Proposed New Degree or Credit-Bearing Certificate: Academic Component

NOTE: The Library Impact Statement is required for the review of a new degree program. Proposers should contact the Library as early in the proposal development process as possible.

Title of Degree or Credit-Bearing Certificate (e.g., Bachelor of Arts in History):

PhD in Linguistics

1. Please provide the name, title, email address, and phone number of the primary contact person for this academic program:

   Carol Neidle, Professor of Linguistics & French; Director of the Linguistics Program
   carol@bu.edu; 617-353-6218

2. Please briefly describe the proposed new degree:

   The field of Linguistics encompasses the scientific study of language from a broad range of perspectives. Its theoretical and empirical cores have inherited perspectives and scientific substance from philosophy, psychology, anthropology, sociology, and the traditional study of language structures and histories within the humanities. The central questions of concern in Linguistics are (a) the descriptive and theoretical characterization of particular languages and of human language as a property of the species, (b) the nature and processes of language acquisition, and (c) the nature and course of language change and variation across time and space.

   We are proposing to create a PhD program in Linguistics—to replace our previous PhD in Applied Linguistics—as a natural extension of our existing BA and MA programs in Linguistics. The PhD will require a total of 64 credits and is intended to be completed within five years.

   Our faculty, for the foreseeable future, will remain relatively small among linguistics programs. To achieve distinction, we believe that a program of this size (< 15 faculty members) needs two things: 1) solid coverage of the traditional core areas of linguistic analysis (phonetics, phonology, morphology, syntax, semantics, pragmatics), preferably with overlapping interests of faculty members in "adjacent" areas, and 2) a small number of coherent, dynamic research and teaching clusters in carefully targeted areas. Programs that achieve these two goals usually end up "punching above their weight" in terms of prestige and reputation.
Like our current MA program, our proposed PhD program will provide all students with common grounding in the traditional core domains, as well as a specialization in one of a relatively small number of areas. The target areas in which we have developing "clusters" are:

- Theoretical morphology, syntax & semantics
- Experimental phonetics & phonology
- Quantitative & computational methods in linguistics*
- Prosody
- Pragmatics & information status
- Language in society; sociolinguistics
- Language variation & change
- Language acquisition
- Sign language linguistics
- Romance linguistics
- Language in society; sociolinguistics
- Language variation & change
- Language acquisition
- Sign language linguistics
- Romance linguistics

*We hope to offer a specialization in computational linguistics (pending future hires).

More generally, a common thread that runs through most of what we do here is a strong focus on what might be called empirical methods in linguistics. Most core faculty members have significant research commitments and experience in a broad set of areas that might fall under such a heading, including documentation of under-described languages, dialectological or sociolinguistic field research, compilation of audio and video corpora, development of technologies for maintenance and analysis of corpora, laboratory approaches to linguistic analysis, or some combination of the above. This focus, which will necessarily strongly color the graduate curriculum we propose to offer, sets us strongly apart from other prominent local institutions in the field (specifically, Harvard and MIT) and will be attractive to promising students in a changing field where such a focus is increasingly the norm.

3. Please provide a rationale for the proposed new degree:

We have offered a PhD in “Applied Linguistics” since 1988-89 (and for many years before that, PhDs in this area were offered in SED and GRS under the names of “Applied Psycholinguistics” and “Language Behavior”).¹ CAS has been offering a BA in Linguistics since the early 1990’s.

Several years ago, we initiated the process of transitioning our graduate programs from “Applied Linguistics” to “Linguistics.” There was a delay in completing the transition, because several faculty hires were not able to be carried out as quickly as we had expected. Once we had the critical faculty, we proceeded to submit a proposal for a revised MA in Linguistics (replacing our former MA in Applied Linguistics), with the understanding that we would likewise be proposing a PhD in Linguistics (to take the place of our former PhD in Applied Linguistics, to which we suspended admissions until this transition could be completed).²

---

¹ Those two former programs were combined in 1979, initially maintaining the title “Language Behavior,” but renamed “Applied Linguistics” very soon after Carol Neidle took over from James Gee (SED) as director of that interdisciplinary program in January of 1988.

