

Graduate Degree Course of Study Requirements and  
Handbook of Graduate Study Policies and Procedures

Department of Linguistics  
The University of Arizona

2014 - present

This is the handbook for the MA, MS and Ph.D. Programs in Linguistics at the University of Arizona. It covers course and examination requirements for those degrees, as well as describing the Department's particular specializations and providing various other pieces of information useful to the graduate student. Further information about the Department is available from the sources below.

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NOTE:

All policies described in this handbook are in effect as of July 2014 and are binding on all students who enter the program after that date.

Students who entered the program prior to July 2014 have a choice between the policies described in the handbook under which they entered the program, the new policies described here, or the distinct policies described in other later editions of the handbook. This handbook replaces any and all previous academic policy descriptions for the Graduate Program of the Department of Linguistics at The University of Arizona.

Students who entered the program between Fall 2004 and Fall 2007 have a choice between the policies described here and the distinct policies described in the 2004 edition of the handbook. Students who entered the program between Fall 2007 and February 2014 have a choice between the policies described here and the distinct policies described in the 2007 edition of the handbook.

Students choosing to operate under a later handbook must adopt that handbook as a whole. They must also inform the Graduate Coordinator under which catalog they are operating.

The Department reserves the right to add non-binding clarificatory amendments to this document, to correct errors of fact, and to offer non-binding optional alternatives to existing policies. The Department will not remove or alter currently available options.

*The University of Arizona is an  
Equal Employment Opportunity/Affirmative Action Employer.*

NOTE: Please visit the Graduate College Website for information about the following: *Academic Services, Policies, and Procedures; Funding; Professional Development; Child Care Subsidies and Family Friendly Information; Health, Wellness and Safety*; and other information. <http://grad.arizona.edu/new-and-current-students>

For information concerning Satisfactory Academic progress, visit this site: <http://catalog.arizona.edu/policy/graduate-academic-standing-progress-and-probation>

See also section V in this handbook for important Departmental requirements about Good Standing and Satisfactory Academic Progress.

# 2014 Graduate Handbook

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# I. Introduction

This document describes the policies regarding graduate study in the Department of Linguistics at the University of Arizona. Please take note in each section of which policies apply to which graduate program (e.g. Linguistics Ph.D., ANLI Ph.D., NAMA, or HLT programs).

For information about the faculty in the Department, associated faculty in other departments, research strengths of the Department, laboratory facilities, events such as colloquia, and resources available to graduate students of the Department, please see the Department's website at <http://linguistics.arizona.edu/>. Websites of other departments and programs, such as Cognitive Science, Anthropology, Second Language Acquisition and Teaching, and many others also contain information of use to Linguistics students.

# II. Graduate Degree Programs in Linguistics

The Department of Linguistics has several graduate degree programs that differ in course requirements, educational goals, recommended timeline, and policies. However, some policies or requirements are general to all graduate students in the Department, and some are general to a group of degree programs but not to all of them. Each section or sub-section below states which degree programs that section applies to. The graduate programs of the Department are:

## Linguistics Ph.D. Program

- With both major and minor within the Department (no external minor)
- With external minor in a field that requires a minor written comprehensive exam
- With external minor in a field that does not require a minor written comprehensive exam

ANLI Joint degree program (Ph.D. administered jointly by the Linguistics and Anthropology departments)

Ph.D. minor in Linguistics for students in Ph.D. programs of other departments (Linguistics as external minor to another degree)

Masters in Linguistics with a specialization in Native American Languages (NAMA)

## HLT degree (M.S.)

- Just HLT degree (M.S.) alone
- HLT degree done while already enrolled in the Linguistics Ph.D. program
- HLT degree begun before being admitted to the Linguistics Ph.D. program
- Accelerated Masters HLT degree (begun before completing B.A. or B.S.)

Masters in Linguistics (M.A.) while enrolled in one of the Ph.D. programs

- Most Linguistics Ph.D. students also complete the M.A. on the way to the Ph.D.
- Students may also complete the M.A. if they have made a decision to leave the Ph.D. program

### **III. Rights and Responsibilities of Graduate Students**

All graduate students in the Department of Linguistics, regardless of which program they are in, have the following general rights and responsibilities. These lists are not exclusive. All graduate students in the Department also have all of the rights and responsibilities that any student of the University of Arizona has, even if not listed here. Many of these points are clarified in more detail in other sections of this handbook, so the listing here is meant only to give a general overview and reminder.

#### **Rights:**

- right to petition for an exception to any policy in the Grad Handbook (this does not mean the petition will necessarily be approved)
- right to change advisor at any time
- right to appeal decisions made by the Department about the student
- right to representation of the graduate students at non-closed session faculty meetings and other appropriate venues
- right to be treated with respect
- right to make use of CAPS and other campus support services
- right to confidentiality about matters discussed with faculty, except when the health or safety of a person may be in danger or in other situations which faculty are obligated to report (e.g. sexual harassment), and except for discussions kept confidential among faculty, such as at closed-session faculty meetings. The right to confidentiality especially makes reference to FERPA regulations.

#### **Responsibilities: Graduate students have the responsibility to:**

- be aware of relevant Graduate College policies
- keep track of forms they must submit through GradPath
- know the deadlines as recommended or required by Graduate College for defending and for filing one's dissertation, thesis, and/or paperwork in order to graduate in the desired semester
- be available when paid for TA/RA work, during all times they are paid for, unless absence has been approved by their supervisor (including times when pay periods extend outside of when courses are in session)
- show good citizenship as a member of the Department by attending a reasonable proportion of Department events, such as colloquia, even if not required to through course registration, as appropriate for the student's circumstances and educational goals
- notify a faculty member or the appropriate University authority or the police if they have information that another student is in danger, is being harassed, etc.

### **IV. Program Structures and Requirements**

**PRELIMINARY NOTE ON PETITIONS:** ALL students enrolled in graduate programs in Linguistics are expected to complete ALL of the requirements for their program. Of course, in very rare circumstances, adherence to this plan is inappropriate to the student's educational goals or would produce undue hardship for the student. In such cases, the student may petition, with the support

of a faculty member (usually his or her advisor), for exceptions to the plan below. Such petitions should be rare and the exceptional case. All other things being equal, students are expected to complete the program as designed.

**CHECKLISTS FOR LING PH.D. AND ANLI:** There is a check-list at the end of this handbook (Appendix C) to help Ph.D. students keep track of the many different requirements of these programs. Turning in the progress report forms which we began to use in Fall 2013 also helps students to keep track of their progress through the necessary steps toward degree. However, students should be in frequent contact with both their advisor and the DGS to ensure that they are making satisfactory progress towards completing their degree.

**TRANSFER CREDITS:** Transferring credits from a previous institution when a student begins the program is not normally allowed for any of the graduate programs in Linguistics. If a student's advisor supports the use of transfer credits in a special case, the student may submit a petition to do this, but this is not generally allowed. However, it may be possible for students to fulfill a small number of course requirements outside the core courses through coursework taken at the LSA Linguistic Institute or other such opportunities while in the program. Students should discuss this case with their advisor, and see policies on petitions and substitutions below. (HLT Accelerated Masters students should see Section IV.G.5 for that program for questions about how undergraduate and graduate courses combine in the program.)

**COURSES TAKEN AT UA AS AN UNDERGRADUATE:**

If a graduate student has already taken the 4xx level of a course that is required for their graduate program at the 5xx level (most often because the student was an undergraduate student at the University of Arizona before becoming a graduate student) then the student must take some other graduate-level course in Linguistics in place of the 5xx course (unless the 5xx version is taught by a different instructor and contains distinct content, though this is rare). Course selection must be made in consultation with the student's advisor. These requirements apply to all graduate programs other than the HLT Accelerated Master's program. See the separate information on the HLT Accelerated Master's program below for how the combination of undergraduate and graduate courses is achieved for that program.

**COLLOQUIUM:** All students in any of the graduate programs are strongly encouraged to attend Department colloquia regularly, even when not registered for the colloquium as a course.

**NUMBER OF COURSES:** It is typically assumed that graduate students with TA/RA assignments will take 3 courses per semester for as long as they are taking their basic required coursework (generally 6 semesters for the Linguistics Ph.D. program, possibly longer for ANLI, and possibly the entire duration of the (shorter) program for NAMA and HLT). Students without TA/RA duties may wish to take 4 courses.

**A. Requirements for the Ph.D. program in Linguistics** (including policies for students doing an external minor). See Appendix A for a sample schedule for doing the Linguistics Ph.D. program.

**1. Core course requirements (core curriculum)**

Required of all students in the Linguistics Ph.D. program (without exception; courses taken outside the Department or at other universities may *not* be substituted):

- a. Syntax I (LING503), Phonology I (LING510), taken in the first semester
- b. **Five courses out of the following six areas** (one out of each group but one).

*Computational Group:*

LING 508	Computational Techniques for Linguists
LING 538	Computational Linguistics
LING 539	Statistical NLP
LING 578	Speech Technology

*Foundation Group:*

LING 501	Foundation of Linguistic Theory
LING 507	Statistical Analysis for Linguists
LING 588	Linguistic Elicitation and Documentation
LING 518	Analysis and Argumentation

*Phonology/Phonetics Group:*

LING 514	Phonology II
LING 515	Phonological Phonetics
LING 516	History of Phonology

*Psycholinguistics Group:*

LING 509	The Psycholinguistics of Writing Systems
LING 532	Psychology of Language
LING 533	Theories of Language Development
LING 540	The Bilingual Mind
LING 543	Advanced Language Development (syntax/lexicon)
LING 543	Advanced Language Development (phon/morph)
LING 548	Auditory/Visual Word Recognition & Lexical Processing

*Syntax/Semantics Group*

LING 504	Advanced Syntactic Theory
LING 505	Theories of Grammar
LING 506	Major Works in Syntactic Theory
LING 564	Formal Semantics
LING 522	Lexical Semantics
LING 565	Pragmatics (if taught by a faculty member with their appointment in Linguistics)

*Typology/Morphology Group:*

LING 535	Morphology
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LING 544	Typology and Universals
LING 545	Structure of Non-Western Language
LING 554	Structure of A Near-Eastern Language

## **2. Colloquium**

Two iterations of the required colloquium course, LING595A, are to be taken in the 1<sup>st</sup> and 2<sup>nd</sup> semesters, one unit each. These are important parts of graduate education. All other students may also enroll in the colloquium for additional semesters.

## **3. Seminars**

A minimum of two seminars is required. However, students are encouraged to attend all seminars that meet their curricular goals throughout their graduate career, and should consult with their advisor on the number and type of additional seminars to consider.

## **4. Professionalism in Linguistics Requirement**

There is a required one-credit course on professionalism, LING689, Professionalism in Linguistics, (separate from the comprehensive exam courses) to be taken by the 6<sup>th</sup> semester. This class is required of all students in the Linguistics Ph.D. program.

In addition, the DGS will be responsible for meeting with students in order to cover issues such as students' survival skills, meetings with professors, planning graduate career, library resources, etc.

## **5. Specialization Requirements (Doctoral Plan of Study & Options in the major)**

The core course requirements listed above in Section IV.A.1 (core requirements) are designed to give the student breadth in linguistics. However, a professional linguist will almost always specialize in one or two distinct sub areas. The requirements in this section are designed to accommodate this. In addition, they are set up to meet the graduate college's requirement on a "Plan of Study".

**FILING THE DOCTORAL PLAN OF STUDY:** At the end of their third semester, a student is required to file the Doctoral Plan of Study Form. This form is located in GradPath, which can be accessed through UAccess Student or [Graduate College Forms](#). This form specifies every course the student has taken, and every course the student plans to take in pursuit of the Ph.D. If the student later on finds they have changed their actual plan, the Plan of Study must be updated on GradPath. If you have questions regarding GradPath or this form please contact the Graduate Coordinator. The doctoral plan of study should include at least 36 units in the major, 9 in the minor, and 18 additional dissertation units (for a total of at least 63 units).

**CHOOSING COURSES FOR THE MAJOR AND MINOR:** In addition to the core course requirements stated in Section IV.A.1 above, all PhD students are required to complete a major in Linguistics. This major will typically be associated with a "specialization option". Students will typically also complete a Department internal minor in linguistics (again a specialization option will be specified for internal purposes), unless they are completing an external minor. The Doctoral Plan of Study requires that courses be filled in under the major and minor.

Please note the following:

- On external paperwork (such as Doctoral Plan of Study): The "major area" and "minor area" are the departments in which the student is majoring or minoring. For most linguistics students this means that they will be majoring in Linguistics and Minor in Linguistics (unless they have an external minor)
- For Department-internal purposes, the student may designate a special area, e.g., phonetics, as their specialization option area of study, and another, e.g., syntax, as their minor area. The existing options are listed below.

In either case, the minimum total number of credit units that must be completed in the major area is 36. This includes credits earned in core and other required and optional courses. Depending on the student's specialization, background and needs, the Department may require additional units as well. The minimum total number of credit units that must be completed in the option in the minor is 9. For external minors, note that other departments' or programs' minor requirements may differ; some require written exams, and you should contact that department's DGS for details. A student may also choose to have more than one option in the minor.

### *Areas of Specialization (Options in the major and minor)*

The specializations listed below (in alphabetical order) are among a student's possibilities: a student may work with her or his advisor to develop a specialization tailored to the student's needs and interests that is not listed here. For each specialization, typically required and recommended courses are listed. Keep in mind that the exact courses relevant to your specialization are to be worked out in close consultation with your advisor. Designing one's own specialization in consultation with one's advisor, or making a substitution to one of the specializations below in consultation with one's advisor, requires discussion among certain faculty, but not a petition to the entire faculty. See Section VI.C.3 below.

At least two seminars in the area of specialization must be taken. (These can fulfill the minimum number of seminars listed above.) Students should consult with their advisor about how many seminars beyond the required number they should take to meet their educational goals. In some areas it is recommended to take a seminar each semester after the core coursework is completed. Seminar work may be counted towards the major, but it need not. That is, a student can complete the two seminar requirement after advancement to candidacy if approved by the Director of Graduate Studies, and assuming that the student otherwise has met the requirements of their major option. All students in the Linguistics Ph.D. program will enroll in LING697A each semester they are writing the written portions of their comprehensive exam in Linguistics (except in the case of an HLT internship report as comprehensive exam, see below).

***As noted above, for the purposes of the Graduate College, all Linguistics Ph.D. graduate students must "major" in Linguistics.*** Internal to the Department, this means any of the options below, or the design of an individual major concentration. ***Students may minor in a department outside of Linguistics if they choose, or they may minor in Linguistics,*** in which case they should choose from one of the minor options listed below, or design an individual minor concentration. ***For the Graduate College any of the programs listed below constitute a "major" or "minor" in Linguistics, and should be listed as such on the student's plan of study.*** New, individual major or minor concentrations within the Department must be developed in

consultation with the student's major and if possible minor advisor, and must also be approved by the DGS (or a neutral party in the case of the DGS being the advisor), as stated in Section VI.C.3.

The requirements for these specializations will overlap with the core course requirements. However, Major and Minor course requirements may not overlap with each other on the Plan of Study. For example, a student with a syntax specialization for the major will claim a total of 36 units, including the required LING 503, LING 504, LING 505, and four courses from the attached list. If this student chooses to specialize in Morphology for the minor, LING 535 and LING 522 cannot be used on the Plan of Study to satisfy the major requirements, only the minor. In this case, any other LING 5xx courses the student takes should be filled in for the major on the Plan of Study to meet the required number of units.

