



**University of Kentucky**  
**Strategic Planning &**  
**Institutional Effectiveness**

555 Patterson Office Tower  
Lexington, KY 40506-0027  
P: 859-257-1962

December 20, 2022

Dr. Belle S. Wheelan, President  
Commission on Colleges  
Southern Associations of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

As required under SACSCOC's Substantive Change policy, this letter is submitted along with the required prospectus in order to seek approval for a significant departure. The University of Kentucky is seeking approval to begin offering a Linguistics, PhD in Fall 2023. This program is considered to be a significant departure because the University of Kentucky currently offers a bachelor's and master's degree in Linguistics so this program will be offered at a higher instructional level than is currently offered within Linguistics.

The program will be offered by the College of Arts and Sciences and builds on existing faculty, resources, and coursework. The University and the College are committed to the success of this program.

Thank you for your attention to this matter. If you have any questions, please reach out to Dr. Katherine McCormick at 859-257-1911 or [kmcco2@uky.edu](mailto:kmcco2@uky.edu).

Sincerely,  
*Katherine M. McCormick, Ph.D.*  
*SACSCOC Liaison*  
*Acting Associate Provost for Planning & Assessment*  
*Office of the Provost*  
*Associate Vice President & Senior Faculty Fellow*  
*Office of the Vice President for Student Success*  
*James W. & Diane V. Stuckert Endowed*  
*Professor of Service-Learning &*  
*Professor of Interdisciplinary*  
*Early Childhood Education,*  
*College of Education*

**see blue.**

*An Equal Opportunity University*

CC: Dr. Eli Capilouto, President  
Dr. Robert DiPaola, Provost  
Dr. Ana Franco-Watkins, Dean of the College of Arts and Sciences



**University of Kentucky**

**SACSCOC Prospectus  
Significant Departure:  
Linguistics, PhD**



## University of Kentucky

### SUBSTANTIVE CHANGE FOR SACSCOC ACCREDITED INSTITUTIONS

#### New Program-Approval

*For any response that is not applicable, please state “not applicable”.*

#### **ABSTRACT** (limit to one page or less)

- Describe the proposed change with its date of implementation.
- If a new program, identify where it will be offered.
- Provide projected number of students, if applicable.
- Indicate the projected life of the program or site, if applicable (single cohort or ongoing).
- Describe the primary target audience.
- Describe the instructional delivery methods to be used.
- Describe strengths of the institution to undertake this change.

The University of Kentucky’s College of Arts & Sciences intends to begin offering a Doctoral program in Linguistics. The proposed Doctor of Philosophy in Linguistics offers the opportunity to engage in high-level linguistic research primarily in the areas of sociolinguistics, historical linguistics, and computational linguistics. The University of Kentucky is home to the only Linguistics Department in the state of Kentucky. The University is currently the only institute in the state to confer either a BA, BS, or MA degree in Linguistics and will be the only institution in the state to award a PhD in Linguistics.

The program is intended to prepare students for both academic and non-academic careers. The program fills a void in the southern US, where there is not a linguistics doctoral program that focuses on the central fields in this program. A PhD program would allow us to recruit more highly-qualified students to UK, given the fact that many students choosing graduate school often forego a MA and therefore ignore UK as an option. A larger applicant pool would allow the program to be more selective and inclusive. Linguistics is an area of growth nationally. The addition of a PhD program will allow UK and the state to capitalize on this fact.

UK’s Linguistics Department is currently composed of scholars that represent a specific combination of historical, computational, perceptual, ethnographic, dialectological, and sociolinguistic competencies that make us unique nationally. Our recent external review report states, “As the Department plans its new PhD program, such high-profile hires, along with the excellent established faculty, create the potential for UK to become a major destination for students seeking training in its current areas of specialization, particularly sociolinguistics, historical linguistics, and lab-based methods.” As such, students trained in this department will have a skill set in those areas, making them potential candidates for academic jobs in (primarily) higher education. We also plan to emphasize non-academic career paths. Many of our master’s degree graduates have had success in attaining jobs outside of academia (e.g., ESL coordinator at a local school district, computational linguist) and in professional programs (e.g., law school, speech and hearing sciences). We expect our PhD graduates to pursue careers similar to our MA graduates, with an emphasis on tech-related

careers (e.g., natural language processing, speech recognition), all of which are specialization areas in our program.

If approved, the Department of Linguistics will begin offering a PhD in Linguistics in Fall 2023, with the first expected graduates in Spring 2027. We expect to admit four new PhD students each year on an ongoing basis. This is an in-person degree program, and no courses are expected to be offered in a distance-learning format.

## **DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE**

***Describe how the need for the change was determined and how the change was approved by the institution.***

The University of Kentucky is home to the only Linguistics Department in the state of Kentucky and is the only institution in the state to confer either a BA, BS, or MA degree in Linguistics. This program would be the first PhD program in Linguistics in the state. There are no PhD programs in several neighboring states (e.g., Tennessee, West Virginia, Missouri).

The University of Kentucky has had an undergraduate degree in Linguistics since the 1970s, which was facilitated within an interdisciplinary program in Linguistics. The University began offering a MA program in 2012 and the department of Linguistics was created in 2016. The last several external reviews of the program/department explicitly mentioned the establishment of a PhD in Linguistics as a next step. The faculty in the program/department created this proposal based on the most recent external review.

All academic degree programs follow the institution's approval process. First, the program is approved by the faculty within the department in which the program will be housed and then approved by the college. After the proposal leaves the college, it follows the University's Senate process. Graduate programs are reviewed and approved by the Graduate Council, the Senate Academic Programs Committee, the Senate Council, and the University Senate. Upon approval by the University Senate, the program is approved by the University of Kentucky's Board of Trustees.

***Describe how the change is consistent with the mission and goals of the institution.***

The mission statement of the University of Kentucky (UK), Kentucky's public, land grant, flagship institution of higher education, says that we are "dedicated to improving people's lives through excellence in education, research and creative work, service and health care." This includes the facilitation of learning, informed by scholarship and research; expansion of knowledge through research, scholarship, and creative activity; and dissemination, sharing, and application of knowledge in serving a global community. The proposed program is a new educational opportunity that will help to address current challenges and opportunities. It will also promote learning through research engagement. Additionally, PhD students will take part in the research enterprise in ways that go beyond what our current graduate students can.

The proposed program will support the university's goals and strategic plan, UK-PURPOSE. Specifically, this degree is explicitly connected to the following principles of the University's strategic plan: Putting Students First, Taking Care of Our People, Inspiring Ingenuity, and Bringing Together many People, One Community. The proposed degree will honor the university's mission as a land-grant institution in the 21st century and will undoubtedly advance Kentucky – from its economy to its health and from its culture to its levels of educational attainment.

***Provide documentation that faculty and appropriate other groups were involved in planning for and approval(s) of the change.***

[Faculty voted in May 2020](#) to submit the proposal. A series of administrative issues, as well as issues related to COVID-19, caused the full submission process to halt. The proposal was submitted to UK's approval system in May 2022. It received approval in the College of Arts & Sciences in November 2022. See the [attached letter of support](#) from Dean Ana Franco-Watkins.

***Provide evidence of legal authority for the change if approval is required by the governing board or the state.***

The University of Kentucky has legal authority to offer academic degree programs upon the approval of the Council on Postsecondary Education (CPE) (see [Statute of UK Degree Granting Authority](#)). The CPE has established guidelines for the approval of academic programs (see [CPE New Program Approval Policy](#)) which include a two-step process. First, during the Notification of Intent (NOI) step, new programs are reviewed by CPE's Council of Chief Academic Officers (CCAO). Second, the final proposal is reviewed by CPE staff, the Academic and Strategic Initiative subcommittee, and approved by the Council on Postsecondary. The program's NOI will be reviewed January 25<sup>th</sup>, 2023, by the CCAO (see [CCAO Agenda](#)) and the final proposal is expected to be approved June 2023.

## REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE

***Provide the curriculum for the program and a projected schedule of course offerings.***

The PhD in Linguistics requires 36-hour of coursework plus a dissertation. We expect students will take 4 years to complete the degree. A sample 4-year plan can be seen in the table below. See the attached document with our five-year staffing plan and course requirements.

Year 1			
Fall		Spring	
Courses	Credit Hours	Courses	Credit Hours
LIN 500	3	LIN 506	3
LIN 512	3	LIN 519	3
LIN 601	3	LIN 611	3
Year 2			
Fall		Spring	
Courses	Credit Hours	Courses	Credit Hours
LIN 510	3	LIN 600	3
LIN 606	3	LIN 610	3
LIN 508	3	LIN 619	3
Year 3			
Fall		Spring	
Courses	Credit Hours	Courses	Credit Hours
LIN 748	3	LIN 748	3
Year 4			
Fall		Spring	
Courses	Credit Hours	Courses	Credit Hours
LIN 748	3	LIN 748	3

***Provide specific programmatic goals (objectives) and specific student learning outcomes for the program.***

The PhD program in linguistics emphasizes sociolinguistics, historical linguistics, and computational linguistics. The program is intended to prepare students for both academic and non-academic careers. The program fills a void in the southern US, where there is not a linguistics doctoral program that focuses on the central fields in this program.

At the completion of this program, students will be expected to:

- demonstrate a sophisticated understanding of the principles and methods of linguistic research and analysis as they apply to a range of problems
- communicate professionally and effectively both orally and in writing to the standards in the field
- demonstrate a sophisticated understanding of situations in which ethical questions arise for which linguistic knowledge can be applied
- demonstrate the ability to explain linguistic concepts to people with varying backgrounds.

***Describe how the student learning outcomes for the program will be assessed.***

Please see the attached assessment plan and rubric. The program will follow the University's annual assessment process, to assess student learning outcomes annually.

***Provide course descriptions for all courses in the proposed program. (Do not provide course syllabi.)***

Please see [Course Descriptions](#) in appendix section.

***Describe admissions and graduation requirements for the program.***

Admissions, retention, and completion standards for the proposed program conform to the policies of the University of Kentucky. Students seeking admission to the Graduate School must have obtained a baccalaureate degree, prior to the start of the term for which s/he is admitted, from a fully accredited U.S. institution of higher learning or from a recognized foreign institution. An accredited U.S. institution is one that is accredited by the appropriate regional agency (Middle States, New England, North Central, Northwest, Southern or Western Association of Colleges and Schools). A recognized foreign institution is an institution that is recognized by that nation's Ministry of Education or similar authority as a postsecondary, academic degree-granting institution.

An overall grade point average of 2.75 on undergraduate work and 3.00 on all graduate work is required by the Graduate School. Individual departments may require higher grade point averages. GRE scores are currently waived in Linguistics, and we have applied to continue with this waiver upon establishment of the PhD.

Students must complete the equivalent of two years of residency prior to the qualifying examination and one year of post-qualifying residency. Specifics of these requirements are detailed below. Students will take a qualifying exam. Students will enroll in dissertation residency credit after successful completion of the qualifying exam. Students will write and defend a dissertation.

Students must maintain a GPA of 3.0 or higher. Students must meet all requirements associated with the advisory committee, examination requests, degree applications, etc. Students must meet all time-to-degree requirements of the Graduate School.

***Demonstrate compliance with Standard 10.7 (Policies for awarding credit) of the Principles of Accreditation.***

The University bases its policies and procedures for determining the number of credit hours awarded on the SACSCOC Policy on Credit Hours (approved June 2011), the Carnegie unit, and the New Academic Program Policy established by the Kentucky Council on Postsecondary Education (CPE), which reads, in part, as follows:

Credit Hour - an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic



activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

The above definition applies to credits awarded at all Kentucky institutions of higher education. Accordingly, the University Senate codified and published this in Senate Rule 5.2.1 on Credit Hours and Senate Rules Appendix 10.6, which contains the specific number of minutes per semester of either direct contact or other effort for which the University will award one credit. The Senate Rules are published on the University Senate website. The University also has published policies in place to guide the level of credit associated with each course through Senate Rules 3.2.1 through 3.2.1.5, regarding the course numbering system, and Senate Rule 3.1.2, regarding the progressive rigor of academic programs. Three academic councils, the Undergraduate Council, the Graduate Council, and the Health Care Colleges Council have the responsibility for applying these policies when reviewing and approving all course and program proposals.

The current process for determining the number and level of credit hours granted for each course is as follows: Faculty members submit a [University Senate New Course Form in Curriculog](#), the proposal management system used by the University Senate, indicating the meeting pattern(s) chosen from the approved meeting pattern grid and type of class format(s) for the course. A proposed course number is part of the proposal form, and the level of the selection is reviewed during the approval process. If the course will be offered in a distance learning format, there are additional questions that must be answered in the form to ensure quality and the appropriate credit hour determination. After approval by the University Senate, approved courses are entered into the course inventory by the Registrar on the basis of the hours, level, and formats proposed. Before entering courses into the official course inventory, the Registrar's Office uses applicable Senate Rules (5.2.1 and Appendix 10.6) to ensure that credit hour definitions have been met.

When the department schedules the course for instruction, the Registrar is charged with ensuring that the correct meeting pattern is included in course scheduling. If a conflict or misunderstanding arises, the Registrar contacts both the dean of the college offering the course and the Assistant Provost for Strategic Planning and Institutional Effectiveness to resolve the issue while remaining in compliance with federal, SACSCOC, CPE, and University policies.

