

**BOARD OF HIGHER EDUCATION**  
**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO.:** AAC 12-02

**COMMITTEE DATE:** October 11, 2011

**BOARD DATE:** October 18, 2011

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**APPLICATION OF UNIVERSITY OF MASSACHUSETTS AMHERST TO AWARD THE BACHELOR OF ARTS IN LINGUISTICS AND SPANISH AND THE BACHELOR OF ARTS IN LINGUISTICS AND PORTUGUESE**

**MOVED:** The Board of Higher Education hereby approves the application of **University of Massachusetts Amherst** to award the **Bachelor of Arts in Linguistics and Spanish and the Bachelor of Arts in Linguistics and Portuguese.**

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

**Authority:** Massachusetts General Laws Chapter 15A, Section 9(b)

**Contact:** Dr. Francesca Purcell, Associate Commissioner for Academic and P-16 Policy

# **MASSACHUSETTS BOARD OF HIGHER EDUCATION**

October 2011

## **University of Massachusetts Amherst**

### **Bachelor of Arts in Linguistics and Spanish Bachelor of Arts in Linguistics and Portuguese**

#### **INTENT AND MISSION**

The University of Massachusetts Amherst (UMA) filed an expedited application to offer the Bachelor of Arts in Linguistics and Spanish and the Bachelor of Arts in Linguistics and Portuguese. The Linguistics Department currently offers majors that combine linguistics with seven other fields and languages (anthropology, Chinese, German, Japanese, philosophy, psychology, and Russian) and these proposals seek to extend these offerings in areas of growing demand. Linguistics is a social science that deals with the systematic investigation of the properties of language, such as pronunciation, grammar, and meaning. Students completing these programs will have a foundation in the study of these core properties of language; be proficient in the application of linguistics to Spanish and Portuguese; be knowledgeable in Spanish or Portuguese literature and culture; and have opportunities to specialize in laboratory research, computation, or other areas. Graduates will emerge with elements of both a scientific and a liberal arts education preparing students to successfully compete for a wide variety of jobs both in private and in public sectors.

The proposed programs' intent reflects the mission of the university as defined in UMass Rising and addresses the objectives related to the creation of opportunities for every appropriately prepared student to participate in a guided research, scholarly, artistic, or analytical project that can serve as a Capstone Experience; to provide opportunities to engage in an international education experience for every appropriately prepared student who wants one; to expand our access to excellence for first-generation and diverse populations through outreach programs in targeted communities; and to partner with community colleges to provide a smoother path from high school to community college and then to UMass Amherst.

The proposal was approved by the University of Massachusetts Board of Trustees. The University submitted a Letter of Intent to the Massachusetts Board of Higher Education which was circulated to the public college and university presidents and chancellors. No comments were received.

#### **NEED AND DEMAND**

Spanish is the mother tongue of more than 12% of the American population, and it is by far the most common language in the U.S. after English. Governmental agencies and private corporations offer a wide variety of services in Spanish, and professionals who are bilingual are in high demand in the job market. Spanish is also an official language of the North American Free Trade Agreement (NAFTA), and the increased trade between the US and Spanish-

speaking countries, both in Latin America and Europe, have made it one of the most important languages in business and foreign affairs. Portuguese is the native language of more than 200 million people in the world. It is also spoken by more than 17% of the population of the Commonwealth, which makes it the third most common language in Massachusetts, after English and Spanish.

