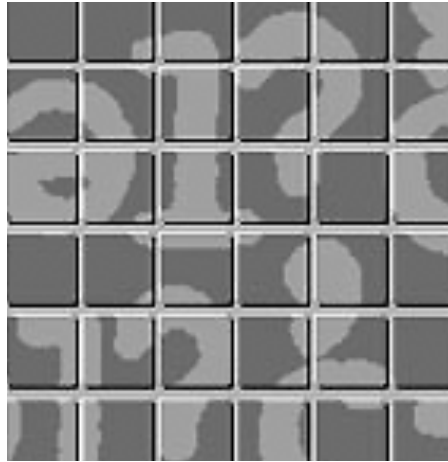


GRADUATE STUDENT HANDBOOK



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This Handbook has been updated as of September 2009. Several readers have checked it for consistency, but errors may still remain. If you find any, please let the Graduate Advisor and the Chair know. If there is a disagreement between the body of the text and a document in the appendix, the appendix document is the authority. Current Graduate School guidelines override any that are referred to in this document.

Department of Linguistics Graduate Student Handbook 2009-2010

This Handbook is a resource for you as a graduate student in the M.A. or the Ph.D. program in Linguistics at the University of Colorado. In it you will find information about the department, your program of study, policies, and requirements that are in effect as of fall 2009. These policies and requirements, in effect at the time of your matriculation, will apply to you during your course of study here. If there are revisions to the requirements while you are enrolled, they will *not* apply to you retroactively unless you specifically make that request.

The **Appendix** to this handbook contains the officially adopted text of the various course and examination requirements of our graduate programs. These documents are authoritative.

All students are bound by both Departmental requirements and **Graduate School requirements**, which are separate. Make sure you understand both sets. Authoritative information on Graduate School requirements is given in the **Graduate School section** of the **University Catalog**. Keep the Catalog and the Handbook for the year you have entered until you graduate, since together they govern your graduation requirements.

You can find additional general information by searching the University's website, the University Catalog, or the current edition of *Graduate Student Guide to Campus Life*. More specific topics not covered in the handbook, such as reading lists, websites, conferences, and outside jobs, could be covered by Linguistic Circle meetings or the CU Linguistics Association (CULA), if requested. Of course, you can also ask faculty, staff, and fellow students.

Exact current course offerings and course descriptions are available on the departmental website. To register for courses, you should also consult the website of registrar's office (<http://registrar.colorado.edu>) and your advisor.

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1 GOALS OF THE GRADUATE PROGRAMS IN LINGUISTICS

1.1 Goals of the M.A. program

The goal of the M.A. program in linguistics is to provide students with sufficient knowledge of linguistics to enable them to work in industry and organizations where knowledge of linguistics helps in problem solving. The program also helps students determine in a relatively short time whether they want to make research in linguistics their life-long career and prepares students who decide to do so to apply to the Ph.D. program at CU or at other institutions.

The main component of the MA program is 30 semester hours of courses (at least 24 of them in linguistics). Students may also choose to write an M.A. thesis. By meeting additional requirements, students may also obtain the M.A. with a certificate in Cognitive Science, Human Language Technology, or the program in Culture, Language, and Social Practice (CLASP). (See the CU Linguistics web page for individual certificate requirements.) Students enrolled in the M.A. Program for TESOL Professionals (Teaching English to Speakers of Other Languages) have a course of study divided between general linguistics and TESOL, including a practicum.

If your goal is to enter the Ph.D. program, you may apply in your second or third semester with us; if accepted to the Ph.D. program, you do not need to complete the M.A. before starting the Ph.D.

1.2 Goals of the Ph.D. program

The goal of the Ph.D. program is to prepare graduates to design and conduct their own empirically-based research with a keen eye to the theoretical implications. Ph.D. students prepare for careers in academic research and teaching or applied work in industry or other organizations. We encourage all doctoral students to get an early start on doing research under the guidance of a faculty member.

Doctoral students complete a core of required courses that provide a firm foundation in linguistic theory and methods. These courses are supplemented by advanced courses and individual work related to an area of specialization in a field where this Department is strongest: description of Native (North) American and Chadic (Central African) languages, sociolinguistics, interaction and grammar, computational linguistics, psycholinguistics, first language acquisition, phonetics, laboratory phonology, functionally-oriented syntax. Additionally, students may apply to pursue a joint Ph.D. in Linguistics and Cognitive Science.

1.3 Coursework alone is not sufficient for a degree

Graduate students in linguistics are expected to take responsibility for their own education. Students are encouraged to seek advice from faculty members and make requests concerning special interests or plans (e.g., individual study with faculty members).

Students are also encouraged to interact with each other and with faculty members to set the tone of activities in the Department. Your own work, through research, reading, attending scholarly talks (such as Ling Circle talks), participating in scholarly meetings, or interacting with other linguists, is important for building up the intellectual curiosity and knowledge expected of a holder of an advanced degree. Such activities will also help you prepare for comprehensive examinations.

In addition, all students, especially those in the Ph.D. program, are strongly encouraged to attend one or more of the **Linguistic Institutes** sponsored in odd-numbered summers by the Linguistic Society of America or at other times by similar organizations around the world. The courses offered at these institutes enrich students' programs, often with study in areas not offered by the Department. The Department office receives and posts information about such offerings, usually by email. Additional information can be found on the web; see especially the LSA website. In recent years, several students have received fellowships to attend the LSA Institute. (Note that the 2011 LSA Institute will be held at the University of Colorado at Boulder.)

2 *ADVISING*

Your advisor helps make sure that you are taking the proper courses and examinations, both in terms of Department and University requirements and in terms of your career goals. You should also talk to your advisor about any issues you have that may be affecting your work. If the problem is not one that your advisor can help you to handle, he or she will help you to find the resources you need.

2.1 **Advising for M.A. students and beginning Ph.D. students**

The Departmental **graduate advisor** is the first person to contact to obtain help in planning courses for the first semester. Students in the **Professional M.A. for TESOL** program should see the TESOL advisor. Within the second semester, PhD students should select their own advisor who will help them throughout the course of their studies. MA students may also select an advisor of their choosing, or they may continue to see the graduate advisor. Beginning in the second semester, students are responsible for arranging a conference with their respective advisors during the registration period for each semester (at the end of the preceding term). New students should also meet with the graduate advisor at the beginning of the first semester here for first semester registration advising. The computer registration system will not let students register for any term until they have seen an official departmental advisor.

2.2 **Advising for continuing Ph.D. students**

Before the end of March of the first year of full-time study, Ph.D. students must choose an **advisor** and an **advisory committee** appropriate to their intended specialization. Failing to choose a thesis advisor and advisory committee may be considered insufficient progress toward the Ph.D. (See below under Doctoral Program.) After the advisory committee has been constituted, students consult with the advisor and committee members about their course work and other requirements. This is of extreme importance, **since the advisory committee has the responsibility and power to approve virtually all degree requirements for the individual student** beyond the minimum core required by the Department. See section 4.1 for more information about the advisory committee.

You should expect to consult with your official advisor at least once each semester – by telephone or e-mail if you are not in residence. It is your advisor's duty to monitor your progress and to let both you and the rest of the faculty know their assessment of it. Students who are not making adequate progress will be so informed and remedial measures may be taken.

2.3 **The Record of Progress**

The Record of Progress is a checklist of requirements to help you keep track of your progress and record decisions about your individual plan of study. At the time of the first conference, your graduate advisor begins filling out the Record of Progress form. The form is consulted and updated at each subsequent advising session. If you are in the doctoral program, the chair of your advisory committee will take over this responsibility after your advisory committee is approved. Normally, you keep one copy and another is kept in your file in the Department office.

2.4 **Modification of requirements**

Graduate students are welcome to petition the Department, via their advisor, for waiver or modification of requirements on grounds of exceptional needs or circumstances. The advisor must endorse the written request to the Department faculty, which will grant or deny the petition.

3 THE MASTER'S PROGRAM

Detailed requirements for the M.A. are contained in the *Statement of Graduate Degree Requirements for the M.A. in Linguistics*, provided in the Appendix, Part 1A. Detailed requirements for the Professional MA for TESOL can be found in the Appendix, Part 1C. Regulations that are in effect when you enter the program are those under which you will graduate, unless you make a formal request to follow later rules.

3a. MA in Linguistics (For information on the Professional MA for TESOL, see section 5b.)

The MA in Linguistics requires 30 units of coursework, a Comprehensive Exam, and satisfaction of the foreign language requirement. Students may optionally elect to write a thesis. (See section 3a.8 for details on the thesis plan.)

3a.1 Choosing the Thesis vs. Non-thesis M.A. plan

Students may complete the requirements for the M.A. degree either with or without writing a thesis. Most students, especially those who enter the M.A. program without much background in Linguistics, do not write a thesis. Students who enter the program with sufficient background in Linguistics and who have strongly focused interests are encouraged to consult with a faculty member about writing a thesis. In addition to satisfying the requirements for all MA students outlined in sections 3a.2 through 3a.6, thesis students must meet additional requirements listed in section 3a.8.

3a.2 Language requirement

Knowledge of a language other than one's native language, at a level of proficiency at least equivalent to the third year college level, is a prerequisite to admission to the M.A. Passing 5 or more credits of college course work in a language at the third year level with a grade of B or better satisfies this requirement. If your language proficiency is not the result of formal study, see your advisor about arranging an evaluation of your skills by a member of one of the CU language departments. International students whose education has been primarily in a language other than English may count English as their foreign language at the M.A. level.

3a.3 Courses

The MA in Linguistics requires 30 credit hours of coursework. This includes 5 required courses for 15 credit hours and 15 credit hours of electives, 9 of which must be taken in Linguistics. (See Section 8.3 for policies on transfer of credit from other institutions.)

A sample plan of study is shown below (required courses in **boldface**):

Year 1	
Fall	Spring
LING 5030: Linguistic Phonetics LING 5420: Morphology and Syntax	LING 5410: Phonology LING 5430: Semantics and Pragmatics
Year 2	
Fall	Spring
LING 5570: Diachronic Linguistics [elective] [elective]	[elective] + preparation for comprehensive exam [elective] [elective]

- Elective course offerings vary. See course schedule online for current offerings. Elective may be taken in any semester (so long as prerequisites are met).
- Students who elect to write a thesis may take 4-6 hours of thesis credit, which count toward the elective requirement.

3a.4 Course load for M.A. students

6 to 9 hours is a normal semester course load. All Linguistics courses taken towards the M.A. degree must be at the 5000 level or higher. Courses taken outside the Department at the 3000-level or higher with approval from the advisor may be accepted toward the degree (e.g. undergraduate experimental methods or statistics courses that are

prerequisites for a graduate psychology course). Most students complete the course work for the M.A. in two years, taking the comprehensive exam in the fourth semester. The Graduate School requires that all requirements, including thesis (if any) and comprehensive exam, be completed in four years.

3a.5 Independent study

The Department encourages students to approach faculty members about individual independent study in the professor's area of expertise. If the faculty member agrees to set up an individual study with you, an Individual Study Agreement (which you can get from the graduate secretary) must be completed and submitted to the Department chair for approval. Individual study is not to be used to duplicate existing courses (e.g. in a semester in which they are not offered). Two or more students may also participate together in the same independent study.

3a.6 The M.A. comprehensive examination

The M.A. comprehensive examination is a four-hour written examination that covers the main areas of linguistics (including phonetics, phonology, morphology/syntax, semantics/pragmatics, and diachronics). If a student requests, one-third of the examination may concentrate on an area of specialization. Students who elect to write a thesis are required to take an exam with specialization questions covering the topic of their thesis. Copies of previous M.A. comprehensive examinations may be checked out from the Departmental office.

The comprehensive exam is given once per semester. It is not given in the summer. A student must be registered for the semester in which the exam is taken. Students must notify the Department and the Graduate School ten weeks in advance (or better, during the preceding semester) of their intention to take the comprehensive examination, using the official Application for Candidacy form obtained from the Department office.

If the examination committee feels that a student's answers to the written examination display an inadequate grasp of linguistic concepts, the committee can require that the student take an **oral examination**, covering the material on the written examination (and, optionally, material not covered on the examination). A student who has failed the written examination but feels that the examination did not represent his or her best work has the right to have an oral examination. The examination committee may judge that the performance on such an oral has been strong enough to override the performance on the written examination.

See *M.A. comprehensive examination procedures*, in Part 1B of the Appendix for further details.

