics
2. LING 403, Introduction to Phonology
3. LING 404, Structure of Language
4. LING 418, Meaning and Language Use
5. CGSC 485, Senior Seminar (will have a LING designation later)

The remaining five courses would be up to the student, in consultation with their advisor, and must be either a course with a LING designation or one of the following: PHIL 205 Logic, CGSC 170 Intro to Cog Sci, CGSC 496 Psycholinguistics. Four of these five must be 200-level or above. In addition, it is strongly recommended, but not required, that the five electives include CGSC 496, Psycholinguistics, and LING 471, Discovering Human Language. (See the attached curriculum listing, in the format required for the Undergraduate and Graduate Catalog.)

All of these courses are already taught regularly. There are also more than twenty elective courses for students to choose from. The only course that requires any modification is the Senior Seminar. Right now, there is a Cognitive Science Senior Seminar, CGSC 485. Because we do not anticipate very many seniors in Linguistics for a year or two, we will wait at least one year before creating a LING course to serve Linguistics seniors (probably LING 485, Seminar in Linguistics). In the meantime, any students who do need the Senior Seminar will take CGSC 485 with the Cognitive Science seniors. Because language is an integral part of Cognitive Science, this is entirely appropriate and will benefit both the Linguistics students and the Cognitive Science students who meet together. As enrollment in both Cognitive Science and Linguistics grows, we will create a new course with a LING designation to serve as the Linguistics Senior Seminar.

In addition to the 30 credit hours described above, all students must complete the following general University requirements:

- A scholastic average of C (GPA of 2.0) in all work taken at the University.
- Completion of either 90 of the first 100 credits or 30 of the last 36 credits, full- or part-time, at the University of Delaware.
- One incoming semester of First Year Experience (FYE) completed with a passing letter grade, or a grade of P for courses graded only Pass/Fail. The number of credits will depend on the designated FYE (see FYE website: www.ugs.udel.edu/FYE).
- One semester of Freshman English (ENGL 110), completed with a minimum grade of C-.
- Three credits of Discovery Learning Experience (DLE) completed with a passing letter grade, or a grade of P for courses graded only Pass/Fail. DLE includes experiences such as internship, service learning, independent study, undergraduate research, and study abroad, which are designated DLE (see DLE website: www.ugs.udel.edu/DLE).
- Three credits in an approved course or courses stressing multicultural, ethnic, and/or gender related content. The purpose of the multicultural requirement is to provide students with some awareness of and sensitivity to cultural pluralism-an increasing necessity for educated persons in a diverse world. This requirement may be fulfilled through a course or courses taken to complete other course requirements, but cannot be fulfilled with any course taken on a pass/fail basis. Only course sections that are designated as multicultural in the registration booklet for a specific semester can be used to fulfill this requirement.

As noted above, Linguistics 101, a requirement of the major, satisfies the multicultural requirement. As for the Discovery Learning Experience requirement, the Department of Linguistics and Cognitive Science already has several DLE options in place. These include study abroad (a very popular Linguistics series in Italy), internships, independent study, and research assistantships (laboratory work). The Department will continue to develop DLE opportunities.

As for the First Year Experience (FYE), the Department of Linguistics and Cognitive Science already has one in place for the BS in Cognitive Science. For the moment, we will combine the Linguistics FYE with this Cognitive Science FYE, but in the second or third year we will develop a stand-alone Linguistics FYE.

In addition, the College of Arts and Sciences imposes its own requirements. First, the BA requires that students must complete a minimum of 124 credits composed of requirements for general education, college skills and breadth requirements, required courses in a major, and elective courses. A grade of C- is required in all major courses. No more than 45 credits with the same departmental prefix (including cross-listed courses) may be counted toward the total required for the degree. The College of Arts and Sciences also adds the following requirements to those of the University:

- Second Writing Requirement (minimum grade C-): A second writing course involving significant writing experience including two papers with a combined minimum of 3,000 words to be submitted for extended faculty critique of both composition and content. This course must be taken after completion of 60 credit hours. Appropriate writing courses are designated in the semester's Registration Booklet.
- Mathematics: One of the following four options with a minimum grade of D-:
 1. OPTION ONE: MATH 113 Contemporary Mathematics (designed for students who do not intend to continue the study of mathematics)
or
MATH 127 Mathematics and Quantitative Reasoning
 2. OPTION TWO: MATH 114 College Mathematics and Statistics (designed for students who do not intend to continue the study of mathematics)
or
MATH 115 Pre-Calculus (designed for students who intend to continue the or study of mathematics)

or
MATH 117

3. OPTION THREE: Successful completion of any mathematics course at or above the 200-level except MATH 201, MATH 202, MATH 205, MATH 250, MATH 251, MATH 252, MATH 253, MATH 266, MATH 300 or MATH 450.
 4. OPTION FOUR: Successful performance on a proficiency test in mathematics administered by the Department of Mathematical Sciences. (0 credits awarded)
- Foreign Language: Completion of the intermediate-level course (107 or 112 or 214) in an ancient or modern language, with a minimum grade of D-. The number of credits needed and initial placement will depend on the number of years of high school study of foreign language. Students with four or more years of high school work in a single foreign language, or who have gained proficiency in a foreign language by other means, may attempt to fulfill the requirement in that language by taking an exemption examination through the Foreign Languages and Literatures Department.
 - COLLEGE BREADTH REQUIREMENTS:
 1. Group A, Analysis and appreciation of the creative arts and humanities: Nine credits of courses representing at least two departments or appropriate instructional units.
 2. Group B, The study of culture and institutions over time: Nine credits of courses representing at least two departments or appropriate instructional units.
 3. Group C, Empirically based study of human beings and their environment: Nine credits of courses representing at least two departments or appropriate instructional units.
 4. Group D, The study of natural phenomena through experiment or analysis: Ten credits of courses representing at least two departments or appropriate instructional units and including a minimum of one course with an associated laboratory.

If the grade earned is sufficient, a course may be applied toward more than one requirement (e.g., breadth and major requirements), but the credits are counted only once toward the total credits for graduation. If all but one course in a group has been taken in one department or program, a course cross-listed with that program will not satisfy the distribution requirement. For a complete list of the courses which fulfill breadth requirements, see complete list.

As noted above, several Linguistics courses satisfy Breadth requirements. Other than this, these College requirements will be satisfied by taking courses outside of the major.

4.3 Sample Curriculum

The following is a typical sequence of coursework taken by a student majoring in Linguistics, illustrating how such a student would meet the requirements for the degree:

Year 1: Fall: FYE, ENGL 110, LING 101, plus College/University requirements;
Spring: LING 203, plus College/University requirements.

Year 2: Fall: LING 403, plus College/University requirements;
Spring: LING 404, LING 480, plus College/University requirements.

Year 3: Fall: CGSC 496, LING 253, plus College/University requirements;
Spring: LING 471, LING 418, plus College/University requirements.

Summer: DLE (study abroad or internship).

Year 4: Fall: LING 451, plus College/University requirements;
Spring: Senior Seminar.

4.4 Requirements for Honors BA in Linguistics

To receive an Honors BA in Linguistics, a student must complete all of the requirements above for the BA in Linguistics. They must also meet the following requirements:

- A cumulative GPA of at least 3.400 at the time of graduation;
- At least 30 credits earned in Honors courses:
 - At least 12 credits in the major department or in courses in collateral disciplines specifically required for the major;
 - At least 12 credits in 300-level courses or higher, not including the first-year interdisciplinary Honors colloquium;
 - Three credits in an Honors Degree seminar or Honors capstone course or comparable senior experience approved by the major and the Honors Program, to be completed in one of the last two semesters of the student's degree program.

The Department of Linguistics and Cognitive Science already regularly offers two Honors courses (six credits) in the proposed major:

- LING 101 (separate Honors section offered every year);
- CGSC 170 (separate Honors section frequently offered).

In addition, to meet the 12-credit requirement, several other courses can be offered as Honors courses. For instance, LING 404, LING 418, and LING 471 can be offered as Honors courses if requested.

As for the capstone course requirement, the Department plans to submit the Linguistics Senior Seminar required for the major as an Honors capstone course.

4.5 4+1 Program

Qualifying undergraduates working toward the BA in Linguistics can apply for the 4+1 option, which combines the requirements of the BA in Linguistics and the MA in Linguistics and Cognitive Science. Whereas the traditional programs for the BA degree in Linguistics and the MA degree in Linguistics and Cognitive Science involve four years of undergraduate work and two years of graduate work, the 4+1 option enables students to earn both degrees in a five-year period. Students who complete the 4+1 program will graduate with both a Bachelor of Arts degree in Linguistics and a Master of Arts degree in Linguistics and Cognitive Science. Students who are candidates for the 4+1 option, and who complete the requirements for the BA but fail to complete the additional MA requirements, will receive the BA degree.