² We initially drafted the proposed MA and PhD programs as part of a single proposal, but were advised by Dean Sapiro to submit them separately, with the MA coming first; thus we submitted the MA proposal last year and are submitting the PhD proposal at this time.
The revamped PhD in “Linguistics” will capitalize on the faculty and course offerings already in place for our new MA in Linguistics (and to some extent also on electives in place for our undergraduate degree programs, cross-listed with graduate numbers and designed to provide more in-depth assignments and readings for graduate students). We have a set of excellent, research-active faculty members (listed elsewhere in this proposal) who have been successful in obtaining external funding, principally from NSF, for their research and for support of graduate students. (This includes doctoral dissertation research support from NSF for one PhD student who completed her PhD with Jon Barnes in 2015.) Our affiliated faculty members also provide a variety of interdisciplinary connections.

The hiatus in admissions to our PhD program has already extended too long. Our last PhD student was admitted in Fall of 2010. We hope to complete the transition to “Linguistics” at the graduate level as soon as possible. We are anticipating several additional hires, with searches to occur in the next two years, and those additional faculty positions will provide increased coverage that will greatly benefit the PhD program. We believe that, with 2 new faculty members (including one critical replacement in Semantics), we will be in an excellent position to begin recruiting for the first cohort to enter the new PhD program in September 2018.

There is a growing demand for doctoral degrees in linguistics, as shown in the latest report from the Linguistic Society of America (“The State of Linguistics in Higher Education -- Annual Report 2015,” Third Edition, Issued March 2016); see Figure 1. The rise in interest at the undergraduate level is even steeper, suggesting that there may be increasing numbers of students potentially interested in graduate study of linguistics in the future. According to that same report, the number of BA degrees granted in Linguistics in the US has been rising steadily from 716 in 2000 to 2,068 in 2014. Undergraduate enrollments in Linguistics at BU have also risen dramatically in this period of time, as shown in Figure 2.

![Figure 1. Increase in Linguistics Doctorates Awarded in Recent Years](image-url)
4. Please describe how the proposed new degree advances the Strategic Plans of the department, school/college, and University:

The proposed new degree program clearly advances the Strategic Plan of the University in three central ways. In what follows, we address the relevant points of the Strategic Plan in order.

Point 1. To support and enhance a world-class faculty whose members are dedicated to teaching and engaged in research, scholarship, and their professions. We have already, particularly with a number of excellent hires over the past few years, assembled a first-rate core faculty in linguistics. Many of our faculty members would be competitive for positions at any of the highest-ranked linguistics programs in the world. That they have chosen BU, in several recent cases directly over competing offers from more prominent institutions, is a testimony to the potential for development and achievement that a small, but focused and energetic program like ours has. In order to retain a faculty of this caliber, however, and to
create the kind of community in which the research programs of all faculty members can thrive, it is imperative that we develop substantial, first-rate graduate programs.

Point 5. To strengthen scholarship and research throughout the University by support of key disciplinary graduate programs. Establishing high-quality graduate programs will be key to allowing BU Linguistics to achieve its full potential. This new PhD program in Linguistics puts us on a path to become competitive with the best comparably sized programs nationally and internationally. This is a rare opportunity in program development: As far as we know, few other programs at BU currently have the potential to move so far ahead on so (comparatively) little additional institutional investment.

Point 7. To increase our emphasis on interdisciplinary research and graduate education in order to expand our leadership in important fields and the collaborative atmosphere across our campuses. Linguistics is by its nature a highly interdisciplinary venture, sitting at the intersices of disciplines ranging from textual criticism, literary theory, and philosophy, to anthropology, psychology, and area studies, to computer science, neuroscience, and acoustic physics. Against this background, our faculty has an extensive track record of interdisciplinary endeavors, not only in research, but also in teaching and mentoring. Within BU, our core faculty members also have appointments in or affiliations with SAR (Speech, Language and Hearing Sciences), SED (Language & Literacy Education), CAS (Classical Studies; Romance Studies; Center for the Study of Asia); and the faculty members who have affiliations with the Linguistics program have primary appointments in Anthropology, Philosophy, Psychology, SAR (Speech, Language and Hearing Sciences), and SED (Deaf Studies and TESOL), plus additional affiliations with the African Studies Center, and the Program in Neuroscience. At the undergraduate level, we have joint concentrations with French, Spanish, Italian, Japanese, and Philosophy, as well as a new joint major in Linguistics & Speech, Language and Hearing Sciences (SAR). We have started discussions about the possibility for additional joint concentrations with Classics and African Studies (among others). Our faculty members also have longstanding research collaborations with scholars in other disciplines, most notably Computer Science and Psychology/Cognitive Science. Our linguistic research has furthermore taken us all over the world: We have extensive field or research experience with languages spoken across Europe and Asia, in Africa, in South America, and in Native and Hispanophone North America. We have also worked extensively on signed languages.
5. Please list the program requirements for the proposed new degree (denote new courses in bold print):