According to the University, there is an expanding range of employment prospects in the field of linguistics. Students who combine expertise in linguistics with either of these two sought-after languages may find employment opportunities such as the following positions:

- Development of software for speech recognition — the process of turning spoken language into typed text, such as taking airplane reservations over the phone.
- Development of translation software.
- Creating text to speech systems that are capable of reading aloud with natural pronunciation and intonation.
- Creating and evaluating new tests of language and reading skills.
- Teaching Spanish and Portuguese as foreign or second languages.
- Working as a translator.
- Working for the local, state or federal governments in outreach programs with Spanish and Portuguese communities as administrators, teachers, counselors, and social workers.
- Working in hospitals and other health care related business as interpreters and counselors.
- Working for the federal government or private agencies that are constantly searching for linguists with specific abilities in foreign languages, such as: the State Department, the International Communication Agency, the National Security Agency, the Federal Bureau of Investigation, Immigration and Naturalization Services, the Peace Corps, Head Start, the Office of Economic Opportunity, and VISTA.
- Giving new products names that have the right positive associations - linguists are responsible for the names of many Apple products, for example.
- Documenting endangered languages with the Rosetta Project.
- Working in the field of law.

The total number of students majoring in linguistics (alone or in a combined major) has grown steadily over the past decade, reaching 114 in Fall 2010. Further, there is a high demand for Spanish linguistics courses and a solid demand for advanced Portuguese language courses. Students in these courses constitute the population most likely to be attracted to the proposed joint majors.

UMass Amherst houses the only linguistics department in public higher education in the Commonwealth. The linguistics major and the various combined majors are also unique in Massachusetts public higher education. Several private universities in Massachusetts, such as Harvard, MIT, and Boston University offer linguistics program, though none has a major in Linguistics & Spanish or Linguistics & Portuguese. The Program in Spanish and Portuguese Studies on the Amherst campus is the only program in New England that includes a specialization in Hispanic Linguistics and it is one of only a few in the United States to also offer MA and PhD degrees in Portuguese. There is a Department of Portuguese on the Dartmouth campus, but its programs do not overlap with the proposed programs.

## ACADEMIC and RELATED MATTERS

### *Admissions*

Admissions to the proposed programs in Linguistics and Spanish and Linguistics and Portuguese will follow the admission requirements for all undergraduate studies programs. Students will be required to submit a completed application form, high school transcript, SAT I and/or ACT scores, and an application fee.

### Enrollment

Based on past experience with the linguistics and combined majors, the University projects that by year 4, the proposed programs will enroll an estimated 40 students in the Linguistics and Spanish major and 12 students in the Linguistics and Portuguese major.

### **Program Enrollment Projection**

<b># of students</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
New Full Time	10 (Spanish) 3 (Port.)	10 (Spanish) 3 (Port.)	10 (Spanish) 3 (Port.)	10 (Spanish) 3 (Port.)
Continuing Full Time		10 (Spanish) 3 (Port.)	20 (Spanish) 6 (Port.)	30 (Spanish) 9 (Port.)
New Part Time				
Continuing Part Time				
<b>Totals</b>		20 (Spanish) 6 (Port.)	30 (Spanish) 9 (Port.)	40 (Spanish) 12 (Port.)

### Curriculum (Attachment A)

The proposed programs consist of 120 credits each and require that 36-51 of the credit hours be taken in the combined major. Independent work, including a senior thesis where appropriate, will be developed on an individual basis, often in conjunction with a research experience in a lab. Upon completion of the Linguistics and Spanish program or the Linguistics and Portuguese program students should be able to:

- Identify patterns in data.
- Hypothesize about the underlying structure of language or about language processing.
- Figure out what kind of data could be used to tell whether a hypothesis/theory is right.
- Gather data; use it to test a hypothesis/theory.
- Identify research questions in linguistics that are personally interesting.
- Decide whether an argument makes sense.
- Argue for some conclusion, using good reasoning and empirical support.
- Communicate clearly orally and in writing.
- Identify some properties that are shared by, and/or that distinguish, natural language.
- Understand the range and complexity of the world's languages and dialects.
- Value studying and preserving endangered languages.
- Name and describe some major linguistic subfields.
- Describe a significant topic or problem in linguistic theory.
- Understand the purpose of studying language scientifically.
- Identify some ideas that have been important in the development of linguistic theory.