4.5.1 Admission into the 4+1 Program

Students with a minimum undergraduate GPA of 3.0 may apply for admission to the 4+1 program at the end of the sophomore year. The application process requires submission of a completed graduate application form for review by the Departmental Graduate Studies Committee. Applicants must also submit SAT scores and a writing sample, based on work completed in a Linguistics course. The GRE is not required for admission to the 4+1 program by UD undergraduates. Admission will be decided by the Departmental Graduate Studies Committee, according to the criteria used for MA applicants generally.

4.5.2 Maintaining Status within the Program

Upon admission into the program and prior to the start of the junior year of study, the student will meet with his or her graduate advisor and submit a planned program of study, including all elective courses, to the Graduate Studies Committee. Planned programs of study are due by the end of the fall semester of the students junior year.

Continuation in the 4+1 program is contingent upon meeting the standards for both degrees. Courses taken at the undergraduate level must meet the University and College requirements for undergraduates, while those taken at the graduate level must meet those for graduate degrees (a cumulative graduate GPA of 3.000, and a minimum grade of C- for a course to count toward the MA). Satisfactory progress also includes following the prescribed program of study.

Each students progress and GPA will be evaluated at the end of each academic year by the students advisor and the Graduate Studies Committee. Students who fail to meet the minimum GPA requirements or fail to show progress toward the degree will be dropped from the 4+1 program. They may, however, continue in the undergraduate major unless their undergraduate progress is unsatisfactory according to the rules in effect for the BA program.

4.5.3 Degree Requirements

The 4+1 option requires that the student complete all of the requirements for the BA and all of those for the MA. The MA program is quite flexible, with Cognitive Science and Linguistics tracks, as well as individualized programs. They all require 30 credit hours planned in consultation with the student's advisor, including at least one 800-level seminar in Linguistics or Cognitive Science. Because most students will probably choose the Linguistics track, we describe the requirements for the MA in Linguistics here.

The Linguistics track in the MA in Linguistics and Cognitive Science requires that students take at least three courses out of the following core courses in Linguistics:

- LING 604 Structure of Language or LING 609 Syntax I
- LING 603 Intro to Phonology or LING 607 Phonology I
- LING 612 Morphology
- LING 691 Semantics I
- CGSC 696 Psycholinguistics

(Because 4+1 students will have taken LING 404 and LING 403, which meet with LING 604 and 603, respectively, they only have the option of LING 609 and LING 607 at the MA level.)

In addition, students must take at least one advanced course in Linguistics. The following courses count as advanced courses:

- LING 608 Phonology II
- LING 610 Syntax II
- Any 800-level courses offered in the Dept. of Linguistics

Appropriate substitutions may be made with the approval of the student's advisor and the Director of Graduate Studies. The remaining 18 hours of courses are to be selected in consultation with the student's advisor and the Director of Graduate Studies.

4.5.4 Distribution of Credits in the 4+1 Program

The following table illustrates a typical distribution of graduate and undergraduate credits for a student in the 4+1 program. Students in the program complete both the full 124 credit hours of the BA and the full 30 credit hours of the MA. Unless the student takes the maximal possible course load of 17 credit hours during several semesters, it may be necessary for the student to participate in as many as two special sessions in order to complete the program in five calendar years.

In the sample program below, the student participates in one winter session consisting of two three credit courses and one summer session (an internship). For example, the Department of Linguistics and Cognitive Science conducts a summer and a winter session course in Italy each year that would be appropriate for many of the students (and would satisfy the DLE requirement). Summer session would also be an appropriate time for an internship relevant to the students academic interests, as in the example below.

	UG Credits	Grad Credits
Freshmen Year		
Fall	16	0
Winter	0	0
Spring	15	0
Summer	0	0
Sophomore Year		
Fall	16	0
Winter	6	0
Spring	15	0
Summer	0	0
Junior Year		
Fall	16	0
Winter	0	0
Spring	12	0
Summer	4 (e.g., internship)	0
Senior Year		
Fall	12	3
Winter	0	0
Spring	12	3
Year 5		
Fall		12
Spring		12
Total	124	30

4.5.5 Revisions to Planned Program of Study in 4+1 Program

Students who wish to make changes to their program of study must first obtain permission from their advisor. The advisor must then make a written request to the Graduate Studies Committee to revise the program of study.