### *Options in the Major*

#### **COMPUTATIONAL LINGUISTICS:**

Total of 36 units (12 classes) in LING classes:

A) Required:

LING 538	Computational Linguistics
LING 539	Statistical NLP
LING 578	Speech Technology
LING 501	Formal Foundations
*LING508	Programming for Linguists (required only if student does not have prior programming experience)
LING 581	Advanced Computational Linguistics

B) At least 2 courses among LING 696G, ISTA 555, or another seminar-level course chosen in consultation with the advisor. (These courses may be taken after advancement to candidacy if 36 appropriate LING units are otherwise provided)

#### **LANGUAGE REVITALIZATION:**

Total of 36 units:

A) Required:

LING 521	Language Revitalization, Maintenance, and Documentation
LING 535	Morphology
LING 588	Elicitation and Documentation
LING 597a	Descriptive Linguistics for Native American Languages (Must be taken Fall semester)
LING 699 (2 units)	Internship*
	1 semester of Navajo, Tohono O'odham, Hopi, or another indigenous or endangered language**
	2 courses taken at AILDI (can overlap with other requirements)

B) At least one of:

LING 544	Typology
LING 545	Structure of a Non-Western Language

Students who wish to focus on Language Revitalization will often find that they need expertise in several applied fields that are not covered by typical Linguistics courses, such as pedagogical materials design, databases and data archiving, etc. Courses that teach these skills are sometimes available in LRC, SLAT, IRLS, or other departments of the UA, or at the LSA Linguistic Institute, CoLang, or other such venues. (Some specific examples of interest include LRC 795c Language Planning and Education, IRLS 674 Preserving Digital Collections, and IRLS 554 Diverse Cultures, Communities and Libraries.) Many AILDI courses may also meet this need. Students should discuss their career and revitalization goals carefully with their advisors and other faculty to determine which skills they would like to gain, and where they can best get training in those skills.

\* The internship can be done with a language community the student is working with, at AILDI, or in another setting. Students should discuss the choice of internship with their advisor well in advance. In order to register for the internship units, the student will need to make an internship plan in collaboration with their faculty internship supervisor and the supervisor at the internship site. The internship plan will be modeled on the plan template available for AIS students' internships, at <http://www.ais.arizona.edu/student-resources/forms> under "Internships."

\*\* In order to take the language course for graduate credit, students should register for Ling 599 independent study (3 units) instead of registering for the regular course number, since the language courses have undergraduate course numbers.

#### **PHONOLOGICAL THEORY:**

Total of 36 units:

A) All of the following:

- LING 510 Phonology I
- LING 514 Phonology II
- LING 515 Phonological Phonetics\*

Either one of the courses listed in group C below, or a third instance of Ling 696B

\*Exception: if the student is doing a phonetics minor, then LING 515 will count towards the minor, and a course from groups B or C can replace this course.

B) Two instances of LING 696B (These seminars may be taken after advancement to candidacy if 36 appropriate LING units are otherwise provided)

C) Strongly recommended:

- LING 507 Statistics For Linguists
- LING 516 History of Phonology
- LING 535 Morphology (when taught with a phonology focus)
- ANTH 580 Historical Linguistics

Note: given the disparate data sources now widely used in phonological research, students are strongly encouraged to make sure they are exposed to at least the

following methods in their coursework overall: i) traditional generative judgments; ii) fieldwork/elicitation; iii) corpus techniques; iv) psycholinguistic techniques; v) computational techniques. We view this as a template that students can adapt as needed. You should consult closely with your advisor and other phonologists to ensure that your coursework reflects general expectations for phonologists and advances your own interests and goals.

### **PSYCHOLINGUISTICS**

The specialization in Psycholinguistics consists of an emphasis in either adult or developmental psycholinguistics.

NOTE: Students who may go into any area of psycholinguistics should consult with one or more faculty members whose labs they might work in as early as possible in order to get early advice about timing of various parts of their training. Students are encouraged to do this even while they are first-year students and still have a first-year mentor rather than an official advisor.

NOTE: Depending on a student's goals and background, it may be better to do the 6 units of Ling 699 lab rotation (see below) in two separate labs, or in a single one. Students should consult with their advisor or with a faculty member they are likely to choose as advisor early on this point.

The requirements for the *developmental* emphasis are as follows.

Total of 36 units:

A. All of the following:

- LING 533 Theories of Language Development
- LING 543 Advanced Language Development (syntax/lexicon)
- LING 543 Advanced Language Development (phon/morph)
- LING 532 Psychology of Language
- LING 507 Statistical Analysis for Linguistics (where appropriate, another statistics course may be substituted - for example, a Psyc, Educational Psyc, or Math stats course - if approved by the student's own advisor and the DGS).
- LING 696 (one advanced seminar)
- LING 699 (six units of lab rotation)

Strongly recommended:

- LING 595 B – Cognitive Science colloquium
- LING 595A – Linguistics Department colloquium

The requirements for the *adult psycholinguistics* emphasis are as follows:

Total of 36 units:

A. Required:

- LING 507 Statistics
- LING 517 Cognitive Science
- LING 532 Psychology of Language
- LING 533 Theories of Language Development

LING 699 (6 units) lab experience, structured in consultation with the student's advisor

B. Plus 1 out of the following 4:

- LING 509 The Psycholinguistics of Writing Systems
- LING 540 The Bilingual Mind
- LING 542 Topics in Psycholinguistics
- LING 548 Auditory/Visual Word Recognition & Lexical Processing
- LING 549A Biolinguistics

C. Plus 1 out of the following:

- LING 696E (seminar)
- LING 696F (seminar)
- LING 596F (Cognitive Psychology, if language-oriented that semester)

Strongly recommended:

- LING 595B – Cognitive Science colloquium
- LING 595A – Linguistics Department colloquium

**SYNTACTIC THEORY:**

Total of 36 units in LING classes:

A) All of the following

- LING 503 Syntax I
- LING 504 Advanced Syntax
- LING 505 Theories of Grammar
- LING 506 Major Works in Syntax

B) And at least two of the following

- LING 501 Formal Foundations
- LING 518 Analysis and Argumentation
- LING 522 Lexical Semantics
- LING 535 Morphology
- LING 538 Computational Linguistics
- LING 544 Typology and Universals
- LING 564 Formal Semantics

C) and two seminars in either LING 696A or LING 696D (These seminars may be taken after advancement to candidacy if 36 appropriate LING units are otherwise provided)

***Options in the Linguistics Minor (for students in the Linguistics Ph.D. program)***

**COMPUTATIONAL LINGUISTICS:**

A) Required

- LING 538 Computational Linguistics

B) Two of the following

- LING 501 Formal Foundations

- LING 578 Speech Technology
- LING 539 Statistical NLP
- LING 581 Advanced Computational Linguistics
- \*LING508 Programming for Linguists (required only if student does not have prior programming experience)

**MORPHOLOGICAL THEORY:** (Minor option only)

Morphology figures in many of our courses. You should work closely with your advisor in selecting courses that include coverage of morphological themes in a way that broadens your understanding of morphology and advances your general research interests.

A) Required:

LING535 Morphology

B) Two of the following courses:

LING 535 Morphology\*

LING 544 Typologies and Universals

LING 522 Lexical Semantics

LING 588 Documentation and Elicitation (with approval of the student's advisor, depending on type of language)

LING 596D Linguistics and Philosophy (when it has a morphology focus)

LING 696H Seminar in Morphology

\*535 may be repeated for credit if the student's advisor agrees that the content of the second offering is sufficiently different from the first

**NATIVE AMERICAN LINGUISTICS:** (Minor option only)

A) Two semesters of Navajo, Tohono O'odham, Hopi or other indigenous language. (1 semester from each of two languages is acceptable)

B) One of the following courses:

LING 583 Sociolinguistics

ANTH 589 Areal Survey of Native North American Languages

LING 521 Language Revitalization and Maintenance

LING 588 Field Methods

LING 545 Structure of a Non Western Language (if taught on a Native American language)

One course taken at AILDI (Available in the summer only. Note that students enrolling in AILDI must take a minimum of two classes.)

C) A paper on the structure of an indigenous language (to be submitted to the student's advisor. This could be a paper written for another class.).

**PHONETICS:** (Minor option only)

A. LING 515 Phonological Phonetics

LING 507 Statistics for Linguists

B. One of the following:

LING 578 Speech Technology,

LING 696B Phonological Theory (with a phonetics focus)

**PHONOLOGICAL THEORY:**

LING514 Phonology II

LING516 History of Phonology  
LING696B (with a phonology focus)

**PSYCHOLINGUISTICS: (Adult)**

LING 509 The Psycholinguistics of Writing Systems  
LING 532 Psychology of Language  
LING 533 Theories of Language Development  
LING 540 The Bilingual Mind  
LING 548 Auditory/Visual Word Recognition & Lexical Processing  
LING 549A Bilingualism

**PSYCHOLINGUISTICS: (Developmental)**

LING 533 Theories of Language Development  
LING 543 Advanced Language Development (syntax/lexicon)  
LING 543 Advanced Language Development (phon/morph)

**SEMANTICS AND PHILOSOPHY OF LANGUAGE: (Minor option only)**

A) Required:

LING 564 Semantics  
LING 522 Lexical Semantics

B) One of the following:

LING 565 Pragmatics  
LING 563 Philosophy of Language  
LING 596D Topics in Philosophy and Linguistics  
LING 696A Seminar in Syntax and Semantics (when a semantics focus is given)  
LING 696E Master Seminar in Cognitive Science

**SYNTACTIC THEORY**

LING 504 Advanced Syntax  
LING 505 Theories of Grammar OR LING506 Major Works  
LING 696A Seminar in Syntax and Semantics

**MINOR OPTIONS IN OTHER DEPARTMENTS OR GIDPS**

Some Linguistics Ph.D. students wish to gain an interdisciplinary background in a related field beyond taking individual courses. In this case, students may choose to do their minor concentration outside the Department. Some departments and interdisciplinary programs that Linguistics students have chosen as external minors in recent years include:

- Cognitive Science (GIDP)
- Second Language Acquisition and Teaching (SLAT, GIDP)
- Anthropology (Linguistic Anthropology focus, including sociolinguistics)
- Speech, Language, and Hearing Sciences
- Statistics (GIDP)

For details about course requirements for any of these minors, please consult the web page of the relevant department or GIDP, and then consult a faculty member in that

department or program.

Note that some external minors require a written comprehensive exam, while others do not. This difference affects the requirements and timing for the Linguistics written and oral comprehensives, as described below.

## **6. Comprehensive Exams (written ones informally known as Prelims)**

The graduate college requires a test of breadth known as the Comprehensive exam. For Linguistics Ph.D. students this takes the form of two written papers and one oral exam. Once you have decided who the members of your oral exam committee will be (see below), you will file the *Comp Exam Committee Appointment Form* on GradPath. Once you have scheduled the date, time, and place of your oral exam with your committee, you will announce your oral exam on GradPath using another form. Each form will be routed to several people for approval, so please allow time to get all forms approved before the scheduled time for your orals. Once you have taken your exam, your advisor will enter your committee members' and their own decision into GradPath.

### *Written Comprehensive Exam*

Two written comprehensive papers are required: one in the 4th semester (Spring year 2) and the other in the 5th semester (Fall year 3). The written comprehensive committees will be assembled by the student, their major option advisor (and minor option advisor if known), optionally in consultation with the DGS. Appendix B provides a form for use in ensuring that all committee members have been asked whether they will serve on the committee. Use of this form is optional unless the instructor of Ling697 requires it, but is strongly recommended in any case.

The committee structure is as follows:

- a) Written comprehensive committees must have at least one person who is on the committee for both written papers.
- b) Written Comprehensive committees must have at least 3 members and may have no more than 5 members at any one time.

Non-tenure-eligible faculty members in Linguistics may serve as members of the written and oral comprehensive committee if permission is granted by the Graduate College.

- For students doing the HLT degree while also in the Linguistics Ph.D. program, see Section IV.F.6 below for information on timing and on using the HLT internship report in place of one of the written comprehensive exams.
- For students with an external minor that requires a written comprehensive, the committee for that exam will be determined by policies of the external minor department/program, and the requirement of overlap between written comprehensive committees can be adjusted as necessary.

**Choice of Topics:** The Graduate College requires that the comprehensive papers express breadth in the discipline. To this end, the two papers that make up the written comprehensive exam are research papers that must be distinct in terms of dataset, and distinct in terms of methodology or disciplinary research area. The papers are designed to also demonstrate the student's ability to conduct in-depth original research. Each paper should present an analysis demonstrating the ability to select an interesting problem, construct hypotheses to explain the problem, empirically test the hypotheses, and produce a polished piece of professional prose presenting the project. The student must consult with their committees at the beginning of the relevant semesters and

throughout the writing process to ensure that the student is attempting to produce a paper of appropriate scope and quality. The purpose of the comp papers is to demonstrate breadth and depth, and the choice of topics should reflect this. If a comp paper draws on student's previous research, it should demonstrate significant development and refinement, as determined by student's comp committees.

Students planning on doing either field work (including native speaker judgment tasks) or experimental work must have the work approved by the University Human Subjects IRB before the semester begins. Be aware that such proposals often take several weeks to several months to be approved. See the Department's Human Subjects website (<http://linguistics.arizona.edu/departement-linguistics-departmental-level-human-subjects>) for information about the human subjects approval process.

**Written Distinctness Proposal: After submitting their first written comp, students must submit a 1-2 page document containing an abstract of their first written comp, a proposal for the topic of the second written comp, as well as a short statement describing how the papers are distinct and represent breadth in the discipline. This statement must be approved by an ad hoc committee consisting of the known members of the student's 2nd written comp committee (and the student's advisor, if not a member of the 2<sup>nd</sup> written comp committee).** The distinctness proposal must be submitted to the ad hoc committee at least one month before the beginning of the semester in which the student plans to write the second comp paper. If the ad hoc committee finds that the proposed topics are not distinct enough, the student's advisor will work with the student to develop a sufficiently distinct topic for the second comp. The final, approved version must be filed with the Graduate Coordinator by the start of the semester in which the student plans to write the second comp. If the ad hoc committee does not return an explicit decision on the distinctness proposal within one calendar month of receiving it (including holidays or university closures), the distinctness proposal will be approved by default. **Students doing a minor outside the Department that requires a written comprehensive exam are not required to write a Distinctness Statement**, since their two written comprehensive exams will have to differ.

What constitutes distinctness is a judgment call to be made by the ad hoc committee in consultation with the student. Students should keep in mind that the goal of the distinctness requirement is to establish that they exhibit breadth in the discipline. The choice of topics should clearly reflect this breadth goal. Such breadth might, for example, be established by picking topics that clearly use distinct major methodologies (e.g. a statistical experimental method vs. a symbolic formal method) or by picking topics that are from different linguistic sub disciplines (e.g. a phonetics topic and a semantics topic), or by picking topics directed at different audiences (e.g. one for the audience of experimental psycholinguists, the other for an audience of formal linguists). The above example situations are meant as suggestions and are not exhaustive nor binding.