The PhD in Linguistics, designed to be completed in five years, includes the following requirements:

1. Coursework. The PhD in Linguistics requires successful completion of 64-credits at the graduate-level, including:
   - Three basic graduate-level courses in core areas of linguistic analysis
     - GRS LX 703 Phonological Analysis
     - GRS LX 722 Intermediate Syntax: Modeling Syntactic Knowledge
     - GRS LX 732 Intermediate Semantics: The Grammatical Construction of Meaning
     NB: These three courses all have as prerequisites introductory level courses in these areas. Students entering the program without these prerequisites will be required to remedy these deficits before proceeding.
   - Six additional courses, two in each of two of the following areas, and one in each of the other two areas:
     - Advanced phonetics, phonology, or morphology
     - Advanced syntax, semantics, or pragmatics
     - Linguistic research methodology
     - Language acquisition or the study of language as a social or a historical phenomenon
   - Two graduate Proseminars in Linguistics, GRS LX 801 and GRS LX 802 (2 credits each).
     GRS LX 801 will be offered in the spring and should coincide with the culminating stages of a major research project, such as a qualifying paper. It will focus on developing professional skills surrounding publication and presentation at conferences.
     GRS LX 802 will be offered in the fall and should coincide with dissertation preparation. It will focus on issues related to searching for a job, grant writing, and other early-career issues.
   - Six additional graduate-level courses (including up to 8 credits of directed study) in linguistics or related fields sufficient to define a specialization that will be the area within which the dissertation is written. These courses will be decided upon by the student, in conjunction with his or her advisor, whose approval is required.

2. Language requirement

All students pursuing a PhD in Linguistics are required to demonstrate graduate-level reading proficiency in two foreign languages (one of which may be English, for non-native speakers) by the end of the 3rd year of enrollment. Language proficiency can be demonstrated either through a language examination, successful completion of a non-credit graduate-level foreign language reading course offered by Boston University, or the equivalent of two years of undergraduate study of the language at Boston University.

3. Qualifying Papers

A candidate for the doctoral degree must satisfactorily complete two substantial research papers in different areas of the field. The expectation is that students will have completed the first Qualifying Paper (QP) by the end of the fourth semester, and the second by the end of the sixth semester.
Students who have not successfully completed these two papers by the beginning of the fifth and seventh semester, respectively, will not be in good standing (and students should be aware that faculty members may not be available to advise them during summer months).

Each Qualifying Paper (QP) will be planned and carried out under the supervision of a Linguistics faculty member with expertise appropriate to the relevant project; it will be defended orally and approved by an examining committee, composed of the supervisor for the project (first reader), the second reader, and a third faculty member determined by the DGS in consultation with the student. A brief proposal for each QP must be submitted, with signed approval of the first and second readers (who have been approved by the DGS and who have agreed to advise the student on the proposed project) by mid-October of the academic year in which the project must be completed.

4. Prospectus, Dissertation, and Final Oral Examination

By no later than April 1 of year 3, the student shall have assembled a dissertation committee: a dissertation advisor, who will be a member of the core Linguistics faculty, plus two additional Linguistics (core or affiliated) faculty members who will serve as readers. The Director of Graduate Studies must approve the committee membership, and the student must obtain the consent of the dissertation supervisor and additional readers to serve in this capacity.