***Describe administrative oversight to ensure the quality of the program.***

The Director of Graduate Studies (DGS) oversees the administration of graduate degree and certificate programs and is a member of the Department's Admissions and Awards Committee. The DGS is appointed by the Department Chair based on recommendations from the Executive Committee and in consultation with the voting membership of the Department. The appointment must be approved by the Dean of the Graduate School. The DGS is therefore responsible both to the Department and the Dean of the Graduate School, and as such shall act as the official liaison between these two bodies. The DGS must be a full member of the Graduate Faculty. The DGS works closely with the College of Arts & Sciences and other units within the University as appropriate. The DGS is responsible for preparing reports and requests for information concerning the graduate program, reviewing, approving, and verifying graduate student completion of degrees, recruiting and meeting prospective graduate students, and participating in relevant Department, College, and University events pertaining to graduate students and programs.

The Admissions and Awards Committee is composed of the DGS and at least two additional members elected by the Department voting membership. The election will take place at the Department Retreat. The Committee will select its Chair at its first meeting. Any member of the Committee may serve as Chair. The Committee reviews applications to the graduate program; selects applicants for admission to the program; makes funding decisions for graduate students who are admitted to the program; works with the Curriculum Committee to assign TAs to courses; reviews applications for graduate student travel funding; selects undergraduate students for end-of-year awards; coordinates with the Colloquium Committee to arrange the end-of-year awards ceremony; and identifies and serves as a resource for internal funding opportunities for faculty and students awards and programmatic activities (e.g., teaching awards, speaker funds, etc.). The Department Chair tasks the Committee with the year's priorities, and other duties may be assigned as necessary.

***For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.***

Not applicable

## **FACULTY QUALIFICATIONS**

***Complete the Faculty Roster Form for faculty members scheduled to teach in the new program, in a degree completion program, at a new site or branch campus, or in programs to be offered by distance methodology for the first time. Include on the Faculty Roster Form the classes to be taught; do not include historical teaching assignments.***

See attached [faculty roster](#).

***For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and or teach in the program (Refer to Standard 6.2a (Faculty qualifications) of the Principles of Accreditation. To-be-hired faculty can be included on the Faculty Roster with expected qualifications for teaching the courses assigned.***

As indicated in the faculty roster, most members of the department in charge of the curriculum for this degree have the terminal degree in the discipline. The department has 10 total faculty members: 5 full professors, 3 associate professors, 1 assistant professor, and 1 adjunct professor.

***Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery***

Attached is a [potential staffing plan](#) utilizing only our current faculty and TA lines. It does not account for sabbaticals, retirements, or other leaves and assumes one member of the department will continue as an administrator (no teaching load). It does include course releases as currently stipulated for DUS, DGS, and Chair. What is clear from this document is that we are able, even with our current faculty and TA resources, to continue to offer our UK Core, service, and major/minor courses at the same level as we are currently while also creating a robust set of

courses available to potential PhD students. Aside from the higher demands of mentoring and advising PhD students as compared to MA students, we do not expect the new program to greatly impact faculty workload.

***For a graduate program, (a) demonstrate scholarship and research capability of faculty members teaching in the program and (b), if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).***

[A summary table](#) of recent faculty publications and experience supervising graduate student research is provided to demonstrate that the faculty have relevant scholarship and experience with directing graduate students.

## **LIBRARY AND LEARNING RESOURCES**

*Note: If electronic databases are listed, describe the discipline-specific suites of resources and not just the name of the database or the consortium through which it is accessed (such as Viva, TexShare, Galileo, Louis, etc.).*

***List and describe discipline-specific learning resources to support a new program. Please do not list all resources located in the library if they do not relate to the specific change.***

The University of Kentucky Libraries' mission is to ignite the human drive to discover, create, and connect by facilitating access to information, empowering learners, and collaborating with our communities to advance knowledge, enhance scholarship, and preserve the history and culture of the Commonwealth.

As such, it is well suited to support this degree program. The department has a dedicated library liaison who has worked with graduate students in our current program directly (as a group or individually) to support their research needs. Additionally, funds are regularly presented to the department to purchase new resources, especially upon arrival of new faculty members, in order to add materials to the collection that specifically support their needs. Future funds will be in a similar way to broaden the collection in direct support of the PhD program as we regularly leveraged these funds to support the current faculty needs.

In addition to the library resources, students will have access to all linguistic lab facilities (described below under "Physical Resources"), the Robert E. Hemenway Writing Center, as well as any University-wide graduate student services, like professional development opportunities offered by the Graduate School, Education Abroad, Graduate Student Congress, etc.

***Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.***

The University of Kentucky maintains the Commonwealth's premier research library composed of 11 major facilities, including: William T. Young Library, Agricultural Information Center, Hunter M. Adams College of Design Library, Education Library, Shaver Engineering Library, John A. Morris Equine Library, Lucille Caudill Little Fine Arts Library, Medical Center Library, Science Library, Special Collections, and the Kentucky Transportation Center Library. Collections and information resources available from the UK Libraries website include 4,023,142 volumes, 588,428 electronic books, more than 400 commercial databases, approximately 27,000 linear feet of manuscripts and archives, and a broad collection of computer files, microforms, maps, film/video, audio, and graphics. Annual collections expenditures total more than \$11.1 million. UK Libraries' collections

support teaching, learning and research in agricultural sciences, life sciences, chemistry, geological sciences, mathematics, physics, humanities, history, social sciences, economics, communications, information studies, business, fine arts, medicine, nursing, dentistry, health sciences, engineering, computer science, and veterinary science.

Specifically, UK libraries have subscriptions/access to the following Linguistics-related journals:

#### **CURRENT PERIODICAL SUBSCRIPTIONS**

Applied psycholinguistics  
Folia linguistica  
International journal of American linguistics  
Journal of Indo-European studies  
Journal of phonetics  
Journal of sociolinguistics  
Linguistic review  
Linguistics  
Natural language & linguistic theory  
Orbis. Supplementa: monographies publiées par le Centre international de dialectologie générale (Louvain) = monographs published by the International Center of General Dialectology (Louvain).  
Publications of the Philological Society  
Summer Institute of Linguistics and the University of Texas at Arlington publications in linguistics  
Syntax and semantics  
Word structure

#### **SELECTED PARTIAL JOURNAL COVERAGE (most current issues unavailable)**

American journal of philology  
American journal of semiotics  
Annual review of linguistics  
Anthropological linguistics  
Canadian journal of linguistics  
Computational linguistics  
Corpora: corpus-based language learning, language processing and linguistics  
Journal of applied linguistics  
Journal of linguistics  
Journal of pragmatics  
Journal of psycholinguistic research  
Linguistics and education  
Linguistics and philosophy  
Oceanic linguistics  
Russian linguistics

#### **DATABASES**

Linguistics and Language Behavior Abstracts (LLBA) (ProQuest)  
Communication and Mass Media Complete (CMMC) (EBSCO)  
Web of Science Core Collection (Clarivate)  
Anthropology Plus (EBSCO)  
Social Science Premium Collection (ProQuest)

***Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning resources.***

N/A

***Describe how students are made aware of library and learning resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.***

Prior to the start of their first semester, students will receive communications from the department regarding a number of pertinent issues. These communications may include information regarding the library resources. Students will be directed to <https://libraries.uky.edu/> to better understand how to access the resources. Additionally, information literacy plays a role in several of our classes, so students will also be made familiar with these resources through their coursework.

***Describe resources to support students in access to and use of library and learning/information resources.***

All UK Institutional Library supports are available to all students, at every level. There are resources for research and writing practices at each physical library location on campus, as well as at several other services offices, and available online via library staff.

## STUDENT SUPPORT SERVICES

***Describe specific programs, services, and activities which will support students enrolled in the new program and/or enrolled at a new off-campus site and/or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.***

All students have access to academic advisors who can provide guidance and assistance for planning schedules, recommending courses, and determining support or appropriate resources for specific learners if more assistance is necessary. All graduate students are required to select an advisor for their research, and this person can often serve as a mentor for other activities. The department has an advising policy that reflects our commitment to graduate student support.

In addition to educational and professional opportunities offered by the department, the Linguistics Graduate Student Association exists to enhance these offerings and provide social and emotional activities for all graduate and undergraduate students in the department. The group has a faculty sponsor who reports on the activities of the group to the department. All department members are encouraged to take part in these activities, as possible.

Additionally, the university has a number of student services that are available to graduate students, such as the University Health Service, the Counseling Center, the Student Wellness Center, and Campus Recreation and Wellness.

## PHYSICAL RESOURCES

### ***Describe the adequacy of physical facilities which will support the change.***

The Linguistics Department has faculty and graduate student office space on the 16<sup>th</sup> floor of Patterson Office Tower. The current space is sufficient for the academic needs of the graduate students. Our current students have effectively sought out other spaces for social events. In terms of classroom space, most graduate classes are held in the same building as their offices, White Hall, which is next door to the office tower, or in one of the labs described below. These locations are all fairly close to one another, making it easy for students to move between the locations where they work and study. The main campus library is also very near to the central part of campus where offices and classrooms are located.

In addition, the Linguistics Department directs the following lab spaces:

- **Phonetics Lab:** It is centrally located enough to allow participants and researchers to visit without transportation; the building is accessible; and the dimensions are sufficient to support several researchers collecting data. The space has been recently renovated and includes appropriate equipment for phonetic research. The space is maintained/directed by Dr. Kevin B. McGowan.
- **Atlas Lab:** It is centrally located enough to allow participants and researchers to visit without transportation; the building is accessible; and the dimensions are sufficient. It is currently being used effectively for both teaching and research purposes. The space has been adapted to the needs of the Linguistic Atlas Project. The space is maintained/directed by Dr. Allison Burkette. Dr. Lamont Antieau serves as Inventory Specialist and works directly with graduate students in conducting research in the space.
- **Computational Lab:** It is centrally located enough to allow participants and researchers to visit without transportation; the building is accessible; and the dimensions are sufficient. It is currently being used effectively for both teaching and research purposes. The space has been recently renovated and includes appropriate equipment for computational linguistics research. The space is maintained/directed by Dr. Josef Fruehwald.
- **Research in Computing for Humanities Lab:** It is centrally located enough to allow participants and researchers to visit without transportation; the building is accessible; the dimensions are sufficient to support a small (4-5 person) research group. The space includes several computers (Mac and PC) outfitted for the various kinds of corpus/computational research students may conduct. However, this space is “on loan” from UK Libraries; it could be “reclaimed” at any time. It is also a shared space, meaning it is open for use by any scholar working on a collaborative digital research project in the humanities, social sciences, and fine arts. The space is maintained/directed by Dr. Mark Richard Lauersdorf.

### ***Describe equipment which will be available for a new program or available at a new site***

As indicated above, the equipment necessary to perform research in several areas of emphasis are available in our department labs. Additionally, individual faculty researchers maintain small-scale equipment (e.g., portable recorders, microphones, drawing tablets) in their offices and regularly allow graduate students to check them out. It is expected that students will have their own laptops

or other computers for their work, but a computer is available in the graduate student office for those who need it. All students are given access to the departmental copier and scanner.

***Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.***

These physical facilities are currently sufficient for the graduate program as it is currently operated. Because we expect to maintain our current number of graduate students, we do not expect there to be any negative impact of the proposed change on the physical facilities and equipment. If anything, because having PhD students is likely to result in higher levels of grant applications and therefore additional funds, we hope the inclusion of a PhD program elevates our offerings.

## Financial Support

***Provide a business plan that includes all of the following (NOTE: This applies to ALL submissions)***

***(a) a description of financial resources available to support the proposed change, including a budget for the first year of the proposed change (a three-year budget is required for a new branch campus). Do not send a copy of the entire institutional budget.***

***(b) the amount of resources going to institutions or organizations for contractual or support services for the proposed change***

***(c) projected revenues and expenditures and cash flow for the proposed change***

***(d) the operational, management, and physical resources available for the change.***

The [budget](#) for the new program is attached. Faculty salaries are already internally allocated, and no new hires are being requested to support this program. We will replace a retiring faculty member after the current academic year, which is reflected in the budget. We currently support graduate students primarily through teaching assistantships that have been allocated to the department for our own undergraduate courses as well as assistantships to support the first-year writing requirement courses housed in the Department of Writing, Rhetoric, and Digital Studies. This will continue with the new program.

***Provide contingency plans in the event that required resources do not materialize.***

This program is primarily a conversion of allocated funds. The expectation is that the College of Arts & Sciences will maintain our current level of funds for graduate students, and our student population will simply shift from MA students to PhD students. Should funds be rescinded, the department will work to ensure that all entering cohorts are able to complete the program. The department runs an undergraduate degree program in addition to the current graduate program, so it is anticipated that the faculty would remain in the event that the new graduate program was no longer feasible, therefore enabling students to complete the program.

## DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES FOR THE CHANGE

**Provide a brief description of institutional assessment processes.**

Assessment at the University of Kentucky is headed by the Office of Strategic Planning and Institutional Effectiveness (OSPIE) under the Office of the Provost. This office works closely with Colleges and programs to promote a culture of ongoing assessment and continuous improvement. This is seen through the work of the Provost's University Assessment Council (UAC). The Office of the Provost established the University Assessment Council (UAC) on September 10, 2010. The UAC is a representative group of faculty and staff who support student learning assessment and continuous improvement in the colleges, programs, and units in the Provost's Area. The UAC and its members are charged with:

- Reviewing and providing feedback on program/unit assessment plans, results, and learning improvement initiatives;
- Providing advice on priority and feasibility of college/program/unit learning improvement action plans to the Office of the Provost;
- Providing feedback, suggestions, and recommendations concerning ongoing University Assessment, assessment initiatives, and resources (e.g., workshop topics and content, speakers, materials, e-resources, etc.) and on assessment reporting structures and systems; and,
- Keeping the respective college/program/unit administrators, faculty and staff well-informed regarding the University's student learning assessment program.