**External minors and the written comprehensives:** Linguistics Ph.D. students who have a minor in a department or program other than linguistics (an external minor), IF the external minor requires a written comprehensive exam for the minor, may substitute the external minor written comprehensive for one of the linguistics comprehensive papers. (This is typical for external minors in SLAT, Anthro, or SLHS.) The topics of the major comprehensive paper and external minor exam will generally be quite distinct. The student should discuss the use of an external minor written comprehensive in place of one of the linguistics comprehensives with

their advisor, and notify the DGS and the Graduate Coordinator of the arrangement. The timing of the written comprehensive for an external minor may differ from timing for a linguistics comprehensive, depending on course requirements and the policies of the minor department/GIDP. The external minor written comprehensive can replace either the first or second linguistics comprehensive, depending on time constraints, and this timing should be discussed with the student's advisor. If it is necessary to delay doing the external minor comprehensive exam until later than the semester when a student would do the second Linguistics written comprehensive (Fall of the 3rd year), because of requirements for the minor, this will be allowed without a petition to the faculty and without affecting the student's good standing in the program. If a student does an external minor which does not require a written comprehensive exam (e.g. CogSci), then the student must do both linguistics comprehensives as usual.

**Deadline:** The comprehensive papers are submitted to the committee on the *last day* of classes of the relevant semester by 5:00 PM. PLEASE NOTE: If the 1st comprehensive paper receives a Pass after July 20, the student cannot be promoted to Graduate Associate for the Fall semester. Students hoping to be promoted to Associate status for the Fall semester should discuss the necessary steps with the Graduate Coordinator well in advance, during the Spring semester, and should confer with their first comprehensive committee about timing of any revisions. See Section VI.E below for further details.

**Written Comprehensive Evaluation Criteria:** These examination papers are intended both to demonstrate the student's ability to carry out in-depth original research in linguistics and to test the student's breadth of knowledge of the field of Linguistics in general and the student's major and minor areas of specialization in particular. These decisions will be entered into GradPath for the Graduate College's record. The possible outcomes of the written comprehensive papers are as follows:

1. **Pass**
2. **Pass with minor revisions**
3. **Revise and Resubmit.** In this case, the committee will send the student a list of revisions to be made, and a date by which to turn in the revision. The amount of time allowed for revision will reflect both the magnitude of the revisions to be made, and any factors in the student's time commitments that the committee is aware of. The maximum amount of time to be allowed for revision is 12 weeks (including summer, holidays, or university closures). The revision, once submitted, will be graded into these same categories, which means that a second round of revision could be required.
4. **Fail:** The written comprehensive examination demonstrates that the student is not able to undertake original research in linguistics. In this case, the student must plan to take a terminal MA degree or otherwise leave the program.

Students will be notified of the decision on their written comprehensives within 2 weeks after the submission of the written comprehensive. In the case of a holiday or university closure falling 2 weeks after the due date, the faculty will determine a new deadline, as soon as possible after the usual 2 weeks, to apply for that semester.

*Oral Examination.*

The oral exam is required by the Graduate College to be a breadth exam, and cannot focus solely on a narrow area of expertise. The Oral Exam is to be scheduled after both written comprehensive papers are complete (both papers must receive a PASS). In the case of an external minor with a written comprehensive exam, that written comprehensive must have passed<sup>2</sup>. You are required to file the *Comp Exam Committee Appointment Form*, on GradPath, in order to announce your oral exam committee members; this will then be routed for approval. When you and all committee members have decided on the date and time of the oral exam and you have reserved a space for it, you must also file a form on GradPath to announce your oral exam.

The Oral Comprehensive Exam committee has a minimum of 4 members (as per UA grad college policies) of whom 2 (including the advisor) need to have been on at least one of the written comprehensive paper committees. The remaining two people on the oral committee could be people who were on the written comprehensive paper committees, or not. (In a case where no two members of the written comprehensive committees are available due to faculty personnel constraints, the student, advisor, and DGS may determine an acceptable committee without a petition. Also note that non-tenure-eligible linguistics faculty members may be members only if permission is obtained from the Graduate College.) The oral exam will begin with a 10-20 minute oral presentation by the student of her or his current work, followed by at least 60 minutes of examination, with questions about the student's work, the student's major option area, the student's minor option area and about linguistics in general. The examination is required to last a minimum of one hour once the questioning begins and no more than three hours total.

The oral exam must be scheduled to take place within FIVE ACADEMIC WEEKS of the successful completion of the second written comprehensive paper.

As per Graduate college regulations (<https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#comprehensive-exam>), in order to pass the oral examination the student must receive a pass vote from at least three of the four examiners. In the rare case where a student fails the exam, the committee has the options of allowing the student to retake the examination or requiring that they leave the program (with or without a terminal MA, depending upon whether the student has completed or shortly will complete the MA requirements). In the event the student is allowed to retake the oral exam, they will be provided with a letter that explains the result of the first exam and provides a plan of remediation, with a time frame, that addresses their specific curricular needs. The remediation plan should address specific weaknesses revealed by the exam and be designed so that if the student adequately completes the remediation they will be permitted to take the exam a second time. Remediation might include, but is not limited to, additional course work, an additional writing assignment or research project, scheduled one-on-one meetings with faculty, independent studies and other requirements as meets the needs of the individual student.

(Note that many other departments, for their own Ph.D. students, do not notify the student of having passed the written exam separately from the oral exam. Hence Linguistics Ph.D. students doing an external minor with a minor written comprehensive may need to point out to their minor advisor that they will not be able to schedule the orals until the committee for the minor written comprehensive has made an official decision about whether the written comprehensive has passed, and has notified the student, the student's major advisor, and the Linguistics Graduate Coordinator.)

## **7. Written Comprehensive courses**

Linguistics Ph.D. students are required to enroll in LING697A while they are writing each of their linguistics written comprehensive papers. This course covers not only professional writing and research skills but it allows the students to workshop their papers in front of the audience of their peers.

In the case of a written comprehensive for an external minor or an HLT internship report as written comprehensive (see below), the student may enroll in 697A during the semester of writing that exam, but is not required to.

## 8. Dissertation

After student passes the Oral Comprehensive Exam they are free to register for Dissertation units. At this time, or soon after, student will need to file the Graduate College's *Doctoral Dissertation Committee Appointment* form and the *Announcement of Final Oral Defense* form on GradPath, which can be accessed through UAccess Student Center or [Graduate College Forms](#); the form will then be routed for approval.

**Dissertation units:** The Department requires each PhD student to complete at least 18 dissertation units. Thus the total minimum credit requirements for the PhD degree in linguistics is 63 (36 major + 9 minor + 18 dissertation).

**Dissertation Prospectus:** The dissertation prospectus is a document laying out the nature of the problem the student intends to focus on for the doctoral dissertation. The prospectus demonstrates that (a) the problem selected is of the appropriate scope, importance, and relevance for a dissertation; (b) the student controls the core literature for the topic selected; (c) the student has selected a reasonable approach (theoretical and methodological) to follow in solving the problem, at least in the initial stages of research. The dissertation prospectus shall be approved by the entire dissertation committee within FOUR MONTHS of passing the oral exam. *The student shall meet with their advisor and either meet with or email with the other members of their dissertation committee to discuss the format and content of the prospectus* as soon as possible after completing their oral comprehensive exam. (Meeting in person is strongly encouraged if possible, but if not, email consultation is sufficient.) There is no set length of a prospectus, but typical length is between 5 and 20 pages. If the student is applying for an external grant for dissertation research funding, it may be possible to use the grant proposal as the prospectus with minimal alteration.

**Dissertation Committee:** The dissertation committee consists of no less than 3 faculty, all of whom must be University of Arizona faculty members who are tenured, tenure-track, or approved as tenure-equivalent. The advisor must be on the faculty of the Linguistics Department. Outside members from other departments and universities are permitted, as fourth (or fifth) members, with the permission of the student's advisor and approval of the DGS. (Special members require pre-approval by the Dean of the Graduate College.) The choice of committee members is otherwise up to the student. The committee should be assembled prior to writing the dissertation prospectus (see above). Under no circumstances should the committee be assembled after the dissertation has been written (however, changes to the committee are possible throughout the dissertation writing process with the permission of the student's advisor and/or the DGS.) Students must file the Graduate College's *Doctoral Dissertation Committee Appointment* form on GradPath, which can be accessed through UAccess Student Center or [Graduate College Forms](#); the form will then be routed for approval.

**Dissertation Content and Timeframe:** The dissertation represents a student's original research and their first work as a truly professional linguist. There is no minimum or maximum length for the dissertation. The emphasis in the dissertation is on the quality of work. This can be judged solely by frequent feedback from the dissertation committee. Dissertators should meet regularly with their committees to discuss among other things: writing and research strategies, organization, length, content, and a timeline for completion. (Students should note that the organization of the program discussed here gives two years for all work associated with the dissertation, so that students finish within 5 years.) Dissertators should consult their advisors and other committee members about how much time they need to read and give feedback on drafts of dissertation chapters as they are turned in, and to discuss which stage drafts should go to which committee members at what point. Both students and advisors should keep Graduate College deadlines, which are often well before the end of the semester, in mind when determining a timeline for writing and feedback. Faculty should typically provide feedback on drafts and the final version in less than a month (usually faster).

**Oral Dissertation Defense:** The final examination, or "dissertation defense", takes place upon completion of a draft of the dissertation that is satisfactory to the student's entire dissertation committee (see above for committee structure). The entire committee must be present for this examination, which may last no longer than three hours. (There is no minimum time requirement.) You must announce your final dissertation defense on GradPath through the *Announcement of Final Oral Defense* form that requires your dissertation title and committee members, it will then be routed for approval. The beginning of the examination, at which the student presents a summary of her or his dissertation research results, is open to the public. The public may be invited to ask questions after this presentation is made, and then is excused, so that the committee may ask further questions of the candidate in private before it makes its recommendations concerning the dissertation defense. To pass the dissertation defense, the candidate must receive a "Pass" vote from all examiners in the case of a 3-person committee or from all or all but one of the examiners in the case of a larger committee. The results of your Dissertation Defense will be entered into GradPath by your committee chair and will be then routed to the Graduate College.

**Filing the Completed Dissertation:** The last step in the quest for the Ph.D. is to file a completed, proofread, polished version of the dissertation with the Graduate College. See the Graduate Coordinator or the Graduate College website for the list of formatting requirements specified by the Graduate College. Dissertations not meeting those requirements will not be accepted, and may delay graduation. The final dissertation must be signed by all the appropriate parties. Students must file the dissertation with the Graduate College in order to graduate, approval of revisions from the student's advisor is not sufficient.

## B. Joint ANLI Program requirements

### 1. Course Requirements

ANLI students must take all of:

<u>Ling</u>	<u>Anth</u>
Ling 503 Syntax	Anth 608A (Anthro Theory I)
Ling 510 Phonology	Anth 608B (Anthro Theory II)
Ling 697A Prelim	Anth 680 (Foundations of Ling Anthropology)
Ling 595 A Colloquim	
<b>(10 credits total)</b>	<b>(9 credits total)</b>
(written comprehensive paper)	(written comprehensive exam)

*AND*

One of:

Ling 515: Phonetics  
*or* Ling 507: Statistical Analysis for Linguists

*AND* one of:

Anth 620: Linguistic Field Techniques  
*or* Ling588: Linguistic Elicitation and Documentation

**(6 credits total)**

*AND*

<u>Elective Ling Requirements</u>	<u>Elective Anth Requirements</u>
Students must have taken one course from at least <b>five</b> of the Core Groups (overlap between “Core Group” requirement and 515, 507, 588 requirements above allowed.)	<b>12 additional credits</b> of ANTH courses <u>chosen from:</u> Anth 576 Language and Culture Anth 580 Historical Linguistics Anth 583 Sociolinguistics Anth 585 "Face to Face" Anth 589 American Indian Languages Anth 678 Ethnographic Discourse Analysis Anth 679 Language and Ethnography Anth 681 "Keywords" Anth 696C Topics Seminars

= minimum of 46 credits of coursework from the two departments, if student fully exploits allowed overlap. Of course students may take additional courses if they wish.

*AND* minimum 18 units of dissertation credits (Graduate College requirement)

= 64 credits required coursework

**2. M.A. en route to Ph.D. for ANLI:** Students may choose to complete an MA degree en route

to their Ph.D if they do not already have a MA in Linguistics. They may choose to complete the MA in Linguistics or in Anthropology; the requirements laid out for an MA degree in the corresponding graduate handbook will apply. (Note that completing one or the other MA is necessary in order to be promoted to Graduate Associate.) This policy is the same as for Linguistics Ph.D. students, except that ANLI students have the choice of doing the Anthro M.A. instead (if they do not already have a MA in Anthropology).

**3. Major and minor:** For University paperwork (i.e. GradPath), ANLI students have "ANLI" as both major and minor. ANLI students do not need to choose a Department-internal major or minor specialization, as ANLI serves as their specialization.

**4. Promotion to Graduate Associate:** Students may be promoted to “associate” status after meeting the requirements for promotion laid out in the Linguistics graduate handbook. This is the same as for Linguistics Ph.D. students.

**5. Written comprehensives:** One written comprehensive paper for the Department of Linguistics must be completed in the 4<sup>th</sup> semester or 5<sup>th</sup> semester. The committee for this paper must include two faculty from the Department of Linguistics (not including courtesy appointments) and at least one additional member, who can be from Linguistics, Anthropology, or another department (e.g. Spanish, SHLS, etc.). Except those policies explicitly modified here, all other policies regarding the written comprehensives stated in Section IV.A.6 above apply to ANLI students just as to Linguistics Ph.D. students (e.g. the grading options and timeline for feedback are the same). ANLI students are required to take Ling697a (the prelim course) while doing the Linguistics written comprehensive.

In addition, a written comprehensive exam must be completed for the Department of Anthropology. The committee for this exam must include two faculty from the Department of Anthropology (not including courtesy appointments). Students will therefore be given two questions on this exam. Students should consult with their Anthropology advisor or an Anthropology committee member on the time-line for this written portion, keeping in mind that this and the orals should be completed by the end of the 4th year in the program. This exam is normally done after passing the Linguistics written comprehensive paper. Note that ANLI students are not required to take Ling 697a (prelim course) while doing the Anthro written exam.

ANLI students **do not need to submit a Distinctness Statement**, as their two written comprehensives will be distinct by definition of the types of exams.

**6. Oral comprehensive exam:** After the student's linguistics written comprehensive paper has passed, and the student has turned in the Anthropology written comprehensive exam, the student must take the oral comprehensive exam within 7 weeks (when classes are in session) from turning in the Anthropology written exam, and before the end of the 4th year in the program. Students' Oral Comprehensive committee must include at least two Linguistics faculty members who were on the Linguistics written comprehensive committee and the two Anthropology faculty members who were on the Anthropology written comprehensive exam committee. All policies in Section IV.A.6 above (Oral Comprehensive exam for Linguistics Ph.D. students) that are not specifically modified here also apply to ANLI students. For example, the policies for committee structure are different, as stated here, but the required GradPath forms are the same.

**7. Dissertation committee and dissertation steps:** An ANLI student's dissertation committee will minimally consist of two faculty members chosen from one department and a third faculty member chosen from the other (among the Anthropology and Linguistics Departments, not courtesy appointments). If the student chooses to have additional faculty on the dissertation committee (maximum 5), they can come from either department, or from other departments.