## RESOURCES AND BUDGET (Attachment B)

### *Faculty and Administration*

The two new combined majors will be housed administratively in the Linguistics Department. The proposed programs will continue to use the combined resources related to course offerings, faculty and administration, student support, facilities and equipment, and library and technology of two existing departments, one of which already hosts several similar majors. All required and elective courses already have sufficient capacity and are offered with sufficient frequency to accommodate the additional students. The Linguistics Department also has the capacity to advise these additional students. Thus, all of the necessary resources for the proposed programs are already available.

### *Library and Information Technology*

No additional library or information technology needs are anticipated.

## PROGRAM EFFECTIVENESS

The University provided the following program goals:

Goal	Measurable Objective	Strategy for Achievement	Timetable
Enrollment	Achieve enrollment targets in E(2).	-Marketing plan in E(6) of proposal -Departmental websites -Announcements to students in basic courses	Years 1-4
Learning	Achieve Linguistics Department's student learning objectives (see below)	-Incorporate these learning objectives into courses across the curriculum -Assess them in Integrative Experience course (campus-wide mandate, under development)	On-going
Student Satisfaction	Performance on NSSE and Senior Survey  Placement in jobs and graduate or professional school	-Maintain faculty mentoring program. -Create undergraduate student organization -Increase student involvement in research -Arrange meetings between students and returning alumni -Improve alumni relations and track their careers more closely	

## EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed program was reviewed by the evaluation team of Dr. Irene Heim, Professor of Linguistics, Department Head, Massachusetts Institute of Technology; and Dr. Gennaro Chierchia, Haas Foundations Professor of Linguistics, Department Chair, Harvard University.

The evaluators found the proposed programs to be of high quality, with rigorous coursework, and the range and quality of undergraduate linguistics “unsurpassed by the offerings of any other private or public university.” They also noted that the flexible structure of the curriculum will help the programs to serve the needs of a diverse population of students. Moreover, both members were confident that the structure of the curriculum and the injection of linguistics into traditional language instruction would graduate students well positioned to compete in an ever evolving job sector that requires advanced language skills. The faculty was highly regarded by the team and it was noted that UMass Amherst has within its ranks world class scholars in every branch of linguistic analysis, including phonetics, laboratory and experimental methods, and language typology; all areas of particular relevance to language pedagogy. A concern was raised that if the program succeeds in its projected enrollments then the number of current faculty may not be sufficient to keep pace with teaching and advising demands. It was recommended that the University develop an appropriate plan for faculty development.

The team found that the labs and other facilities were more than adequate to sustain the program. Overall, the proposed programs were characterized as well designed and uniquely promising for “empowering students to explore their own applications tailored to their own specific needs, should they pursue a career in language teaching, language translation, or work in an international agency.”

#### Institutional Response

UMass Amherst was grateful for the high praise of its proposed BA programs. In response to the concern about the effects of greater undergraduate enrollment on faculty time and resources, the University will respond to the gradual increases in the number of students as the upcoming replacement of a vacant teaching position will ensure that the faculty is large enough to accommodate more majors without adverse effects on the undergraduate or graduate programs.

#### **STAFF ANALYSIS AND RECOMMENDATION**

Board staff thoroughly reviewed all documentation submitted by UMass Amherst and external reviewers. Staff recommendation is for approval of the Bachelor of Arts in Linguistics and Spanish and the Bachelor of Arts in Linguistics and Portuguese.

Upon graduating the first class for these programs, the University shall submit to the Board a status report addressing its success in reaching program goals as stated in the application and in the areas of enrollment, curriculum, faculty resources, and program effectiveness.