Outcome assessment at the program level includes establishing assessment plans for all academic and some non-academic units. Each assessment plan, at a minimum, will comprise of a mission statement, student learning outcomes, curriculum map, assessment tools, assessment oversight, their stated assessment cycle, measures of teaching effectiveness, plans on evaluating post-graduate success, and any rubrics they are using. The current student outcome assessment process is a 4-year cycle in which programs collect 2 years of assessment data, have a year to reflect on the results, and then have a year to implement any programmatic improvements. In year year the program will begin an annual assessment cycle, in which all programs will collect and report on at least one of their student learning outcomes annually. It is the unit's responsibility to see that a high-quality review of the year's assessment activities are documented and to ensure that all student learning outcomes are assessed regularly. An action report is included in the departments Periodic Review Self- Study.

Please see the attached [assessment plan](#) and [rubric](#).

**Describe how the institution will incorporate the change (program, site, distance education or other change) into the institution-wide review and assessment processes.**

The Linguistics PhD program will be incorporated into the pre-existing institution-wide review and assessment process. Outcome reports will be submitted to the OSPIE and the UAC for evaluation, as required. The PhD will also be included in the periodic review cycle along with the department's other programs.



## **Appendices**



**University of Kentucky**

**SACSCOC Prospectus  
Significant Departure:  
Linguistics, PhD**

Department of Linguistics  
Meeting agenda  
May 6, 2020

Time: 1-3pm

Location: Zoom – check your email for details

Attendees: Jennifer Cramer, Allison Burkette, Andrew Byrd, Mark Lauersdorf, Kevin McGowan, Rusty Barrett, Thomas Clayton

Agenda

1. Announcements

- a. Bad news: Did not get an exception from Provost to hire Jessi. Dean said keep in touch with her and let her know we are still interested.
- b. Pay attention to what is going on and speak to your senator if you have concerns or praise.
- c. Haven't made a firm decision on whether or not we will be back in the fall.

2. AY 20-21 updates, plans

- a. Still don't have any final info from Dean about what we are doing.
  - i. Draft plan budget office worked on: Potential policies after July 1:
    1. Any fund balances have been returned. All unspent money is gone. Not planning to give it back later. Going to continue with startup, admin and retention will be honored if there are signed offer letters indicating.
    2. Travel and other research commitments are being pushed back to AY 21-22. Not sure how this will work.
    3. Don't know what that means for RAs or CRAA funds. Salary commitments are supposed to be honored as well as Grad Student funding.
    4. Only spend start up money on necessities. Don't buy books out of startup. If you can put things off till 21-22 then do so.
    5. Only research support will be OVPR, grants and contracts, and startup funds.
    6. No faculty travel lines.
    7. LSA is planning in person or virtual meeting, which is an example of how conference planning may continue. Still suggest submitting abstracts.
    8. SEC travel funding is still happening, as of yet. Due May 18.
    9. Unused travel allocations were returned to the College. Travel will likely be one of the first things back on the budget when we can.
    10. Undergrad and grad support: encouraged to use department endowments. We don't have one. Would have to use department gift funds.
    11. Institute funds: Jennifer to double check on funds and how it can be spend. Previously voted on using it to send grad students to institute. Couldn't use the funds for material objects.

12. College level committee dealing with grad students. Sarah Lyon is the head. Urge grad students to fill out form Allison sent to the listserv. Community of concern form. Have them let Allison know they submitted the form.
  13. Salary savings will be used for non-recurring costs.
  14. OVPR enrichment money will remain in the college. No Worthington money will be awarded in 2021.
  - ii. Last (currently scheduled) chair's meeting tomorrow. Will share new details when permitted.
3. DGS updates
- a. Reaching out to third+ year students to check progress. Most second year students intend to defend in the summer. Check in with them, too, if you are an advisor.
  - b. Sent video messages to graduating undergrads as an end of the year "graduate celebration."
  - c. 3 people who are coming in the fall. Anna Romaniuk will also be coming in. (4 new first year MALTT students).
  - d. LIN 617 students asked if they could continue to have a Zoom SRG over the summer. Allison to send details.
  - e. Would like to move the MALTT application deadline from Feb 15 to Dec 15. Will put us better in line with other Ling department deadlines and with A&S deadlines in general. Can use the time to meet with them in early January online and determine if we would be a good program for them. Could have a January recruitment/visit day and send acceptance letters by the end of January. Separate from CKLiC.
    - i. If anyone has additional suggestions send them to Allison.
    - ii. Voted in favor of Allison moving deadline; needed to determine if we could have a floating deadline (to make it be second Friday of December)
4. DUS updates—No updates.
- a. Be in touch with your advisees.
5. Committee updates (PhD, EC, AA, CC, Colloquium)
- a. PhD:
    - i. Voted in favor 7-1 to forward along proposal.
    - ii. Rusty waiting on Camille to respond.
  - b. EC: n/a.
  - c. AA: n/a.
  - d. CC: haven't met.
    - i. Discuss at retreat: considering, with major revision, a track for computational.
    - ii. Think about other potential options for UG, grad program going forward.
  - e. Colloquium:
    - i. Have two airfare tickets that need to be spent.
    - ii. If you know anyone who has SEC travel funds, encourage them to come here.
    - iii. If we aren't in person in the fall we can do a virtual colloquium series. Potentially can have a virtual series in the fall since there are no funds. Can discuss this more in August at retreat.

iv. We can also ask UK faculty to present.

Items in progress that will need attention

- Finalize target hire
  - Did not receive approval from Provost.
- Plan October 2020 alumni event (Sarah Marks as speaker)
  - Consider virtual option. Could have in-person and livestream of event.
- Finalize lab space for computational hire
  - Breckinridge basement for computational lab and quiet room in Miller Hall for Phonetics Lab.
  - Work on outfitting lab.
- Major revision proposal (including GCCR revision)
- Finalize Digital Studies course as distance learning option
- SLO revision (deadline moved to June)
- PhD proposal
- Finalize Fall 2020 schedule
  - Mostly finalized. Rusty still needs another course. Waiting on approval for digital studies class.
- Plan fall retreat
  - No funds to spend on this, but will still have a fall retreat either virtually or in-person.
- Response to external review
- Others?

Items that can potentially wait

- LIN 211 revamp
- USP with MATESL
- Finalize dept. policies with Rich (include updated chair and colloquium lists)
- Create peer teaching rubric
- Hosting conferences: DiVar, NWAV 2023, MidPhon?
- Affiliation
- Honors
- Ethnologue
- Future of reading groups, LINCD, CKLiC, Paris – Diderot, A&S Scholars
- Dataset license purchasing
- Hiring priorities for AY 20-21
- Others?

October 18, 2022

Dear Colleagues,

I am writing to express my strongest support for the proposed Ph.D. program in Linguistics developed by the Department of Linguistics in the College of Arts and Sciences. This proposed program will effectively replace the current M.A. program within the department. The University of Kentucky offers the only Linguistics department in the state of Kentucky. The expertise of our linguistic faculty and scholarly interests includes historical, computational, ethnographic, and social linguistics. These combined strengths have enabled the department to develop a prominent and decidedly unique program centered on sociolinguistics, historical linguistics, and lab-based methods. With the recent closing of the Ph.D. program in sociolinguistics at North Carolina State University, no other program in the United States meets the needs of students interested in this critically important field. Consequently, our proposed Ph.D. in Linguistics program will fill a distinct niche in the contemporary higher education marketplace.

The Ph.D. program will enable our faculty to pursue extramural funding opportunities as many grants require doctoral student participation and faculty will benefit from the opportunity to work with talented young researchers. The transition from a M.A. program to a Ph.D. program will also support undergraduate student success in the department as it will enable Linguistics to offer a more diverse array of undergraduate courses given the instructional flexibility that doctoral students provide as Type 1 and Type 2 SACS-qualified teaching assistants (TAs). The department has partnered with the Dean's Office to develop a feasible plan for graduate student support to facilitate the recruitment of high-quality students for this new program. The plan will require the investment of some additional TA funding in the department, and this will be accomplished by providing increased opportunities for Linguistics TAs to teach the UK Core Composition and Communication courses (WRD 110 and WRD 111) in our Department of Writing, Rhetoric, and Digital Studies.

The proposed Ph.D. program developed by the departmental faculty will intentionally prepare graduates for a diverse range of careers within academia, industry, and government. The proposed program with UK-PURPOSE pillar Students First as we are meeting student demand, needs, and positioning our students for future success. It also aligns with our A&S goal to elevate our student learning and experiences as part of our Student First pillar. The College is committed to providing the resources needed for the proposed degree program and fostering its growth.

Sincerely,



Ana Franco-Watkins, Ph.D.  
Dean, College of Arts & Sciences

#### **164.125 University programs.**

- (1) The University of Kentucky shall provide:
  - (a) Upon approval of the Council on Postsecondary Education, associate and baccalaureate programs of instruction;
  - (b) Upon approval of the Council on Postsecondary Education, master degree programs, specialist degree programs above the master's-degree level, and joint doctoral programs in cooperation with other public postsecondary educational institutions in the state;
  - (c) Upon approval of the Council on Postsecondary Education, doctoral and post-doctoral programs and professional instruction including law, medicine, dentistry, education, architecture, engineering, and social professions.
- (2) The University of Kentucky shall be the principal state institution for the conduct of statewide research and statewide service programs and shall be the primary institution authorized to expend state general fund appropriations on research and service programs of a statewide nature financed principally by state funds. As applied in this section, research and service programs of a statewide nature shall be programs requiring the establishment and operation of facilities or centers outside of the primary service area of the institution. In carrying out its statewide mission, the University of Kentucky shall conduct statewide research and provide statewide services including, but not limited to, agricultural research and extension services, industrial and scientific research, industrial technology extension services to Kentucky employers, and research related to the doctoral, professional, and post-doctoral programs offered within the university. The university may establish and operate centers and utilize state appropriations and other resources to carry out the necessary research and service activities throughout the state. The university may enter into joint research and service activities with other universities in order to accomplish its statewide mission. Nothing contained in this subsection shall limit the authority of the Council on Postsecondary Education to establish instructional programs that are consistent with the strategic agenda.

**Effective:** June 20, 2005

**History:** Amended 2005 Ky. Acts ch. 29, sec. 3, effective June 20, 2005. -- Amended 1997 (1st Extra. Sess.) Ky. Acts ch. 1, sec. 85, effective May 30, 1997. -- Amended 1978 Ky. Acts ch. 155, sec. 108, effective June 17, 1978. -- Amended 1972 Ky. Acts ch. 39, sec. 3. -- Created 1966 Ky. Acts ch. 6, sec. 3.



# New Academic Program Approval

Approved by the Council:	September 15, 2020
Effective Date:	September 15, 2020

# Approval of New Academic Programs: Policy and Procedures

## History

Prior to the Postsecondary Education Improvement Act of 1997, institutions notified the Council's predecessor, the Council on Higher Education (CHE), semi-annually of new programs under development. The institution then submitted a program proposal and a two-page executive summary after the proposal had completed all institutional approvals. Staff performed the preliminary review; a Programs Committee made up of CHE members reviewed the proposals; and the full CHE acted upon the staff and Programs Committee recommendations.

In November 1997, the newly formed Council on Postsecondary Education (the Council) directed staff to review academic program policies. Until the new policies were established, staff considered a new academic program only if it documented an immediate, critical need.

- The Council streamlined its academic policies at its September 1998 meeting by directing staff to develop new procedures that “enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad system-wide guidelines that address statewide needs and protect consumer interests.”
- As a first step in streamlining, in April 1999 the Council delegated to the Kentucky Community and Technical College (KCTCS) board of regents program approval authority for new certificate, diploma, associate in arts, associate in science, associate in applied science, and associate in applied technology degree programs at the KCTCS institutions. This delegation was reaffirmed in November 2000.
- At the November 1999 meeting, the Council delegated its approval authority for new academic programs within designated program bands to each institution's governing board while retaining approval authority for first professional programs; engineering programs at the comprehensive institutions and engineering programs at the doctoral level at the University of Kentucky and the University of Louisville; teacher and school personnel preparation programs; health-related programs above the baccalaureate level; associate degree programs at public universities; and other programs falling outside each institution's negotiated program band. Proposals for new academic programs within an institution's program band were subject to a six-week public review by the chief academic officers of Kentucky's public institutions, the president of the Association of Independent Kentucky Colleges and Universities, and others. If there were no significant problems with the proposal, the institution was allowed to complete its internal process of program approval and subsequently implement the program without full Council approval.



The policy was significantly revised at the September 2011 Council meeting. Definitions were aligned to those of the U.S. Department of Education, the Integrated Postsecondary Education Data System (IPEDS) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The program bands were eliminated, a notification of intent process was developed, and the program approval criteria were more closely aligned with that of the review of existing academic programs.