3a.7 Repeating the M.A. Comprehensive Exam

Students who fail the M.A. comprehensive examination may repeat it **only ONCE**. Students who are not sure whether they are ready to take it should consult with their advisor before deciding to do so. Occasionally students are passed with **conditions**, which must be satisfied to fulfill the examination requirement. For example, the student may be asked to prepare a research paper demonstrating the grasp of an area in which they did poorly on the examination.

3a.8 Additional requirements for students writing a thesis

Like all MA students, students writing a thesis are required to complete 30 semester hours of course work, pass the comprehensive exam, and fulfill the language requirement. As special requirements, they also write a thesis, complete thesis specialization questions as part of the written comprehensive exam, and take an oral exam.

The thesis is prepared under the guidance of an **M.A. thesis committee**, consisting of the thesis advisor and a second reader in the Department. As noted in section 3a.3, 4-6 credit hours may be applied towards thesis preparation and count toward the elective requirement.

The written comprehensive examination for thesis writers is essentially the same as the one for all other students taking the comprehensive that semester, except that one-third of the examination covers the student's thesis topic.

Additionally, students who write a thesis are *required* to take an oral examination, which is essentially a defense of the thesis, but may also cover material from the written examination or from other areas of general linguistics. The exam is administered by the members of the MA thesis committee plus one other faculty member chosen by the student. Copies of a pre-final draft of the complete thesis must be available to committee members **at least two**

weeks in advance of the oral examination. Typically, the committee will require revisions of the thesis after the defense, which must be incorporated and approved by the committee before the degree can be awarded.

3a.9 Applying to the Ph.D. Program

As stated above, students in the M.A. program may apply to the Ph.D. program before finishing the M.A. The usual time for application to the Ph.D. is the third semester of your M.A. program, so that you can be considered for financial aid for your third year. If you have a strong background and are doing very well here, you may see your advisor or the director of graduate admissions about applying sooner.

3b. Professional M.A in Linguistics with a TESOL Emphasis

Students who are interested in TESOL (Teaching English to Speakers of Other Languages) as a career may pursue the M.A. in Linguistics, with Professional TESOL Emphasis. Students identify their interest in the TESOL emphasis in their application or by declaring this emphasis to the graduate secretary and the graduate advisor or TESOL advisor.

The PMA in Linguistics for TESOL requires 30 units of coursework (including a TESOL practicum), a Comprehensive Exam, and satisfaction of the foreign language requirement. Students may optionally elect to write a thesis. (See section 3b.8 for details on the thesis plan).

3b.1 Choosing the Thesis vs. Non-thesis M.A. plan

Most students who enter the M.A. program in TESOL do not write a thesis. However, writing a thesis may be appropriate for some students, especially those who plan to seek a *university position abroad in English language teaching*, as universities abroad may consider authorship of a thesis to be a qualification for university teaching. Students writing a thesis should ideally have a background in Linguistics and TESOL upon entering the program and/or have strongly focused interests. A student must get the advisor’s consent to write a thesis. In addition to satisfying the requirements for all PMA students, thesis students must satisfy additional requirements listed in section 3b.8.

3b.2 Language requirement (same as 3a.2)

Knowledge of a language other than one’s native language, at a level of proficiency at least equivalent to the third year college level, is a prerequisite to admission to the M.A. Passing 5 or more credits of college course work in a language at the third year level with a grade of B or better satisfies this requirement. If your language proficiency is not the result of formal study, see your advisor about arranging an evaluation of your skills by a member of one of the CU language departments. International students whose education has been primarily in a language other than English may count English as their foreign language at the M.A. level.

3b.3 Courses

The PMA requires 30 credits hours of coursework. This includes 4 Linguistics core courses, 4 TESOL core courses, a TESOL Practicum, and an elective. A sample plan of study for Professional M.A. for TESOL, including summer study options, is shown below (required courses in **boldface**):

Year 1		
Fall	Spring	Summer
LING 5030: Linguistic Phonetics LING5420: Morphology & Syntax	LING 5410: Phonology LING 5430: Semantics & Pragmatics LING 5610: Grammar for TESOL	See Advisor for available summer TESOL electives.
Year 2		
Fall	Spring	Summer
LING 5630: Materials/Methods for Teaching English as add’l language (Second) Language Acquisition course	LING 5620: Teaching ESL Pronunciation LING 5910: TESOL Practicum preparation for comprehensive exam	Any remaining course or elective

- Students take one course in language acquisition or second language acquisition: LING 6560 Language Acquisition, EDUC 5615 Second Language Acquisition, or LLC 5030 Language and Literacy Acquisition, offered at the University of Colorado Denver.
- TESOL students enroll in LING 5910 TESOL Practicum after completing LING 5610 and LING 5630. A student needs to have an ESL teaching placement while taking the Practicum. The TESOL advisor can provide assistance setting up an appropriate placement. Students must get approval on the placement from the advisor before registering for the Practicum.
- Students need to be enrolled in at least one credit hour during the semester that the Comprehensive Exam is taken.

3b.4 Course load for PMA students (same as 3a.4)

6 to 9 hours is a normal semester course load. All Linguistics courses taken towards the M.A. degree must be at the 5000 level or higher. Courses taken outside the Department at the 3000-level or higher with approval from the advisor may be accepted toward the degree (e.g. undergraduate experimental methods or statistics courses that are prerequisites for a graduate psychology course). Most students complete the course work for the M.A. in two years, taking the comprehensive exam in the fourth semester. The Graduate School requires that all requirements, including thesis (if any) and comprehensive exam, be completed in four years.

3b.5 Independent study (same as section 3a.5)

The Department encourages students to approach faculty members about individual independent study in the professor's area of expertise. If the faculty member agrees to set up an individual study with you, an Individual Study Agreement (which you can get from the graduate secretary) must be completed and submitted to the Department chair for approval. Individual study is not to be used to duplicate existing courses (e.g. in a semester in which they are not offered). Two or more students may also participate together in the same independent study.

3b.6 The P.M.A. comprehensive examination

The comprehensive examination for the PMA has two parts: 1) a written M.A. comprehensive examination, prepared by the Departmental examination committee and covering the Linguistics core content; and 2) a Professional Portfolio. TESOL students writing a thesis are exempt from the portfolio requirement (see section 3b.8). See Appendix, Part 1D for more information about the PMA comprehensive examination and for guidelines on the preparation of the professional portfolio.

The PMA comprehensive examination is a three-hour written examination covering the core linguistic areas of phonetics/phonology, morphology/syntax, and semantics/pragmatics, as well as English structure for TESOL. Copies of previous M.A. comprehensive examinations may be checked out from the Departmental office.

The comprehensive exam is given once per semester. It is not given in the summer. Students may arrange to complete either part of the comprehensive exam first. Students may also arrange to submit the Professional Portfolio and take the timed exam during the same semester. The student must be registered for the semester in which the last part of the exam is taken. Students must inform the Department and the Graduate School ten weeks in advance (or better, during the preceding semester) of their intention to take the comprehensive examination using the official Application for Candidacy form. This form must be approved and signed by the graduate advisor.

If the examination committee feels that a student's answers to the written examination display an inadequate grasp of linguistic concepts, the committee can require that the student take an oral examination, covering the material on the written examination (and, optionally, material not covered on the examination). A student who has failed the written examination but feels that the examination did not represent their best work has the right to have an oral examination. The examination committee may judge that the performance on such an oral has been strong enough to override the performance on the written examination.

3b.7 Repeating the M.A. Comprehensive

Students who fail the M.A. comprehensive examination may repeat it **only ONCE**. Students who are not sure whether they are ready to take it should consult with their advisor before deciding to do so. Occasionally students are passed with **conditions** that must be satisfied to fulfill the examination requirement. One such condition might be that the student must prepare a research paper demonstrating the grasp of an area in which they did poorly on the examination.

3b.8 Additional requirements for students writing a thesis

Like all PMA students, thesis students are required to complete 30 semester hours of course work, meet the language requirement, and pass a comprehensive examination. Students writing a thesis are exempt from the Professional Portfolio requirement. As special requirements, thesis students write a thesis and take an oral examination.

The thesis is normally prepared under the guidance of an **M.A. thesis committee** consisting of the thesis advisor and a second reader in the Department. Four to six credit hours may be applied towards thesis preparation by students who elect to write a thesis and satisfy the elective requirement. Some of the thesis units will take PMA thesis students beyond the 30 units required for the degree.

The written examination for thesis writers is essentially the same as the one for all other PMA students taking the comprehensive that semester, except that an additional of the examination covers the student's thesis topic.

Additionally, students writing a thesis are *required* to take an oral examination which is essentially a defense of the thesis, but which may also cover material from the written examination or from other areas of general linguistics. Copies of a pre-final draft of the complete thesis must be available to committee members **at least two weeks** in advance of the oral examination. Typically, the committee will require revisions of the thesis after the defense which must be incorporated and approved by the committee before the degree can be awarded

3b.9 Applying to the Ph.D. Program

Students in the M.A. TESOL program may apply to the Ph.D. program before finishing the M.A. The usual time for application to the Ph.D. is in the third semester of your M.A. program, so that you can be considered for financial aid for your third year. TESOL students applying to the Ph.D. program will need to arrange to take courses in the regular MA program (e.g., LING 5570 and LING 6450) that they have not already taken and that were not part of their TESOL study plan.

4 THE DOCTORAL PROGRAM

All requirements for the Ph.D. are described in the *Statement of Graduate Degree Requirements for the Ph.D. in Linguistics*, in part 2 of the Appendix. Regulations that are in effect when you enter the program are those under which you will graduate, unless you notify your advisor that you elect to follow later rules.

Students in the Ph.D program complete 36 hours of coursework, a preliminary examination, a synthesis paper and dissertation prospectus defense (which together constitute the Ph.D. comprehensive examination), a dissertation, and an oral dissertation defense. Students also need to fulfill the foreign language requirement (see section 4.4). In addition, students are expected to accrue 30 hours of dissertation credit by the time they complete their dissertation defense (see section 4.8).

Students are expected to complete all degree requirements in about five years from matriculation in the Ph.D. program. The graduate school requires completion of *all* requirements (degree requirements + dissertation defense) within **six years** from the date of matriculation in the Ph.D. program, although a one-year extension may be granted if the Department endorses the student's request for the additional time. The Department uses the following timeline as a guideline for determining adequate progress towards the degree (and also for allocating financial aid):

- Year 1: Pass all coursework, choose advisory committee, and submit Prelim Exam proposal
- Year 2: Pass Prelim Exam and pass all coursework
- Year 3: Finish coursework and submit Synthesis Paper
- Year 4: Engage in research towards the Dissertation Prospectus
- Year 5: Successfully defend the Dissertation Prospectus
- Year 6: Successfully defend the Dissertation

The doctoral program emphasizes the early involvement of all students in **research**, so students entering the Ph.D. program should be prepared to work actively to define their research interests in consultation with faculty and to declare their area of specialization very early in their studies. It is always possible to change specialization, although this may prolong the time needed to complete the program.

4.1 The advisory committee

As noted in sections 2.1 and 2.2 on advising, each student in the Ph.D. program must select a guidance committee of three members after deciding on an area of specialization. You must do this before the end of March of your first year in the doctoral program. It is the role of this committee to guide your preparation for the comprehensive examination, including selection of courses and satisfaction of all of the other requirements for the degree. You are required to meet with the chair of your committee at least once a semester, during pre-registration advising. You will not be allowed to register for a term until the graduate advisor or your committee chair has informed the Graduate Secretary that you have been advised for that term.

To set up your advisory committee, you should request faculty members to be members of it. A document signed by the department chair listing your committee members' names is kept in your file in the Department office. All members of this advisory committee must belong to the graduate faculty, and they must be regular members (typically, assistant, associate or full professors) of the Department of Linguistics.

The **chair of the advisory committee** should be someone who is actively involved in your area of interest. He or she will in many cases eventually be the **dissertation director**. You are free at any time to request any change in your committee that you feel will better serve your interests. Changes in the committee must be approved by the Department chair and recorded on the advisory committee listing in your file.

You may consult with members of your committee at any time, but your only *required* advising session is when you meet with the chair of the committee at pre-registration time each semester. Don't expect to meet routinely with your committee as a group, but you or your committee chair should consult or meet with the other members of the committee when you feel that it will be helpful.

4.2 Course requirements

The Ph.D. in Linguistics requires 36 credit hours of coursework (12 courses) at the 6000 level or above. This includes 4 required courses for 12 credit hours and 24 credit hours of electives, 12 of which (4 courses) must be taken in Linguistics. In addition, students must register for 30 dissertation credit hours.