5 Resources Available

5.1 Learning Resources

Linguistics has been an active area of research for University faculty for years. Library holdings are already extensive and currently support a PhD program in Linguistics. They are more than adequate to support the proposed BA. There are also four active laboratories, the Experimental Psycholinguistics Laboratory, run by Dr. Arild Hestvik; the Language and Cognition Laboratory, run by Dr. Anna Papafragou (joint Psychology and Linguistics and Cognitive Science); the Phonology and Phonetics Laboratory, run by Dr. Jeffrey Heinz; and the Infant Language Laboratory, run by Dr. Roberta Golinkoff (joint Education and Linguistics and Cognitive Science). The Syntax-Semantics Lab, run by Dr. Benjamin Bruening and Dr. Satoshi Tomioka, does not have dedicated space, but does hold regular lab meetings. Implementing the new major will not require any additional learning resources.

5.2 Faculty/Administrative Resources

The faculty in the Department of Linguistics and Cognitive Science are listed below:

1. Frederic Adams, Professor and Chair; PhD, Philosophy;
2. Robin Andreasen, Associate Professor and Director of Undergraduate Studies; PhD, Philosophy;
3. Benjamin Bruening, Associate Professor; PhD, Linguistics;
4. Peter Cole, Professor; PhD, Linguistics;
5. Jeffrey Heinz, Assistant Professor; PhD, Linguistics;
6. Gabriella Hermon, Professor; PhD, Linguistics;
7. Arild Hestvik, Associate Professor; PhD, Psychology;
8. Nancy Schweda Nicholson, Professor; PhD, Linguistics;
9. Satoshi Tomioka, Associate Professor; PhD, Linguistics;
10. Irene Vogel, Professor; PhD, Linguistics;

Faculty with joint appointments in Linguistics and Cognitive Science are listed below:

1. Roberta Golinkoff, Professor; PhD, Developmental Psychology;
2. Anna Papafragou, Associate Professor; PhD, Linguistics;

All of these faculty members regularly teach courses that will satisfy the requirements of the BA in Linguistics. In addition, there are several faculty members with secondary appointments who also teach courses that would support the proposed BA:

1. Louis Arena, Professor Emeritus; PhD, Linguistics;
2. Beth Mineo Mollica, Associate Professor and Director of Center for Disability Studies; PhD;
3. Linda Napoli Vallino, Adjunct Associate Professor; PhD;
4. Ya-ping Tsai, Instructor; PhD, Linguistics.

6 Resources Required

6.1 Learning Resources

The University currently has excellent learning resources, including library holdings and laboratories. As mentioned above, the Department runs a well-respected and highly ranked PhD program in Linguistics. All of the resources to attract students are in place and available for the proposed BA.

6.2 Personnel Resources

As described above, all of the courses necessary for the proposed BA in Linguistics are already being offered. There is no need for any additional resources or new personnel. While additional faculty positions would enable the Department to broaden the undergraduate offerings and help to support the growth of the major, they are not necessary to implement the new program.

6.3 Budgetary Needs

While additional funds above those already committed to the Department would enrich the major and help to produce a premiere program, current funding is sufficient for the introduction of the major.

7 Implementation and Evaluation

7.1 Implementation Plan

The proposed BA in Linguistics will be implemented according to the following timeline:

1. Design of the major (Spring 2010, completed);
2. Departmental approval (Spring 2010, completed);
3. College and University Senate committee approvals (Fall 2010/Spring 2011);
4. Provost, President, and BOT approvals (Spring 2011);
5. Preparation of materials for use in admissions and publicity (Spring 2011);
6. Enrollment of new students into the major (Fall 2011).

It is possible that we will have the first graduates in the Spring of 2012.

7.2 Assessment Plan

The Department of Linguistics and Cognitive Science already has an approved Assessment Plan in place for the BS in Cognitive Science. The mission statement, learning goals, and curriculum map can be found at:

- <http://www.ling.udel.edu/ling/bs-cognitive-science.html>

Measures include evaluation of writing and presentations in courses, particularly in the Senior Seminar, and an exit survey administered to graduating seniors. This plan can be adapted straightforwardly to the BA in Linguistics. The mission statement, learning goals, and assessment rubrics will be largely the same as for the BS in Cognitive Science. The curriculum map will be extended to the undergraduate courses in Linguistics that are not already part of the BS in Cognitive Science. The exit survey will be adapted to fit Linguistics. All of this will be in place by the time the BA program becomes active (Fall 2011).