Between 2011 and 2016, there were revisions to IPEDS and SACSCOC definitions. In addition, both CPE staff and institutional representatives identified areas of the policy and processes that needed further clarification or alteration. CPE staff worked with institutional representatives to update the policy and procedures accordingly. In 2017, the policy was revised. The highlights of the updated policy included:

- 1) A streamlined process for certificates that are not considered substantive changes by SACSCOC.
- 2) A curricular review in the pre-proposal stages rather than in the full proposal stage.
- 3) A shorter review period to help institutions better respond to student and workforce demands.
- 4) A time limit on the submission of pre-proposals and full proposals to help the process progress smoothly and efficiently.
- 5) A more explicit connection between the academic program approval policy and the review of existing academic programs policy by requiring complete submission of the previous year's program reviews before any new programs can be proposed.

This 2020 policy revision further streamlines the process and aligns the process more closely with the information required by SACSCOC.

## Related Legislation

Numerous statutes and administrative regulations define the role of the Council as well as institutional authority in the area of academic programming.

- [KRS 164.003](#) goals for achievement by 2020, including a seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.
- [KRS 164.020\(15\)](#) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.
- [KRS 164.020\(16\)](#) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the public postsecondary institutions, taking into consideration (a) consistency with the institution's mission and

the strategic agenda; (b) alignment with the priorities in the strategic implementation plan for achieving the strategic agenda; (c) elimination of unnecessary duplication of programs within and among institutions; and (d) efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

- [KRS 164.020\(19\)](#) allows the Council to postpone the approval of any new program at a state postsecondary institution, unless the institution has met its equal educational opportunity goals as established by the Council. In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver, if the institution has made substantial progress toward meeting its equal educational opportunity goals.
- [KRS 164.125](#) allows the University of Kentucky, upon Council approval, to provide associate, baccalaureate, masters, and specialist programs. It also allows joint doctoral programs in cooperation with other public postsecondary institutions in the state; doctoral and postdoctoral programs; and professional instruction including law, medicine, dentistry, education, architecture, engineering, and social professions.
- [KRS 164.295](#) allows comprehensive universities to provide, upon Council approval, associate and baccalaureate programs as well as master's-degree programs in education, business, and the arts and sciences. It also allows for specialist degrees and programs beyond the master's-degree level to meet the requirements for teachers, school leaders, and other certified personnel. It also allows for advanced practice doctorates. Comprehensive universities may also provide programs of a community college nature as provided in KRS 164.580.
- [KRS 164.2951](#) encourages public postsecondary institutions to limit the credit-hour requirements to 60 credit hours for associate of science or associate of arts degree programs and to 120 credit hours for bachelor of arts or bachelor of science degree programs, except in situations in which the quality and content of the program would be negatively impacted or if required by external accreditor in order to meet specific program standards.
- [KRS 164.296](#) states that no public postsecondary institution shall offer any new program of a vocational-technical occupational nature below the associate degree level without the review of KCTCS board of regents and Council approval. The KCTCS board of regents, with Council approval, may contract with public postsecondary institutions for the operation of specific programs and projects.
- [KRS 164.580](#) allows KCTCS, upon Council approval, to offer associate degree programs. Technical colleges, through their faculty and accrediting procedures, may develop degree programs that shall be considered for approval by the board of regents and the Council.

- [KRS 164.815](#) allows the University of Louisville, upon Council approval, to provide associate and baccalaureate degree programs of instruction, master's-degree programs, specialist degrees above the master's-degree level, doctoral degree programs and joint doctoral programs in cooperation with other public institutions of higher education, and professional degree programs including medicine, dentistry, law, engineering, and social professions.
- [13 KAR 2:110](#) outlines the criteria and conditions upon which an advanced practice doctorate may be approved at comprehensive universities.
- [13 KAR 2:060](#) establishes the process for equal opportunity goal setting, measurement of progress, and attainment of a temporary waiver. It is related to KRS 164.020(19).

## Policy Fundamentals

- An institution may not submit a proposal unless it has achieved automatic eligibility status or has obtained the appropriate waiver under 13 KAR 2:060.
- An institution may not submit a proposal unless it has submitted all academic program reviews for the preceding academic year, per the Review of Existing Academic Programs Policy.
- Institutions should recommend the Classification of Instructional Programs (CIP) code of the proposed program after careful consideration. CPE will review the recommendation and finalize the CIP code with the requesting institution.
- After a program is approved by the Council, an institution has up to three years to implement the program. If the program has not been implemented within this timeframe, it must undergo the new program approval process.
- If institutions advertise or publish in institutional catalogs a new academic program prior to approval by the Council, the qualifier “pending Kentucky Council on Postsecondary Education approval” must be included until approval is received.
- After a program has been approved and entered into the program inventory, it is the institution’s responsibility to ensure that all information is correct and current. Institutional staff will update program information in the Kentucky Postsecondary Education System (KPEDS) Program Inventory module.

- The Council reserves the right to create special program approval processes for programs that require extraordinary consideration, such as responding to legislative requirements and administrative regulations.
- The Council is the approving body for academic programs. An institution should follow its internal processes and gain approval from its local governing board before the proposal is submitted for approval to the Council.
- Items that do not require new program approval:
  - Inclusion of new degree designations within an existing degree level.
  - Implementation of significant changes to the program provided the CIP code remains unchanged.

### **Merged and Separated Programs**

If two academic programs are combined into one program, the combined program will be considered a new academic program and must follow the policy and procedures related to new academic programs only if it requires a new CIP code to describe accurately the discipline of the combined program.

If an existing academic program is separated into two or more academic programs, at least one of the separated programs is considered a new academic program and must follow the policy and procedures related to new academic programs. The other program will not be considered a new academic program if the existing CIP code remains the best disciplinary descriptor of the program.

### **Collaborative and Joint Programs**

If any partner institution does not currently offer the academic program, that institution must undergo the new academic program approval process and must provide a “Memorandum of Understanding” that clearly outlines program responsibilities and fiscal arrangements among participating institutions.

If two or more institutions create a collaborative or joint program with academic programs that are already offered at each institution, then the program does not need to undergo the new academic program process at either institution. The institutions should notify the Council of the arrangement and provide a copy of the “Memorandum of Understanding” through the KPEDS Program Inventory module.

### **Suspended and Closed Programs**

If a program has been suspended for fewer than five years, an institution may reinstate the program through the program inventory system.

After a program has been suspended for five years, it will be considered closed, and this status will be updated automatically in the program inventory.

If a program has been closed and an institution wants to reopen the program, an institution must complete the new program approval process.

## Program Approval Process for KCTCS Institutions

This section outlines the process for approving new diploma, certificate, and associate degree programs for KCTCS institutions.

### New Diploma and Certificate Programs

The institution will complete a New Diploma/Certificate Form through KPEDS. Programs will be approved upon receipt of the completed form.

#### Associate Degree Programs of a Vocational-Technical-Occupational Nature (i.e. AAS)

KCTCS will post a proposal to online program approval system. Institutions and Council staff will have 30 days to respond to the proposal.

- *If no issues are identified with the proposal*, the program will be approved by Council staff and reported as an information item at the next Council meeting.
- *If issues are identified with the proposal*, the institution will address those via the online program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting. If concerns cannot be fully resolved, the Council staff will inform KCTCS that it should not proceed with its internal process of program approval.

### New Transfer-Oriented Associate Degree Programs (i.e. AA, AS, AFA)

KCTCS will post a proposal to the online program approval system. Institutions and Council staff will have 30 days to respond to the proposal.

- *If no issues are identified with the proposal*, the program will be approved by Council staff and reported as an information item at the next Council meeting.
- *If issues are identified with the proposal*, the institution will address those via the online program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting. If the concerns cannot be fully resolved, the Council staff will inform KCTCS that it should not proceed with its internal process of program approval.

## Program Approval Process for Universities

This section outlines the approval process for all diploma, certificate, baccalaureate, master's, and doctoral programs at each public university.

## **New Diploma and Certificate Programs**

The institution will complete a New Diploma/Certificate Form through KPEDS. Programs will be approved upon receipt of the completed form.

- [KRS 164.296](#) states that no public postsecondary institution shall offer any new program of a vocational-technical occupational nature below the associate degree level without the review of KCTCS board of regents and Council approval. After review of KCTCS board of regents, the institution will complete a New Diploma/Certificate Form through KPEDS.

## **All Degree Programs (Excluding Advanced Practice Doctorates at Comprehensive Universities)**

The institution will post to the online Notification of Intent system. The notification will then be shared with the chief academic officers at the other public institutions.

- For associate degree programs, the program will only move forward if KCTCS determines, within 30 days of notification, that a community and technical college(s) in the proposing institution's area of geographic responsibility (1) does not have an interest in creating a similar program and (2) does not have the ability to implement the program in a more cost-efficient and effective manner.

If no issues are identified, the institution will then post a proposal to the online program approval system within one year. Institutions and Council staff will have 30 days to respond to the proposal.

- *If no issues are identified with the proposal*, the program will be sent to the Council for approval.
- *If issues are identified with the proposal*, the institution will address those via the online program approval system, and the review period will be extended. Once the issues are resolved, the program will be sent to the Council for approval. If concerns cannot be fully resolved, the Council staff will inform the institution that it should not proceed with its internal process of program approval.

## **Advanced Practice Doctorates Programs at Comprehensive Universities**

The process for approval of Advanced Practice Doctorate Programs is outlined in [13 KAR 2:110](#).



## Kentucky Council on Postsecondary Education

**Andy Beshear**  
Governor

100 Airport Road  
Frankfort, Kentucky 40601  
Phone: 502-573-1555  
<http://www.cpe.ky.gov>

**Aaron Thompson, Ph.D.**  
President

Dr. Pearson,

This letter is to confirm that we have received three recent NOI form submissions from the University of Kentucky. The NOI submissions will be reviewed at the January 27<sup>th</sup> CCAO meeting.

Submitted NOIs:

- Criminal Justice, B.A./B.S.
- Criminal Justice, M.A.
- Linguistics, Ph.D.

If CPE has any questions during the review period, we will reach out.

Thank you,

**Michaela Mineer**  
Senior Associate for Academic Affairs  
Kentucky Council on Postsecondary Education

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)						
Course Prefix	Course #	Course Title	Course Description	Type of Course: program core ( C ) or pre-major/ pre-professional ( P )	Credit Hours	Existing ( E ) or New (N) Course
LIN	601	Qualitative Methods in Linguistics	[This course exists but is being revised and submitted along with the proposal; this is the new description.] Linguistics stands at the intersection of social science, the natural sciences, and the humanities. As such, the investigation of linguistic phenomena requires a mixture of methods drawing on all of these epistemological traditions. This course is a companion to linguistics 611 and will provide an introduction to the full life cycle of conducting linguistics research with an emphasis on qualitative methodologies and the ways in which these methods interface with quantitative approaches.	C	3	E
LIN	611	Quantitative Methods in Linguistics	An increasingly important method in linguistic research relies on measuring some quantity, and inferring some linguistic reality based on such findings. This course presents scenarios where such an approach makes sense, and outlines the appropriate measures and the safest, most reliable ways in which such measures can be used to draw inferences. This course requires concurrent enrollment in LIN 640 Advanced Laboratory in Linguistics: Quantitative Methods. Prereq: LIN 601 (Research Methods in Linguistics) or similar course approved by the Director of Graduate Studies. LIN 640 Advanced Laboratory in Linguistics: Quantitative Methods must be taken concurrently.	C	3	E
Total Credit hours Required for Program Core (i.e., # of hours in degree program core) Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table					6	NA
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration ( C ) or Speciality (S)	Credit Hours	Existing ( E ) or New (N) Course
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable) Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table					0	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration ( C ) or Speciality (S)	Credit Hours	Existing ( E ) or New (N) Course
			ONE COURSE IN PHONETICS/PHONOLOGY (3 HOURS, TAKEN FROM THESE FOUR COURSES)		3	
LIN	500	Phonetics	This course examines the phonetics of natural language, including both the articulation and acoustics of speech sounds and suprasegmental units. Discussion includes extensive reference to languages other than English.	P		E
LIN	515	Phonological Analysis	This course is an investigation of the systematic properties of speech sounds in natural languages. It compares current theoretical approaches to the analysis of individual features and sounds as well as larger prosodic units, and identifies the dimensions of topological variation in the phonological domain. Discussion includes extensive reference to languages other than English.	P		E
LIN	600	Advanced Phonetics	This course presents advanced study of linguistic phonetics, building on the material presented in LIN 500 (Linguistic Phonetics). The course will emphasize current questions in phonetic theory and experimental methods. Students will develop skills in using experimental and analytical techniques for conducting research that is relevant to current theoretical questions. This course requires concurrent enrollment in LIN 640 Advanced Laboratory in Linguistics: Phonetics.	P		E
LIN	615	Advanced Phonology	This course provides an introduction to current constraint-based theoretical approaches within phonology, emphasizing Optimality Theoretic approaches. Within this framework students will analyze individual features, sounds and prosodic units, all within problem sets conducted in class and at home. This course may require LIN 640 taken concurrently.	P		E
			ONE COURSE IN MORPHOLOGY/SYNTAX (3 HOURS, TAKEN FROM THESE FOUR COURSES)		3	