The required courses are: LING 7100 Field Methods I, LING 6450 Syntactic Analysis, and any two of LING 7410 Phonological Theory, LING 7420 Syntactic Theory, LING 7430 Semantic Theory, or LING 7570 Diachronic Theory. Elective course offerings vary. See course schedule online for current offerings. Elective may be taken in any semester (so long as prerequisites are met). Most of these courses should be relevant to the student's area of specialization, determined together with the advisory committee.

In addition, first year doctoral students are required to take LING 7001 Doctoral Proseminar, which is a zero-credit seminar course held each spring. The proseminar addresses fundamental academic and professional skills (including strategies for taking the preliminary and comprehensive exams, abstract and grant-proposal writing, planning the thesis project and proposal, creating a curriculum vitae and professional portfolio, building a research program and striking a balance between the competing demands of research and teaching). Each doctoral student is required to attend at least 6 sessions.

4.3 Independent study (same as section 3a.5)

The Department encourages students to approach faculty members about individual independent study in the professor's area of expertise. If the faculty member agrees to set up an individual study with you, an Individual Study Agreement (which you can get from the graduate secretary) must be completed and submitted to the Department chair for approval. Individual study is not to be used to duplicate existing courses (e.g. in a semester in which they are not offered). Two or more students may also participate together in the same independent study.

4.4 Language requirements

The mastery of a non-native language to at least the 3rd year level is considered a prerequisite for entrance to the Ph.D. program. If you have not satisfied this prerequisite, you should start to work on it immediately.

All Ph.D. students must demonstrate the ability to read scholarly linguistic literature in a language relevant to their dissertation research. The student and the advisory committee will choose the language together. The language must be the medium for publication of pertinent linguistic literature. The committee will determine the means of satisfaction. The language requirement must be satisfied before the dissertation prospectus is approved.

4.5 Research skill and research methods requirements

All Ph.D. students are expected to demonstrate adequate competence in research skills appropriate for their specialization, e.g., programming languages or statistics. Students are also required to be competent in the research methods appropriate to their intended specialization. The skills and methods requirements will vary according to the particular needs and backgrounds of individual students. The student's advisory committee will decide in each case what the requirements will be and how they are to be demonstrated. Any such requirements must be fulfilled before the defense of the dissertation prospectus. See sections **A.1** and **B.** in the *Statement of Graduate Degree Requirements for the Ph.D.* in the appendix.

4.6 The Ph.D. Preliminary Examination

All Ph.D. students must pass a preliminary examination. The examination consists of a focused research paper based on the analysis of language data. A proposal for this paper, approved by the student's advisor, must be submitted by March 31 of the student's first year in the program. The finished paper must be submitted by October 1 of the student's second year. Both the proposals and the papers are evaluated by the Prelim committee and the advisor, and the final papers are assigned a grade of "pass" or "fail." The prelim examination paper may be based on work undertaken in completed courses.

Students who are unable to complete either the proposal or the preliminary exam itself may request a **postponement** of one year, which must be approved by **the department**. Students who need postponements should request them in the spring of their first full year of the program.

Students who postpone, do not complete the exam, or do not pass the exam the first time will have only one additional opportunity to pass it (by attempting the proposal and exam again the following year). Students who fail the examination a second time are requested to withdraw from the program. See ***Ph.D. Program Examination Requirements*** and ***The Preliminary Examination Paper ('the prelim') in Linguistics*** in the Appendix, Part 2.

4.7 The M.A. degree for students in the Ph.D. program

Students who pass the preliminary examination for the Ph.D. degree and who have also satisfied all of the requirements for the M.A. degree, except the M.A. comprehensive examination, may request an M.A. degree after the successful completion of the preliminary examination. Students who anticipate requesting such an M.A. must file an Application for Candidacy form ten weeks before the examination, as required by the Graduate School, if they wish to have the M.A. awarded promptly.

4.8 Advancement to Ph.D. candidacy

To be advanced to candidacy, Ph.D. students must meet the following requirements: completed course work, language reading proficiency, preliminary examination paper, and comprehensive examination (synthesis paper or examination, plus dissertation prospectus). Additionally, the Graduate School requires that students cannot be admitted to candidacy until they have earned at least 4 semesters of residence. See the ***Statement of Graduate Degree Requirements for the Ph.D.***, in part 2 of the Appendix, for the official statement of these requirements.

The University requires students who have advanced to candidacy to be registered for 5 hours of dissertation credit hours each semester (this is the 'continuous registration requirement') unless they are away from campus (*in absentia*), in which case they may register for 3 hours. Because of the expense of doing this, it is usually better to delay filing the formal report of your prospectus defense until you are fairly sure that you are within two or three semesters of completing the thesis. You must be registered for 5 hours in the semester in which you defend your dissertation. If you are registered as a student *in absentia*, you will not be eligible for financial aid.

The Graduate School also requires 30 hours of dissertation credit, and stipulates that no more than 10 of the required thirty semester hours of dissertation credit can be earned prior to the semester in which the comprehensive exam is taken (in our case, the semester in which the prospectus is defended), and no more than 10 hours during the semester in which it is taken. Furthermore, students must be registered on the Boulder campus in the semester in which they pass the comprehensive examination. For further information, see the University Catalog sections entitled 'Dissertation Credit Hour Requirement' and 'Continuous Registration Requirement'.

4.9 The Ph.D. Comprehensive Examination

The University's comprehensive examination requirement is satisfied in two steps, the Synthesis Requirement and the Dissertation Prospectus, and is taken after the following requirements have been completed: required course work, language reading proficiency, and preliminary examination paper. Students who have met these requirements are expected to fulfill the **synthesis requirement** part of the comprehensive examination as promptly as possible, and within three years of matriculation in the PhD program in order to be considered adequate progress. The second part of the comprehensive examination requirement is the dissertation prospectus, which ideally should be defended within 2 years after the synthesis paper requirement has been met.

4.9.1 The Synthesis Requirement

The first step in the Ph.D. Comprehensive Examination is either the completion of an 'issues paper' (called the *synthesis paper*) or a major open-book examination over specified topics in linguistics. The examination or the synthesis paper compare and contrast theoretical and methodological approaches to an issue in a way that covers one or more subareas of linguistics, where 'subarea' is broadly construed (e.g. recent phonological theories, computational models of acquisition of syntax). The topic may be interdisciplinary, and it may be related to the topic of the dissertation (if that is known). The issue and coverage are to be negotiated between students and their advisory committee. The committee, in discussion with the student, will ensure breadth and richness of coverage of the topic. Students are strongly encouraged to submit a proposal for the synthesis paper to their advisory committee before attempting to write the paper. See the ***Ph.D. Comprehensive Examination Requirement*** in Part 2 of the Appendix. The synthesis paper may be attempted only a total of three times. All and any revisions must be submitted within 12 months of the first committee decision.

4.9.2 The Dissertation Prospectus

The second step in the Comprehensive Examination is the preparation and successful **defense** of a dissertation prospectus in front of the dissertation committee. The dissertation topic and research plan must first be approved by the dissertation committee. The dissertation committee is selected by the student, with the approval of the Department Chair, and consists of the dissertation director (also informally called your thesis advisor) and four additional members. At least one member of the committee must be chosen from outside the Department of Linguistics. A majority of the committee must be Department members. Normally the dissertation is directed by a member of the Department of Linguistics. If you wish to write under the direction of someone outside the Department, the topic and director must be approved by the Department chair.

The prospectus usually consists of a review of the literature relevant to the topic, plus a description of the research plan and expected results. This committee will meet formally with you to consider the dissertation prospectus no later than one year after you complete the synthesis paper or examination. Your dissertation director normally will not permit you to present a prospectus that is not, in his/her opinion, ready to be defended. The entire dissertation committee must approve the final form of the prospectus formally (with amendments as necessary). Typically, revisions are required before this approval is given. See *The Dissertation Prospectus in Linguistics* in part 2 of the Appendix.

Since it is the prospectus defense that corresponds to the Graduate School's Comprehensive Examination, students must be registered for the semester in which they defend their prospectus. You must have filed the **Application for Candidacy** form for the doctorate **at least two weeks** before the date scheduled for the prospectus defense.

4.10 The Doctoral Dissertation

The dissertation, written under the guidance of a dissertation director and at least one other scholar, must be a substantial piece of work based on your original research, and must constitute a worthwhile contribution to knowledge in the area treated. You should keep all members of your dissertation committee aware of the progress of the work, and make sure all of them are aware of difficulties that may require changes in the plans set out in your prospectus. The dissertation must meet the general requirements of the Graduate School, and is usually judged technically by the standards used to evaluate research for publication in a leading professional journal in the same area of scholarship. The Graduate School has a number of rules and deadlines for submission of the dissertation and scheduling of the final examination (dissertation defense) detailed in the University of Colorado Catalog or on the Graduate School website.

4.11 The dissertation defense

The final examination, also called the dissertation defense, is the public presentation of the dissertation to the dissertation committee. The role of the committee is to examine the dissertation and question the student about it. The thesis advisor normally will not permit the student to defend a thesis that is not, in the advisor's opinion, ready to be defended. You must be registered for a minimum of 5 dissertation hours during the semester in which you pass the dissertation defense.

You must provide copies of the final draft of the dissertation to all members of the final examination committee *at least two weeks in advance of the final examination*.

The dissertation defense is open to the public. Friends, as well as interested faculty and others, often attend. After the defense, the committee votes formally to accept or reject the dissertation. At least four members must be in favor of accepting the dissertation in order for the candidate to be awarded the doctoral degree. If more than one opposes acceptance, the student is ordinarily given detailed instructions as to what must be done so that the dissertation will become acceptable. The committee may also vote to accept, conditional on the student completing a set of revisions. Two or three members of the committee, including the thesis advisor, are authorized by the committee as a whole to re-read the dissertation and approve it in the name of all of them. It is possible, however, that a new public defense may be required.

5 RESOURCES FOR RESEARCH

5.1 Library Resources

The University's Norlin Library has an excellent general collection of linguistics books and journals, which are fully accessible in Norlin's open stacks. Books may be checked out, and copy machines are available in Norlin for making copies of articles from journals. Items that Norlin does not have may be obtained through Interlibrary Loan. You may also notify the Department Library Liaison if you need something that is unavailable so that he or she can advise the Library to buy it for future use. The University Libraries website is the portal for the Chinook search engine as well as a wide variety of electronic databases and journals: <http://ucblibraries.colorado.edu>. From off-campus, you will need to use the VPN utility so that you can access databases and electronic journals that are licensed for use solely by CU faculty, staff, and students.

5.2 Corpus Facilities

CU Boulder is an institutional subscriber to the Linguistics Data Consortium or LDC (<http://www ldc.upenn.edu>), which gives it access to a variety of speech and text corpora (transcriptions and digital recordings of spoken language as well as collected newswire, broadcast news, talk shows and weblogs in multiple languages). These corpora are used in certain courses as well as for individual research. Many LDC corpora are already available on the Babel server or the CLEAR MIME server. To use the corpora, you will need a Babel or Verbs account and a basic knowledge of Unix commands. See the Department's current holdings on the Corpus Listing page of the CU Linguistics website (<http://verbs.colorado.edu/corpora>). See current LDC holdings on the LDC's catalog page. The Department strongly recommends that any student interested in corpus-based research take LING 5200 (Corpus Linguistics). For more information, consult with Prof. Palmer, the Department's corpus manager.

5.3 Laboratory Facilities

There are four labs in the Department. Students may become involved in these labs by consulting with the faculty directors of individual labs.

- SLING Lab (Sociolinguistics), Kira Hall, director
- Language, Cognition, and Development Lab, Bhuvana Narasimhan, director
- SEARCH Lab (SEmantics Annotation ResearCH), Martha Palmer, director
- Experimental Phonetics and Phonology Lab, Rebecca Scarborough, director

These labs house state-of-the-art equipment and facilities for research in their areas of investigation. The Department also owns a small amount of recording equipment, available for student check-out. In addition to our Department facilities, the Department of Speech, Language, and Hearing Science has facilities for the instrumental study of speech, and the Institute of Cognitive Science (see 5.5 below) has extensive computing and statistical laboratories. The university provides many additional computer labs throughout the campus.