ANLI students are required to have a passing dissertation prospectus on file with the Graduate Coordinator by 4 months after passing the oral comprehensives. (This is the same as for Linguistics Ph.D. students.)

All policies and procedures regarding the dissertation that are not specifically modified here are the same as for Linguistics Ph.D. students (Section IV.A.8 above).

**8. Funding:** The Linguistics and Anthropology Departments work together to make every effort to fund ANLI students who are in good standing for their first 5 years, but that funding is often unsure and has to be allocated among students of both departments and the joint program based on many factors. Students should stay in good touch with the DGS of both departments about the current funding situation and deadlines for applying or expressing interest. (Anthropology has a hard deadline for funding applications.) By University policy, students are not allowed to hold more than a .50 (20 hour/week) appointment during a semester, so if a student is mistakenly offered more than a total of a .50 appointment between the two departments, they must notify both DGSs immediately.

**9. Other policies:** Policies in the rest of the Linguistics Graduate Handbook (both Section IV.A above about structure of the program, and all other sections) also apply to ANLI students except where distinct policies specific to ANLI are stated within the handbook. For example, ANLI students are not required to take any additional courses beyond those listed in point 1 of this section (ANLI course requirements), e.g. they are not required to take the Professionalism course, although it is advised. However, information such as the fact that one can change one's advisor at any time, the categories for passing/revision/failing for the Linguistics written comprehensive (prelim), and the graduate student rights and responsibilities, do apply to ANLI students. Requirements in the Anthropology Graduate Handbook do not apply to ANLI students unless they are listed here specifically as ANLI requirements. Therefore, ANLI students do not have to complete the Language Requirement that is required of students in the Anthropology Ph.D. program. However, policies in the Anthropology Graduate Handbook giving additional details of how to conduct things that are required of ANLI students, notably the Anthropology Written Comprehensive exam, do apply unless specifically modified for ANLI here. Thus, ANLI students are required to complete the process of preparation for the written comprehensive exam that is explained in the Anthro Graduate Handbook, including the approved written statement with bibliography.

See Section V.E.2 below for criteria for being in good standing and making academic progress for ANLI. That section delineates the timeline for the ANLI program, which is distinct from the Linguistics Ph.D. timeline.

## **C. Ph.D. Minor in Linguistics for students majoring in some other Ph.D. program**

Students who are enrolled in other departments may minor in linguistics. This minor consists of 9 units to be assembled in consultation with a minor-area advisor who must be faculty in the Linguistics Department (not a courtesy appointment, at least part of tenure home in Linguistics, and non-retired). The minor area advisor will also serve on the student's oral comprehensive exam committee. There is no paper requirement for the external minor, however, students are strongly encouraged to write one anyway.

**D. Linguistics MA en route to Ph.D. for students enrolled in the Linguistics or ANLI PhD Programs, and MA in the case of deciding to leave the Linguistics or ANLI Ph.D. programs.**

Unless the student already has an MA degree from another University of Arizona department, *students enrolled in the Ph.D. program normally get an M.A. degree on the way to completing their Ph.D.* This MA is not obligatory, but is strongly recommended. A student who has chosen to leave the Linguistics or ANLI Ph.D. program without completing the Ph.D. may also file for this MA if they have completed the requirements for it. This MA in Linguistics is different from the NAMA MA degree and the HLT MS degree, which are described below.

The formal requirements for the MA in Linguistics for students in (or leaving) the Linguistics or ANLI Ph.D. program are:

1. Successful completion of 30 units of graduate coursework in linguistics, including the required core coursework listed above in Section IV.A.1.
2. Successful completion of the MA Examination. Each student who wishes to obtain the MA degree in linguistics must submit (typically during the spring semester of the second year of full-time graduate study) a research paper on some topic in linguistics. *The first written comprehensive paper* may serve as the MA paper. It must be passed by the student's committee. If the committee does not pass the paper, they may grant the student an extension to complete satisfactory revisions. See Sections V.E.1 and VI.E below for policies regarding timing when revisions to the written comprehensive are required.

Note: For the purposes of external paper work, the research paper is NOT a thesis; it is an examination. Do not list the title of the paper on the "thesis title line" on GradPath forms.

Students are strongly urged to file for the M.A. Degree as soon as they have met the unit requirements and passed such a paper, as it benefits both the student and the Department for the award to be granted expediently. The Graduate College *Master's Plan of Study* form and *Master's Completion of Degree Requirements* form may be obtained on GradPath through UAccess Student Center or [Graduate College Forms](#).

Students enrolled in the Ph.D. may take the M.S. in HLT in lieu of the regular M.A. in linguistics, as described below. Students doing the HLT M.S. en route to the Linguistics Ph.D. do not also obtain the Linguistics M.A., the HLT degree is in place of it. See Section IV.F.6 below for information on how doing the HLT M.S. en route to the Linguistics Ph.D. affects the timeline and written comprehensive requirements.

**E. MA in Linguistics with a specialization in Native American Languages, Terminal (NAMA)**

**1. Introduction:** The Linguistics Department at the University of Arizona offers a Master of Arts in Linguistics with a specialization in Native American Linguistics and Languages. The program's chief objective is to provide best practices in Native American Linguistics and languages.

The foci of this degree are indigenous languages and communities. Due to the rapid decline in the use of heritage languages tribal communities have pressed for practical linguistic training to:

- maintain, restore, and document indigenous languages;
- provide skills and expertise for Native American linguists to develop teaching grammars and other materials;
- promote understanding of indigenous peoples' educational issues at every level of policy making;
- enhance and promote understanding of complex factors leading to language choice, language shift and language loss;
- locate talented students to advance to the Ph.D. level in linguistics or related disciplines.

**Course requirements and timeline:** The NAMA program is designed to be completed in as little as 15 months. During the first summer session the student completes coursework in the [American Indian Language Development Institute \(AILDI\)](#) focusing on material development and teaching methods and other relevant Native American language and linguistic topics. In the fall and spring semesters, the student enrolls in the core course of the program, Workshop on Descriptive Linguistics, LING 597a for 4 credits each semester. The Workshop courses consist of lectures and laboratory work on indigenous languages, particularly the student's heritage language. LING 521 (Language Revitalization, Maintenance, and Documentation) is also required, if offered during the time the student is enrolled in the program.

The master's program consists of a minimum of 26 units and a 6 unit thesis.

**2. Other policies:** Policies in the rest of this handbook which are not specifically modified for NAMA apply to NAMA students as well. For example, NAMA students have the same rights and responsibilities as other graduate students, NAMA students also have the right to change their advisor at any time, etc. See Section V.E.3 below for policies on being in good standing in the NAMA program.

### Sample Course Schedule

Course	Title	Units
<b>Summer Session</b>		
LING 500	Linguistics for Native American Communities	3
LRC 510	Foundations of Bilingual Ed. & Second Language Learning	3
<b>Fall Session</b>		
LING/AIS 597a	Workshop in Descriptive Linguistics	4
	1 other course from list below	3
LING 521	Language Maintenance,	3
Ling independent Study*		2

### Spring Semester

LING/AIS 597a	Workshop in Descriptive Linguistics	4
2 other courses from list below		3/each
Ling. independent Study		2

### Summer Session:

LING 910	6 Units of thesis hours	6
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\* Independent Study units are scheduled with approval of an advisor and students may work with a faculty member whose expertise is in the student's language or related topic.

A thesis is required and is evaluated by the student's committee. The topic of the thesis must also be approved by the committee.

### Course List

Course	Title
ANTH 538	Sociolinguistics
ANTH 620	Linguistic Field Technology
LING 315	Introduction to Phonology (permission of instructor)
LING 503	Foundation of Syntactic Theory I
LING 521	Language Revitalization, Maintenance, and Documentation
LING 535	Morphology
LING 545a	Structures of Non-western Languages
LING 544	Typology and Universals
LING/ANTH 576	Language in Culture
LING 599	Independent Study
LING/ANTH 589	Areal Survey of Native North American Languages
LRC/AIS 677	History of American Indian Education
LRC 553	Language Acquisition and Development
LRC 541	Language Acquisition: Introduction to American Indian Language Immersion
LRC 528	Curriculum & Instruction in Bilingual & Second Language Settings
LRC/SLAT 554	Educational and Applied Linguistics

Students who have completed the NAMA degree may apply for admission to the Ph.D. in linguistics. Normal requirements apply.

## F. MS in Human Language Technology (HLT) (non-accelerated)

**1. Preparation for beginning the program:** The Master of Science program is designed specifically to prepare students to enter a competitive, scientific workforce. During the two-year course of study, students will gain a strong understanding of both linguistics and language technology. Students with little to no background in linguistics are encouraged to take LING500 (Linguistics for Non-majors) before formally enrolling in the program, although with permission, they may take it as an elective in Year 1. Students with no programming experience should take courses in a major programming language before applying to the program, whether for credit or through online not-for-credit training. Competency in programming is required in order to begin the program.

### 2. Course requirements:

The minimum number of credit hours for this degree is 36.

Students are **required** to take the following courses:

LING538	Computational Linguistics	3 units
LING581	Advanced Computational Linguistics	3 units
LING539	Statistical NLP	3 units
LING503	Syntax I	3 units
LING578	Speech and Language Technology	3 units
LING593	Internship in HLT	6-9 units

The following classes are **strongly recommended as elective courses**:

LING501	Formal Foundations	3 units
LING582	Advanced Statistical NLP	3 units
LING515	Phonological Phonetics	3 units
LING507	Statistics for Linguists	3 units
LING696G	Computational Linguistics Seminar	3 units
CS620	Advanced Topics in NLP	3 units
ISTA 555	Applied Natural Language Processing	3 units

The following classes may be used as **electives** to fill out the remaining credits:

LING504	Advanced Syntax	3 units
LING505	Theories of Syntax	3 units
LING508	Computational Techniques for Linguists	3 units
LING509	The Psycholinguistics of Writing Systems	3 units
LING510	Phonology I	3 units
LING514	Phonology II	3 units
LING522	Lexical Semantics	3 units
LING532	Psycholinguistics	3 units
LING533	Theories of Language Development	3 units
LING535	Morphology	3 units
LING544	Typology	3 units
LING564	Formal Semantics	3 units
LING568	Speech Perception	3 units

Other classes, including those from other departments (including Computer Science, Psychology,

Management and Information Science, and Electrical and Computer Engineering) may also be used as electives with the permission of the HLT director and the DGS if they are appropriate to the student's plan of study.

**3. Internship in lieu of thesis:** The internship (LING593A) is taken in lieu of a master's thesis (minimum 6, maximum 9 units). The report associated with the internship must be of a quality comparable to that of a master's thesis. The internship report is evaluated by the student's internship report committee, which consists of at least 3 faculty members, at least two of whom must be HLT faculty members. Exceptions to the requirement that at least two faculty be HLT faculty, especially if they result from faculty personnel constraints, may be approved by the student's advisor together with the Director of the HLT program (and if needed, the DGS). The internship report is evaluated using the same evaluation scale and the same guidelines for revisions as Linguistics Ph.D. written comprehensive ("prelim") papers (Section IV.A.6 above).

All the units of the internship need not be taken at the same time or with the same hosting agency. It may be broken down into smaller projects with minimum of 1 unit per project (45 work hours each) to total at least 6 units of internship overall, but taking a single internship at a single site is the norm. Internships in an industry setting are preferred, but internships within the university may be possible under some circumstances.

Please see the document *Policies, Procedures and Best Practice Guidelines for Internships: LING593 Internship in Human Language Technology for further details on the internship.*

(Available on the Department website at

[http://linguistics.arizona.edu/sites/linguistics.arizona.edu/files/HLT\\_Internship.pdf](http://linguistics.arizona.edu/sites/linguistics.arizona.edu/files/HLT_Internship.pdf))

Policies in this document apply to the internship itself, and to the grading of the internship units. Policies for evaluating the internship report as a master's paper or as a Ph.D. written comprehensive exam are the same as for Linguistics Ph.D. written comprehensives, as noted above.

#### **4. Scheduling/timeline:**

LING538 should be taken in the FALL of the first year LING581 should be taken in the SPRING of the first year LING539 should be taken in the SPRING of the first year.

LING593 (internship) would typically be completed during the summer between Years 1 and 2, but this may be adjusted depending on the location of the internship and the timing of the internship site's needs. The final report should be completed no later than a month before the end of the final semester in which the student is enrolled.

A student taking the recommended three course load per semester, who completes the internship in the summer, should be able to complete the program in two years (with a light final semester). A student taking a four course load per semester, who completes the internship in the summer, should be able to complete the program in a year and a half, also with a light final semester. The Department strongly discourages taking more than 4 courses per semester.

#### **5. Scheduling and admissions for combining the HLT degree with the Linguistics Ph.D.**

**program:** Some students are first admitted to the Linguistics Ph.D. program and then choose to do the HLT masters during their time in the Ph.D. program. Others are admitted to the HLT program and then choose to apply to the Linguistics Ph.D. program, and are admitted and begin Ph.D. studies while still completing the HLT degree. In both cases, timing of courses and

internship may differ relative to the timing laid out above for students doing just the HLT degree. In both cases, the HLT internship report should be timed to when the work for the internship itself is done, ideally to be completed by the end of the semester after the internship takes place (Fall for a summer internship). Just as for the HLT program only, the timing of the internship will be determined in consultation with the internship site, dependent partly on the needs of the internship site.

In both cases of combining HLT and the Linguistics Ph.D., students must complete all requirements of both degrees. However, the HLT internship report can serve as one of the Ph.D. written comprehensive exams, as discussed in the next section. Doing the HLT degree en route to the Linguistics Ph.D. has no effect on policies for the Linguistics Oral comprehensives, as the HLT degree is a master's degree and does not require oral comprehensives.

**HLT student joining the Ph.D. program:** Students who complete the MS in HLT, or who are enrolled in the HLT program at the time of application, may apply to the Ph.D. in linguistics. All normal requirements for application and admissions apply.

**Ph.D. student adding the HLT M.S. as masters en route to Ph.D.:** Students who are enrolled in the Linguistics Ph.D. program may choose to do the HLT MS degree in place of the M.A. in Linguistics en route to the Ph.D. Permission of the faculty Director of the HLT program is required in order to do this, but no additional application is required.

**6. Written comprehensives and combining the HLT degree with the Linguistics Ph.D. program:** Students doing both the HLT degree and the Linguistics Ph.D. will typically use the HLT internship report as one of their written comprehensive papers. The HLT internship report can serve as either the first or second written comprehensive paper, depending on the best timing of the internship for the student and the internship site. For students admitted first to the Ph.D. program who do the HLT degree while in the Ph.D. program, the HLT internship report should normally be written during one of the two normal semesters for doing written comprehensive papers (Spring of 2nd year or Fall of 3rd year in Ph.D. program). However, this can be adjusted if necessary based on the timing of the internship, in consultation with the student's advisor and the DGS.

For students initially admitted to the HLT program who later apply to and are admitted to the Linguistics Ph.D. program, the HLT internship report will typically serve as the first written comprehensive, and will typically be complete before the student's second year in the Ph.D. program, as the HLT internship report will be timed to the student's progress in the (shorter) HLT program.

In either case, the non-HLT Linguistics written comprehensive must be done in one of the two usual semesters, the 4th or 5th semester that the student is in the Linguistics Ph.D. program.

