

BOARD OF HIGHER EDUCATION
REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 13-02

COMMITTEE DATE: October 9, 2012

BOARD DATE: October 16, 2012

APPLICATION OF UNIVERSITY OF MASSACHUSETTS BOSTON TO AWARD THE DOCTOR OF PHILOSOPHY IN APPLIED LINGUISTICS

MOVED: The Board of Higher Education hereby approves the application of **University of Massachusetts Boston** to award the **Doctor of Philosophy in Applied Linguistics**. Upon graduating the first class for this program, the college 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: Aundrea Kelley, Deputy Commissioner for P-16 Policy and Collaborative Initiatives

BOARD OF HIGHER EDUCATION
October 2012
University of Massachusetts Boston
Doctor of Philosophy in Applied Linguistics

INTENT AND MISSION

The University of Massachusetts Boston has filed an expedited application to offer a Doctor of Philosophy in Applied Linguistics. The proposed applied linguistics¹ PhD program closely reflects the University of Massachusetts Boston's (UMB) urban mission. It is expected to contribute to UMB's ongoing development as "a doctoral-granting research university" and to its becoming "a leading urban public university in the nation". The proposed program specifically mirrors the university's mission to meet the needs of both traditional and nontraditional students; continue to promote diversity among students, faculty, and staff; and conduct educational, scholarly, and service activities that contribute to meeting the needs of a diverse society. The program is also expected to be closely aligned with UMB's strategic plan to enhance research, teaching, and community service. Adding this PhD program is in keeping with UMB's 2010 strategic planning initiative, which has recommended that the university increase the number of doctoral programs it offers significantly over the next 13 years, with the goal of becoming a major public research university by 2025.

The program is expected to enhance UMB's national and international reputation by building on the history of strong service grants in the Department of Applied Linguistics master's program. It plans to do so by increasing the substantial scholarship of the current faculty and of future doctoral students, and by attaining grants to fund these research efforts. Applied Linguistics is tightly connected to the university's traditional core values and modern mission. It draws on theoretical and empirical inquiry into the cognitive, social and philosophical foundations of language to bridge connections with the local and global communities.

The proposal has obtained all necessary governance approvals on campus and was approved by the University of Massachusetts Board of Trustees on September 19, 2012. The letter of intent was circulated on August 14, 2012. One comment was received from Dr Susan Kalt, Professor of Spanish at Roxbury Community College. Dr. Kalt offered her support of the proposed program and noted it would support the existing native speakers of minority languages in master's programs at UMB and further serve to train advanced researchers, policy makers and curriculum developers who have direct experience and knowledge of minority language communities.

¹ The field of applied linguistics adopts an interdisciplinary approach to research in the linguistic sciences and education. It is defined by the American Association for Applied Linguistics as an interdisciplinary field consisting of coherent approaches to language-related studies, including the nature of language, language acquisition (first and second language), language and society, language education, bilingualism, discourse analysis, literacy, rhetoric and stylistics, language arts, second and foreign language pedagogy and language policy and planning.

NEED AND DEMAND

National and State Labor Market Outlook

The need to prepare PhDs in applied linguistics is urgent because of the increasing number of linguistic minority and immigrant students in preK-12 and at universities across the United States; and the international need for scholars in English as a foreign language and for general foreign language experts. Some Massachusetts school districts, including the Boston Public Schools, have been found to be out of compliance with federal regulations in not providing appropriate instructional and language services to limited English proficient students. In Massachusetts, as throughout the nation, the need for teacher trainers, researchers, and policymakers who have the knowledge to deal effectively with these changing demographics and linguistic demands is urgent.

The market for students graduating with PhD degrees in applied linguistics is strong. Of 71 job announcements posted on the Linguists List between January and June 2010, 35 percent required a degree in applied linguistics or language acquisition. In the May/June 2010 issue of the *Chronicle of Higher Education*, 19 positions listed in the education section required English as second/foreign language and/or applied linguistics expertise. In addition, 13 ESL/EFL and 44 foreign language job announcements were listed in their respective sections.