5.4 The Center for the Study of Indigenous Languages of the West (CSILW)

CSILW is directed by Prof. Andrew Cowell, provides facilities to faculty, students, and visiting researchers for research on Indian languages of the western United States. Among the resources available are book, journal, and manuscript collections, computational facilities, and the Siouan Languages Archive, which is a large computer database of linguistic descriptions of Siouan languages. The center has language documentation in various AV formats. Current research projects include work on comparative Siouan, Lakhota, Arapahoe and Wichita. Contact Prof. Cowell (cowellj@Colorado.edu) for more information.

5.5 The Institute of Cognitive Science

ICS is an interdisciplinary group with members from several departments, principally Linguistics, Psychology, Computer Science, and Philosophy. Of particular interest to linguists are research projects concerned with speech recognition, text comprehension, reading, text generation, human-computer interaction, language acquisition, aphasia, and neural network approaches to language. Students can join ICS, which gives them access to membership on ICS committees, speaker series planning, and conference travel funds. Students who satisfy interdisciplinary course work requirements can earn a Certificate in Cognitive Science, which accompanies their Linguistics M.A. or doctorate, or a joint Ph.D. in Linguistics and Cognitive Science. Excellent computing and experimental facilities, including those at CINC (on East Campus) or statistical and experimental research design help at the Computer Laboratory for Psychology Research (CLIPR), are available through professors' research projects and through ICS. ICS sponsors Friday afternoon colloquia, which are frequently of interest to linguists.

Information on ICS activities, facilities, interdisciplinary courses, student membership, and requirements for the Certificate and the joint PhD is available from the Institute of Cognitive Science website (<http://ics.colorado.edu>) or from Associate Director Donna Caccamise or Prof. Martha Palmer.

5.6 Computer accounts with access to electronic mail, the web, and other software are available free to students. Computers are located throughout campus, including three in the linguistics department. For complete information on all the computer labs on campus, please check the university website.

5.7 Small grants towards research expenses and/or travel to conferences are provided by the Graduate School, the Linguistics Department (contact the chair), the United Government of Graduate Students (UGGS), and the Institute of Cognitive Science (contact the associate director).

5.8 The Linguistic Circle is a series of approximately weekly meetings and colloquia. Faculty, advanced students, and visiting scholars speak on current research. We also sometimes present graduate-school-survival skills, career advice for linguists, and other practical information. If you are interesting in seeing a particular topic covered, talk to the Ling Circle representative.

5.9 Faculty and graduate students often form **special-interest research groups** that may meet for a semester or more. Recent examples – some of them interdisciplinary - include the Computational Semantics Group that meets at CINC, Computational Language Acquisition Models, the Interaction Linguistics Group, and the Syntax Group. Students also form study groups to prepare for comprehensive examinations.

5.10 The Graduate Teacher Program provides lectures and workshops throughout the year on developing students' teaching skills, and offers a certificate of participation in its highly ranked program. Participation in this program is required for students who accept teaching assistantships and instructorships in our Department.

6 STUDENT AFFAIRS

6.1 Information sources

The University publishes an annual handbook the *Graduate Student Guide to Campus Life*, distributed to students at registration. This book contains an enormous amount of practical information, including where to pay bills, the year's financial aid and registration deadlines, parking and transportation information, websites for services such as Jobs and Student Housing, and how to set up your e-mail.

6.2 Mailboxes and Email

Graduate student mailboxes are in the hallway near the main office (Hellems 290). All graduate students should check their boxes as well as their university email regularly for Department and Graduate School announcements. Students are responsible for keeping the graduate secretary informed of changes in their postal and email addresses and telephone numbers!

6.3 CU Linguistics Association (CULA)

CULA is the association of Linguistics Graduate students, which is responsible for many aspects of Department life, including maintaining the Department's seminar room (Hellems 291) and conveying student opinions to the faculty. Officers are elected annually, including the student representative to faculty meetings (see next entry). CULA often undertakes fundraising projects to meet student needs. If you are in need of general 'survival tips', try talking to CULA officers.

6.4 Department Student-Faculty Liaison

The faculty is responsible for making information about Department plans and policies clear to students, but your initiative is essential in letting faculty know what needs to be clarified and/or modified. Department graduate students elect a **graduate student representative** to represent them at faculty meetings. The representative is responsible for letting the faculty know about graduate student concerns and helping the students understand the basis of faculty actions that affect them. Individual students are always welcome to meet with individual faculty members and to ask them to bring up topics at faculty meetings.

6.5 Diversity

There is no such thing as the ‘typical’ Linguistics graduate student. Some are grandmothers, and some have just completed the B.A. Some have lived in the U.S. all their lives. Some have traveled widely; many are from outside the U.S. Some are free of responsibilities to other people; some have families to support or parents in need of care. Some are dedicated fitness buffs, and some have disabilities. In this small group of people, we have students with a range of religions, colors, ethnicities, sexual orientations, native languages, and political preferences. The Department is dedicated to providing a welcoming and equitable environment where all students can learn from each other, as well as from the faculty. Our Department diversity committee is headed by Prof. Andy Cowell. If any student feels uncomfortable here, the diversity committee, the graduate advisor, and the Department chair are all available to help. Outside the Department, the University provides counseling, disabilities services, and ombuds services. Call 303-492-6766 for the Multicultural Counseling Center, or see the index of the Campus Guide, under entries like ‘diversity’, ‘counseling’, ‘disabilities’, etc.

6.6 Grievances

Grievances, whether related to individual courses or Departmental actions, should be brought first to the attention of your advisor or the Department chair. If a grievance is not resolved informally to your satisfaction in this way, you may address a formal appeal to the faculty, which will then be considered by a specially appointed committee. Further appeal to the Graduate School may also be made (see the University Graduate Student Handbook for details). The Ombuds Office offers counsel to students at any stage of a grievance. For grade grievances, the Department has a formal grade grievance procedure; relevant forms are available from the Graduate Secretary.

6.7 Student Government – University level

The interests of all university graduate students are represented by the United Government of Graduate Students (UGGS). The UGGS deals with topics including health insurance, child care, employment, and campus security, as well as social programming. Linguistics graduate students elect a representative to the UGGS each year. The representative must attend meetings regularly in order for the Department graduate students to receive activity funds from the UGGS.

6.8 Transportation

Parking on or near campus can be extremely difficult and costly. The HOP, SKIP, DASH and STAMPEDE provide excellent public transportation to and from campus. These buses cover much of the Boulder area, run day and night, and are *free* to CU students. The city maintains Park-and-Ride lots, which allow students commuting from further away to park remotely and take advantage of public transportation. More information can be obtained from the *Guide to Campus Life*. Boulder is also very bike-friendly, and there are plenty of bike racks on campus and throughout the city. It’s a good idea to register your bike with campus security; also, you are advised to purchase a night light for your bike, as the fine can be \$50 if you are stopped without one. **Campus maps** can be found online or in the University Catalog, the *Guide to Campus Life*, or in both the University and general telephone directories.

6.9 Student Health and Housing information can be found in the *Guide to Campus Life*.

7 FINANCIAL AID

7.1 University Financial Aid

To get University financial aid, students must fill out the Free Application for Federal Student Aid (FAFSA) form, available from the Office of Financial Aid and on the FAFSA website. Additional information about financial aid may be found at <http://www.colorado.edu/finaid>.

7.2 Departmental Financial Aid

Contingent on availability of resources, **teaching assistantships (TA-ships)** for introductory linguistics courses are awarded each semester to students with a substantial background in linguistics, typically PhD students. A limited number of **Graduate Part-Time Instructor (GPTI) appointments** to teach undergraduate linguistics courses are usually available each semester to advanced doctoral students. Positions as **graders** for large courses are also sometimes available. See Appendix Part 3 for job descriptions.

The typical semester award is for 33% time (12 hours/week), provides 6 credit-hours of tuition credit (i.e., tuition waiver), and pays a salary plus 70% of your university health insurance premium. Graduate school policies apply to all financial aid. See the Graduate School section of the University Catalog for these. Some courses outside the degree program may not be eligible for aid. Contact the Graduate School (303-492-7041) to check. **To apply** for teaching and grading positions, continuing students fill out request forms that are distributed by the Department each February. Awards are announced later in the spring for the following academic year.

Individual professors who have research support may be able to award **research assistantships**. The number available varies according to grant funding. Talk to a faculty member whose research area appeals to you to find out whether support might be available. A good way to prove your interest and reliability is by volunteering to work on a professor's project.

Department Financial Aid Policies. Awards are made primarily on the basis of student progress towards the degree, prior teaching success, and seniority. The usual maximum number of semesters of support is 10 semesters post-M.A. Typically, MA students are not awarded financial support; however, if the Department's needs for particular teaching and research skills require it, MA students may be offered paid positions. Financial need is taken into account in some cases, using information on needs as provided by the graduate school. Before applying for a teaching position with the Department, read **Department Policies on Teaching Appointments and Financial Aid** in the Appendix Part 3. Students not making adequate progress towards the degree may find themselves ineligible for financial aid.

7.3 Aid or Employment from other Departments

There are occasional opportunities for teaching in other programs, particularly in the Program for Writing and Rhetoric and in foreign language departments, for those who have the appropriate skills. However, foreign language Departments give priority]to their own graduate students and may not give tuition waivers to outsiders. Applications for instructorships in other departments must be made directly to the Department in question. The International English Center, the Center for Asian Studies, the Minority Arts and Sciences Program, and other programs designed to improve English speaking and writing skills also occasionally have jobs for Linguistics students. Consult the Linguistics Department's TESOL advisor for more information about these possibilities.

7.4 Other Sources of Financial aid

The Graduate School awards work-study support for students with financial needs, and support for research by graduate students in the form of travel awards, dissertation research awards, and general research awards. The University Graduate Student Handbook should be consulted for further information about these awards. The Institute of Cognitive Science also provides research and travel support for students who are enrolled in its programs.

7.5 Residency

U.S. citizens and Green Card holders may establish Colorado residency, and are expected to do so if possible, since financial aid sources cannot reliably cover non-resident tuition. It takes 12 months (minimum) to establish residency; to have your residency status approved, you should register to vote in Colorado, register your car here, obtain a Colorado driver's license, and pay taxes as a Colorado resident (and as a non-resident of whatever state you used to live in). To be granted residency status for tuition purposes, you must apply to the Tuition Classification Office by submitting a Tuition Classification form before the relevant deadline. Information about petitioning for in-state tuition classification, including deadlines, is in the Tuition Classification Guidelines available online (<http://registrar.colorado.edu/support/residency/residency.htm>) or at the Tuition Classification Office. Be sure to check the deadlines in order to obtain your resident classification as soon as possible!

7.6 Grades, Progress Toward the Degree, and Financial Aid

The Graduate School requires a 3.00 GPA for students holding teaching appointments. Teaching assistantships require full-time course registration at 5 graduate semester hours/semester or the equivalent (see the Graduate School regulations in the University Catalog) and acceptable progress toward degree completion. Courses with incompletes, withdrawals, and grades below C for M.A. students, or below B- for Ph.D. students, do not count towards the 5-credit requirement for TA-ships. If you are not making acceptable progress or meeting the registration requirement, you can petition to be allowed to retain financial aid that has already been awarded to you,

but this will only work for a semester or two at the most. Financial aid is very unlikely to be given to students who have several incomplete course grades or who are otherwise not making satisfactory progress towards the degree.

7.7 Part-time study

Students admitted to the graduate program are expected to work steadily toward completion of their degree requirements. Part-time students are not discouraged, but the University does not give financial aid to part-time students, and the Department can rarely do so.

8 *GRADES and COURSE CREDIT*

8.1 Graduate school grades are somewhat inflated as compared to most undergraduate grades. Although professors vary in their grading policies, the following is a rough guide as to how grades in M.A. level courses are likely to be interpreted by people evaluating your transcript, e.g., for admission to the Ph.D.:

A: encouragement to doctoral-level study in the field

A-: cautious encouragement to doctoral-level study in the field

B+: good M.A.-level work, cautious about whether study beyond the M.A. is appropriate

B: acceptable M.A.-level work, study beyond the M.A. is probably not appropriate

B-: minimal passing work, study beyond the M.A. is strongly discouraged, and it is likely that you are not in the appropriate field of study.

For students in the doctoral program, grades below B+ probably indicate that your work was not at a professional level. You should see your advisor to discuss what this may imply for your plans. **A grade of B- in any course should be taken as an urgent signal** to see your advisor and figure out what needs to be changed in your curriculum or the way you are managing your time.