Candidates shall demonstrate their abilities for independent study in a dissertation representing original research or creative scholarship. A prospectus for the dissertation must be completed and approved by the members of the dissertation committee, by the Director of Graduate Studies, and by the Program Director no later than April 1 of the 4th year of enrollment.

All portions of the prospectus, dissertation, and final oral examination must be completed as outlined in the GRS General Requirements for the Doctor of Philosophy Degree. Candidates must undergo a final oral examination in which they defend their dissertation as a valuable contribution to knowledge in their field and demonstrate a mastery of their field of specialization in relation to their dissertation. The examining committee is composed of five or more professorial faculty members, including the readers; the examining committee is chaired by a faculty member who is not one of those readers.

5. Good standing

Satisfactory academic progress requires that students:

- Maintain a GPA of 3.0 of higher
- Have no more than two failing grades
- Meet the deadlines for successful completion of program requirements, as outlined above.

6. Please list program learning outcomes:

Students graduating with a PhD in Linguistics are expected to demonstrate:

1. A broad knowledge of the discipline
2. A deeper knowledge in a specialized area or subfield
3. The ability to carry out a significant piece of independent research (which implies knowledge of and ability to use research methodologies in order to complete the research).
7. For master’s or professional doctorate degrees, please describe what this program prepares students for after they have graduated:

Not applicable.

8. Please describe how the proposed new degree relates to existing programs at the University:

The new PhD replaces the previously offered PhD in Applied Linguistics, and it represents a natural expansion of our existing BA and MA Linguistics programs. It does not duplicate offerings in any other program at the University, but we expect that it will give rise to synergies with other graduate programs, similar to those we have been developing at the undergraduate level through our joint majors. Expanded future course offerings anticipated in conjunction with future hires will be valuable for students concentrating in other programs as well, perhaps most notably Computer Science, Philosophy, Psychology, Sociology, and SAR Speech, Language and Hearing Sciences. We expect also that our PhD students will interact productively with other doctoral students at the university in related areas.

9. Please place the proposed program in the context of comparable programs at peer institutions:

There are several top-notch linguistics programs in North America that could serve as peers for comparison with the program we are proposing, in approximate order of relative strength: NYU; USC; UC Santa Cruz; Rutgers; McGill; Northwestern; and Harvard. The first three or four could be understood as “aspirational” targets, in that we expect that they will remain stronger than us for the foreseeable future. UC Santa Cruz and Rutgers, in particular, are examples of programs that have historically been relatively small, but also universally acknowledged as among the best in the country. NYU’s rise to prominence has been somewhat more recent. It should be noted, too, that current professorial-rank faculty numbers at NYU, Santa Cruz, and Rutgers (17, 15 and 14, respectively) represent relatively recent expansions. At NYU, this expansion has been more dramatic than at the others, making the comparison between that program and ours a bit less apt than it was a short time ago. We believe that within a few years, our PhD program could compare favorably with those at McGill (currently 13 faculty members), Northwestern (9 faculty members) and Harvard (8 faculty members). As noted above in answer to Question 1, it is not size alone that determines how successful these programs are, but rather, something more like intellectual sense of purpose. Where smaller programs compete successfully against larger programs, they appear to do this by cultivating uniform strength across the core areas of linguistic analysis, combined with prominence in a small number of target areas. Santa Cruz and Rutgers have done this very successfully; Northwestern and Harvard somewhat less so. Both the latter are strong programs, turning out excellent students, and boasting a number of extremely prominent individual researchers. Both, however, have been less successful at achieving core coverage than have other peers. Harvard, in particular, also lacks a certain mission coherence, which is necessary to advance from being a group of high-profile but not particularly synergistic individuals into a functioning unit with common
goals, aspirations, and an identity that its students take with them into the world when they graduate. Our aim is for the program we have designed to do better.

At the PhD level, there is some variation in the structure of curricula, but also strong commonalities across programs: All are centered around some number of required courses in each of the three core areas described above (phonology, syntax, and semantics). Several add methods courses in some number to these requirements. All require 2 qualifying papers (QPs) before students are advanced to doctoral candidacy, and most build something like a graduate proseminar around the process of writing these QPs. Curricular properties of the programs in question are summarized in Table 1. Table 2 presents structural properties of the program. Here it can be seen that our target incoming class sizes and ultimate program population are in line with our peers, and not out of proportion to the number of core faculty members in the program. It can also be seen that quality linguistics programs typically guarantee 5 years of funding to PhD students, as would we.