## ATTACHMENT A: CURRICULUM OUTLINE

### I. Curriculum Outline for Bachelor of Arts in Linguistics and Spanish

<b>Major Required (Core) Courses (# Total courses required = 12-16)</b>		
Course Number	Course Title	Credit Hours
LING 201	Introduction to Linguistic Theory	3
LING 401	Introduction to Syntax	3
LING 402	Speech Sounds and Structure	3
LING 101 LING 404 LING 409 LING 413 LING 414 LING 503 LING 505 LING 510	<i>Three courses chosen from:</i> People and Their Language (4 credits) Field Methods (4) Formal Foundations of Linguistics (3) Sociolinguistics (4) Introductory Phonetics for Linguists (4) Intermediate Syntax (3) Introduction to Historical Linguistics (3) Introduction to Semantics (4) <i>or any other 400- or 500-level course in the Linguistics Department</i>	9-12
SPAN 110, 120, 230, 240	First and second year Spanish (or equivalent proficiency demonstrated by testing or high school work)	0-12
SPAN 311	Advanced Grammar (SPAN 354 recommended for native speakers)	3
SPAN 378	Spanish Phonetics	3
SPAN 470	General View of Hispanic Linguistics	3
SPAN 320 SPAN 321 SPAN 322 SPAN 323	<i>One course chosen from</i> Literature of Spain I (to 17 <sup>th</sup> century) Literature of Spain II (18 <sup>th</sup> to 20 <sup>th</sup> century) Spanish American Literature I (to 19 <sup>th</sup> century) Spanish American Literature II (20 <sup>th</sup> century)	3
SPAN 415 SPAN 417	<i>One course chosen from</i> Culture and Civilization of Spain Culture and Civilization of Spanish America	3
SPAN 471 SPAN 473 SPAN 512 SPAN 572 SPAN 574 SPAN 579 LLC 475	<i>One course chosen from</i> Linguistic Varieties and Pluralism Contrastive Analysis Spanish English Spanish Language Minority in the US Spanish Dialectology Bilingualism and Language Contact Structures of Modern Spanish Story of Romance Languages <i>or any other Special Topics in Hispanic Linguistics course.</i>	3

<b>Distribution of General Education Requirements</b>		<b># of Credits</b>
Arts and Humanities, including Literature and Foreign Languages <i>1 courses with AL (Literature) or AT (Arts) designation (4 credits)</i> <i>1 course with HS (History) designation (4 credits)</i> <i>College writing (3 credits)</i>		11
Mathematics and the Natural and Physical Sciences <i>1 course with BS (Biological Sciences) designation (4 credits)</i> <i>1 course with PS (Physical Sciences) designation (4 credits)</i> <i>1 course with R1 (Basic Math) designation or equivalent by testing (3 credits)</i> <i>1 course with R2 (Quantitative and Analytic Reasoning) designation (3 credits)</i>		14
Social Sciences <i>2 courses with SB (Social and Behavioral Sciences) designation (4 credits)</i> <i>Junior Year Writing (3 credits, in major)</i> <i>Integrative Experience (3 credits, in major)</i>		14
<b>Sub Total General Education Credits</b>		39
<b>Curriculum Summary</b>		
Total number of courses required for the degree	12-16 in major, 9-10 in general education, 10-15 free electives = 36 approx.	
Total credit hours required for degree	36-51 in major, 39 in general education, 30-45 in free electives = 120 total for degree	
<b>Prerequisite or Other Additional Requirements:</b>		