The Graduate School **does not accept courses with grades below C** toward the M.A. Grades **below B-** (2.7) are not accepted for the Ph.D. The Graduate School also has strict requirements for the cumulative grade point average (GPA). **Students in the Graduate School must maintain a cumulative GPA of 3.0 (B)** in all courses taken, whether graduate or undergraduate. Students whose cumulative average falls below 3.0 are placed on **probation** by the Graduate School, and will be suspended if their GPA does not reach 3.0 within the time specified by the notice of probation. Students may take **Time Out** from graduate study, if personal circumstances are making it difficult to maintain a GPA of 3.0. Discuss this option with your advisor if you are having problems. See the University Catalog, Graduate School, subsection on Credit Policies for additional information about academic probation and suspension, provisions for removal of grades below B by retaking a course, I (incomplete) grades, and the Time Out Program.

8.2 Transfer Credits

All course work for the requirements of a higher degree is normally completed while you are a matriculated degree student at the University of Colorado, Boulder. Some graduate credit for work graded B- or above at other accredited graduate institutions, including the LSA Linguistic Institute, may be transferred (9 semester hours maximum for the M.A., 21 hours for the Ph.D.), if the hours have not already been applied to an awarded degree. Courses taken outside the degree program (e.g. ACCESS courses) are counted as transfer courses, even if they are taken on this campus. Students must complete one semester in residence on Boulder campus with a GPA of B or better before a transfer can be requested. Confer with the Graduate Advisor as to which courses are likely to be accepted for transfer. Forms for transfer of credit are available in the department office. See the University Catalog under Transfer Credits for further information.

APPENDICES

1A Statement of Graduate Degree Requirements for the M.A. in Linguistics

Revised September 2009

Students in the Professional MA in Linguistics with a TESOL Emphasis program should consult section 1C.

This is the official statement of the Department's requirements for the master's degree. For additional explanation of the requirements, refer to Section 5, starting on page 13 above. Students must also meet the requirements of the Graduate School for the M.A. (see the university catalog for details). Please don't hesitate to consult the Graduate Advisor, your own advisor, or the Department chair for individual advice. The Graduate School's student advisors can answer questions about University and Graduate School requirements. Completion of an M.A. degree calls for a minimum of three semesters of study; four semesters is usual. Up to three courses may be transferred from other schools; courses taken at UC-Denver (except for the TESOL courses mentioned in section 1C) and ACCESS courses taken on this campus count as transfer courses. A considerable knowledge of a language other than one's native language, at a level of proficiency at least equivalent to the college junior level, is a prerequisite to admission to the M.A. Otherwise qualified students who are admitted to the M.A. without this level of proficiency must make up the deficiency, by taking appropriate courses or other means. Native speakers of a language other than English automatically satisfy this requirement.

Required courses

All students must complete the following courses: LING 5030 Linguistic Phonetics, LING 5410 Phonology, LING 5420, Morphology and Syntax, LING 5430 Semantics and Pragmatics, and LING 5570 Introduction to Diachronic Linguistics. A student who has completed equivalents to these courses as an undergraduate must earn an equal number of credits in other linguistics courses.

Plan I: Thesis

Additional Course Work. Including the 15 semester hours of required courses, students must complete a total of 30 semester hours of work. The additional 9 hours will include a) 4 to 6 thesis hours; b) up to three hours of elective courses outside linguistics approved in advance by the graduate advisor; and c) additional courses in linguistics. No more than 6 semester hours of independent study may be counted toward M.A. degree requirements.

Thesis. A student who wishes to write an M.A. thesis must find an appropriate thesis advisor by the middle of the second semester in the program. Students must complete an acceptable thesis under the supervision of the thesis advisor and one additional faculty member.

Comprehensive Examination. Students must pass a comprehensive written examination covering general topics in linguistics and the thesis topic, plus an oral defense of the thesis. A pre-final version of the thesis, approved by the advisor as suitable for defense, must be submitted to the comprehensive examination committee two weeks before the examination.

Plan II: No Thesis

Additional Course Work. Including the 15 semester hours of required courses, students must complete a total of 30 semester hours of work. The additional 15 hours will include a) up to six hours of elective courses outside linguistics approved in advance by the graduate advisor, and/or; b) additional courses in linguistics; and/or c) up to 6 hours of electives from other departments, if approved in advance by the graduate advisor. No more than 6 semester hours of independent study may be counted toward M.A. degree requirements.

Comprehensive Examination. Students must pass a comprehensive written examination covering general topics in linguistics. For non-PMA students, the comprehensive exam may include a section on a specialized area if the student wishes. A student who wishes to be examined in an area of specialization (e.g. sociolinguistics, phonetics, computational linguistics) may need to obtain the agreement of a faculty member to oversee that part of the examination, if an appropriate faculty member is not already part of the M.A. examining committee. If performance on the written exam is unsatisfactory, an oral examination may be added as part of the comprehensive examination at the request of either the student or the Departmental examination committee.

1B Comprehensive Examination Procedures for the MA in Linguistics

revised September 2009

Students in the Professional MA in Linguistics with a TESOL Emphasis program should consult section 1D for Comprehensive Exam procedures.

1. Area of specialization/concentration

Students may declare an area of concentration or specialization, if they would like to be examined in such an area. The area of specialization should be selected in time to have questions prepared for the written M.A. examination. Oral examinations will be given to students who write theses, and may be taken by any student who has demonstrated unsatisfactory performance on the written examination, at the request of either the examination committee or the student.

2. Official advisors

Students who are to be examined in declared specialty areas must choose an official advisor. This will be the thesis advisor for students doing a thesis, or any faculty member in the declared area of specialization for non-thesis students. The Department chair will appoint an advisor if necessary. Students without concentration, specialization or thesis will be evaluated only by the M.A. examination committee.

3. Examination content

The M.A. comprehensive examination is a four-hour written examination. The exam covers general linguistic concepts and the core areas of phonetics/phonology, morphology/syntax, semantics/pragmatics, and diachronics. It may also have an optional 'specialization' section. The core and supplement parts are to be taken by all students. Courses taken outside the Department will not be covered on the examination unless they are part of the student's declared concentration or specialization. Each student who declares a specialization or concentration will have 1 hour and 20 minutes of specialization questions to answer as part of the four hours of the written examination.

4. The Examination Committee

The creation and grading of the examination will be the responsibility of a Departmental examination committee, whose chair will be the examination coordinator. Two or three members of the Department faculty will serve on this committee at a time, for a term of one year. The student's M.A. committee will consist of the Departmental examination committee, plus his/her advisor, if any.

1C Statement of the Graduate Degree Requirements for the Professional MA in Linguistics with a TESOL emphasis

Revised September 2009

Courses and Duration of Program. Courses in TESOL/ESL are available to students who are studying for the M.A. in Linguistics. Our Department does not offer a M.A. in TESOL degree. Rather, students may enroll in the M.A. in Linguistics for TESOL Professionals program, which provides the background and training appropriate for professionals in ESL. (The M.A. in Linguistics does *not* qualify a student to teach in K-12 in US public schools. Students who wish to be certified to teach in the U.S. public school systems must earn a Teaching License and are advised to pursue the M.A. programs offered by the University of Colorado's Schools of Education at Boulder or Denver.) Students interested in TESOL but not wanting to enroll in the Professional program may include among their elective courses a TESOL course offered through the Department.

As is the case for the general Linguistics M.A. program, completion of the M.A. degree for TESOL Professionals calls for a minimum of three semesters of study; four or five semesters is usual. 30 semester hours are required for the M.A. degree. A maximum of 9 semester hours may be transferred from any other institution into the master's degree program at the University of Colorado at Boulder; courses taken at CU-Denver (except for the two specific Denver TESOL courses mentioned below) and ACCESS courses taken on this campus count as transfer courses.

Knowledge of additional languages. A considerable knowledge of a language other than one's native language, at a level of proficiency at least equivalent to the college junior level, is a prerequisite to admission to the M.A. Otherwise-qualified students who are admitted to the M.A. without this level of proficiency must make up the deficiency, by taking appropriate courses or other means. Native speakers of a language other than English automatically satisfy this requirement.

Coursework for the linguistics degree with the Professional TESOL emphasis includes the following:

- a) **Core required courses in Linguistics (12 semester hours):** LING 5030 (3) Linguistic Phonetics, LING 5410 (3) Phonology, LING 5420 (3) Morphology and Syntax, and LING 5430 (3) Semantics and Pragmatics. Students who have already taken equivalents to these courses would substitute more advanced courses in linguistics.
- b) **TESOL courses (12 semester hours):** LING 5610 (3) English Structure for Language Teachers; LLC 5620 (3) ESL Pronunciation (projected to begin in fall 2008); one course in ESL Methods or Techniques: LLC 5820 (3) Techniques in Teaching English as a Second Language, or EDUC 5625 (3) Methods in ESL; one course in (second) language acquisition: LLC 5030: Language and Literacy Acquisition, EDUC 5615 (3) Principles and Practices of Second Language Acquisition or ENGL 5601 (3) Second Language Acquisition. Students who have had a prior methods course and would like an additional applied course may take LLC 5835 (3) Grammar Teaching Lab or LLC 5050 Linguistic and Cultural Issues in Assessment. LLC courses are offered at the University of Colorado in Denver by the Language, Literacy & Culture Program in the School of Education and Human Development. ENGL courses are offered at CU-Denver by the English Department. These CU-Denver TESOL courses are treated as if they were Boulder Linguistics courses rather than transfer courses if they are taken through **concurrent registration**. EDUC courses are offered at CU-Boulder through the School of Education.
- c) **Practicum in teaching:** LLC 5910 (3) TESOL Practicum.
- d) **Electives in TESOL: Offered at CU-Denver:** LLC 5050 (3) Linguistic and Cultural Issues in Assessment, LLC 5826 Teaching Lab (summer sections meet in Puebla, Mexico), LLC 5140 (3) Foundations of Multicultural Education, LLC 5150 (3) Cultures of the Classroom.
- e) **Electives in Linguistics:** Suggested courses include LING 5300 Psycholinguistics, LING 6300 Topics in Language Use, and LING 6560 Language Acquisition. (The latter may meet the language acquisition course requirement.)
- f) **One-to two additional courses (1 to 2 courses, or 3 to 6 semester hours).** One of these may be taken outside the Linguistics Department in the Thesis plan, and two in the Non-thesis plan, if approved in advance by the TESOL advisor. Recommended in the technology area: ARSC 4000/5000 Multimedia Applications in Second/Foreign Language Education; IT 5510 (3) Integrating Technology in the Curriculum (Denver campus).

1D Comprehensive Examination Procedures for the Professional MA in Linguistics with a TESOL emphasis

Revised September 2009

Students enrolled in the PMA TESOL Emphasis program who do *not* write a thesis take a **two-part** Comprehensive Exam. Students enrolled in the PMA TESOL Emphasis program who *do* write a thesis take only the written portion of the Comprehensive exam. Students may complete either part of the comprehensives first or during the same semester.

Part I: Written Exam. A timed written exam is the other component of the comprehensive exam for PMA students. It is an three-hour exam covering 4 areas: the core areas of phonetics/phonology, morphology/syntax, semantics/pragmatics, and English structure for TESOL. The exam is designed so that PMA students can demonstrate having met one program-specific standard: *Understanding structures and functions of language and languages, particularly, of English*. For PMA students writing a thesis, a component of the exam is dedicated to the topic of the thesis.

The TESOL advisor will be an ex officio member of the examination review committee, and will not be asked to deal with any area but the English structure for TESOL and the thesis areas of his/her own students.

Part II: Professional Portfolio. The Professional TESOL Portfolio is one component of the two-part comprehensive. Through the portfolio, students show evidence of having met the TESOL International's eight professional Standards for ESL/EFL Teachers of Adults (listed below and covered in relevant TESOL courses and through advising), as well as program-specific requirements.

PMA students arrange with the TESOL advisor to submit their Professional Portfolios for review. The portfolio process is supported through individual and group advising sessions held each semester by the TESOL Advisor.

Portfolios receive a rating of Pass or Fail based on the TESOL Performance Criteria. The TESOL advisor serves as first or second reader. The other reader, selected by the student, may be a site supervisor, TESOL Advisory Board member, or Linguistics or outside faculty member who agrees to be a reader. If two readers do not concur on their rating, a third reader will be asked to review the portfolio.

Standards for ESL/EFL Teachers of Adults

More information on these standards is available from TESOL Publications (ISBN 9781931185509, also in the PMA TESOL office) or the TESOL web site (www.tesol.org).