### Table 1. Properties of Linguistics PhD curricula and program requirements at peer institutions (2015-16) in comparison with the proposed program at BU.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Required courses in core areas of linguistic theory</th>
<th>Language</th>
<th>Required Methods courses</th>
<th>(QP) Proseminar/Conference participation</th>
<th>Other specific requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU⁴</td>
<td>5-7</td>
<td>2</td>
<td>1-2 Field, Quantitative, Computational</td>
<td>2 (2-credit) w/conference</td>
<td>1-2 Acquisition, Variation, or Change</td>
</tr>
<tr>
<td>Santa Cruz⁵</td>
<td>6</td>
<td>1</td>
<td>1 (Field or Experimental)</td>
<td>3 w/conference</td>
<td>Phonetics; Psycholinguistics</td>
</tr>
<tr>
<td>NYU⁴</td>
<td>3</td>
<td>1</td>
<td>0 [Electives: Field, Computational]</td>
<td>(non-credit)</td>
<td>Sociolinguistics; 3 “breadth” courses</td>
</tr>
<tr>
<td>Rutgers⁴</td>
<td>6</td>
<td>0</td>
<td>0 [Elective: Field]</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>McGill⁴</td>
<td>6</td>
<td>0</td>
<td>1 (Experimental)</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Harvard⁴</td>
<td>6</td>
<td>2</td>
<td>1 (Field)</td>
<td>1</td>
<td>Historical; Structure of a non-Indo-European lg.</td>
</tr>
<tr>
<td>Northwestern⁵</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>Annual mini-conference</td>
<td>Morphology; Comparative</td>
</tr>
</tbody>
</table>

⁢ Counted here are required courses in phonetics, phonology, morphology, syntax, semantics, and pragmatics.
⁴ The academic year is divided into semesters; courses listed here are 1 semester in length.
⁵ The academic year is divided into quarters; courses listed here are 1 quarter in length.
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>Faculty</th>
<th>Current PhD students</th>
<th>Target class size</th>
<th>Guaranteed funding</th>
<th>Time to completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>BU</td>
<td>10&lt;sup&gt;6&lt;/sup&gt;</td>
<td>[3]&lt;sup&gt;7&lt;/sup&gt;</td>
<td>4-5</td>
<td>(5 years)</td>
<td>(5 years)</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>15</td>
<td>13</td>
<td>5 years</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>NYU</td>
<td>17</td>
<td>35</td>
<td>6-8</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Rutgers</td>
<td>14</td>
<td>29</td>
<td>5</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td>McGill</td>
<td>13</td>
<td>25</td>
<td>5 years</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>Harvard</td>
<td>8</td>
<td>31</td>
<td>4</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Northwestern</td>
<td>9</td>
<td>21</td>
<td>4-6</td>
<td>5 years</td>
<td>4-6 years</td>
</tr>
</tbody>
</table>

Table 2. Structural properties of Linguistics PhD programs at peer institutions (2015-16) in comparison with the proposed program at BU.

10. Please list the program's faculty:

**CORE FACULTY**

*Sudha Arunachalam*, Assistant Professor of Speech and Hearing Sciences & Linguistics, SAR.

*Jonathan Barnes*, Associate Professor of Linguistics, CAS.

*Charles Chang*, Assistant Professor of Linguistics, CAS.

*Daniel Erker*, Assistant Professor of Spanish and Linguistics, CAS.

*Paul Hagstrom*, Associate Professor of Linguistics, CAS.

*Neil Myler*, Assistant Professor of Linguistics, CAS.

*Carol Neidle*, Professor of French and Linguistics, CAS.

*Alexander Nikolaev*, Assistant Professor of Classical Studies and Linguistics, CAS.

*Catherine O’Connor*, Professor of Education and Linguistics, SED.