Note that students combining the HLT degree with the Linguistics Ph.D. **do** have to write a Distinctness Proposal, as the student's Linguistics written comprehensive could be in computational linguistics, and could be quite related to the HLT internship report.

**7. Program fee:** The HLT Program has a program fee of \$250 per semester for all HLT students, regardless of whether the HLT degree is combined with the Linguistics Ph.D. or not.

(Students who decide to do the HLT en route to the Linguistics Ph.D. after having started the Linguistics Ph.D. program begin to pay the HLT fee when they join the HLT program, and stop paying it once they have completed the HLT degree.)

## **G. Accelerated Master of Science in Human Language Technology (HLT)**

The Accelerated Masters (AMP) HLT program offers UA undergraduate students interested in HLT an opportunity to complete their masters in HLT quickly, by beginning the master's program before completing their undergraduate degree. The purpose of the program is the same as the purpose of the regular HLT program described above, but the program takes place within 1-1.5 years in addition to the student's undergraduate degree.

Overall requirements for the University of Arizona Accelerated Master's Program (AMP) are set by the university. See <http://catalog.arizona.edu/policy/accelerated-masters-program-amp>.

Policies which are not specifically modified in this section are the same as for the non-accelerated HLT M.S. program. This includes the program fee of \$250/semester for the HLT program, which is charged beginning when the student is accepted into the Accelerated Masters HLT program.

### **1. Application and admissions**

Eligible undergraduate majors and minors:

- **Majors:** Computer Science, Linguistics, Management Information Systems & Mathematics.
- **Minors:** all Linguistics minors, as well as undergraduates who have a thematic minor in Computational Linguistics.

Undergraduates majoring in Computer Science, Management Information Systems or Mathematics are required to have taken 3 undergraduate courses in Linguistics (specifically 201, 300, and 315) by the time of application to the Accelerated Master of Science in Human Language Technology.

Students may apply to the Accelerated Master of Science in Human Language Technology program after completion of a minimum of 75 eligible undergraduate credit hours, and can enter the program after completion of a minimum of 90 eligible undergraduate credit hours. Applicants must have substantially completed their general education requirements, and expect to complete their undergraduate degree in 4 years. The minimum GPA at the time of admission and entry to the program is 3.3. The undergraduate degree requirements must be completed before the student is eligible to have the Master's degree awarded.

Students applying to the Accelerated Master of Science in Human Language Technology follow the regular graduate application process (<https://apply.grad.arizona.edu/users/login>) with the following exceptions: 1) in the statement of purpose, the student should indicate why they are interested in the accelerated program specifically, and 2) the student does not need to submit UA transcripts or take the GRE. In addition to regular criteria, the admissions committee will evaluate whether the applicant has demonstrated the maturity necessary for success in an accelerated, highly competitive program. Domestic and International Application deadline is January 15 for admission for the fall semester.

Applicants to the AMP in HLT must also follow University of Arizona Graduate College application and Admission Requirements to the Accelerated Master's Program:  
<http://catalog.arizona.edu/policy/accelerated-masters-program-amp#requirements>

Once students are admitted to the Accelerated Master of Science in Human Language Technology they are urged to meet with the HLT AMP coordinator to discuss their plan of study.

**2. Course requirements:** The course requirements (both required and elective lists) are the same as those for the regular HLT program, specified in Section IV.F.2 above. Students in the Accelerated HLT program must fulfill all requirements of the HLT degree as well as completing remaining requirements for their bachelor's degree.

LING 400-level courses that are convened with 500-level courses (e.g. LING 403/503, 438/538, 439/539) cannot be counted toward the MS degree; in other words, LING 403 cannot be counted toward students' MS degree, but LING 503 can. Thus, Accelerated Masters HLT students must take all courses that are required for the HLT degree, but which are offered as 4xx/5xx co-convened courses, at the 500 level.

### 3. Sample schedule and timeline

<i>Example</i> schedule for an Accelerated Master's student entering in the fall <b>Fall UG Year 4</b> <b>REQUIRED COURSES:</b> LING 503 (3 units)	<b>Spring UG year 4</b> <b>REQUIRED COURSES:</b> LING 539 (3 units) LING 581 (3 units)
LING 538 (3 units) LING undergraduate course/or GEN ED LING undergraduate course /or GEN ED <i>Student may take an HLT graduate elective if applicable.</i>	LING undergraduate course /or GEN ED LING undergraduate course /or GEN ED <i>Student may take an HLT graduate elective if applicable.</i>
<b>Summer</b> <b>REQUIRED COURSE:</b> Internship LING 593A (6-9 units) (timing can be adjusted based on the needs of the internship site)	
<b>Grad Year 1:</b> Take 6-9 units from either list A or List B	<b>Grad Year 1:</b> Take 6-9 units from either list A or list B.

**Linguistics 578 (Speech and Lang. Technology) is required, but can be taken in any semester when it is offered.**

**4. HLT internship (Ling 593a) and internship report:** Students in the Accelerated Masters HLT program must complete an internship and internship report. All policies are identical to those in Section IV.F.3 above for the non-accelerated HLT program.

### 5. Policies regarding the transition between the undergraduate and graduate program

- Students must select an advisor (who can be their assigned first-year mentor if that is an HLT faculty member), and submit a Master Plan of Study plan study before the end of the first semester after admitted to HLT AMP.
- Students will be considered undergraduates until they complete their undergraduate

requirements, which should be no later than the end of the fourth year. Students entering with Advanced Placement Credit or who attend summer school would likely graduate with their Bachelor's in the 3rd year. Students must take at least 12 of their graduate credits while in graduate status. Degree and Tuition Policies are described here: <http://archive.catalog.arizona.edu/2011-12/policies/amppolicies.html>

Once students are eligible for graduate assistantships, TA/RAs may be available through the Department on a competitive basis, contingent on Department budgetary constraints.

## **V. Progress and Evaluation.**

During the course of their graduate education, students in linguistics must master the intellectual foundations and techniques on which current scientific understanding of the human language faculty is based, and learn to advance this understanding through their own efforts. Evidence of success in this endeavor may be seen in a wide variety of ways, among them: class performance; written exercises and problem-sets; analytic exercises; and most importantly, independent research papers. Evaluation of student performance is equally complex, involving judgments concerning the mastery of such specific skills as expository ability; scholarly knowledge; the ability to formulate hypotheses on the basis of appropriate empirical observation and soundness of argumentation. Responsibility for evaluation rests with students and faculty. Student success depends on an ability to recognize both achievements and areas of potential improvement. To make the assessment of student work more accurate and more conducive to long-range progress, faculty members are expected to evaluate student work along separate dimensions of the kind referred to above. All students must receive a written evaluation once per year, but the first and second year evaluations are more thorough.

Completing a Ph.D. requires especially many steps, including GradPath forms, Human Subjects permission, milestones through the program such as comprehensive exams, etc. The Department has developed a progress report and goal-setting form for graduate students in the Ph.D. programs to complete once per semester, in order to plan and keep track of their progress through the program (included in Appendix C below). All graduate students in the Ling. Ph.D. program and ANLI program are required to complete this form twice per year, typically in August and January, and to submit it to the Graduate Coordinator and their advisor or first-year mentor. Failure to submit this form on time can in itself be a sign of insufficient progress through the program. Students in a master's program (HLT, NAMA) and not enrolled in a Ph.D. program are not required to complete such a form, partly because those programs are shorter.

### **A. First Year Evaluation**

At the end of each semester of the first year, graduate students (all graduate programs) receive an assessment of their performance. These assessments are carried out in writing by all faculty whose appointments are in linguistics and who have worked in some significant capacity with the student that year. The student's first-year mentor (or advisor in the case of one already being chosen), not the DGS, summarizes these comments, and expresses the summary in writing to the student (evaluation letter, can be sent by email), and optionally also orally in a meeting held as soon as possible after the end of the semester's classes. A copy of this summary is sent to the DGS. A second copy is placed in the student's permanent file. This summary also includes the form used for written evaluations of all graduate students (Appendix D).

The purpose of the first-year reviews (end of Fall and Spring semesters) is to inform students of the faculty's judgment of their overall progress and to point out both perceived strengths and possible targets of improvement, on the basis of collective discussion of student work through the first year. If a student is judged not to be doing well in particular areas, the commenting faculty may recommend (i) that the student take or sit in on additional coursework in weak areas; (ii) (for Linguistics Ph.D. or ANLI students) that the student discontinue in the program after the MA degree; or (iii) that the student not continue in the graduate program. In any case, students are encouraged to discuss their progress periodically with the DGS, with their first-year mentor and then their academic advisor, and also with faculty members most familiar with their work.

## **B. Second Year Evaluation**

A similar review is undertaken at the end of the second year (end of Spring semester), as a follow up to the first-year evaluation. Written comments from faculty who have worked with the student in the third and fourth semesters are sent to the student's advisor, who synthesizes these comments into a written evaluation summary and includes it with the standard graduate student evaluation form (Appendix D). This evaluation (summary and form) is given to the student and the DGS, and placed in the student's file. If the evaluation is negative, the advisor consults with the DGS and all relevant faculty to determine a course of action. The courses of action are the same as those for the first year evaluations. HLT and NAMA students could be graduating or have already graduated by the time of this evaluation, in which case it does not apply.

## **C. Evaluations after the 2nd year**

After completing the second year, the student will have numerous milestones by which to judge their progress, including the 2nd written comprehensive, the oral exam, the dissertation prospectus evaluation, and the dissertation defense. However, students are strongly encouraged to meet regularly with their advisors and committees for feedback on their progress. This is especially important in the dissertation writing stage of the degree program.

Students will receive a written evaluation consisting of the standard graduate student evaluation form from their advisor each year. The student's advisor may consult with any other faculty who have worked with the student in any capacity as needed in order to obtain information for this evaluation. This evaluation will also be placed in the student's file.

## **D. Good Standing**

A student must meet the following criteria to remain in Good Standing (i.e., eligible for degree, eligible for funding.) Note that Section VI.C explains how to petition to be considered in good standing if one is temporarily not able to meet all of the requirements for good standing below.

**1. GPA:** Students must maintain a minimum 3.5<sup>1</sup> cumulative GPA for the Ph.D. program in linguistics, ANLI or the MA program in NAMA. The MS in HLT requires an overall GPA of 3.0, but students must maintain a 3.5 GPA in their classes with a LING prefix.

**2. Non-A grades:** In any semester, if a student is taking 2 or more classes, they may not receive more than one non-A grade in any class with a LING prefix that semester.

**3. Incompletes:** Students in any graduate program may have no more than 1 incomplete at any

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<sup>1</sup> The minimum required by the graduate college is 3.0; the department of linguistics has a higher bar of 3.5.

given time. Otherwise they will be not be in good standing. See also the section on incompletes below (VI.B), as well as the section on petitions to remain "in good standing" (VI.C).

**4. Probation:** As a consequence of (1) above, students must not be on academic probation. The following URL states the Graduate College policies on academic probation and disqualification from the graduate program: <https://grad.arizona.edu/policies/academic-policies/academic-probation>.

Please note that students who fall below the Graduate College's minimum GPA (of 3.0) for two consecutive semesters will be automatically disqualified from the graduate program. Programs may allow students to continue to take graduate courses in non-degree status. Students can apply for readmission to a degree program as early as the semester after their conversion to non-degree status if they achieve a cumulative grade point average of at least 3.5 (3.0 for HLT) through additional graduate course work.

A re-admission request must be supported by the head of the Department and approved by the Dean of the Graduate College. There is no guarantee of re- admission.

**5. Having an advisor/mentor:** At all times, students must have one of a mentor (year ~1) or advisor (year ~2+) or dissertation chair (after advancement to candidacy). Students may change advisors/mentors/chairs at any time but they must never be without one. A student's advisor can also notify the student that he/she will not continue as the student's advisor. If a student is without an advisor, regardless of what circumstances caused the lack of an advisor, the student must find a new advisor as soon as possible and at the absolute latest within one semester (defined as 16 weeks from when the student stops having an advisor, including university closures and vacations). Failing to find a new advisor within one semester (=16 weeks) is grounds for removal from the program. See Section VI.A below for further information on advisors.

**6. Code of conduct:** Students must conform to the University's code of conduct. See <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf> and <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>.

**7. Making satisfactory academic progress:** Students must make satisfactory academic progress at all times, as defined below in Section V.E. See the following URL for the graduate college policies on Satisfactory Academic Progress. Note that the Linguistics Department requirements for satisfactory academic progress are more stringent than those of the grad college: <http://grad.arizona.edu/policies/academic-policies/satisfactory-academic-progress/>

If a student falls behind the definitions of satisfactory academic progress, he/she must discuss with his/her advisor how to get back into compliance within the following semester. If the student can get back into compliance within one semester, there is no need for a petition. If the student and advisor judge that it is not possible for the student to get back into compliance with the requirements of Section V.E within one semester, the student can petition for an exception or for an extension of the relevant timeline based on extenuating circumstances (including physical or mental health problems, family or personal issues, birth or adoption of a baby, etc.) If there are no such extenuating circumstances, but the student has simply fallen behind the expected timeline, and has developed a clear plan for how to begin making good progress, the student can petition to remain in good standing on a delayed timeline. Such a petition must be filed with the DGS and the Graduate Coordinator, and must have the support of the student's advisor. The

advisor, DGS, and Department Head can determine whether to grant the petition and allow the student to remain in good standing.

If a student is not making satisfactory academic progress as defined in Section V.E, has been out of compliance with the requirements of Section V.E for over a semester (defined as 16 calendar weeks including summer, university closures, etc.), and does not have an approved petition on file to remain in good standing with an extended timeline, the DGS and the student's advisor together will notify the student in writing of the failure to make satisfactory academic progress. (Information in the semesterly progress reports will also be considered for this purpose.) This written notification will specify what steps the student must take in order to make satisfactory progress, as well as deadlines for completing these steps. A copy of this notification will be filed with the Graduate College as per Graduate College recommendation, as well as in the student's permanent file. As stated on the Graduate College website referenced above, students have the right to appeal or rebut this notification. If students do not meet the deadlines specified in such a notification, this can be grounds for removal from the program.

**8. TA training:** All graduate students in all graduate programs of the Department are required to participate in teacher training/orientation during their first year, including both a general teacher training program offered by the Grad College or the College of SBS and a specific training offered by the Department. Some required trainings may be conducted online. This applies even if a student does not anticipate being hired as a TA during their first year, since some of the trainings are only offered in the Fall semester, and funding plans could change. These trainings also allow the Department's students of all programs to meet each other and become familiar with students in other programs of the Department. For international students, there may be an additional required TA training.

## **E. Definitions of Satisfactory Academic Progress: Benchmarks**

Students must complete the benchmarks for their graduate program by the specified time in order to remain in good standing. Please note that it is fine to complete items before the times listed here.

For all programs, please note that these are MINIMUM requirements for specific time points in order to make satisfactory academic progress, the total requirements in order to complete the degree are more extensive than these (for example requiring more courses than are listed in the benchmark timelines).

### **1. LING Ph.D. (including with external minor and including combination with HLT M.S.\*)**

The following benchmarks must be achieved to maintain satisfactory academic progress towards the degree in the Linguistics Ph.D. program.

Year 1: completion of 4 core courses including the required 503 and 510. Completion of TA training.

Year 2: completion of 4 core courses, 1<sup>st</sup> written comprehensive<sup>2</sup> & 1 instance of LING697a.