TESOL Standard 1: Planning

TESOL Standard 2: Instruction

TESOL Standard 3: Assessing

TESOL Standard 4: Identity and context

TESOL Standard 5: Language proficiency

TESOL Standard 6: Learning

TESOL Standard 7: Content

TESOL Standard 8: Commitment and professionalism

The above are in addition to our program specific standard:

PMA TESOL Standard (Standard 9): Understand structures and functions of language and languages, particularly, of English

Outline for the Professional Portfolio (Part II of the PMA Comprehensive):

What to include in the portfolio and how to demonstrate having met the eight Standards is left to the discretion of the students. However, students are asked to follow the general organization and outline below.

Part I. Cover Page

Part II. Table of Contents and Introduction

Part III. Narrative Component. (A and B may be separate essays or part of the same essay.)

A. Teaching autobiography and introduction. Discusses past and current perspectives on (English) language teaching and language learning.

B. Brief statement of your philosophy of (English) language teaching and learning. Discusses your instructional approach, and current and future goals. Discusses ways in which linguistics informs/will inform your professional practice. Makes references to courses taught and teaching contexts (what, where, who, how you have taught).

Part IV. Annotated Bibliography. Annotations of about 15 works that you relate to your own teaching approach and practice and that show your familiarity with important work in the field. Ideally represents works from both theoretical/methodological and practical areas, and includes works cited in your philosophy.

Part V. Teaching and scholarship Include an overview for the section and a short annotation for each artifact, noting why you have included it and what it represents in terms of your teaching and scholarship.

A. Teaching applications. Include 5-8 selected artifacts that represent your applications to teaching practice. These may include write-ups of techniques, lessons, strategies, assessments, or other products that you have researched, developed and planned as part of your course requirements for use with ESL/EFL students. Artifacts may relate to any language area (e.g., pronunciation, grammar, vocabulary, communicative/discourse function) or language skill (e.g., listening, speaking, reading, writing). Your selection should show a range of different teaching applications. Ideally, you will include 1-2 artifacts that you used with English language learners in an instructional context.

B. Annotated samples of student work/projects. Include up to 3 pieces of student work. These may be presented as part of artifacts from V.A.

D. Materials reviews or proposals (for courses, materials, technology integration, developing assessments, tutoring, other) that you have drafted and/or submitted for a course and/or for publication.

E. Academic Writing. Include a representative academic paper as evidence of your research and writing. May be published or unpublished. (*This may be a good place for the paper you wrote in your language acquisition course. VI.B may also serve as your academic writing sample.*)

F. (If available). Course syllabi and evaluations. Syllabi of any courses taught. Self-evaluation of strengths and weaknesses in language teaching, if not included in Part III. Includes course evaluations or letters in support of your teaching or your work with students. You may also include handouts and evaluations from sessions/talks you have given.

G. (Optional). Foreign/additional language study. If you are studying a foreign language concurrently with your M.A. program, you may choose to include a sample of your work that speaks to your proficiency (competency, interests) and/or insights into second/foreign language teaching and learning.

Part VI. Professionalism

A. Practica, internships, and mentoring experiences. List practicum and related experiences. Include selected observation reports and notes from supervisor(s), instructors(s), and peer(s); also observation report(s) and/or coaching/mentoring notes you wrote based on your observation of others' teaching. Include an annotation with each artifact.

B. Classroom-based inquiry. As part of your Practicum experience you investigated a problem or "puzzle" in practice. Include your inquiry report here, along with selected appendices/data from your project (e.g., student questionnaires, student work, video and transcript, surveys, tests).

C. Videotape. Include at least one video clip of your teaching. Accompanying materials can include transcription and transcription-based study and video consultation notes from your instructor, supervisor and/or peers.

D. Memberships and Service. Note memberships, attendance at any conferences or symposia, and participation in professional organizations. Note service to professional organizations, the department, and the community, including volunteer teaching or tutoring, and include any relevant artifacts.

Part VII. Curriculum vitae

2A Statement of Graduate Degree Requirements for the Ph.D. in Linguistics

Revised October 2003

This is the official statement of the Department's requirements for the Ph.D. degree. For additional explanation and examples of the requirements, refer to your Graduate Student Handbook. Please don't hesitate to consult the Graduate Advisor, your own advisor, or the Department Chair for individual advice.

Course work equivalent to LING 5030 Linguistic Phonetics, LING 5410 Phonology, LING 5420 Morphology & Syntax, LING 5430 Semantics & Pragmatics, and LING 5570 Introduction to Diachronic Linguistics is a prerequisite for admission to the Ph.D. program. Students who are admitted to the Ph.D. without one or more of these courses must complete them as soon as possible. Students enrolled in the M.A. program may apply to the Ph.D. program during the third semester of the M.A. program or at any time thereafter (earlier applications may be considered; consult your advisor). The M.A. does not need to be completed before entering the Ph.D. if the student's work has been of sufficiently high quality. As with the M.A., considerable knowledge of a language other than one's own language, at a level of proficiency at least equivalent to the college junior level, is a prerequisite to admission. Otherwise qualified students who are admitted to the Ph.D. without this level of proficiency must make up the deficiency, by taking appropriate courses or other means. Native speakers of a language other than English automatically satisfy this requirement.

Students who enroll in the Ph.D. program before finishing the M.A. may use the doctoral preliminary examination as their M.A. comprehensive examination. They may apply for the M.A. degree after passing the doctoral preliminary examination and meeting all other requirements for the M.A.

Students should begin as soon as possible to plan a program that suits their particular goals. An advisory committee is an indispensable part of this process, not only for its general input and counsel, but also for the formal approval of some elective elements of the program. Students must form an advisory committee by the end of March of their first year. It is desirable to select a general focus by this time as well. In any case, a focus must be selected by the beginning of the second year. If it is appropriate, the advisory committee can then be re-formed to fit the focus better. Note that you must meet these deadlines in order to be considered for financial aid.

It is possible to focus on phonetics/phonology, morphology/syntax, semantics/pragmatics, discourse-based grammar, language acquisition, sociolinguistics, interaction and grammar, computational linguistics, speech processing, psycholinguistics, typological comparison, historical linguistics, Amerindian linguistics, or African linguistics. The advisory committee consists of a chair and two additional members, all regular members of the linguistics Department. Students should choose the chair and members, verify that they are willing to serve, and submit the choices for approval to the Department chair. The committee will guide the student in the choice of courses and other studies, and will determine the details of other requirements and what counts as fulfilling them.

All doctoral students are strongly encouraged to attend at least one Linguistic Institute. These are held in the summers of odd-numbered years. Courses taken at an institute or elsewhere may be substituted for the courses required below, if they are determined to be equivalent in level and scope. The student's advisory committee (or, for first year students, the Graduate Advisor) will determine what counts as 'equivalent'.

The following requirements must be met by all doctoral students:

A. Course requirements. A total of 36 hours (12 courses) at the 6000 level or above, of which 24 hours (8 courses) must be in linguistics.

1. **Core Courses.** Four linguistics courses at the 6000 level or above: LING 7100 Field Methods I, LING 6450 Syntactic Analysis, and any two of LING 7410 Phonological Theory, LING 7420 Syntactic Theory, LING 7430 Semantic Theory, or LING 7570 Diachronic Theory.

2. **Additional courses.** At least *four* additional courses in linguistics, and up to four courses in other Departments, to total 36 hours. Most of these courses must be relevant to the student's specialization. The courses chosen to satisfy these requirements must be approved in advance by the advisory committee. Students with a particular interest in cognitive linguistics/cognitive science are expected to have had at least one course in experimental

methods and one in cognitive psychology; those students who lack this preparation should take PSYC 2101, Statistics and Research Methods, and PSYC 5145, Cognitive Psychology as early as possible. Basic programming skills are also likely to be required by the committee of a student who wishes to work in areas related to cognitive science. Additional courses, as determined by the student's committee, may be chosen from those on cognitive or experimental psychology, computational modeling, artificial intelligence, language acquisition, speech perception, text processing, speech processing, psycholinguistics, neurogenic language disorders, and computational linguistics, depending on the offerings and the student's interest. Some of these courses are offered by the Psychology Department or the Department of Computer Science. Many of them count towards the certificate in Cognitive Science, which is issued by the Institute for Cognitive Science. Independent study may also be used for topics not treated in available courses. However, no more than six semester hours of independent study may be counted towards Ph.D. requirements.

Students with an interest in language description and theory should choose courses such as comparative linguistics, areal linguistics, anthropological linguistics, philosophy of language and psycholinguistics. We strongly recommend taking one of these courses from another department.

B. Reading Knowledge of a Research Language. All students must demonstrate an ability to read linguistic literature in a language other than English. A reading knowledge of this language must be relevant to research for the dissertation. The student and the advisory committee will choose the language together. The student will present the committee with a justification for the language chosen. The language must be the medium for publication of pertinent linguistic literature. The committee will determine the means of satisfaction. The language requirement must be satisfied before the dissertation prospectus is approved. For all languages a petition to the advisory committee must be submitted.

C. Skill requirements. All students must demonstrate a research skill that is appropriate for their general area of specialization. Examples of such research skills are competence in a programming language such as C or Perl sufficient to create individual research tools for computer-based research; advanced skills in eliciting and organizing primary linguistic data in the field; a competence in statistical analysis equivalent to the two-semester graduate psychology sequence; and knowledge of a language other than English sufficient to support research on that language. The advisory committee will approve a proposed skill as appropriate, and determine the means of demonstrating it. This requirement must be fulfilled before the defense of the dissertation prospectus. Since all students must have the appropriate background and skills needed for their dissertation research, the student's committee may determine additional skills which may be required for the student's dissertation research area.

D. Preliminary Examination. The Preliminary Exam is meant to be a demonstration, early in the student's career, of the student's ability to analyze data and draw conclusions from them. There are two formal steps in completing the Prelim Exam. The first step is to develop a plan that will delineate the question to be answered, describe in detail the data to be analyzed and the method for analyzing those data, and set out the scope of what will count as an acceptable analysis. In preparation for this step, the student will choose a Prelim advisor (who may be, but need not be, the student's research advisor); they will work together to choose a topic, determine a method, and select the data. Primary responsibility for choice of topic and data rests with the advisor. Before March 31 (or the closest working day to that date) of the student's second semester in the Ph.D. program (or 3rd, in the case of a spring admission), the student and advisor will produce a one-page plan for the project (including a target length for the paper) and submit the plan to the Prelim Committee (signed by the advisor). Within one week, the Prelim Committee will render a decision to approve, reject or modify the plan. If the Prelim Committee feels that additional information is required, or that changes are needed, the chair of the Prelim Committee will consult with the student and the advisor, to agree on a revised plan. The Prelim Committee chair is responsible for conveying the intent of the committee to the student and the advisor. A meeting of the entire body to discuss the plan can be called, if the need is felt, by the chair of the Prelim Committee, the advisor, or the student. The Prelim Committee will then approve the plan, mandate further modifications to the plan, or reject the plan. If the plan is rejected, the student must submit another plan, within a time period specified by the Prelim Committee (in consultation with the advisor). Once a plan is approved, the student will not consult with the advisor again, unless there are problems with the data (e.g. perceived errors or unavailability) or with other facets of the exam for which the committee has responsibility.

The second step is to turn in a paper which describes the question addressed, the data analyzed, the method used to analyze the data, and the results of the analysis. A discussion of the results, as they can be seen to answer the

question set out at the beginning of the paper, should also be included. The argument from the data to the answer/conclusion should be clear and coherent. Complete resolution of the question is not necessary, but if there are counter-examples or contradictory forms, these must be acknowledged. The paper should be written at a level accessible to linguists who are not specialists in the topic area. Papers are due on October 1st (or the next working day closest to that date).

Prelim projects may be extensions of a class project or term paper. They may be an analysis of a page of text in a language not previously known to the student or they may be topics suggested by the advisor. They are not expected to be full research projects and should not treat areas that require methodology unfamiliar to the student. For many students, traditional language structure topics such as analyses of types of negation in a language, or of the phonetic characteristics of a language's vowels, may be appropriate choices. Projects in any area of linguistics, however, are acceptable, given that appropriate data are available, and that the student's acquaintance with the area is sufficient. **There is a page limit for the prelim paper of 50 double-spaced pages, in 12 point font.**

The exam will be graded by the Prelim Committee and the advisor as either "pass" or "fail." A "pass" requires a majority vote of the evaluating body. If it is a fail, it may be attempted once more, during the student's next year in the program. A student who fails can choose to write again on the same topic, as long as the subsequent evaluating committee approves the project. The student should understand that failure on this exam, if the work represents his/her best effort, suggests that our program may be not suited to his or her abilities. After a second failure the student will be asked to leave the program.