LIN	505	Linguistic Morphology	This course examines word structure in natural language. It compares current theoretical approaches to the analysis of inflection, derivation, and compounding, and identifies the dimensions of typological variation in each of these domains. Discussion includes extensive reference to languages other than English.	P		E
LIN	512	Syntactic Analysis	This course provides students with the practical skills and the theoretical frameworks needed to understand current research in syntax. You will learn how linguists study the structure of sentences in the languages of the world. You will learn how linguists develop theoretical models to understand the human capacity for language and be introduced to some of these models. You will learn to conduct data analysis, how to evaluate formal hypotheses, and how to provide support for and against these hypotheses.	P		E
LIN	605	Advanced Morphology	Advanced morphology builds on the groundwork laid in LIN 505 (Linguistic Morphology). The focus shifts from fundamentals of morphology to theoretical morphology. Special emphasis is given to the inferential- realizational approach and centrality of the paradigm. The course will address issues such as the nature of rules in morphology, morphology's place in the grammar and 'challenging' morphology, examples of which include deponency, syncretism, heteroclis, periphrasis and defectiveness.	P		E
LIN	622	Advanced Syntax	The course builds on the groundwork laid in LIN 512 Analysis of English Syntax in two main ways: (1) by framing the problems introduced in the first course within a non-Chomskyan framework of assumptions found in constraint-based lexicalist grammars; and (2) by going beyond the confines of English to account for syntactic data from other languages. A fundamental shift from Chomskyan to constraint-based lexicalist grammar is the rejection of syntactic derivation, or transformations, i.e. the assumption that there are distinct underlying and surface representations in which arena transformations / movement play a significant role. Topics covered include: formal grammar as unification grammar, headedness, binding theory, agreement, and the role of the lexicon in determining syntactic structure. This course may require LIN 640 taken concurrently.	P		E
			ONE COURSE IN HISTORICAL LINGUISTICS (3 HOURS, TAKEN FROM THESE SIX COURSES)		3	
LIN	519	Historical Linguistics	This course studies the historical development of language through time and space, examining the internal mechanisms and external influences involved in language change. Change will be examined at all levels: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The course will also investigate a variety of topics related to the phenomenon of language change; language classification; comparative linguistics; the reconstruction of linguistic systems; the social context of language change. Through study of these issues, students will gain insights into historical language varieties and writing systems; relationships among the world's languages; and the origins of the sounds, words, and structures of the languages we speak today.	P		E
LIN	529	Language Contact	This course provides a linguistic investigation of language contact, the interaction of two or more languages in situations of individual or community bilingualism/multilingualism. The full range of linguistic contact phenomena will be illustrated with examples from different languages, both historically and in the present day. We will discuss the outcomes of language contact - language maintenance (borrowing, code- switching, multilingualism), language shift (endangered languages, language death), and the creation of new languages (pidgins, creoles, mixed languages) - in a range of contexts, considering both the social factors in language contact and the effects of contact on the linguistic structure of the languages involved.	P		E
LIN	619	Historical Sociolinguistics	This course investigates language variation and change in its socio- historical context, focusing on the effects of such parameters as age, gender, education, social class, and region on the historical development of language through time and space. The effects of socio- historical variables will be examined at all levels of historical language variation and change: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The notions of "standard language" and "language standardization" will also be addressed from a historical sociolinguistic perspective.	P		E
LIN	629	Advanced Historical Linguistics	This course takes as its starting point the theoretical and conceptual overview of historical linguistics presented in LIN 519 (and similar theoretical introductions to historical linguistics). Building on that foundation, we engage in advanced investigations in the study of language history. Topics taught in this course may include one or more of the following: specific focus on historical phonology, morphology, and/or syntax; application of specific theoretical frameworks to the study of historical language change; examination of quantitative and computational approaches to historical linguistic research; analysis of correlations between historical linguistic data and data from other fields (archeology, anthropology, genetics, etc.).	P		E
LIN	517	Special Topics in Linguistics: Subtitle Required	[Only courses that have an approved subtitle within this area will count toward this requirement.] The focus will be on intensive study of problems and issues that do not fall under linguistics course headings. These may have an interdisciplinary emphasis, or they may concentrate on some special topics of current research. All topics will be subject to review by the director of the program. May be repeated under different subtitle to a maximum of six credits.	P		E
LIN	527	Language Investigations: Subtitle Required	[Only courses that have an approved subtitle within this area will count toward this requirement.] This course presents a focused investigation of an individual language or a set of languages (in a language family or other defined grouping, e.g., connected by geopolitical area), examining genetic and typological features of the language(s) from a structural, historical, and/or sociolinguistic perspective. The course may be taken twice for up to six (6) credits under different subtitles. Prerequisite: LIN 221 & LIN 222, or consent of instructor.	P		E
			ONE COURSE IN SOCIOLINGUISTICS (3 HOURS, TAKEN FROM THESE SEVEN COURSES)		3	
LIN	506	Sociolinguistics	This course is an advanced survey of current areas of research in sociolinguistics. Topics include dialectology, language variation and change, interactional sociolinguistics, language and gender, bilingualism, and language contact.	P		E
LIN	507	Linguistic Anthropology	This course is an advanced survey of current areas of research in linguistic anthropology. Topics include language and thought, cultural difference in linguistic interactions, the ethnography of communication, ritual uses of language and identify and cultural poetics.	P		E
LIN	508	Discourse Analysis	This course is an introduction to the methods used in various approaches to discourse and textual analysis. The approaches examined include Speech Act Theory, Conversation Analysis, Ethnographic Discourse Analysis, Discourse Pragmatics, Interactional Sociolinguistics, Variation Analysis, and Critical Discourse Analysis. Special attention is given to practice experience analyzing both spoken and written discourse.	P		E
LIN	606	Advanced Sociolinguistics	Building upon the solid foundation in the broad principles of sociolinguistic inquiry developed in LIN/ANT/SOC 506, this course explores current theoretical debates in sociolinguistics by introducing a series of alternative frameworks, which may include paradigms like traditional Labovian sociolinguistics or the exploration of sociolinguistic concepts in social theory, and students will be responsible for assessing and critiquing each framework as presented. This course may require LIN 640 taken concurrently.	P		E
LIN	619	Historical Sociolinguistics	This course investigates language variation and change in its socio- historical context, focusing on the effects of such parameters as age, gender, education, social class, and region on the historical development of language through time and space. The effects of socio- historical variables will be examined at all levels of historical language variation and change: orthographic, phonetic, phonological, morphological, syntactic, semantic, and lexical. The notions of "standard language" and "language standardization" will also be addressed from a historical sociolinguistic perspective.	P		E
LIN	517	Special Topics in Linguistics: Subtitle Required	[Only courses that have an approved subtitle within this area will count toward this requirement.] The focus will be on intensive study of problems and issues that do not fall under linguistics course headings. These may have an interdisciplinary emphasis, or they may concentrate on some special topics of current research. All topics will be subject to review by the director of the program. May be repeated under different subtitle to a maximum of six credits.	P		E

LIN	527	Language Investigations: Subtitle Required	[Only courses that have an approved subtitle within this area will count toward this requirement.] This course presents a focused investigation of an individual language or a set of languages (in a language family or other defined grouping, e.g., connected by geopolitical area), examining genetic and typological features of the language(s) from a structural, historical, and/or sociolinguistic perspective. The course may be taken twice for up to six (6) credits under different subtitles. Prerequisite: LIN 221 & LIN 222, or consent of instructor.	P		E
			ONE COURSE IN CORPUS/COMPUTATIONAL LINGUISTICS (3 HOURS, TAKEN FROM THESE FOUR COURSES)		3	
LIN	510	Corpus Linguistics	A linguistic corpus is a collection of language samples chosen to model language use of a specific speech community and to provide primary materials for linguistic investigation. Modern digital corpora harness the quantitative power of computers for data-rich analysis in all areas of linguistic study. This course surveys the key principles of corpus linguistics and the criteria used in assembling linguistic corpora. It discusses the application of corpus-based investigations across linguistic research domains, and engages students in hands-on linguistic research using various types of corpora.	P		E
LIN	511	Computational Linguistics	Computational linguistics addresses the problem of 'information overload,' the result of huge advances in processing speeds and memory size. This course shows the methods and techniques for automatically analyzing and modeling natural language data in order to redress the balance of information acquisition and information analysis, turning information into knowledge. The focus will be word-based, sentence- based and meaning-based computational approaches. Students will have the opportunity to practically apply their theoretical knowledge in a computer environment. Computer languages used will be Python and DATR, as well as some basic UNIX-based scripting languages. No experience with computers is necessary. By the end of the course, students will have acquired a host of transferrable skills for an increasingly digitally dominated job market.	P		E
LIN	610	Advanced Computational/Corpus Linguistics	Building on the theoretical, conceptual, and methodological overview of computational and corpus linguistics presented in LIN 510 (Corpus Linguistics) and LIN 511 (Computational Linguistics), this course engages students in advanced applications of computational and corpus theories, concepts, and methods in the study of human language. Topics explored may include one or more of the following: specialized computational/corpus approaches for specific linguistic subfields; frameworks for simulation, modeling, annotation/encoding of linguistic data; processing and analysis of digital multimodal linguistic resources. This course requires concurrent enrollment in LIN 640 Advanced Laboratory in Linguistics: Computational/Corpus Linguistics.	P		E
LIN	517	Special Topics in Linguistics: Subtitle Required	[Only courses that have an approved subtitle within this area will count toward this requirement.] The focus will be on intensive study of problems and issues that do not fall under linguistics course headings. These may have an interdisciplinary emphasis, or they may concentrate on some special topics of current research. All topics will be subject to review by the director of the program. May be repeated under different subtitle to a maximum of six credits.	P		E
			Additionally, students must take three LIN courses at the 600 level or above. These advanced courses must be in the student's area of concentration. These courses will be selected in collaboration with the student's advisor and/or the DGS. (These courses are listed above.)		9	
LIN	600+	-	-	P		E
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table					24	NA
r						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration ( C) or	Credit Hours	Existing ( E ) or New (N) Course
-	-	-	-	P	6	-
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					Note: number recorded will	6 NA
Summary of Total Program Hours					Required Core Hours (i.e., # of hours in degree program core)	6 NA
					Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0 NA
					Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	24 NA
					Free Elective Hours (i.e., general program electives) (if applicable)	6 NA
					Total # of credit hours required for Program	36 NA
Information to be completed by PIE Office					# of new courses	0 NA
					Total # of Courses (includes new and existing)	12 NA
					Percentage of new courses (more than 25% may require SACS Substantive Change)	0% NA

# New Course Form

## Course

New Course

^

Turn on help text

\* denotes required fields

1. General Information

a. Submitted by the College of:\*

b. Department/ Division:\*

c. Contact Person Name:\*

Email:\*

Phone:\*

d. Requested Effective Date:\*

- ☐ Semester following approval
- ☐ Specific Term/Year

If Specific Term/Year:

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

**Is this course clinical? Also select "Yes" if the course is not clinical but you wish for the course to be reviewed by the HCCC\***

☐ Yes

☐ No

**What is the rationale for this proposal?\***

## 2. Designation and Description of Proposed Course.

**a. Will this course also be offered through Distance Learning?\***

☐ Yes ☐ No

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

**b. Prefix:\***

**Number:\***

**c. Full Title:\***

**d. Transcript Title (if full title is more than 40 characters):\***

**e. To be Cross-listed with (Prefix and Number):**

Using the Files tab in the Proposal Toolbox, attach a letter of support from the chair of the cross-listing department.

f. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re: two hours per week for a semester for one credit hour. (from SR 5.2.1)

For courses with variable credit, please use the following format (no spaces): #-##

**Lecture:****Laboratory:****Clinical:****Colloquium:**

**Seminar:**

**Studio:**

**Recitation:**

**Residency:**

**Discussion:**

**Indep.Study:**

**Practicum:**

**Research:**

**Other:**

**g. Identify a grading system:\***

- ☐ Letter (A, B, C, etc.)
- ☐ Pass/Fail
- ☐ Medicine Numeric Grade
- ☐ Graduate Level Grade Scale

**h. Number of credits:\*****i. Is this course repeatable for additional credit?\***

- ☐ Yes ☐ No

**If YES: Maximum number of credit hours:****If YES: Will this course allow multiple registrations during the same semester?**

- ☐ Yes ☐ No

**j. Course Description for Bulletin:\*****k. Prerequisites, if any:**

3. Will this course be taught off campus?

a.\*

☐ Yes ☐ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):\*

☐ Fall ☐ Spring ☐ Summer ☐ Winter

b. Will the course be offered every year?\*

☐ Yes ☐ No

If No, explain:

5. Facilities and Personnel

a. Are facilities and personnel necessary for the proposed new course available?\*

☐ Yes ☐ No

If No, explain:



## 6. Enrollment

**a. What enrollment (per section per semester) may reasonably be expected?\***

## 7. Anticipated Student Demand.

**a. Will this course serve students primarily within the degree program?\***

☐ Yes ☐ No

**b. Will it be of interest to a significant number of students outside the degree pgm?\***

☐ Yes ☐ No

**If YES, explain:**

## 8. Check the category most applicable to this course:

**Check one:\***

- ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
- ☐ Relatively New – Now Being Widely Established
- ☐ Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

**a. Is this course part of a proposed new program?\***

☐ Yes ☐ No

**If YES, name the proposed new program:**

**b. Will this course be a new requirement for ANY program?\***

☐ Yes ☐ No

**If YES, list affected programs:**

In order to change a program, a program change form must also be submitted.