* [new semanticist] – CAS search to be conducted in 2016-17; replacement for Assistant Prof. Peter Alrenga

* [new computational linguist] – future CAS search

---

<sup>6</sup> 10 as of 2016-17; we hope that the faculty will be expanding.

<sup>7</sup> Total of 89 PhD recipients between 1988 and 2015; we are not currently admitting new students, but 3 students are still finishing up their degrees.
AFFILIATED FACULTY

Catherine Caldwell-Harris, Associate Professor of Psychology, CAS.

Juliet Floyd, Professor of Philosophy, CAS.

Deborah Kelemen, Professor of Psychology, CAS.

Amy Lieberman, Assistant Professor of Curriculum and Teaching, SED.

Jacqueline A. Liederman, Professor of Psychology, CAS.

Michelle Mentis, Clinical Professor and Director, MS Program in Speech-Language Pathology, SAR.

Fallou Ngom, Associate Professor of Anthropology, CAS.

Tyler Perrachione, Assistant Professor of Speech, Language, and Hearing Sciences, SAR.

Marnie Reed, Clinical Associate Professor of Education. SED.

Nancy Smith-Hefner, Associate Professor of Anthropology, CAS.

Helen Tager-Flusberg, Professor of Psychology, Anatomy, and Neurobiology, CAS and BUSM.

11. Please provide an administrative plan for the proposed new degree:

The PhD will be administered through the Linguistics Program, with the Program Director and the Director of Graduate Studies assuming primary responsibility for all aspects of program administration.

12. Please provide an advising plan for the proposed new degree:

Students will initially be assigned an academic advisor from among the members of the core faculty, based on student interests.

We will continue current practices of the Linguistics graduate program in holding several meetings throughout the academic year to bring students together for community and for information purposes. Additionally, faculty will meet each year in the spring to assess each graduate student’s progress. The conclusions reached at this meeting will be reported to each student by his or her advisor in the form of a short letter. Beginning in the third year of enrollment, the student will also meet at least once a year with the full dissertation committee to review academic progress.

Other contexts in which professional advising will take place include the annual BU Conference on Language Development (BUCLD). All PhD students will be expected to participate. The role of the conference in our program’s history and future is hard to overstate. Now in its 41st year, BUCLD has become widely regarded as the most important annual meeting for researchers in the field of language acquisition. It is the most high-profile,
distinction aspect of our program and provides a focus for many students' specializations. The skills, experience, and connections that come with organizing a major conference are and will be of great value to our students.

13. **For a proposed graduate program, please provide the admissions standards involved:**

   We will be looking for students with a strong academic record, including a BA or MA in Linguistics (or a closely related field, as long as they have taken appropriate prior coursework in Linguistics). Preference will be given to applicants who have prior research experience.

14. **Please document any implications that the formation of the proposed new degree has on professional accreditation or licensure at the program or school/college level:**

   Not applicable.

15. **For a proposed undergraduate program, please provide sample pathways through the new degree or certificate:**

   Not applicable.

16. **If the new program includes a new course or courses, please indicate who will teach the course and how the rest of that faculty member's course load will be affected (courses(s) redistributed to other faculty, taught less frequently, no longer taught, etc.). Please be specific about affected courses. This information should be reflected in the budget form that accompanies the proposal, e.g. the cost for a new faculty member to teach the new course or a redistributed course [NOTE: new courses will need Course Inventory Forms submitted to the Office of the Registrar]:**

   GRS LX 801/802 Graduate Proseminar in Linguistics (2 credits each)

   The Graduate Proseminar will be shared among program faculty, many of whom will have the opportunity to offer this course on an occasional basis, in lieu of another course that they would otherwise have offered (and which is not crucial to have offered in that academic year).

   We expect to develop other PhD-level courses as our new PhD program develops. In particular, we anticipate that additional course offerings in computational linguistics will be available, pending the anticipated hire of a computational linguist. If the faculty should expand further, this will allow us to provide greater depth and breadth in key areas. In fact, the addition of the PhD program will enable better utilization of our existing course resources.

17. **Please list other resources needed including new staff, IT, technology enhanced classrooms, office space, and other facilities. This information should be reflected in the budget:**

   Top flight PhD programs in linguistics typically provide designated work and meeting spaces for doctoral students. These include (shared) student offices as well as informal break out rooms.
   