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<sup>2</sup> The 1st written comprehensive must be turned in during semester 4, at the time of the normal deadline. However, if it does not pass on the first round, the student is still making satisfactory academic progress for the duration of the time set for revisions. Since the maximum amount of time allowed for revision is 12 weeks, the 1st written comprehensive's revision must be turned in by approximately the end of the summer of the 2nd year. If this version does not pass and further revision is needed, or if the student's committee decides that more than 12 weeks is necessary for revision, the student must file a petition for a delayed timeline in order to be considered as making

Year 3: filing of MA paperwork (if appropriate), filing Doctoral Plan of Study, complete 2<sup>nd</sup> comprehensive paper & 2nd instance of LING697a, and LING689. Oral exam must be completed before the beginning of year 4, and within 5 weeks (when courses are in session) of passing the second prelim. Submission of dissertation prospectus within 4 months after passing the orals (may run into year 4).

Year 4: all required coursework (other than possibly seminars) must be completed, satisfactory work on dissertation.

Year 5: dissertation complete, defended, and filed.

Ph.D. Students in the LING program are strongly discouraged from extending their dissertation work beyond year 5. If this does occur, students will have low priority for funding from the Department. In the extreme case, following Grad college policy, before 5 years after passing their orals, students must either re-take the oral comprehensive exam and pass, or must file a petition with the Graduate College requesting an extension of time to complete their degree, and have this petition approved.

Timing of the minor written comprehensive exam and, if necessary, the oral comprehensive can be adjusted based on the requirements of the minor department in the case of external minors, as explained in Section IV.A.6. Timing of the written comprehensive that is done as an HLT internship report can be adjusted based on the needs of the internship site for students doing the HLT M.S. degree en route to the Linguistics Ph.D., as explained in Sections IV.F.5-6, but this should not normally cause a delay. Students will remain in good standing on an adjusted schedule in these cases, but should discuss the situation with both their advisor and the DGS.

## **2. ANLI Ph.D.**

The following benchmarks must be achieved to maintain satisfactory academic progress towards the degree in the ANLI Ph.D. program. Note that these follow in most respects the benchmarks for the Ph.D. in Linguistics, with a slower timeline because of the larger number of requirements for ANLI students. For ANLI students, "core courses" in years 1 and 2 may include required courses in Anthropology.

Year 1: Completion of 4 core courses including at least one of the required 503 and 510.  
Completion of TA training.

Year 2: Completion of 4 core courses.

Year 3: Filing of MA paperwork (if appropriate), filing Doctoral Plan of Study, completion of ling comprehensive paper (Fall semester) and Ling 697A.

Year 4: Completion of written comprehensive examination in Linguistic Anthropology. Oral examination must be completed by the end of Year 4. Submission of dissertation prospectus by 4 months after the orals (could fall during year 5).

Year 5: All core coursework must be completed, satisfactory progress on dissertation fieldwork or writing.

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satisfactory academic progress and be in good standing. The same applies to the 2nd written prelim during the 5th semester, and to a 12-week maximum revision period after it. The student remains in good standing within the assigned revision period. If the student's advisor and written comprehensive committee grant an extension of the deadline to turn in the written comprehensive or a revision of it (see Section IV.A.6 above), the student will be considered as making satisfactory academic progress by meeting the extended deadline, without filing a separate petition for a delayed timeline on progress to degree.

Year 6: Dissertation should be completed and defended.

Ph.D. Students in the ANLI program are strongly discouraged from extending their dissertation work beyond year 6. If this does occur, will have low priority for funding from the Linguistics Department and may have a low priority for funding from the Anthropology Department. In the extreme case, following Grad college policy, within 5 years of passing their orals, students must either re-take the oral comprehensive exam and pass, or must file a petition with the Graduate College requesting an extension of time to complete their degree, and have this petition approved.

### 3. NAMA

Since NAMA is a minimum 15-month program, the benchmarks will be delineated by semesters.

Summer 1: **6 credits completed**

Completion of Ling 527 (was formerly Ling 500) at the American Indian Language Development Institute, plus one additional course offered at AILDI.

Fall 1: **10 credits completed**

Completion of Ling 597a and two additional courses from approved list of courses. Complete a 20 page rough draft of grammatical sketch of heritage language.

Spring 1: **10 credits completed**

File Plan of Study with Department and Graduate College.

Complete Ling 597a. Complete the next 20 pages of the grammatical sketch.

Summer 2: **6 thesis hours**

Complete the full grammatical sketch as thesis paper. Submit thesis to committee for evaluation.

Semesters 3-4: NAMA students can remain in good standing and making satisfactory progress toward the degree while finishing work on the thesis and/or taking additional coursework during semesters 3-4. NAMA students are encouraged to finish the degree by the end of the 3rd semester, but may choose to stay for a 4th semester because of course availability, for example, without a petition to delay the timeline.

**4. HLT** (when done as a separate degree program, not combined with the Ph.D. program) This is a 1.5 or 2-year program. The benchmarks are the same for the regular and the Accelerated HLT program (counting from admission to the HLT program), but for the Accelerated program they are interleaved with the remaining requirements for the bachelor's degree, as explained in Section IV.G.3 above.

Fall Year 1: **9 units completed**

Required courses: 538, 503 & 578

Spr. Year 1: **9 units completed**

Required courses: 539, 581 & 508

Choose Major Advisor

File: Master Plan of Study, Graduate College

Smr. Year 1: **6-9 units completed** (However, timing of internship can be adjusted based on needs of the internship site, as explained in Section IV.F.4)

Start Required Internship: 593a

Fall Year 2: **6-9 units completed**

HLT Electives, choose 2 or 3 courses

Spr. Year 2: **6 units completed**

HLT Electives, choose 2 or 3 courses

Complete Internship, submit portfolio

File: Master's Completion of Degree form, Graduate College

## **VI. Other Important Information**

### **A. Advisors:**

Every incoming graduate student is assigned a faculty member as his/her first year mentor. Students are required to meet with their first-year mentors on a regular basis. Students are not obligated to conduct their research in the area of specialization of their assigned first year mentor, and it is expected that most students in the Ling Ph.D. and ANLI programs, at least, will not do so.

Students in a Ph.D. program (Linguistics or ANLI) should choose their long-term research advisor sometime near the end of their first year or beginning of their second year in the program. Students in the Ling. Ph.D. program can remain with their 1st year mentor for their third semester (half of second year) if the first-year mentor is willing, but should find a long-term advisor by the end of that time. ANLI students can remain with their first-year mentor for the 4th semester if the mentor is willing, but should find a long-term Linguistics advisor by the end of that time. ANLI students must also have an advisor in Anthropology. Students in the HLT and NAMA programs may remain with their first-year mentor throughout these (shorter) programs, if the first-year mentor is associated with the relevant program, or may also choose a new long-term advisor.

After having chosen a long-term advisor, students in any of the graduate programs can choose to change to a new advisor at any time, or to change from a single advisor to two co-advisors. Students always have the right to change advisors.

No Linguistics graduate student (in any of the degree programs) should be without a faculty advisor at any point in her or his progress through the program. See Section V.D.5 above for information on failure to have an advisor. The advisor will help a student plan her or his program and provide counsel on problems the student might have.

To choose your research advisor, or to change to a new advisor after you have one, first ask the desired faculty member to serve in this capacity; if the faculty member consents, notify your first year mentor or previous advisor, the DGS, and the Graduate Coordinator of the change. Remember that your research advisor must be a member of the Linguistics Department (not by courtesy appointment, at least part of tenure home must be in Linguistics) who is not retired. Non-tenure-eligible members of the Linguistics faculty may be able to serve as advisors, but only with permission of the Graduate College. Keep in mind that your education is a collaborative effort between you and the faculty. You need to have an advisor who you respect and find rewarding to work with, and who you can see regularly for advice and discussion of your progress and plans at all stages of the program. Be proactive: if you want to do something,

or need a resource to aid your studies and research, ask! Advisors differ in how often they would like to meet with students in person, and in whether they schedule regular meeting times with students. This depends partly on how often the advisor sees the student through courses, work in a lab, etc. Consult with your advisor to determine how often you both feel it would be helpful for you to meet at a given stage in your graduate school career. Students also have the right to ask their advisors to meet with them more often, or to request that they discuss particular topics.

It is possible to have two co-advisors, typically both Linguistics faculty. In exceptional cases, it may be possible to have one co-advisor be a faculty member from outside the Linguistics Department but at the University of Arizona. (Faculty with courtesy appointments in Linguistics count as outside the Department for this purpose.) Such exceptions must be well-motivated, and must be discussed with the DGS. It is also possible for a retired Linguistics faculty member to be a co-advisor, but not the sole advisor. (In the case of a retired co-advisor or a co-advisor outside the Department, the other co-advisor must be a non-retired Linguistics faculty member with at least part of their tenure home in Linguistics.)

As stated in Section IV.C above, for students majoring in some other field and doing an external Ph.D. minor in Linguistics, the minor advisor must be a non-retired faculty member in Linguistics (not by courtesy appointment), and must be tenured or tenure-track unless special permission is obtained from the Graduate College.

## **B. Incompletes:**

A student cannot have more than one incomplete at any one time (see Section V.D.3 above). Students are urged to take care of all incompletes prior to the beginning of the following semester, and to provide the faculty with sufficient time to read papers. Students do not have an automatic right to an incomplete in any course – taking an incomplete (and a concrete plan to make it up) is to be negotiated in advance with the professor. If a student receives an incomplete in any Linguistics course, the student and instructor must develop a contract for how and when the work for the course will be completed.

## **C. Petitions:**

Modifications in the program can be handled only by a petition. Types of petitions, and requirements for who must approve each type, are as follows.

- 1. Core course substitutions:** In order to replace any core course or *Professionalism* or *Colloquium*, the student must write a petition which needs approval by:
  - A. the research advisor or mentor,
  - B. the faculty members who teach both courses regularly, and
  - C. the DGS.
  
- 2. Small changes** (e.g. substituting a single non-core course, substituting for a course in the major specialization, or using an LSA course to fulfill a major or minor specialization course) should be approved by
  - A. the advisor, and
  - B. the DGS.
  
- 3. A new major specialization or minor specialization** should be developed with
  - A. the major advisor,

- B. the minor advisor where applicable,
- C. and be approved by the DGS (or some other neutral person).
- D. In cases of disagreement, faculty from the relevant field and the curriculum committee should be consulted.

**4. Petitions for extensions to the deadline for written comprehensive papers** are decided by the student's committee. These are typically only approved for medical or family emergency reasons, and are usually brief. The student remains in good standing (and is considered as making satisfactory academic progress) during the time period of the extension. See Sections V.D.7 and V.E above for further information on extensions to the written comprehensive deadlines and satisfactory academic progress.

**5. Petitions to remain in good standing and considered as making satisfactory academic progress:** See Sections V.D-E above for information on this type of petition. This requires approval of:

- A. the advisor,
- B. the DGS,
- C. the Department Head

In addition, if the student is not in good standing at the level of the Graduate college, the petition must be approved by the Graduate College.

- 6. General:** Petitions requiring faculty vote should be a last-resort option, and only made for very significant changes/requests. The DGS determines whether a petition exceeds what can be approved under items 1 and 2 above.
- 7. Petitions to the Graduate College:** Certain requests for extensions of time-to-degree, and Leave of Absence, and Retro-Active Withdrawal require Graduate College Approval.

## **D. Grievances**

Any graduate student with a grievance may at any time, without fear of retribution, discuss their grievance with the DGS or the Department Head. A student who is dissatisfied with the Department's response to a grievance may contact the Associate Dean of the Graduate College to discuss the problem and explore the resolution. See <https://grad.arizona.edu/policies/academic-policies/grievance-policy> for more information.

## **E. Promotion from Teaching/Research Assistant to Teaching/Research Associate**

Graduate students in Ph.D. programs are promoted from Graduate Assistant level TA/RA to Graduate Associate level TA/RA after fulfilling the following requirements:

- completing all 5xx-level core course requirements
- receiving a Pass on the 1st written comprehensive paper, AND
- completing all requirements for the M.A.
- filing both the Graduate College *Master's Plan of Study* form and *Master's Completion of Degree Requirements* form

**NOTE:** Because of hiring paperwork deadlines, the student must meet all of these requirements, including having received a grade of "pass" on the first comprehensive paper, **NO LATER THAN July 20th** in order to be promoted to Associate level for the Fall semester.

NOTE: Incoming Linguistics PhD students who have received non-Linguistics MA degrees from the University of Arizona and students with MA or MS degrees in any area from another university cannot be promoted to the Associate pay level in Linguistics until students have completed all Linguistics PhD core course requirements, completed the 4th semester, completed 30 graduate units, M.A. Paperwork (for students with MA degrees from other Universities; n/a for students with UA M.A. degrees), and have passed 1 comprehensive paper.

## **F. Rights and Responsibilities of TAs and RAs in the Department of Linguistics:**

**1. Responsibilities:** The responsibilities of Teaching Assistants and Associates may vary somewhat depending on the nature of the class in which they are assisting. However, a TA can expect to be responsible for:

- a. grading homework assignments, quizzes and examinations
- b. holding office hours on a regular basis
- c. conducting whatever discussion sections are associated with the lectures.

A TA may also be asked to give an occasional lecture, to assist in the preparation of examinations, and to help assign final grades. In these activities, however, assistance is the keyword; a TA will not be expected to take full responsibility for these tasks. In addition to their responsibilities during the semester, all TAs are required to attend the orientation and training meetings at the beginning of each year. See the TA-coordinator for details. The responsibilities of Research Assistants and Associates are defined by the faculty member for whom the RA is working. Tasks may include running experiments, doing library research, programming, conducting non-experiment-based research, proof reading, indexing, and filing, etc., depending on the professor's needs and the student's capabilities. RAs are strongly encouraged to undergo orientation and training meetings for TAs.

**2. Time Expectations:** TA and RA positions are associated with the following time expectations<sup>3</sup>:

half-time (.50 appointment) :	maximally 20 hours per week
third-time (.33 appointment):	maximally 13 hours per week
quarter-time (.25 appointment):	maximally 10 hours per week

These are averages, and guidelines. However, a TA or an RA is expected to be fully prepared at all times. The amount of time required may vary with the point in the semester and with the particular TA or RA, according to background, previous experience, and basic ability. That is, it is entirely possible that the time involved in an assignment during any given week will be more (or less) than the average given above. TAs and RAs have the right to expect reasonable time to accomplish such tasks as grading and to be given reasonable notice for extraordinary requests. An “extraordinary request” is any activity which requires more during a given week than the

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<sup>3</sup> The terms “half-time”, “third-time”, and “quarter-time” are confusing, and a result of the way the University keeps its financial accounts. A 20-hour per week TA or RA assignment is the maximal appropriate or allowable assignment for any full-time graduate student. The University’s definition of “full time” is based on a 40-hour-per-week definition, and so a graduate student with a complete support package from the Department is nonetheless called a “half time” employee by the University. The best way to avoid confusion is to pay attention to the number of hours per week a given assignment carries.

amount of time specified above. Thus, no student should be asked to do more than 20 hours of work (or 13, or 10 for partial appointments) in any given week unless substantial lead time is given for that assignment. In no case is a professor permitted to expect more than this amount of average time from a TA or RA on a regular basis.