**10. Information to be Placed on Syllabus.****a. Is the course at the 400G- or 500-level?\***

☐ Yes ☐ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

**Confirm**

- ☐ b. \*The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

## Distance Learning Form



This form must accompany every submission of a new/change course form that requests a change in deliver mode. All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <https://www.uky.edu/universitysenate/forms-and-files>).

Instructor Name:

Instructor Email:

**Check the method below that best reflects how the majority of the course content will be delivered.**

- ☐ Internet/Web-based
- ☐ Interactive Video
- ☐ Hybrid

Curriculum and Instruction

**1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?**

**2. How do you ensure that the experience for DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.**

**3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.**

**4. Are you adding distance learning delivery to this course as part of an effort to offer a complete degree program or certificate 100% online?**

☐ Yes ☐ No

**If yes, which program(s)?**

**5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?**

**Library and Learning Resources**

**6. How do course requirements ensure that students make appropriate use of learning resources?**

**7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.**

Student Services

**8. How are students informed of procedures for resolving technical complaint? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Canvas Support Hotline/Chat or ITS Service Desk?**

Canvas Support Hotline/Chat (<https://uk.instructure.com/>; Click Help Button for 24/7 service)

Information Technology Services (ITS) Service Desk (<http://www.uky.edu/UKIT/Help/>)

**9. Will the course be delivered via services available through UK Online?**

☐ Yes

☐ No

**If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.**

**10. Does the syllabus contain all the required components, below?**

☐ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Information Technology Customer Service Center:
  - Web: <http://www.uky.edu/UKIT/>
  - Phone: 859-218-HELP
- Contact information for Distance Learning services:
  - Email: [distancelearning@uky.edu](mailto:distancelearning@uky.edu)
  - Phone: 859-257-3377
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:

*“If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.*

- Information on Distance Learning Library Services
  - Carla Cantagallo, DL Librarian
  - Web: <http://libraries.uky.edu/DLLS>
  - Phone: 859 218-1240
  - Email: [carla@.uky.edu](mailto:carla@.uky.edu)
  - DL Interlibrary Loan Service: <http://libraries.uky.edu/ILL>

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

**Instructor Name:**

Administration Use Only



**OBJID**

# Faculty Roster Form

## Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Kentucky

Name of Primary Department, Academic Program, or Discipline: Linguistics

Academic Term(s) Included: Through Fall 2022

Date Form Completed: 11/4/2022

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Edward Barrett (F)	LIN 506 (Sociolinguistics); UT, G LIN 507 (Linguistic Anthropology); UT, G LIN 508 (Discourse Analysis); UT, G LIN 515 (Phonological Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 601 (Qualitative Methods in Linguistics); G LIN 606 (Advanced Sociolinguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 615 (Advanced Phonology); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G	PhD, Linguistics, University of Texas at Austin	Dr. Barrett's areas of research include sociolinguistics, linguistic anthropology, discourse analysis, phonological analysis, language, gender, and sexuality, and Mayan linguistics. He has published extensively in these areas over his career.
Anna Bosch (F)	LIN 515 (Phonological Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT,	PhD, Linguistics, University of Chicago	Dr. Bosch's areas of research include phonological analysis, dialectology, Celtic languages, and Romance languages. She has



	G LIN 601 (Qualitative Methods in Linguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 615 (Advanced Phonology); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G		published extensively in these areas over her career.
Allison Burkette (F)	LIN 506 (Sociolinguistics); UT, G LIN 507 (Linguistic Anthropology); UT, G LIN 508 (Discourse Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 518 (Advanced History of the English Language); UT, G LIN 601 (Qualitative Methods in Linguistics); G LIN 606 (Advanced Sociolinguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G	PhD, Linguistics, University of Georgia	Dr. Burkette's areas of research include sociolinguistics, linguistic anthropology, discourse analysis, language variation and change, and material culture. She has published extensively in these areas over her career. She is also Editor of the Linguistic Atlas Project.
Andrew M. Byrd (F)	LIN 515 (Phonological Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 518 (Advanced History of the English Language); UT, G LIN 519 (Historical Linguistics); UT, G LIN 527 (Language Investigations: Subtitle Required); UT, G LIN 601 (Qualitative Methods in	PhD, Indo-European Studies, University of California, Los Angeles	Dr. Byrd's areas of research include historical linguistics, Indo-European Linguistics, constructed languages, and phonological analysis. He has published extensively in these areas over his career. While his PhD is in Indo-European Studies, his BA is in Linguistics, and the field of Indo-European Studies is considered to be an interdisciplinary field within linguistics.

	Linguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 615 (Advanced Phonology); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G LIN 629 (Advanced Historical Linguistics); G		
Thomas Clayton (F)	LIN 513 (Teaching English as a Second Language); UT, G LIN 514 (TESL Materials and Methods); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 601 (Qualitative Methods in Linguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G	PhD, Comparative and International Education, University of Pittsburgh	Dr. Clayton's areas of research include language policy and planning, language in education, language in Cambodia, and teaching English as a second language. He has published extensively in these areas over his career. While is PhD is in Comparative and International Education, his BA is in English and his MA is in English Education. It is common, especially for people receiving degrees in the 1980s like Dr. Clayton, for faculty in Linguistics Departments to have degrees from English Departments. Many linguists in that period did not receive degrees in linguistics. He has been a member of the Linguistics Program (predecessor to the current department) since 1996. He also served as the Director of the Teaching English as a Second Language degree program which is heavily connected to the area of linguistics.
Jennifer Cramer (F)	LIN 506 (Sociolinguistics); UT, G LIN 507 (Linguistic Anthropology); UT, G	PhD, Linguistics, University of Illinois at Urbana-Champaign	Dr. Cramer's areas of research include sociolinguistics, linguistic anthropology, discourse analysis,

	LIN 508 (Discourse Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 601 (Qualitative Methods in Linguistics); G LIN 606 (Advanced Sociolinguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G		dialectology, language in Kentucky, Appalachian Englishes, and perceptual dialectology. She has published extensively in these areas over her career.
Josef Fruehwald (F)	LIN 500 (Phonetics); UT, G LIN 506 (Sociolinguistics); UT, G LIN 511 (Computational Linguistics); UT, G LIN 515 (Phonological Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 600 (Advanced Phonetics); G LIN 601 (Qualitative Methods in Linguistics); G LIN 606 (Advanced Sociolinguistics); G LIN 610 (Advanced Computational/Corpus Linguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 615 (Advanced Phonology); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G	PhD, Linguistics, University of Pennsylvania	Dr. Fruehwald's areas of research include sociolinguistics, phonetics, phonology, quantitative methods, and computational methods. He has published extensively in these areas over his career.
Mark Richard Lauersdorf (F)	LIN 506 (Sociolinguistics); UT, G LIN 510 (Corpus Linguistics); UT, G LIN 511 (Computational	PhD, Slavic Linguistics, University of Kansas	Dr. Lauersdorf's areas of research include historical sociolinguistics, corpus linguistics, language

	<p>Linguistics); UT, G  LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G  LIN 518 (Advanced History of the English Language); UT, G  LIN 519 (Historical Linguistics); UT, G  LIN 527 (Language Investigations: Subtitle Required); UT, G  LIN 529 (Language Contact); UT, G  LIN 601 (Qualitative Methods in Linguistics); G  LIN 606 (Advanced Sociolinguistics); G  LIN 610 (Advanced Computational/Corpus Linguistics); G  LIN 611 (Quantitative Methods in Linguistics); G  LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G  LIN 619 (Historical Sociolinguistics); G  LIN 629 (Advanced Historical Linguistics); G</p>		<p>contact, dialectology, historical linguistics, sociolinguistics, and digital scholarship. He has published extensively in these areas over his career. This includes two published books, several edited volumes, and numerous journal articles in linguistics venues. While his PhD is in Slavic Linguistics, it is common for people with a specific language family interest to be employed in linguistics departments. This field entails training in all aspects of linguistics, with a focus on how it pertains to both Germanic and Slavic languages.</p>
Kevin B. McGowan (F)	<p>LIN 500 (Phonetics); UT, G  LIN 511 (Computational Linguistics); UT, G  LIN 512 (Syntactic Analysis); UT, G  LIN 515 (Phonological Analysis); UT, G  LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G  LIN 600 (Advanced Phonetics); G  LIN 601 (Qualitative Methods in Linguistics); G</p>	PhD, Linguistics, University of Michigan	<p>Dr. McGowan's areas of research include phonetics, speech perception, coarticulation, sociophonetics, sound change, computational methods, and structural analysis. He has published extensively in these areas over his career.</p>

	LIN 610 (Advanced Computational/Corpus Linguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 615 (Advanced Phonology); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G LIN 622 (Advanced Syntax); G		
Dennis R. Preston (F)	LIN 506 (Sociolinguistics); UT, G LIN 508 (Discourse Analysis); UT, G LIN 517 (Special Topics in Linguistics: Subtitle Required); UT, G LIN 518 (Advanced History of the English Language); UT, G LIN 601 (Qualitative Methods in Linguistics); G LIN 606 (Advanced Sociolinguistics); G LIN 611 (Quantitative Methods in Linguistics); G LIN 617 (Advanced Topics in Linguistics: Subtitle Required); G LIN 619 (Historical Sociolinguistics); G	PhD, Linguistics, University of Wisconsin-Madison	Dr. Preston's areas of research include sociolinguistics, discourse analysis, historical sociolinguistics, language variation and change, dialectology, language regard, and the history of English. He has published extensively in these areas over his career.

**F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
UK Core	200	200	200	200	200	200	200	200	200	200
	Byrd, 2 TA	2 TA	Byrd, 2 TA	2 TA	Byrd, 2 TA	2 TA	Byrd, 2 TA	2 TA	Byrd, 2 TA	2 TA
	8-week 200	8-week 200	8-week 200	8-week 200	8-week 200	8-week 200	8-week 200	8-week 200	8-week 200	8-week 200
UK Core	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA
	211	211	211	211	211	211	211	211	211	211
Service	Clayton, 3 TA	Clayton, 2 TA	Clayton, 3 TA	Clayton, 2 TA	Clayton, 3 TA	Clayton, 2 TA	Clayton, 3 TA	Clayton, 2 TA	Clayton, 3 TA	Clayton, 2 TA
	8-week 211	8-week 211	8-week 211	8-week 211	8-week 211	8-week 211	8-week 211	8-week 211	8-week 211	8-week 211
Service	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA	1 TA
	221	221	221	221	221	221	221	221	221	221
Major req	Burkette	Byrd	Clayton	McGowan	Barrett	Burkette	Clayton	Fruehwald	Cramer	Clayton
	300	305	300	305	300	305	300	305	300	305
Major req	Fruehwald	Clayton	Barrett	Cramer	Fruehwald	Clayton	Fruehwald	Lauersdorf	Fruehwald	Clayton
	301	510	511	301	510	511	301	510	511	301
Corp/comp	Fruehwald	Fruehwald	Lauersdorf	Fruehwald	Fruehwald	Lauersdorf	Lauersdorf	Fruehwald	Fruehwald	Lauersdorf
	310	331	311	331	310	331	311	331	310	331
Soc/UK Core	Burkette	Barrett, 1 TA	Cramer	Clayton, 1 TA	Burkette	Fruehwald, 1 TA	Cramer	Cramer, 1 TA	Burkette	McGowan, 1 TA
	317	317	317	317	317	317	317	317	317	317
UG other	Preston	Lauersdorf	Burkette	Barrett	Burkette	Fruehwald	Preston	Clayton	Burkette	Barrett
	495	495	495	495	495	495	495	495	495	495
GCCR	Clayton	Fruehwald	Preston	Byrd	Cramer	Barrett	Burkette	Byrd	Lauersdorf	Fruehwald
	500	515	500	515	500	515	500	515	500	515
Grad/UG	McGowan	Barrett	McGowan	Byrd	McGowan	Byrd	McGowan	Barrett	McGowan	Byrd
	517	512	517	512	517	512	517	512	517	512
Grad/UG	Lauersdorf	McGowan	Fruehwald	McGowan	Lauersdorf	McGowan	Burkette	McGowan	Clayton	McGowan
	506	508	506	507	506	508	506	507	506	508
Soc	Barrett	Cramer	Burkette	Barrett	Barrett	Cramer	Burkette	Barrett	Barrett	Barrett
	519	619	529	629	518	519	619	529	629	518
Hist	Lauersdorf	Byrd	Lauersdorf	Lauersdorf	Lauersdorf	Byrd	Lauersdorf	Byrd	Lauersdorf	Lauersdorf
	601	611	601	611	601	611	601	611	601	611
Grad req	Cramer	McGowan	Fruehwald	Lauersdorf	Clayton	McGowan	Barrett	Lauersdorf	Barrett	Fruehwald
	600	617	600	617	600	617	600	617	600	617
Grad other	McGowan	Burkette	McGowan	Burkette	McGowan	Barrett	McGowan	Burkette	McGowan	Cramer
	606	610	606	610	606	610	606	610	606	610
Grad other	Barrett	Lauersdorf	Barrett	Fruehwald	Preston	Lauersdorf	Barrett	McGowan	Preston	Burkette

**University of Kentucky**  
**Department of Linguistics**  
**Summary of Faculty Research and Graduate Student Supervision**

Name	Academic Degree	Recent Publications (3)	Graduate Student Supervision
Edward Barrett (professor)	PhD, Linguistics, University of Texas at Austin	<p>Rusty Barrett, Jennifer Cramer, and Kevin McGowan. English with an accent: Language, ideology, and discrimination in the United States. (3rd edition) New York: Routledge. 2022.</p> <p>Rusty Barrett and Robin Queen. Anna Livia: Lesbian at the vanguard. Gender &amp; Language 15(4): 2021.</p> <p>Srimati Basu and Rusty Barrett, Language and the legal regulation of marriage. In Kira Hall and Rusty Barrett (eds), Oxford handbook of language and sexuality. New York: Oxford University Press. 2022.</p>	Previous Director of Graduate Studies. PhD committees (29; chair of 2), MA committees (30; chair of 11), numerous research publications and presentations with graduate students.
Anna Bosch (associate professor)	PhD, Linguistics, University of Chicago	Bosch, Anna. The Phonology of Scottish Gaelic. (Under contract). Oxford: Oxford University Press.	PhD committees (5), MA committees (7). Recently returning administrator.