   At present no such spaces exist, though several faculty members (Barnes, Chang, Erker, Neidle,
Arunachalam) have labs that function as de facto work spaces for students working on research directed by said faculty. As such, the establishment of designated space for doctoral students might best be seen as a long-term goal, one that will eventually need to be achieved but not one that should preclude moving forward with the PhD program proposed here.

18. What charges (tuition, fees, etc.) are to be applied to this program? How will the charges be structured?

Standard graduate tuition and fees will be charged.

19. Please describe the proposed enrollment or the enrollment required to cover the start-up costs of the proposed new degree:

We anticipate an enrollment of 4-5 new PhD students per year.

20. Please provide the bulletin copy (exactly as it will appear) for the proposed new degree including all text connected to the program (requirements, description, program goals/outcomes) [NOTE: this bulletin copy is in a final form and cannot be changed]:

```
PhD in Linguistics

Human language is a multifaceted phenomenon. It is simultaneously a property of individual minds and of whole speech communities, and thus both internal and external to us. It both shapes and is shaped by our societies over time. It is a combination of sound (or sign), which has physical properties that can be measured, and meaning, which does not. Accordingly, becoming a linguist involves mastering a variety of methods, both quantitative and qualitative. The PhD in linguistics at Boston University aims to produce scholars who are versatile enough to be experts in both of these aspects of linguistic inquiry, yet skilled enough to do cutting-edge research in a particular subfield of the discipline. We offer a solid grounding in a range of research methods, including field methods, quantitative methods, and computational methods.

Course Requirements

The PhD in Linguistics requires successful completion of 64 credits at the graduate-level, including:

- GRS LX 703 Phonological Analysis
- GRS LX 722 Intermediate Syntax: Modeling Syntactic Knowledge
- GRS LX 732 Intermediate Semantics: The Grammatical Construction of Meaning
- Six additional courses, two in each of two of the following areas, and one in each of the other two areas:
  - Advanced courses in phonetics, phonology, or morphology
  - Advanced courses in syntax, semantics, or pragmatics
  - Linguistic research methodology
  - Language acquisition or the study of language as a social or a historical phenomenon
- Two Graduate Proseminars in Linguistics, GRS LX 801 and GRS LX 802
- Six additional graduate-level courses (including up to 8 credits of directed study) in linguistics or related fields sufficient to define a specialization that will be the area within which the dissertation is written. These courses will be decided upon by the student, in conjunction with his or her advisor, whose approval is required.

Language Requirement

All students pursuing a PhD in Linguistics are required to demonstrate graduate-level reading proficiency in two foreign languages (one of which may be English, for non-native speakers) by the end of the 3rd year of enrollment. Language proficiency can be demonstrated either through a language examination, successful completion of a non-credit graduate-level foreign language reading course offered by Boston University, or the equivalent of two years of undergraduate study of the language at Boston University.
Qualifying Examination

A candidate for the doctoral degree must satisfactorily complete two substantial research papers in different areas of the field (the first by the end of the fourth semester, the second no later than the sixth semester of enrollment). Each Qualifying Paper (QP) will be planned and carried out under the supervision of a Linguistics faculty member with expertise appropriate to the relevant project; it will be defended orally and approved by an examining committee, composed of the first and second reader as well as a third faculty member determined by the DGS in consultation with the student. A brief proposal for each QP must be submitted, with signed approval of a first and second reader (who have been approved by the DGS and who have agreed to advise the student on the proposed project) by mid-October of the academic year in which the project must be completed.

Dissertation and Final Oral Examination

Candidates shall demonstrate their abilities for independent study in a dissertation representing original research or creative scholarship. A prospectus for the dissertation must be completed and approved by the readers, the director of graduate studies, and the department chair/program director. Candidates must undergo a final oral examination in which they defend their dissertation as a valuable contribution to knowledge in their field and demonstrate a mastery of their field of specialization in relation to their dissertation. All portions of the dissertation and final oral examination must be completed as outlined in the GRS General Requirements for the Doctor of Philosophy Degree.