## ATTACHMENT A: CURRICULUM OUTLINE

### II. Curriculum Outline for Bachelor of Arts in Linguistics and Portuguese

<b>Major Required (Core) Courses (# Total courses required = 12-16)</b>		
Course Number	Course Title	Credit Hours
LING 201	Introduction to Linguistic Theory	3
LING 401	Introduction to Syntax	3
LING 402	Speech Sounds and Structure	3
LING 101 LING 404 LING 409 LING 413 LING 414 LING 503 LING 505 LING 510	<i>Three courses chosen from:</i> People and Their Language (4 credits) Field Methods (4) Formal Foundations of Linguistics (3) Sociolinguistics (4) Introductory Phonetics for Linguists (4) Intermediate Syntax (3) Introduction to Historical Linguistics (3) Introduction to Semantics (4) <i>or any other 400- or 500-level course in the Linguistics Department</i>	9-12
SPAN 110, 120, 230, 240	First and second year Spanish (or equivalent proficiency demonstrated by testing or high school work)	0-12
SPAN 311	Advanced Grammar (SPAN 354 recommended for native speakers)	3
SPAN 378	Spanish Phonetics	3
SPAN 470	General View of Hispanic Linguistics	3
SPAN 320 SPAN 321 SPAN 322 SPAN 323	<i>One course chosen from</i> Literature of Spain I (to 17 <sup>th</sup> century) Literature of Spain II (18 <sup>th</sup> to 20 <sup>th</sup> century) Spanish American Literature I (to 19 <sup>th</sup> century) Spanish American Literature II (20 <sup>th</sup> century)	3
SPAN 415 SPAN 417	<i>One course chosen from</i> Culture and Civilization of Spain Culture and Civilization of Spanish America	3
SPAN 471 SPAN 473 SPAN 512 SPAN 572 SPAN 574 SPAN 579 LLC 475	<i>One course chosen from</i> Linguistic Varieties and Pluralism Contrastive Analysis Spanish English Spanish Language Minority in the US Spanish Dialectology Bilingualism and Language Contact Structures of Modern Spanish Story of Romance Languages <i>or any other Special Topics in Hispanic Linguistics course.</i>	3

	<b>Sub Total Core Credits</b>	36-51
<b>Distribution of General Education Requirements</b>		# of Credits
Arts and Humanities, including Literature and Foreign Languages 1 courses with AL (Literature) or AT (Arts) designation (4 credits) 1 course with HS (History) designation (4 credits) College writing (3 credits)		11
Mathematics and the Natural and Physical Sciences 1 course with BS (Biological Sciences) designation (4 credits) 1 course with PS (Physical Sciences) designation (4 credits) 1 course with R1 (Basic Math) designation or equivalent by testing (3 credits) 1 course with R2 (Quantitative and Analytic Reasoning) designation (3 credits)		14
Social Sciences 2 courses with SB (Social and Behavioral Sciences) designation (4 credits) Junior Year Writing (3 credits, in major) Integrative Experience (3 credits, in major)		14
<b>Sub Total General Education Credits</b>		39
<b>Curriculum Summary</b>		
Total number of courses required for the degree	12-16 in major, 9-10 in general education, 10-15 free electives = 36 approx.	
Total credit hours required for degree	36-51 in major, 39 in general education, 30-45 in free electives = 120 total for degree	
<b>Prerequisite or Other Additional Requirements:</b>		

**ATTACHMENT B: BUDGET PROJECTION**

		<i>Annual Expenses</i>			
<i>One Time/ Start Up Costs</i>	<i>Cost Categories</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Full Time Faculty (Salary & Fringe)	\$0	\$0	\$0	\$0
	Part Time/Adjunct Faculty (Salary & Fringe)	\$0	\$0	\$0	\$0
	Staff	\$0	\$0	\$0	\$0
	General Administrative Costs	\$0	\$0	\$0	\$0
	Instructional Materials, Library Acquisitions	\$0	\$0	\$0	\$0
	Facilities/Space/Equipment	\$0	\$0	\$0	\$0
	Field & Clinical Resources	\$0	\$0	\$0	\$0
	Marketing	\$1000	\$1000	\$1000	\$1000
	Other (Specify)	\$0	\$0	\$0	\$0
	<b>TOTALS</b>	\$1000	\$1000	\$1000	\$1000
		<i>Annual Income</i>			
<i>One Time/Start-Up Support</i>	<i>Revenue Sources</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>
	Grants	\$0	\$0	\$0	\$0
	Tuition	\$0	\$0	\$0	\$0
	Fees	\$0	\$0	\$0	\$0
	Departmental	\$1000	\$1000	\$1000	\$1000
	Reallocated Funds	\$0	\$0	\$0	\$0
	Other (specify)	\$0	\$0	\$0	\$0
	<b>TOTALS</b>	\$1000	\$1000	\$1000	\$1000