		<p>Hannahs, S. J., and Anna Bosch, Editors. 2018. The Routledge Handbook of Phonological Theory. London: Routledge. 645pp. (hardback and paperback)</p> <p>“Syllable-internal structure,” in progress. In The Wiley-Blackwell Companion to Phonology, edited by Kuniya Masukawa, Bridget Samuels, Geoff Schwartz, Mikos Torkenczy. Blackwell (7 vols.).</p>	
Allison Burkette (professor)	PhD, Linguistics, University of Georgia	<p>Burkette, Allison and Robin Skeates. (2022) “The Words that Archaeologists Choose: A Maltese Case Study in Artifact Terminology, Corpus Linguistics and Discourse Analysis” Journal of Mediterranean Archaeology 35.1, p. 85-107.</p> <p>Burkette, Allison &amp; Tamara Warhol, Eds. (2021) Crossing Borders, Making Connections: Interdisciplinarity in Linguistics. Berlin: Mouton de Gruyter.</p> <p>Burkette, Allison (2018) Language and Classification: Negotiating Meaning-Making in the</p>	Current department chair. Previous Director of Graduate Studies. Served on several MA committees since arriving in 2018. Actively engaged in research collaborations with graduate students as part of her role in directing the Atlas Lab.



		Classification and Categorization of Ceramics. New York: Routledge.	
Andrew M. Byrd (associate professor)	PhD, Indo-European Studies, University of California, Los Angeles	<p>A.M. Byrd, “The Use of the Google Suite in LIN 200: How To Create Your Own Language”, Greater Faculties: A Review of Teaching and Learning 3, Article 12 (2022). 12.</p> <p>Anton Vinogradov, A.M. Byrd, and Brent Harrison, “Mistake Captioning: A Machine Learning Approach For Detecting Mistakes And Generating Instructive Feedback”, Proceedings of Recent Advances in Natural Language Processing, September 1–3, 2021, 1455-1462 (2021). 11.</p> <p>Brenna Reinhart Byrd and A.M. Byrd, “Teaching Proto-Indo-European as a Constructed Language”, Jeffrey Penske, Amy Fountain, and Nathan Sanders (eds.), Language Invention in Linguistics Pedagogy , Oxford: OUP (2020).</p>	MA committees (7; chair of 3). Several publications or projects in progress with graduate students.
Thomas Clayton (professor)	PhD, Comparative and International Education, University of Pittsburgh	English language education and educational policy in Cambodia, Laos, and Vietnam. In Andrew	Recently returning administrator with previous experience directing the Center for ESL, serving as department chair in the English Department, and directing

		<p>Moody (Editor), Oxford Handbook of South East Asian Englishes, OUP. With Hum Chan, Phouvanh Phommalangsy, Thieu Thi Hoang Oanh, and Taehee Choi. Forthcoming.</p> <p>Introducing Giovanni Gentile, the “Philosopher of Fascism.” Educational Philosophy and Theory, 41, 640–660. 2009.</p> <p>Language choice in a nation under transition: English language spread in Cambodia. New York: Springer (“Language Policy” series, No. 5). 2006.</p>	the MA in English with a concentration in TESL.
Jennifer Cramer (professor)	PhD, Linguistics, University of Illinois at Urbana-Champaign	<p>Rusty Barrett, Jennifer Cramer, and Kevin McGowan. English with an accent: Language, ideology, and discrimination in the United States. (3rd edition) New York: Routledge. 2022.</p> <p>Bounds, Paulina, Jennifer Cramer, and Susan Tamasi. 2021. Linguistic Planets of Belief: Mapping Language Attitudes in the American South. London and New York: Routledge.</p> <p>Cramer, Jennifer. 2021. Mental Maps and Perceptual Dialectology. Language</p>	Previous department chair. PhD committees (6), MA committees (21; chair of 9).

		and Linguistics Compass 15 (2): 1-15 (e12405).	
Josef Fruehwald (assistant professor)	PhD, Linguistics, University of Pennsylvania	<p>Purse, Ruaridh, Josef Fruehwald, Meredith Tamminga. Frequency and morphophonological complexity in variation. <i>Glossa</i> 7(1)  <a href="https://www.glossa-journal.org/article/id/5839/">https://www.glossa-journal.org/article/id/5839/</a>. 2022.</p> <p>The Study of Variation. In <i>Oxford History of Phonology</i>. Eds. B. Elan Dresher &amp; Harry van der Hulst. 569-590, 2022.</p> <p>Boyd, Zac, Josef Fruehwald, Lauren Hall Lew. Crosslinguistic perceptions of /s/ among English, French, and German listeners. <i>Language Variation and Change</i>. 2021.</p>	PhD committees (2), MA committees (12, chair of 6).
Mark Richard Lauersdorf (professor)	PhD, Slavic Linguistics, University of Kansas	<p>The Oxford Handbook of Historical Sociolinguistics. Oxford University Press. Signed contract as volume editor. Projected publication 2024.</p> <p>“Historical Sociolinguistics and the necessity of interdisciplinary collaboration”. in: Allison Burkette and Tamara Warhol, eds. <i>Crossing Borders, Making Connections: Interdisciplinarity in Linguistics</i>, Berlin: deGruyter, 2021: 207-230. [cornerstone volume of the new book</p>	Previous member of several University-wide committees for graduate education (e.g., Graduate Council, Senate Committee). PhD committees (5; chair of 2), MA committees (27; chair of 6).

		<p>series Interdisciplinary Linguistics].”</p> <p>‘Mobility’ and ‘borders’ in historical standard language development”, in: Marietta Calderón, Bernadette Hofinger, Emil Chamson, eds. <i>Mobilität &amp; Sprache/ Mobility &amp; Language</i>. Berlin: Peter Lang, 2019: 13-23.</p>	
Kevin B. McGowan (associate professor)	PhD, Linguistics, University of Michigan	<p>Rusty Barrett, Jennifer Cramer, and Kevin McGowan. English with an accent: Language, ideology, and discrimination in the United States. (3rd edition) New York: Routledge. 2022.</p> <p>Babel, A., McGowan, K. B., &amp; Duque, P. E. (2021) Niveles de percepción de las vocales en contacto: el caso de una variedad de español andino en Bolivia. In <i>Factores esenciales en el contacto de lenguas: una revisión desde el español</i>, Sara Gómez Seibane, María Sánchez Paraíso, Azucena Palacios (eds). Madrid: Editorial Iberoamericana.</p> <p>Baese-Berk, M. M., McLaughlin, D. J.*, &amp; McGowan, K. B. (2020). Perception of non-native speech. <i>Language and Linguistic Compass</i>, 14(7), e12319.</p>	<p>Current Director of Graduate Studies. MA committees (11; chair of 11). Actively engaged in research collaborations with graduate students as part of his role in directing the Phonetic Lab.</p>

<p>Dennis R. Preston (adjunct professor)</p>	<p>PhD, Linguistics, University of Wisconsin-Madison</p>	<p>With Robert Bayley and Xiaoshi Li (eds). Variation and Second Language Acquisition: Crosslinguistic Perspectives. Amsterdam: John Benjamins. 2022.</p> <p>Folk + Linguistics. In Linda Becker, Sandra Herling, and Holger Wochele (eds). Manuel de linguistique populaire. Berlin and New York: De Gruyter. 2021.</p> <p>Language prejudice. In James M. Stanlaw (ed.), International encyclopedia of linguistic anthropology. Oxford: John Wiley &amp; Sons. 2021.</p>	<p>PhD committees (chair of 37), MA committees (chair of 20), countless other PhD committees at 13 institutions and MA committees at 8 institutions over his 50+ years as a professor.</p>
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## Revenue and Expenses Worksheet

A. Funding Sources, by year of	1st Year	2nd Year	3rd Year	4th Year	5th Year
<b>Total Resources Available from Federal Sources</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Note the sources of grants, earmarks, etc.</i>				
<b>Total Resources Available from Other Non-State Sources</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Note the philanthropies, foundations, individual donors, etc.</i>				
<b>State Resources</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Note general fund revenue, grants, pass-thru funds, etc.</i>				
<b>Internal</b>					
Internal Allocation	\$71,856.00	\$71,856.00	\$90,338.00	\$109,374.00	\$119,177.50
Internal Reallocation	\$0.00	\$18,482.00	\$19,036.00	\$9,803.50	\$0.00
Narrative Explanation/ Justification:	<i>Will shift 2.5 existing TA lines within Arts &amp; Sciences to Linguistics on a recurring basis.</i>				
<b>Student Tuition</b>					
New	\$0.00	\$13,058.00	\$13,058.00	\$6,529.00	\$0.00
Existing	\$104,464.00	\$104,464.00	\$117,522.00	\$130,580.00	\$137,109.00

Narrative Explanation/ Justification:	<i>Actual Tuition rate multiplied by numbers of students.</i>				
<b>Total Revenue</b>					
<b>New:</b>	\$71856.00	\$84914.00	\$103396.00	\$115903.00	\$119177.50
<b>Existing:</b>	\$104464.00	\$122946.00	\$136558.00	\$140383.50	\$137109.00
<b>Total Funding Source:</b>	\$176320.00	\$207860.00	\$239954.00	\$256286.50	\$256286.50
<b>B. Breakdown of Budget Expenses/ Requirements</b>	1st year	2nd Year	3rd Year	4th Year	5th Year
<b>Staff: Executive, administrative, and managerial</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Identify the number of new hires required and whether they will be part-time or full-time.</i>				
<b>Other Professional</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Identify the number of new hires required and whether they will be part-time or full-time.</i>				
<b>Faculty</b>					
New	\$104,000.00	\$104,000.00	\$104,000.00	\$104,000.00	\$104,000.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>1 RTS hire (will replace a retiring faculty member)</i>				
<b>Graduate Assistants</b>					
New	\$71,856.00	\$71,856.00	\$90,338.00	\$109,374.00	\$119,177.50
Existing	\$0.00	\$18,482.00	\$19,036.00	\$9,803.50	\$0.00
Narrative Explanation/ Justification:	<i>This is for graduate programs only</i>				

<b>Student Employees</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification for All Human	<i>Identify the number of employees and level of support for each</i>				
<b>Equipment and Instructional Materials</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Explain the types of equipment and instructional materials that will be purchased as a result of the proposed program.</i>				
<b>Library</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	<i>Include new journal subscriptions, collections, and electronic access and other expenses.</i>				
<b>Contractual Services</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification	<i>Explain the types of contractual services that will be procured.</i>				
<b>Academic and/or Student Services</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification	<i>Explain the types of academic and student support services that will be provided by the proposed program.</i>				
<b>Other Support Services</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification	<i>Explain what support services will be provided</i>				
<b>Faculty Development</b>					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification :	Explain how this money will be used (travel, conferences registrations, on-site consultants, etc.)				
Assessment					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification	Include major field exam costs, costs associated with licensure testing (e.g., NCLEX), costs related to authentic assessment, etc.				
Student Space and Equipment					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification	For doctoral programs only. Provide an explanation of student space that must be procured and any equipment for student use that must be purchased.				
Faculty Space and Equipment					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	For doctoral programs only. Provide an explanation of space and equipment that must be procured for program faculty.				
Other					
New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Existing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative Explanation/ Justification:	Include explanation of any costs not captured in previous categories.				
TOTAL					
New:	\$175856.00	\$175856.00	\$194338.00	\$213374.00	\$223177.50
Existing:	\$0.00	\$18482.00	\$19036.00	\$9803.50	\$0.00
Total Budget Expenses/ Requirements:	\$175856.00	\$194338.00	\$213374.00	\$223177.50	\$223177.50
Revenues Minus Expenses:	\$464.00	\$13522.00	\$26580.00	\$33109.00	\$33109.00

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
University of Kentucky

## INSTRUCTIONS

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The faculty of each academic program, degree or certificate, are asked to complete this plan template during the 2019-20 academic year to guide assessment of the program-level student learning outcomes (PSLOs) during the [upcoming cycle](#). Assessment plans are due to the Office of Strategic Planning & Institutional Effectiveness (OSPIE) no later than **April 15, 2020** and should be submitted to the appropriate college and program folder in [SharePoint](#).

A [Quick Start Guide and other documentation](#) as well as dates for live [training sessions](#) are provided on the OSPIE website. Training resources and session topics range from an overview of the new assessment process to principles and practice for student learning outcome assessment. Questions can be directed to [OSPIE staff](#).