TAs and RAs should note that their pay periods for a given semester begin before the start of classes and end after the conclusion of finals week. This additional time may be needed for preparation or other tasks, or the supervising faculty member may choose not to make use of this additional time. This is at the discretion of the supervising faculty member.

**3. Criteria for being chosen for a TA/RA appointment:** The Department has carefully considered the criteria for prioritizing graduate students for receiving any funding assignment at all, and for choosing which graduate student to offer which funding assignment to. A very large number of factors are involved. These factors are described in Appendix F below.

**4. Training:** All graduate students in the Department (in all programs) are required to complete both the University or College level TA/RA training(s) and the Departmental level TA training, as explained in Section V.D.8 above. The University's Office of Instruction and Assessment also offers an online non-credit course on best practices in online teaching (<http://oia.arizona.edu/blog/introduction-teaching-online-online-mini-course>). This course is not required for graduate students, but is advised for anyone who might wish to teach an online only course, or might wish to be considered to be hired for online-only teaching, as mentioned in Appendix F. Currently this course is offered once per year in March.

**5. Performance:** TAs and RAs in the Department are evaluated each semester using the form in Appendix E (or an emailed version of this content). In the case of an "unsatisfactory" rating, this information is also reported to the Graduate College. Students are entitled to see their evaluations, and discuss and appeal the evaluation through the usual channels (see Section VI.D). Continued failure to perform will result in the student not being renewed for the next semester. If a student receives an "unsatisfactory" rating for TA/RA work for just one semester after having a previous record of satisfactory or better work as a TA/RA, the DGS may determine whether to allow the student to remain eligible for funding the following semester based on consultation with faculty who have supervised the student in TA/RA positions in the past.

The Graduate College's Graduate Assistant /Associate Manual can be found here: <https://grad.arizona.edu/funding/ga>. This manual outlines why and how a GA appointment might end early "In some circumstances, a GA's supervisor may find it necessary to terminate a GA before the end of his or her appointment period. The reasons for a premature termination may include, but are not limited to: academic misconduct, excessive absences, misconduct in assigned duties, and breach of Conduct." To give some concrete examples, "misconduct in assigned duties" might mean lateness in carrying out one's duties (e.g., grading exercises, preparing research reports) or not following a supervisor's instructions (e.g., skipping topics or violating policies in his/her assigned syllabus, running subjects who have not been consented). Other examples might include rejecting the supervisor's pedagogical or methodological choices and

eroding others' confidence in him/her (e.g., by telling undergraduates "if I graded your paper, you'd get an A"). For TAs assigned as sole instructor for a course ("stand-alone TAs"), cancelling class sessions, failing to post adequate materials for online classes, and inappropriate behavior in the classroom are examples of reasons for premature termination. As always, talking with your advisors and supervisors about these issues will help clarify your rights and responsibilities.

Even if problematic behavior is not extreme enough to lead to premature termination, it may lead to a negative evaluation of a TA's or RA's work, resulting in the TA/RA not being eligible for funding in the future.

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## STANDARDS OF PROFESSIONAL CONDUCT

As teachers, GA's encourage the free pursuit of learning and hold before their students the scholarly standards of their discipline. They will make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects the student's true merit. GAs will maintain a sufficient number of office hours to provide opportunities for students to seek guidance. They accept the responsibility to conduct each course they have agreed to teach or assist in teaching in general conformity with the content, format and official description of the course as established by the faculties and approved by the President and the Arizona Board of Regents. They are expected to conduct their classes and examinations at all regularly scheduled times and places. Whenever emergencies such as illness or accident prevent a GA from meeting a scheduled class, he or she should notify the Department head/chairperson or immediate supervisor as promptly as possible so that they may arrange a replacement.

Each member of every university community has a special obligation to preserve intellectual freedom, to respect the rights and dignity of others, to acknowledge the right of all to express differing opinions in a responsible manner, and to promote conditions that foster the free exchange of ideas.

**6. Continuing Appointments:** The Department makes every effort to support all students who were admitted to a Ph.D. program with funding through their career, up until the end of their fourth year (fifth year for ANLI), so long as the student remains in good academic standing. Students are sometimes funded beyond the fourth year, but only when there are available funding slots; students in years 1-4, especially years 2-4, are generally given priority. However, the faculty weigh many factors when prioritizing students for TA/RAships, as explained in Appendix F.

### **G. Graduate student participation in Departmental decision-making**

There are normally two graduate student representatives to the faculty meetings, chosen by the linguistics graduate student association (LingCircle). These students are present during all portions of faculty meetings that are not closed session. (Closed sessions involve discussion of confidential material.) The student representatives to the faculty meeting report back to all graduate students about outcomes of the faculty meeting, particularly those that affect graduate students. They also bring concerns of the students to the faculty.

The DGS meets with both the President and Vice-President of LingCircle and the student representatives to the faculty meetings periodically, to determine whether there are issues of concern to the students that have not become clear by other means. The DGS also discusses any decisions that affect students that have been made at faculty meetings with the student leadership. The DGS may occasionally also call for a meeting with all the students through LingCircle.

The Department typically includes one or more student representatives in other meetings or activities and on appropriate committees, such as whole-department meetings with members of the administration, as part of valuing students' perspectives and input. Inclusion of student representatives is at the discretion of the Department Head.

## **H. Expectations for publishing**

Subfields of linguistics differ widely in what types of publications are expected at what stage of one's career. Advisors also differ in how strongly they emphasize publication vs. progress through the milestones of the degree requirements. Finally, students' career goals will affect what types and number of publications will best help them reach their goals. Therefore, students in the Ph.D. programs (Linguistics and ANLI) are strongly encouraged to discuss the issue of planning for publications with their advisor very early during their time in the graduate program. Ph.D. students who plan on a career in academia should keep in mind that publications may be of great benefit to them in finding an academic position after graduating, and that publication is a time-consuming process. Because the NAMA and HLT degrees are more applied, publications may not be useful for all students in these programs. NAMA and HLT students should also discuss the topic of publications with their advisors.

## **I. Careers outside Academia**

Career options for students completing the Department's graduate programs include the following (based on past alumni careers):

MA in Linguistics with specialization in Native American Linguistics (NAMA): Many alumni go into language revitalization work in their own community, as language teachers in tribal schools, language teachers in community programs, or language program directors for the tribal language program. Many alumni also go on for a Ph.D. in Linguistics, Education, Anthropology, or another field.

MS in HLT: Most alumni go into work in the language technologies industry, working for a corporate or government lab.

ANLI and Linguistics Ph.D.: Although most alumni go into academia, many alumni have also pursued other alternatives. Alternative careers include work in the language technology industry (corporate or government), other work in a government lab or military teaching institution (e.g. CASL, Defense Language Institute), language revitalization work for a tribal government, university administration, work as a practitioner in the field of Speech, Language, and Hearing Sciences, and founding a company (e.g. language technology, tutoring, or web development).

See <https://linguistics.arizona.edu/node/699> for a list of graduate alumni and positions they hold.

## Appendix A. Sample Student Schedule (Linguistics Ph.D. program)

What follows is a sample schedule of a student with a major option in Syntax and a minor option in Computational Linguistics.

Key to Core Course Requirements:

*SI* = First Semester Syntax Requirement

*P1* = First Semester Phonology Requirement

*S* = Syntax/Semantics Group

*P* = Phonology/Phonetics Group

*M* = Morphology/Typology etc. group

*C* = Computational Group

*F* = Foundations Group

*PS* = Psycholinguistics

(this sample student has elected to drop "Psycholinguistics" as the one area that they are allowed not to pursue for the core)

### Semester 1

Course	Units	Core	Major Units	Minor
LING 503 Syntax I	3	S1	3	
LING 510 Phono I	3	P1	3	
LING 501 Formal	3	F		3

### Semester 2

Course	Units	Core	Major Units	Minor
LING 504 Syntax II	3	S	3	
LING 514 Phonology II	3	P	3	
LING 505 Theories of Grammar	3		3	

### Semester 3

Course	Units	Core	Major Units	Minor
LING 538 CompLing	3	C		3
LING 522 Lex Sem	3	M	3	
LING 535 Morph	3		3	

Core requirements completed.

### Semester 4

Course	Units	Core	Major Units	Minor
LING 515 Phonetics	3		3	
LING 697A Comprehen	3		3	
LING 696A Syn Sem	3		3	

Written Comp 1 completed

**Semester 5**

Course	Units	Core	Major Units	Minor
LING 578 Speech Tech	3			3
LING 535 Morph	3		3	
LING 697 Compreh	3		3	

Minor requirements completed

Written Comp 2 completed

LING 697A requirement completed

**Semester 6**

Course	Units	Core	Major Units	Minor
LING 696A Syntax	3		3	
Options & diss credit				
LING 689 Professional.	1			

Major requirements completed

Seminar requirements completed

Oral exam completed

Begins work on Dissertation prospectus, completes it within 4 months of passing orals.

**Appendix B: Department of Linguistics  
The University of Arizona  
Written Comprehensive Examination Committee Agreement  
(Formerly known as Preliminary Exam)**

The undersigned faculty members (minimum 3, maximum 5) have agreed to serve as members of the written comprehensive examination for:

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Student's Name

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Working title of paper

The final draft of the paper is due no later than 5:00 p.m. on the last day of classes. The Committee agrees to make its decision concerning the paper by two weeks later.

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Committee Chair or Main Advisor

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Committee Member 1

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Committee Member 2

---

Committee Member 3

---

Committee Member 4

## Appendix C: Graduate Student Progress Report and Goal-Setting Forms

### Appendix C1. Linguistics Ph.D. form

Name: \_\_\_\_\_

Year entered Ling. Ph.D. program: \_\_\_\_\_

Today's date: \_\_\_\_\_

#### Check-in Form for Graduate Students (Ling. Ph.D. version)

Below is a list of the requirements for the Linguistics Ph.D. degree program, plus some non-required things. The purposes of this form are 1) to help you plan and keep track of your progress through the program, and 2) to give the faculty current information on how students' progress through the program. This is to be filled out twice per year, in August and January. Please return this form to the Graduate Coordinator in hard copy (unless you are out of town) and also send a copy to your advisor, **by Aug 31/Jan 31**. Please keep a copy for future use.

#### I. Accomplishments and plans

Please note on the form below which items you accomplished since the previous report (since August or since January). This means that anything you do during breaks counts with the previous semester. For example, if you submitted a revision of your second Written Comprehensive (prelim) on January 10, it passed, and it is now January 28 as you are filling this out, you mark down that you passed your second Prelim since the previous report, even though you did not quite pass it during Fall semester.

Please also note on the form which items you plan or hope to accomplish before the next report (the next semester plus break). Think about your plans realistically: do not mark down that you plan to accomplish more than one could possibly do in a semester, or more than one could do with the teaching load you anticipate having. However, do keep progress toward degree in mind while setting your goals.

Please also note on the form which items you have accomplished at some point before the previous report, or do not need to accomplish (mark as N/A). For example, you can mark one of the six core areas as N/A, since you only need to do 5 of the 6 areas.

Please fill in the semester in which you completed each item you're done with (left column), e.g. S12 (Spring 2012) for a course requirement, a prelim, or other requirements.

Mark written comprehensives (prelims) as completed when they have passed, after all revisions. For courses, do not mark a course as done if you have an incomplete in it.

Advisors differ in how important they feel specific non-required items below are for your professional development. This also differs for individuals' situations and career goals. Some

advisors may not want you to spend your time on the non-required items. Please consult your advisor about whether to take on these items.

Activity	Done before previous report or N/A	Done since last report	Planned to complete by next report
<b>Coursework: Fill in course used to fulfill requirement for requirements with multiple options, e.g. 514 S12 for Phon/Phon.</b>			
Ling 503			
Ling 510			
Comp. Ling. group (1)			
Foundations (1)			
Phon/Phon (1)			
Psycholing. (1)			
Syn/Sem (1)			
Typol./Morph.(1)			
Colloq. (2 units)			
Seminars (2)			
Ling 689			
Prelim course 697a (2)			
36 units toward the major area			
9 units toward the minor area/external minor's coursework			
<b>Other Ph.D. requirements: Just fill in semester completed, e.g. F12</b>			
CITI test (almost always required)			
Respons. Conduct of Research form Ph.D. version)			
Hum. Sub. permission for 1 <sup>st</sup> prelim research if needed			
1 <sup>st</sup> Written Comp. (prelim)			
M.A. paperwork, including Respon. Conduct of Res. (masters version), Masters Plan of Study, Masters Cmt. Appt., Masters Completion confirmation forms (optional but strongly rec., N/A in some cases of holding a previous M.A.)			
Doctoral plan of study form			
Distinctness proposal			
Hum. Sub. permission for 2 <sup>nd</sup> prelim research if needed			
2 <sup>nd</sup> Written Comp. (prelim) or external minor written comp.			

Comprehensive Exam Cmt. Appt. form and Announcement of Doctoral Comp. Exam form (before Orals)			
Oral comprehensive			
Activity	Done before previous report or N/A	Done since last report	Planned to complete by next report
<b>Dissertation-related activities</b>			
Doctoral dissertation Cmt. Appt. form			
Dissertation Prospectus			
Hum. Sub. permission for dissertation research if needed			
CITI test refresher course (required 4 years after initial pass date)			
Dissertation units (18) (fill in # units)			
Data collection/Experiment running (if applicable)			
Fieldwork (if applicable)			
Analysis conducted (formal and/or statistical)			
Draft of chapters written (fill in number of chapters out of how many planned, e.g. 2/5 done, 3/5 planned)			
Announcement of Oral Defense form and Oral defense			
Filing of dissertation			
<b>Non-required research activities (fill in number, e.g. 1 previously, 1 planned, leave blank if none) [Consult with your advisor about which of these, if any, they want you to be doing.]</b>			
Conference abstract submission			
Conference presentation			
Conference proceedings paper			
Journal article submission			
Journal article acceptance (revisions done, fully accepted)			
Internal (UA) grant proposal submission			
External grant/fellowship proposal submission			
<b>Non-required service activities (leave blank if none) [Consult with your advisor about which of these, if any, they want you to be doing.]</b>			
ALC organizer			
ALC volunteer			
LingCircle officer			

Representative to the faculty meetings			
UA service outside the dept.			
Service to the field outside UA (e.g. Student Rep. to an LSA committee)			
Service work with an endangered language community			
Tutoring/volunteer TA work			
Other service			

**Funding situation (TA/RA positions, other)**

For this category, list only the previous semester plus break, and what you expect your funding will be in the upcoming semester to the best of your current knowledge. (For example, if both were stand-alone TA positions: "Ling150A SPR, Ling320 SMR.") Please list course numbers and session for TA positions and supervising faculty name for RA positions. Include TA/RA positions outside the department, specifying the department they were in, and course number/faculty name.

Activity	Position(s) held previous semester	Expected to hold upcoming semester
TA teaching section(s) (e.g. Ling 150a)		
Stand-alone TA		
Grader (no teaching sections)		
RA position		
Other position(e.g. Outreach, UG Advisor)		
Fellowship (list type/name)		
Other (e.g. full-time staff employee of another UA dept., off-campus job, no funding)		

**Other information the University may collect**

Have you done any of the following things at any point during graduate school? If so, please list the dates (month/year) and a small amount of identifying information (e.g. the name of the company for an internship, name of country and program or institution for research or teaching abroad). Some of these activities (e.g. volunteer work) may not really be work-related, and you do not need to specify identifying or personal details, but please do list the activity. Please list activities even if you did them as part of your TA or RAship or coursework (e.g. fieldwork you did for your RAship).