Students must submit the prelim exam by the deadline fixed for that academic year. If a student elects to postpone submission of the prelim, s/he will be required to begin the submission cycle again the following academic year, starting with submission of a proposal in the spring semester. Postponement of submission of either the proposal or the prelim itself will count as the first attempt at passing the exam; therefore, a student who elects to postpone the exam will have only one opportunity to pass it. In extreme circumstances (e.g., a health or family emergency), the student may submit a petition for delay of submission to the prelim committee chair. That decision will be made by vote of the prelim committee. The committee may request supporting documentation (e.g., a letter from a physician confirming a medical condition). If the student's petition is accepted, the postponement will NOT count as an exam attempt.

This form of the Prelim Exam is required of anyone who has enrolled in the Ph.D. program during or after spring 2001. The penalty for postponement provision applies to anyone who has enrolled in the Ph.D. program during or after Spring 2004.

Here is a summary of the timing:

- i) Student chooses Prelim Advisor
- ii) Student and Prelim Advisor devise a one-page plan outlining topic, method and data. Advisor has final authority for this plan.
- iii) Before March 31, student turns in plan.
- iv) Within one week, Prelim Committee returns a decision on the plan; prelim advisor has vote.
- v) Submit paper on Oct 1.
- vi) The paper will be evaluated by the Prelim Committee and the Prelim Advisor.

E. Comprehensive Examination. The University's comprehensive examination requirement is satisfied in two steps, and is taken after all the above requirements have been completed.

The first step is either the completion of a **synthesis paper** or a major **open-book synthesis examination**. The examination or the synthesis paper compare and contrast theoretical and methodological approaches to an issue in a way that covers one or more sub-areas of linguistics, where sub-area is broadly construed (e.g. recent phonological theories, computational models of acquisition of syntax). The topic may be interdisciplinary, and it may be related to the topic of the dissertation (if that is known). The issue and coverage are to be negotiated between students and their advisory committee. The committee, in discussion with the student, will ensure breadth and richness of coverage of the topic. Students are strongly encouraged to submit a proposal for the synthesis paper to their advisory committee before attempting to write the paper. The synthesis paper may be attempted a total of three times, where an attempt is defined as a formal submission to the three-member advisory committee. If in the

judgment of the three-member committee the third submission is unacceptable, the student will be asked to leave the program. All and any revisions must be submitted within 12 months of the first committee decision.

The second step is the preparation and successful defense of a **dissertation prospectus** in front of the dissertation committee. The dissertation topic and research plan must first be approved by the dissertation committee. The dissertation committee is selected by the student, and consists of the director and four additional members. (This committee is larger than the advisory committee which has guided the student's work up to that point, and need not include any of the members of the advisory committee.) At least one member of the dissertation committee, but not more than two, must be chosen from outside the Department of Linguistics. The composition of the committee must be approved by the Department chair. Normally the dissertation will be directed by a member of the Department of Linguistics. If the student wishes to write under the direction of someone outside the Department, the topic and director must be approved by the Department chair. This committee will meet formally with the candidate to consider the dissertation prospectus, which should be submitted no later than one year after the student completes the synthesis paper or examination. The prospectus will normally consist of a review of the literature relevant to the topic and a description of the research plan and expected results. The final form of the prospectus must be approved formally (with amendments as necessary) by the dissertation committee.

A doctoral student passes the comprehensive examination and becomes a candidate for the doctoral degree after the second step has been completed. Each of the two parts of the comprehensive exam may be repeated once. They may also be passed conditionally, i.e. subject to specifically stated conditions.

F. Dissertation and Dissertation Defense. A final oral examination and a dissertation suitable for publication are required. Students who are working on their dissertations must be registered for at least five hours of 'thesis' in the term or terms during which they are doing research and/or writing. For these hours, a grade of IP is automatically awarded. After the submission of the dissertation and a successful final examination (defense of dissertation), the grade of IP will be changed to either A or B, as determined by the committee.

2B *The Preliminary Examination Paper ('the prelim') in Linguistics*

Adopted December 2001

The Preliminary Exam is meant to be a demonstration, early in the student's career, of the student's ability to analyze data and draw conclusions from them.

There are two formal steps in completing the Prelim Exam. The first step is to develop a plan that will delineate the question to be answered, describe in detail the data to be analyzed and the method for analyzing those data, and set out the scope of what will count as an acceptable analysis. In preparation for this step, the student will choose a Prelim advisor (who may be, but need not be, the student's research advisor); they will work together to choose a topic, determine a method, and select the data. Primary responsibility for choice of topic and data rests with the advisor. Before March 31 (or the closest working day to that date) of the student's second semester in the PhD program (or 3rd, in the case of a spring admission), the student and advisor will produce a one-page plan for the project (including a target length for the paper) and submit the plan to the Prelim Committee (signed by the advisor). Within one week, the Prelim Committee will render a decision to approve, reject or modify the plan. If the Prelim Committee feels that additional information is required, or that changes are needed, the chair of the Prelim Committee will consult with the student and the advisor, to agree on a revised plan. The Prelim Committee chair is responsible for conveying the intent of the committee to the student and the advisor. A meeting of the entire body to discuss the plan can be called, if the need is felt, by the chair of the Prelim Committee, the advisor, or the student. The Prelim Committee will then approve the plan, mandate further modifications to the plan, or reject the plan. If the plan is rejected, the student must submit another plan, within a time period specified by the Prelim Committee (in consultation with the advisor). Once a plan is approved, the student will not consult with the advisor again unless there are problems with the data (e.g. perceived errors or unavailability) or with other facets of the exam for which the committee has responsibility.

The second step is to turn in a paper that describes the question addressed, the data analyzed, the method used to analyze the data, and the results of the analysis. A discussion of the results, as they can be seen to answer the question set out at the beginning of the paper, should also be included. The argument from the data to the answer/conclusion should be clear and coherent. Complete resolution of the question is not necessary, but if there are counter-examples or contradictory forms, these must be acknowledged. The paper should be written at a level accessible to linguists who are not specialists in the topic area. Papers are due on October 1st (or the next working day closest to that date).

Prelim Exam projects may be extensions of a class project or term paper; they may be an analysis of a page of text in a language not previously known to the student; or they may be topics suggested by the advisor. They are not expected to be full research projects and should not treat areas that require methodology unfamiliar to the student. For many students, traditional language structure topics such as analyses of types of negation in a language, or of the phonetic characteristics of a language's vowels, may be appropriate choices. Projects in any area of linguistics, however, are acceptable, given that appropriate data are available, and that the student's acquaintance with the area is sufficient.

There is a page limit for the prelim paper of 50 double-spaced pages in 12-point font.

The exam will be graded by the Prelim Committee and the advisor as either "pass" or "fail." A "pass" requires a majority vote of the evaluating body. If it is a fail, it may be attempted once more, during the student's next year in the program. A student who fails can choose to write again on the same topic, as long as the subsequent evaluating committee approves the project. The student should understand that failure on this exam, if the work represents his/her best effort, suggests that our program may be not suited to his or her abilities. After a second failure the student will be asked to leave the program.

Students must submit the prelim exam by the deadline fixed for that academic year. If a student elects to postpone submission of the prelim, s/he will be required to begin the submission cycle again the following academic year, starting with submission of a proposal in the spring semester. Postponement of submission of either the proposal or the prelim itself will count as the first attempt at passing the exam; therefore, a student who elects to postpone the exam will have only one opportunity to pass it. In extreme circumstances (e.g., a health or family emergency), the

student may submit a petition for delay of submission to the prelim committee chair; decision will be made by vote of the prelim committee. The committee may request supporting documentation (e.g., a letter from a physician confirming a medical condition). If the student's petition is accepted, the postponement will NOT count as an exam attempt.

This new form of the Prelim Exam will be required of anyone who enrolled in the PhD program in or after spring 2001. The penalty for postponement provision applies to anyone who has enrolled in the Ph.D. program during or after spring 2004.

Here is a summary of the timing:

- vii) Student chooses Prelim Advisor
- viii) Student and Prelim Advisor devise a one-page plan outlining topic, method and data. Advisor has final authority for this plan.
- ix) Before March 31, student turns in plan.
- x) Within one week, Prelim Committee returns a decision on the plan; prelim advisor has vote.
- xi) Submit paper on Oct 1.
- xii) The paper will be evaluated by the Prelim Committee and the Prelim Advisor.

2C Ph.D. Comprehensive Examination Requirement

Approved April 1995, clarifications added in November 1997

The Linguistics Department Comprehensive Examination is a 'synthesis' requirement. The synthesis requirement can be met by means of (1) a paper or (2) a take-home exam.

The paper will compare and contrast theoretical and methodological approaches to an issue in a way that covers one or more sub-areas of linguistics, where 'sub-area' is broadly construed (e.g. recent phonological theories, computational models of acquisition of syntax). The topic may be interdisciplinary, and it may be related to the topic of the dissertation (if that is known), but this is not required. The issue and coverage are to be negotiated between the student and his/her advisory committee (which will consist of at least 3 regular members of the Department, and may have an outside member). The committee, in discussion with the student, will ensure breadth and richness of coverage of the topic.

The advisory committee need not be the same as the dissertation committee, especially if the synthesis paper topic is different from the dissertation topic.

It is recommended that this requirement be attempted after the student has completed most of his/her course work. Admission to candidacy will take place after the synthesis requirement has been satisfied and the dissertation prospectus has been successfully defended. The dissertation topic and research plan must be approved by the dissertation committee (5 members, at least 3 from the Department and at least one from outside the Department), and a prospectus detailing these must be defended before that committee.

The problem targeted by the theories under discussion should be described clearly, without the use of any particular theoretical framework and with appropriate presentation of data. Do not assume that all readers share your level of familiarity with the problem at issue.

Students are strongly encouraged to submit a proposal for the synthesis paper to their advisory committee before attempting to write the paper. Proposals are generally 3-5 pages in length.

The student need not actually combine the two (or more) frameworks in order to be seen as fulfilling the expectation of synthesis. However, there should be a conclusion in which the writer considers the possibility or analytic advantages of synthesizing the several frameworks. If synthesis is not possible, state the reason. If there are clear reasons to reject one theory over the other, state the reasons.

If 'synthesis' has been construed by the student and the committee as meaning synthesis across discipline boundaries rather than across theories within linguistics, then the paper should make clear what insights have been obtained.

Procedure for turning in synthesis paper: two copies of the paper are needed - one is to be given to the committee chair, and if the committee chair considers it to be ready for reading by the rest of the committee, a second copy is to be turned in to Graduate Secretary for circulation and duplication. The Graduate Secretary will distribute a copy to each of the other committee members and place one in the student's file.

The synthesis paper may be attempted a total of three times, where an attempt is defined as a formal submission to the three-member advisory committee. If in the judgment of the three-member committee the third submission is unacceptable, the student will be asked to leave the program. All and any revisions must be submitted within 12 months of the first committee decision.

2D *The Dissertation Prospectus in Linguistics*

Adopted February 23, 1998

After you choose the topic of your dissertation and have chosen a member of the Department to be your thesis advisor, your first concrete step should be the preparation and successful defense of a **dissertation prospectus** - that is, of a plan of the dissertation research. (If the topic warrants, your thesis advisor may be a member of another Department, but a member of the Department must then be designated as co-advisor. The Department chair must approve all such arrangements.)

Before you begin your dissertation, your prospectus must be approved by your **dissertation committee** (see below). The plan as presented in the prospectus must therefore be sufficient in detail and in style for all the members of the dissertation committee to judge whether the proposed research is feasible, constitutes an original contribution to the field, and is appropriate in scope-neither too trivial nor too extensive.

Note: the Department defines the Comprehensive Examination as consisting of the Synthesis paper plus the Dissertation Prospectus. The Synthesis examination paper is normally completed before the prospectus defense takes place.

The dissertation committee

The first step after deciding on your dissertation topic is the formation and approval of your dissertation committee. The dissertation committee must consist of at least 5 members, who must hold University of Colorado Graduate School appointments. (If you want to have a member who teaches at another university or does not have a tenure-track job here, a special appointment as a member of the graduate school faculty can usually be arranged, but this is not pro forma and takes time.) Your dissertation advisor acts as the chair of your dissertation committee.

One member of the dissertation committee must be from outside the Department (a person appointed from outside the university counts as a Department member). The dissertation committee may be your advisory committee plus two more people, but it doesn't have to be. The composition of the committee must be approved by the Department chair. You should get the Departmental form "Appointment of Ph.D. Comprehensive Examination/Dissertation Committee" from the Department's graduate secretary and have it signed by each person on your dissertation committee and by the Department chair.