*Reading the Quick Start Guide prior to completing the new plan template is strongly encouraged.*

## ABOUT THE PROGRAM

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College or School (example: College of Arts & Sciences)

College of Arts & Sciences

Degree Type (example: BA or MS)

PhD

Program Name (example: History)

Linguistics

Please provide the mission statement for the program. If one does not currently exist, provide the department or college mission statement.

The College of **Arts and Sciences** serves **Kentucky** and the world by reshaping the boundaries of knowledge, improving the lives of those around us, and developing young men and women into people of open-minded integrity who work toward more secure and meaningful lives for everybody.

(Optional) Include any additional information about the program's history, development, or structure that may be beneficial in understanding the curriculum and how student learning is assessed.

The Department of Linguistics currently has the Master of Arts in Linguistic Theory and Typology (MALTT), which adopted its current SLOs with the addition of a PhD program in mind. The proposed SLOs for the PhD essentially align with those that are currently in effect in the MALTT program.

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
University of Kentucky

## ASSESSMENT CYCLE

All programs that do not have specialized accreditation and are not located in a department/college with a specialized accreditation should follow a [4-year PSLO assessment cycle](#). Programs that have specialized accreditation(s) or are within a college that has a comprehensive accreditation can develop an alternate PSLO and periodic review cycle in consultation with OSPIE.

Which cycle will the program be using?

- ☒ 4-year cycle [\[What does this look like?\]](#)
- ☐ Other (accredited programs/departments only)

If the program has selected “other” for the assessment and periodic review cycle, please append a copy of the proposed cycle and a brief justification to this plan.

## ASSESSMENT COORDINATION AND RESOURCES

Individual(s) coordinating program-level student learning outcomes assessment

First and Last Name	Title/Position	Email
Jennifer Cramer	Associate Professor/Chair of Linguistics	jennifer.cramer@uky.edu
Allison Burkette	Professor/DGS	allison.burkette@uky.edu
Andrew Byrd	Associate Professor/DUS	andrewbyrd@uky.edu

Other individuals providing oversight, coordination, or support for assessment

First and Last Name	Title/Position
Kevin McGowan	Associate Professor
Mark Richard Lauersdorf	Associate Professor
Anna Bosch	Associate Professor/Associate Dean A&S

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
University of Kentucky

(Optional) Other utilized resources for assessment (e.g. software such as rubrics or portfolios, evaluator stipends, etc.)

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## PROGRAM-LEVEL STUDENT LEARNING OUTCOMES

Please list the program-level student learning outcomes (PSLOs). If applicable, indicate which, if any, outcomes are required by your specialized accreditor(s) ([What is this?](#)). Bachelor's degree programs must also indicate which outcome(s) map to the university's GCCR ([Graduation Composition & Communication Requirement](#)). The GCCR is not a requirement for certificates, graduate, or professional programs.

Space for up to 10 PSLOs has been provided below, but this does not imply that 10 outcomes are required. Program faculty should decide the appropriate number based on the design of the curriculum. Most programs have 3-8 outcomes, depending on the length of the program. If more than 10 lines are needed, either insert more lines into the table or submit a request to [OSPIE@uky.edu](mailto:OSPIE@uky.edu) for a template with additional lines for PSLOs.

PSLO #	Program-level Student Learning Outcome Statement ( <a href="#">How should these be written?</a> )	Required by Specialized Accreditor(s)?	Mapped to GCCR? (Undg degrees only)
Example	Graduates will be able to critically evaluate scientific literature related to drugs and disease to enhance clinical decision-making.	<input type="checkbox"/>	<input type="checkbox"/>
1	Graduates will be able to demonstrate a sophisticated understanding of the principles and methods of linguistic research as they apply to a range of specific problems.	<input type="checkbox"/>	<input type="checkbox"/>
2	Graduates will be able to communicate professionally and effectively both orally and in writing to the standards in the field.	<input type="checkbox"/>	<input type="checkbox"/>
3	Graduates will be able to demonstrate a sophisticated understanding of situations in which ethical questions arise in Linguistics and apply appropriate standards.	<input type="checkbox"/>	<input type="checkbox"/>
4	Graduates will be able to demonstrate the ability to explain, at varying levels of complexity, linguistic concepts to interlocutors with varying levels of background in the discipline.	<input type="checkbox"/>	<input type="checkbox"/>

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
University of Kentucky

Please provide a brief description of the process used to develop or revise current PSLOs and the extent to which program faculty were involved. If applicable, provide discussion of any attempts to align PSLOs with professional or accreditation standards, employer expectations and job skills, graduate program curricula, etc. If PSLOs are taken directly from an accreditor, discuss whether (and how) the PSLO statements were reviewed by the faculty to ensure they were comprehensive.

Draft SLOs for both the undergraduate and graduate programs were composed by the department DUS and DGS. These were then shared with the department chair and circulated among the faculty. A discussion of the proposed SLOs took place at the next departmental meeting, at which time all faculty members present were able to suggest changes/edits. A revised version of the SLOs was then circulated via email and faculty voted (anonymously, via email) to approve them.

## CURRICULUM MAP

Please create a map of the PSLOs to the curriculum. All required courses should be included in the left-hand column, and all PSLOs should span across the remaining columns. If desired, specific elective courses or elective “tracks” can be included (recommended). The purpose of the curriculum map is to show where each PSLO is emphasized within the curriculum. The level at which each PSLO is taught within a given course should be indicated as follows: introductory (I); reinforced (R); or mastery (M). Each PSLO should have at least an instance of I, R, and M across the curriculum, with the exception of certain graduate programs where introductory knowledge is provided at the undergraduate level. For assistance in developing a curriculum map, please visit the [OSPIE website](#) or contact the [OSPIE team](#).

Course	PSLO1	PSLO2	PSLO3	PSLO4
<i>Example: EDP 548</i>	<i>I</i>		<i>R</i>	
LIN 500	R	R	I	I
LIN 505	R	R	I	I
LIN 506	R	R	I	I
LIN 507	R	R	I	I
LIN 508	R	R	I	I
LIN 510	R	R	I	I
LIN 511	R	R	I	I

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
University of Kentucky

LIN 512	I	I	R	R
LIN 515	I	I	R	R
LIN 517	R	R	R	R
LIN 518	I	I	I	I
LIN 519	R	R	I	I
LIN 527	R	R	I	I
LIN 529	R	R	I	I
LIN 600	M	M	M	M
LIN 601	R	R	R	R
LIN 606	M	M	M	M
LIN 610	M	M	M	M
LIN 611	R	R	R	R
LIN 615	M	M	M	M
LIN 617	R	R	R	R
LIN 619	M	M	M	M
LIN 622	M	M	M	M
LIN 629	M	M	M	M

I = Introduced; indicates that students are introduced to the outcome

R = Reinforced and opportunity to practice; indicates the outcome is reinforced and students afforded opportunities to practice

M = Mastery at the senior or exit level; indicates that students have had sufficient practice and can now demonstrate mastery

## ASSESSMENTS

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Please complete the chart below by listing each assessment on a separate row, and including the requested information. Except for outcomes that focus on students' values or beliefs, at least 1 assessment should be [direct](#). Ideally, all outcomes should have at least 2 assessments. If available, append a copy of the assessment measure/instrument (e.g. scoring rubric or sample questions) to this report. If a goal/target has already been set

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
University of Kentucky

or can be set for a given measure/instrument, this should be included in the table. Otherwise, the program will need to determine and specify a target/goal when results are first reported for that instrument/measure. Note: space for only 15 instruments/measures have been provided. If space for additional assessment instruments/measures are needed, either insert additional rows into the table or contact [OSPIE staff](#) to receive a customized template with additional lines.

Assessment Instrument/Measure Name	PSLO(s) Mapped to	Assessment Type ( <a href="#">Direct or Indirect</a> )	Assessment Instrument/Measure Description ( <a href="#">What is this?</a> )	Assessment Instrument/Measure Rationale ( <a href="#">What is this?</a> )	Benchmark or Goal (If Available) ( <a href="#">What is this?</a> )	Course(s) (If applicable)	Rubric or Example Appended?
Example: SPIE 430 Final Paper	1,3	Direct	Students complete the final paper individually on a relevant & timely topic related to program assessment. Papers are scored by the course instructor using a standard rubric developed by members of the department curriculum committee. No sampling will be done; however, non-SPIE majors will be excluded from the results. The scores for criteria 1-2 will be used for PSLO1 and criteria 4-7 for PSLO3 (see attached rubric).	Measure was chosen because it provides evidence of student achievement near end of program and multiple criteria on rubric align directly to outcomes 1 & 3. Curriculum committee recently (2018) reviewed assignment instructions, rubric, and samples of student work to ensure good alignment with outcomes. In the future, multiple evaluators will be used to score a sample of student work and estimate reliability (interrater agreement) of the rubric.	95% of students will earn a 3 or better on each criterion (on a 4-point scale)	SPIE 430: Advanced Program Assessment Design	<input checked="" type="checkbox"/>
Human subjects research training	3	Direct	Students will complete the relevant human subjects training offered by UK (currently CITI and RCR but subject to change at higher administrative levels) and submit their completion report to the DGS.	This measure allows for standardized assessment of ethics in research that is applicable for linguists.	100% completion expected	N/A	<input type="checkbox"/>
Survey	1-4	Indirect	A survey will be administered to students shortly before graduation.	This measure allows for a holistic understanding of how the students feel they have achieved these learning outcomes.	N/A	N/A	<input type="checkbox"/>

# Program-level Student Learning Outcomes Assessment Plan Template

Academic Degree Programs  
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Assessment Instrument/ Measure Name	PSLO(s) Mapped to	Assessment Type ( <a href="#">Direct or Indirect</a> )	Assessment Instrument/Measure Description ( <a href="#">What is this?</a> )	Assessment Instrument/Measure Rationale ( <a href="#">What is this?</a> )	Benchmark or Goal (If Available) ( <a href="#">What is this?</a> )	Course(s) (If applicable)	Rubric or Example Appended?
Qualifying stage	1-4	Direct	Artifacts produced during the qualifying stage will be assessed, using a rubric, for their relevance to the SLOs.	This measure allows for a holistic understanding of how students have progressed with respect to the SLOs.	80% of students score higher than 3.5/5 (same rubric as dissertation stage)	N/A	<input checked="" type="checkbox"/>
Dissertation stage	1-4	Direct	Artifacts produced during the dissertation stage will be assessed, using a rubric, for their relevance to the SLOs.	This measure allows for a holistic understanding of how students have progressed with respect to the SLOs.	80% of students score higher than 3.5/5 (same rubric as dissertation stage)	N/A	<input checked="" type="checkbox"/>

## ASSESSMENT REPORTING CYCLE

Please complete the chart below by providing the requested information for each learning outcome. Note: space for up to 10 PSLOs has been provided. If space for additional PSLOs are needed, either insert additional rows into the table or contact the [OSPIE staff](#) to receive a customized template.

PSLO #	Semester/ Year(s) Data Collected	Year(s) Results Submitted to OSPIE (see <a href="#">Results Report Definition</a> )	Year(s) Reflection Report Submitted to OSPIE (see <a href="#">Reflection Report Definition</a> )	Year(s) Action Report Submitted to OSPIE (see <a href="#">Action Report Definition</a> )
<i>Example</i>	<i>Fall / 2020</i>	<i>Summer 2021</i>	<i>Summer 2023</i>	<i>Summer 2024</i>
1	Fall 2023	Summer 2024	Summer 2027	Summer 2028
2	Fall 2025	Summer 2026	Summer 2029	Summer 2030
3	Fall 2023	Summer 2024	Summer 2027	Summer 2028



# Program-level Student Learning Outcomes Assessment Plan Template

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4	Fall 2025	Summer 2026	Summer 2029	Summer 2030
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## **FEEDBACK AND SUPPORT ON PSLO ASSESSMENT PLAN**

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Each program has the option of receiving formative feedback on its new or revised PSLO assessment plan from OSPIE staff members. OSPIE staff can provide suggestions for improvement to learning outcome statements, overall assessment plan design, curriculum mapping, standard setting, individual assessment tools, etc. If your program would like to receive feedback on its assessment plan, please indicate below:

- ☐ Yes, we would like to receive feedback.
- ☒ No thank you, not at this time.

If there are questions the program director or faculty did not have the opportunity to ask prior to submission of the PSLO assessment plan, and you would like to schedule a brief consultation with OSPIE staff, please indicate below:

- ☐ Yes, we would like to schedule an individual or group consultation.
- ☒ No thank you, not at this time.

### Rubric for the Assessment of Doctoral Program Learning Outcomes

Artifact: \_\_\_\_\_ Benchmark: 80% of students score higher than 3.5/5

Student: \_\_\_\_\_ Defense date: \_\_\_\_\_

Criterion	Poor	Fair	Good	Very Good	Excellent	N/A
Does the student demonstrate a sophisticated understanding of the principles and methods of linguistic research as they apply to a range of specific problems?	1	2	3	4	5	N/A
Does the student communicate professionally and effectively both orally and in writing to the standards in the field?	1	2	3	4	5	N/A
Does the student demonstrate a sophisticated understanding of situations in which ethical questions arise in Linguistics and apply appropriate standards?	1	2	3	4	5	N/A
Does the student demonstrate the ability to explain, at varying levels of complexity, linguistic concepts to interlocutors with varying levels of background in the discipline?	1	2	3	4	5	N/A