- a. Internship

- b. Study/teaching/research abroad
- c. Volunteer work
- d. Participation in music, art, or other creative work (e.g. playing in a community orchestra).

## II. Special circumstances

If you have had special circumstances during the past semester, or expect to in the upcoming semester, that affect which items above you are able to do, please explain. This could include birth or adoption of a baby, medical problems (physical or mental health), a death in the family, an extended period of fieldwork, or any other special circumstance. If you do not want to give this information in writing, please discuss the situation in person with the DGS and/or your advisor.

## III. Prose summary and goals

1. Are there any things you worked on since the past report that you feel particularly good about? What did you find especially rewarding or satisfying? (Examples: Feeling that one was successful in developing a good online version of a course one taught and giving the students a good course; being pleased with how one's prelim paper came out.)
2. What do you most hope to accomplish in the next semester?
3. To think about, but do not write an answer: What are your goals for after you complete your Ph.D., and how do the activities listed above (past or planned) contribute to reaching those goals?

## Appendix C.2: ANLI form

Name: \_\_\_\_\_

Year entered ANLI Ph.D. program: \_\_\_\_\_

Today's date: \_\_\_\_\_

### Check-in Form for Graduate Students (ANLI version)

Below is a list of the requirements for the Linguistics Ph.D. degree program, plus some non-required things. The purposes of this form are 1) to help you plan and keep track of your progress through the program, and 2) to give the faculty current information on how students progress through the program. This is to be filled out twice per year, in August and January. Please return this form to the Graduate Coordinator in hard copy (unless you are out of town) and also send a copy to your advisor, **by Aug 31/Jan 31**. Please keep a copy for future use.

#### I. Accomplishments and plans

Please note on the form below which items you accomplished since the previous report (since August or since January). This means that anything you do during breaks counts with the previous semester. For example, if you submitted a revision of your second Written Comprehensive (prelim) on January 10, it passed, and it is now January 28 as you are filling this out, you mark down that you passed your second Prelim since the previous report, even though you did not quite pass it during Fall semester.

Please also note on the form which items you plan or hope to accomplish before the next report (the next semester plus break). Think about your plans realistically: do not mark down that you plan to accomplish more than one could possibly do in a semester, or more than one could do with the teaching load you anticipate having. However, do keep progress toward degree in mind while setting your goals.

Please also note on the form which items you have accomplished at some point before the previous report (Jan. 2014 report: before Aug. 2013), or do not need to accomplish (mark as N/A). For example, you can mark one of the six core areas as N/A, since you only need to do 5 of the 6 areas.

Please fill in the semester in which you completed each item you're done with (left column), e.g. S12 (Spring 2012) for a course requirement, a prelim, or other requirements.

Mark written comprehensives (prelims) as completed when they have passed, after all revisions. For courses, do not mark a course as done if you have an incomplete in it.

Advisors differ in how important they feel specific non-required items below are for your professional development. This also differs for individuals' situations and career goals. Some

advisors may not want you to spend your time on the non-required items. Please consult your advisor about whether to take on these items.

Activity	Done before previous report or N/A	Done since last report	Planned to complete by next report
<b>Coursework: Fill in course used to fulfill requirement for requirements with multiple options, e.g. 514 S2012 for Phon/Phon.</b>			
Ling 503			
Ling 510			
Comp. Ling. group (1)			
Foundations (1)			
Phon/Phon (1)			
Psycholing. (1)			
Syn/Sem (1)			
Typol./Morph.(1)			
Colloq. (1 unit)			
Ling 515 or 507			
Anth 620 or Ling 588			
Prelim course 697a (1)			
Anth 608A			
Anth 608B			
Anth 680			
12 additional credits of Anth from elective list or approved electives			
46 units toward the ANLI program			
<b>Other Ph.D. requirements: Just fill in semester completed, e.g. F2012</b>			
CITI test (almost always required)			
Respon. Conduct of Research form Ph.D. version)			
Hum. Sub. permission for Ling prelim research if needed			
Ling Written Comp. (prelim)			
M.A. paperwork, including Respon. Conduct of Res. (MA version), MA Plan of Study, MA Cmt. Appt., MA Completion conf. forms (optional but strongly rec., N/A in some cases of holding a previous M.A.)			
Doctoral plan of study form			
Anth Written Comp. (sub-stages and final version)			
Anth Language requirement			

Comprehensive Exam Cmt. Appt. form and Announcement of Doctoral Comp. Exam form (before Orals)			
Oral comprehensive			
Activity	Done before previous report or N/A	Done since last report	Planned to complete by next report
<b>Dissertation-related activities</b>			
Doctoral dissertation Cmt. Appt. form			
Dissertation Prospectus/proposal			
Hum. Sub. permission for dissertation research if needed			
CITI test refresher course (required 4 years after initial pass date)			
Dissertation units (18) (fill in # units)			
Data collection/Experiment running (if applicable)			
Fieldwork (if applicable)			
Analysis conducted (formal, theoretical, and/or statistical)			
Draft of chapters written (fill in number of chapters out of how many planned, e.g. 2/5 done, 3/5 planned)			
Announcement of Oral Defense form and Oral defense			
Filing of dissertation			
<b>Non-required research activities (fill in number, e.g. 1 previously, 1 planned, leave blank if none) [Consult with your advisor about which of these, if any, they want you to be doing.]</b>			
Conference abstract submission			
Conference presentation			
Conference proceedings paper			
Journal article submission			
Journal article acceptance (revisions done, fully accepted)			
Internal (UA) grant proposal submission			
External grant/fellowship proposal submission (may be required for ANLI)			
<b>Non-required service activities (leave blank if none) [Consult with your advisor about which of these, if any, they want you to be doing.]</b>			
ALC/Sandrizona/other organizer			
ALC/Sandrizona/other volunteer			

LingCircle/AGUA officer			
Representative to the faculty meetings			
UA service outside the depts.			
Service to the field outside UA (e.g. Student Rep. to an LSA committee)			
Service work with an endangered language community			
Tutoring/volunteer TA work			
Other service			

**Funding situation (TA/RA positions, other)**

For this category, list only the previous semester plus break, and what you expect your funding will be in the upcoming semester to the best of your current knowledge. (For example, if both were stand-alone TA positions: "Ling150A SPR, Ling320 SMR.") Please list course numbers and session for TA positions and supervising faculty name for RA positions. Include TA/RA positions outside the department, specifying the department they were in, and course number/faculty name.

Activity	Position(s) held previous semester	Expected to hold upcoming semester
TA teaching section(s) (e.g. Ling 150a)		
Stand-alone TA		
Grader (no teaching sections)		
RA position		
Other position(e.g. Outreach, UG Advisor)		
Fellowship (list type/name)		
Other (e.g. full-time staff employee of another UA dept., off-campus job, no funding)		

**Other information the University may collect**

Have you done any of the following things at any point during graduate school? If so, please list the dates (month/year) and a small amount of identifying information (e.g. the name of the company for an internship, name of country and program or institution for research or teaching abroad). Some of these activities (e.g. volunteer work) may not really be work-related, and you do not need to specify identifying or personal details, but please do list the activity. Please list activities even if you did them as part of your TA or RAship or coursework (e.g. fieldwork you did for your RAship).

- a. Internship
- b. Study/teaching/research abroad
- c. Volunteer work
- d. Participation in music, art, or other creative work (e.g. playing in a community orchestra).

## II. Special circumstances

If you have had special circumstances during the past semester, or expect to in the upcoming semester, that affect which items above you are able to do, please explain. This could include birth or adoption of a baby, medical problems (physical or mental health), a death in the family, an extended period of fieldwork, or any other special circumstance. If you do not want to give this information in writing, please discuss the situation in person with the DGS and/or your advisor.

## III. Prose summary and goals

1. Are there any things you worked on since the past report that you feel particularly good about? What did you find especially rewarding or satisfying? (Examples: Feeling that one was successful in developing a good online version of a course one taught and giving the students a good course; being pleased with how one's prelim paper came out.)
2. What do you most hope to accomplish in the next semester?
3. To think about, but do not write an answer: What are your goals for after you complete your Ph.D., and how do the activities listed above (past or planned) contribute to reaching those goals?

## **Appendix D: Annual written evaluation form for all graduate students**

To be used twice in the first year, at the end of both Fall and Spring semesters, and at the end of Spring semester thereafter.

For First- and Second-year students, this form will be combined with the first- or second-year evaluation letter. For students beyond the second year, the advisor may add any comments or an additional letter if they choose to, or if instructed to by the Faculty when the faculty meeting discusses students' progress. Ratings other than 1 should be accompanied by written and/or oral information about what aspects to work on improving, and how to achieve that.

During the past academic year (during the past semester for first-year students) the student has shown:

### Progress toward degree:

1. Normal progress or more
2. Moderately delayed or somewhat low progress
3. Unsatisfactory progress

### Quality of academic work (not including TA/RA work, which is evaluated separately):

1. Normal quality of work or better
2. Slightly or moderately problematic quality of work
3. Unsatisfactory quality of work
4. Insufficient information to evaluate quality of work

### Notes:

- Both scales represent an average across all the work the student has done. For example, a rating of 2 for quality of work could reflect a normal quality of work in some classes and somewhat problematic work in other classes.
- A rating other than "1" indicates that the student should discuss with their advisor what areas they could improve. (A rating of 2 for progress may simply reflect a known reason for the student to have delayed progress toward degree, including health or family issues. See Sections V.D.7 and VI.C of the Graduate Handbook for alternative timelines.)
- A rating of 4 for quality (unable to evaluate) should only be given in the exceptional case that the advisor has not received enough work from the student in the past calendar year to evaluate quality of work, and the advisor is also unable to obtain information about quality of academic work (not TA/RA work) from any other faculty member. A rating of 4 for quality in itself may suggest a problem in the student's work and/or progress.

## Appendix E: Linguistics TA/RA Semester Evaluation

Must be signed by the faculty member and the teaching assistant  
(or returned by email, with TA cc'd).

Note: Performance evaluation forms are not sent to the Grad College unless the student has received an overall rating of unsatisfactory. In the event of an unsatisfactory rating, the Grad College will receive this information and the graduate student will be informed.

Department: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

TA/RA Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

Course/Assignment Title: \_\_\_\_\_

\_\_\_\_\_ Satisfactory                      \_\_\_\_\_ Unsatisfactory

If unsatisfactory, please provide reason: \_\_\_\_\_

\_\_\_\_\_

Where, if anywhere, are improvements needed? (Add additional page if needed) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Should be considered for TA/RA in the future?      \_\_\_\_\_ Yes                      \_\_\_\_\_ No

If no, please provide reason: (Add additional page if needed) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Instructor signature: \_\_\_\_\_

TA/RA Signature: \_\_\_\_\_

Please return this form to the Graduate Coordinator (Stephanie Amado) when completed.

## **Appendix F: Criteria for Funding Assignments**

One of the Linguistics Department's top priorities is to get as many students funded as possible, whether the support comes from inside or outside of the Department. To this end, we strongly encourage students to be pro-active in seeking fellowship support and employment in other departments, other units on campus, and even off campus (e.g. at Pima Community College).

This document lays out issues involved in departmental support for students, including sources of funds, the process used in making assignments, and the many factors considered when making assignments.

### **Funds.**

Department funds for supporting students come from a variety of sources. The following are the most common:

- Core temp funding: provided by the dean's office; in recent years this has been a relatively stable amount; it can be used to support the teaching enterprise: GTAs, including advising and outreach support.
- Other temp funding: sometimes provided by the dean's office when a faculty member goes on leave; it can be used to support the teaching enterprise. Sometimes some of this money comes to students; it is also used to hire visiting or adjunct faculty.
- Grant funding: awarded by a funding agency to a specific faculty member; must be used in accord with the granting agency's requirements.
- Graduate College Fellowship: these funds come from the Graduate College; there is no GTA or GRA responsibility attached to them. We use these in a variety of ways, including to top off other fellowships and to provide support to 5th year students to help them finish their dissertations.
- Dissertation Tuition Scholarship: these funds cover the out-of-state tuition (but not the in-state tuition) for students who have completed coursework and are simply taking dissertation units.
- Graduate Tuition Scholarship: the Department usually has a small amount of money to be used explicitly for tuition relief.
- Other: sometimes a faculty member has research support funding from another source, that can be used as s/he wishes; the UofA has had different fellowships over the years (Confluence, now defunct, and Access, are the most recent).

### **Process.**

The process sketched below is the general process followed. Sometimes shortcuts are taken, in particular when there is a situation that requires immediate action, and so some (or most) of the consultation steps are skipped.

1. Identifying needs & funding sources. The Director of Graduate Studies (DGS) takes the lead in working with the Program Coordinator and Department Head to ascertain GTA needs in the Department for the coming year, and to find out what funding is available and for what purposes, including consulting with those with research support about their needs.
2. Drafting initial plan. The DGS and Program Coordinator, in consultation with the

Department Head, put forward an initial plan to the TA coordinator and the stand-alone TA Supervisor for their advice. The DGS and Program Coordinator consult with any faculty assigned a grader. The DGS and Program Coordinator are free to consult more broadly as needed.

3. Finalizing plan. The DGS and Program Coordinator incorporate recommendations and prepare another iteration of the plan, taking into account changes that may have occurred in the funding situation as well. Repeat until the semester starts!

### **Summer/winter session.**

Academic year assignments and winter or summer session assignments have slightly different issues to consider. The difference with summer and winter is the following:

- We give some preference to more experienced teachers since there is less supervision. Note that experience need not be within the Department. Also, this does not result in an absolute ranking of more experience over less experience.
- In addition to the above noted consultation, we typically consult with those faculty who have taught the course recently.

### **Factors considered.**

As noted above, getting as many students as possible funded is one of our highest priorities. But there are other considerations, some of which are contradictory. Other than the general considerations, the prioritizing among these factors varies. It is a balancing act.

#### *1. General.*

- If a student is guaranteed funding for 4 years and is still in that window and is in good standing, that student has priority for funding.
- Priority is given to requests from faculty members with research support funding who request a specific student.
- Student is in good standing.

#### *2. Student focused.*

- Student is in 2nd through 4 years; then in 1st and 5th years; then in 6th year; then in 7th year or beyond.
- Respect students' preferences about their assignments.
- Students get experience with different jobs but also minimize the number of new preparations a student does.
- Have students teach in areas that play to each student's strengths but also give students the opportunity to develop a broad teaching portfolio.
- Avoid split grading and/or section leader assignments, so a student need not attend 2 sets of classes during a semester.

#### *3. Department focused.*

- Cover all courses, undergrad advising, and outreach.
- Put good teachers in classes and ensure effective undergrad advising and outreach.
- Put knowledgeable teachers in classes (e.g. course is in student's specialization area). The strength of this criterion varies by the class under consideration.
- Build a pool of experienced teachers in the Department to broaden the set of people with

experience for summer/winter session courses and for when we need a stand-alone course taught.

- For online-only classes, give priority to students who have taken the university's non-credit course in best practices in online teaching (<http://oia.arizona.edu/blog/introduction-teaching-online-online-mini-course>).