The prospectus should begin with a clear exposition of the topic-the problem or issue or issues to be addressed. It should situate the topic within past research, making clear why it is of interest, the extent to which it or similar problems have been studied and with what results, and the relevant methodological, theoretical, and ideological traditions that the research will either follow or challenge.

The second part of the prospectus is a description of the research plan and expected results. This includes: what data will be collected, how they will be collected, and how they will be analyzed. Your prospectus should be written so that it can be understood by all of your committee members, both those with a specialized knowledge of the topic and those whose acquaintance with it may be more general.

The purpose of the prospectus

Writing the prospectus serves several purposes. First, it requires students to think through their plans carefully and make them explicit. Second, the prospectus serves as a contract protecting both you and your committee from misunderstandings and wasted effort. In particular, satisfactory completion and write-up of the research (background, data collection, analysis, and discussion) that was proposed in an approved prospectus constitute an acceptable dissertation, even if the results turn out not to be particularly exciting. It makes your intentions and the Department's expectations clear, and thus protects you from being asked to do too much. As a bonus, the prospectus can often be easily reworked into the first chapter of the dissertation.

The form of the prospectus.

A prospectus normally is about 20 to 40 (double-spaced) pages long. It must be explicit enough so that the committee can understand the research methods planned, the rationale for using them, and the data base (or plans for

collecting the data base), and can judge whether the planned work is likely to provide the basis for meaningful conclusions.

A word of advice:

Pilot work is often necessary and is always advisable, but putting a large amount of work into a topic without having an approved prospectus is very risky, as the work might turn out to have been wasted.

Consult with your advisor and Ph.D. advisory committee when you think you are ready to start working on your prospectus, and make sure that they understand what you plan to do. Also ask their advice about who the members of your dissertation committee should be. If you are in doubt about the composition of your committee, consult the Department chair.

The prospectus defense

The dissertation committee approves the prospectus at an oral defense. This is a formal defense, and at its completion the committee signs the Graduate School's Doctoral Examination Report form. Conditional passes may be given.

Passing the prospectus defense plus the synthesis constitutes admission to the status of Ph.D. candidate; see the graduate school's regulations about the number of credit hours that may/must be carried by students before and after admission to candidacy.

3 Department Policies 1-3 on Teaching Appointments and Financial Aid

Linguistics Department Policy Statement 1: TA and GPTI Job Descriptions

Adopted May 4, 1992

Faculty responsibilities are marked with *.

If at any time you are unable to meet your responsibilities as outlined below (due to illness, family events or any other stress overload), your most important responsibility is to let the Department chair know immediately so that we can get someone to cover for you - to meet your classes, help grade your papers, or whatever is needed - until you are ready to pick up your full load again. Even if you just think you might need help, warn us so that we can have support lined up in case it is needed. You are part of a team, and we are here to help you, if you just let us know!

The TA and GPTI positions in this Department are typically 25%-time positions, so the appointee must expect to devote **an average of 10 hours per week** preparing for and teaching the section. Professional standards may require more time than this when courses or materials are new.

The **GPTI** is responsible for teaching the class in accordance with the Department's course description and for consulting with the faculty mentor assigned to the course. The **TA** participates in instructional activities under the supervision of the course instructor. Both types of position are also expected to benefit the appointee's professional development as a teacher and scholar. (Teaching a subject never fails to deepen one's command of it.)

A first time appointee to any graduate teaching position (**TA, GPTI**) in this Department is expected to be on campus during all of registration week preceding the term, and to attend the graduate teacher training sessions provided by the Graduate Teacher Program (Laura Border's office). Information will be provided about this each summer and fall.

*The course instructor will observe the **TA's** at least twice during the semester, and evaluate their classroom performance for the record.

Division of time expected for **TA**:

1 hour regular meeting with the course instructor. Usually weekly.

2 hours teaching/attending the instructor's lecture. Required. If the TA must be absent for urgent reasons, e.g. illness, s/he is responsible for getting the notes from the lecture from another TA and finding out from co-TA or instructor what went on in class in addition to what may be written.

1 hour on lesson plans. Part of this may take place during the regular meeting with the course instructor. *Instructors should make their expectations on this matter clear. Many TA's will want to supplement the exercises, requiring more planning time. Careful attention should be given to planning worthwhile activities, including backup topics in case an activity is unsuccessful or takes less time than anticipated.

1 1/2 hours correcting homework, quizzes, and exams. This will vary from week to week; TA's and *course instructors should work out how to deal with the problem of the timing of the exams and papers in the course and in courses that the TA may be taking. TA's should plan ahead!

1 1/2 hours of office hours. Office hours are to be posted on the office door and given to the graduate secretary. You are **required to be there** the entire time, and to see that a notice is posted if you are ill. If it's a quiet week, you can get a lot of your other work done during this time. The course instructor may ask the TA's to conduct review sessions during the weeks before hour exams and finals.

1 hour doing or reviewing the assigned reading and doing supplementary reading on the topics presented in the lecture. If you don't know more than what's in your notes, you don't know enough to deal with the students in the

section. This is essential, and usually overlooked. One hour a week probably isn't enough, especially for 1000 topics where there is generally a diversity of opinions based on variable "facts" about language usage.

*The course instructor for 1000 should suggest appropriate readings to the TA's, especially since the Department at present has few offerings at the graduate level in this area.

1 hour preparing homework and quiz items. This may also be partly done during the meeting with the course instructor. TA's are the ones who know the students best, know the areas of strength and weakness and information gaps, and are thus in the best position to know what are fair test questions and interesting homework assignments.

*The course instructor should require these contributions and also at least some input to hour exams and finals.

*The course instructor should also insure that quizzes, exams, and other evaluation instruments are uniform and administered and graded uniformly across the sections of a course.

Division of time expected for a **GPTI** is less set, as the GPTI has full responsibility for conducting the course. The basic requirements are hours of lecture and 1.5 to 2 posted office hours (not all in the same time slot) plus additional office hours by appointment.

The **GPTI** should confer with the faculty mentor assigned to the course before the beginning of the term, and during the term as agreed on between them. *The faculty mentor should be prepared to help evaluate the GPTI's performance, and to this end should observe the GPTI twice during the second month of the term and provide a written evaluation following the procedures used for peer evaluation of untenured faculty. However, the mentor's principal role is to advise as needed.

Note: The University **requires** appointees to attend diversity and sexual harassment training sessions.

Linguistics Department TA and GPTI Policy Statement 2: TA and GPTI Appointment Policy

Revised and adopted March 1997

The Department attempts to provide 5 years of support (2 semesters/year) at 25% for students making satisfactory progress towards the Ph.D. degree. This may be in the form of RA, TA or GPTI appointments. In some semesters, for students with needed skills and/or outstanding performance, it may be possible to provide higher levels of support. On the other hand, in some semesters it may not be possible to provide support to all qualified students.

Awards are made only to students making satisfactory progress towards a degree, as judged by the Department, except in cases of extreme departmental need. In most cases, this means progress towards the Ph.D. degree in linguistics. If you are in doubt about whether your progress is satisfactory, consult your advisor, who will refer the matter to the Department if the case is at all unclear.

The support and the type of appointment are based primarily on departmental staffing needs and the student's qualifications for filling those needs. We attempt to provide students with appropriate career training, including a variety of teaching experiences when possible. We also attempt to reward students who have demonstrated outstanding ability.

Depending on the nature of the appointment, qualifications for TA or GPTI-ships may include knowledge background, specific training and/or technical skills, teaching ability, command of subject matter, level of English proficiency, and for some courses, acquaintance with U.S. culture. Teaching experience is desirable, and preference will be given when possible to students with confirmed active participation in the Graduate Teacher Program.

(Students appointed to teaching positions are expected to attend teacher training workshops as specified in Policy #1: "A first time appointee to any graduate teaching position (**TA, GPTI**) in this Department is expected to be on campus during all of registration week preceding the term, and to attend the graduate teacher training sessions provided by the Graduate Teacher Program (Laura Border's office).") The Department may request the student to provide official confirmation (by the GTP office) of participation in the GTP program.

All applicants for departmental aid are required to fill out the Department form for requesting financial aid, distributed early in the spring semester of each year, and to return it promptly to the Department chair. Applicants for departmental aid are also required to fill out and submit the University "Singlefile" Form to the Office of Financial Aid.

If an applicant for aid feels that the Department should have additional information, it is his/her responsibility to give that information to the chair during February (for appointments for the following academic year) or October (for new spring-term appointments). Examples of relevant information include: special or changed financial circumstances, plans to be away from Boulder at a particular time, or any details of a personal nature that might have some bearing on departmental decisions. You may offer this information to the chair or any other faculty member either orally or in writing.

Linguistics Department Policy Statement 3: Filing/disposal of TA Evaluations

Adopted May 4, 1992

TA evaluations by their students will be sent to the course instructor, who will review them and discuss them with the individual TA's involved. The evaluations will be kept in the Department office as long as the person remains a student with us, to help inform the Department's judgment concerning how suitable the person is for reappointment as a TA. The evaluations will be destroyed when the person graduates or leaves the program, and will not become a part of the person's record unless the person so desires.

Frequently Asked Questions

If the answer tells you to see a topic in this handbook, use the Index above to find the appropriate section.

1. How many courses can I transfer in? Maximum 9 credits for MA, 21 for Ph.D. See Transfer Credits in this Handbook and also check the University Catalog (look for Transfer Credit in the Index at the back). Talk to your advisor about when to apply for transfer credit, what courses will count for credit, and whether they will also count as equivalents of specific CU courses.

2. What is the language requirement? M.A.: three college years, or equivalent, unless you are a native speaker/signer of a language other than English. Ph.D.: same as M.A. plus reading knowledge of a research language sufficient to handle linguistics literature. Details in this Handbook, under M.A. and Ph.D. requirements

3. How many computer courses should I take? At the M.A. level, this depends entirely on your goals, but computer literacy is becoming a basic survival skill, and computer expertise is a major asset in many job markets. Talk to your advisor. For the Ph.D., this decision is in the hands of your advisory committee.

4. Can I get the M.A. in fewer than 4 semesters? Not really. It takes 3 full semesters to get all the courses that will be covered in the M.A. comprehensive examination. However, it may be possible to obtain your 30 credit hours and complete the required courses in three semesters plus one or two summers, leave campus at the end of the fall of the second year, and take the M.A. comprehensive examination elsewhere under the supervision of a faculty member at another institution during the spring of the second year. You would need to be registered for an hour of 'M.A. program' during that semester. Talk to the Graduate Advisor as soon as you start the M.A. program if you want to attempt doing the M.A. with fewer than four semesters on campus.

5. Can I take introductory statistics or other introductory courses for credit? Undergraduate courses count towards 'full-time study' (5 undergraduate hours = 3 graduate hours), but those below the 3000 level cannot be counted towards requirements for a graduate degree. See 'Course Load for M.A. students' above and the University Catalog under Requirements for Advanced Degrees for a statement of whether a 3000 or 4000 course may be counted for graduate credit, and talk to your advisor (who may in turn have to consult with the Graduate School's advisers). Typically a 4000 level course in another department will be OK.

6. How many office hours does a TA or GPTI have to give? One and a half hours of office hours per week. For other TA/GPTI responsibilities, see 'Linguistics Department Policy Statement #1: TA and GPTI job descriptions', in the Financial Aid section.

7. Does a TA for a course have to attend the lectures of the instructor? Yes. See the policy statement for that one, too.

8. Can I take an independent study in another department for credit? Yes, if you follow the Department's procedure for getting independent study approved and approval is in fact given. See Independent Study in this Handbook.

9. Can I get a TESOL certificate? I heard I have to go to Denver to do it. The Linguistics program now offers a professional emphasis program in TESOL at the MA level rather than a certificate. Students may avail themselves of one or two approved UCD (LLC) courses as part of their TESOL program. Approved LLC courses offered through UCD's Rocky Mountain TESOL Institute during summer are especially recommended.

10. What is a graduate committee? Do I need one? How do I get one? It's called an 'advisory committee'. An M.A. student only needs a committee if s/he is writing an M.A. thesis. See **M.A. with Thesis** in this Handbook. A doctoral student needs an advisory committee by the end of March of the first year of matriculation in the Ph.D. program. You must persuade three regular faculty members of the Linguistics Department appropriate to your research interests to serve on your committee, and you must also secure the approval of the Department chair. See **Advisory Committee** in this Handbook.