Student Demand

In exit interviews conducted with graduates of the UMB Applied Linguistics Department from the fall of 2008 to the spring of 2011, approximately half of the students expressed an interest in obtaining a doctorate, especially if UMB offered a program. These results suggest that there is a source of PhD applicants from the Applied Linguistics master's degree alumni.

Further evidence of student demand for a PhD in Applied Linguistics lies in the significant numbers of UMass Boston MA graduates who are accepted into PhD programs by universities such as Harvard University, the University of Wisconsin Madison, and the University of London, among others. Since 2004, twenty-one students completed their PhD degrees at various universities including Penn State, the University of California Davis, Arizona State University, Boston College, and the University of Texas Austin.

The market for students graduating with PhD degrees in applied linguistics is strong. Of 71 job announcements posted on the Linguists List between January and June 2010, 35 percent required a degree in applied linguistics or language acquisition. *The Chronicle of Higher Education* advertises numerous positions that require expertise in bilingualism, English as a second/foreign language, foreign language education, language planning and policy, second language teaching acquisition, and language minority education. In the May/June 2010 issue, 19 positions listed in the education section required English as second/foreign language and/or applied linguistics expertise. In addition, 13 ESL/EFL and 44 foreign language job announcements were listed in their respective sections. The international organization Teachers of English to Speakers of Other Languages listed 22

university positions that required both language acquisition and language and cultural expertise in 2010. In a June 2010 issue of *Education Week*, 60 percent of teacher educator positions listed called for ESL/bilingualism expertise and 30 percent required foreign language teaching expertise.

Duplication

There are fifteen universities in the United States and Canada that offer comparable programs in linguistics, applied linguistics or second language acquisition studies. Of the fifteen, eight competing universities are: (1) Columbia University Teachers College, EdD in Applied Linguistics; (2) Georgetown University, PhD in Linguistics with a concentration in Applied Linguistics; (3) Georgia State, PhD in Applied Linguistics; (4) Northern Arizona University, PhD in Applied Linguistics; (5) Penn State University, PhD in Applied Linguistics; (6) University of Arizona, PhD in Second Language Acquisition and Teaching; (7) University of Pittsburgh, PhD in Linguistics with a specialization in Applied Linguistics; and (8) University of Toronto, Ph.D. in Linguistics.

ACADEMIC AND RELATED MATTERS

Admission

The program expects that students will be selected on the basis of their educational backgrounds and research interests. It is anticipated that PhD candidates will have a master's degree in applied linguistics or equivalent language studies specialization. The proposed PhD program in applied linguistics is designed to attract candidates in the field of language education (both K-12 and higher education), language policy (local, state, and federal agencies), and language curriculum and textbook development. The goal of the proposed program is to prepare doctoral students for various career paths (language researchers, language teacher educators, policymakers, etc.) so that they can assume expert leadership positions in those areas at local, national, and international levels.

Students who are admitted with a master's degree in an area other than applied linguistics or closely related area will be required to take elective courses in the program before taking the core requirements. Students will not be admitted to the Ph D program without first completing master's degrees.

Applicants to the PhD program in applied linguistics will submit the following admissions materials:

1. UMass Boston graduate admissions application and fee
2. Official transcript from each college and university attended
3. Evidence of a master's degree in applied linguistics or related field, with minimum graduate GPA of 3.75 or better
4. Official Graduate Record Exam [GRE] test scores
5. A current résumé or CV
6. Three letters of recommendation, at least two of which should come from individuals who can assess the applicant's academic preparation for advanced graduate work
7. Short [3-5 page] writing sample: Any substantial piece of academic writing of which the applicant is the sole author
8. Statement of purpose [1500 words maximum]

Language requirement: Competence in one non-native language is required. Competence must be documented in one of the following ways:

- Oral or written proficiency examination given by the Applied Linguistics Department; if English is not the native language, demonstrated proficiency in English will count as fulfillment of the above requirement
 - Competence in American Sign Language
 - Official transcript demonstrating competence in a computer language: passing grades on at least two semesters of computer programming in the same computer language
 - Official transcript demonstrating completion of an undergraduate or master's degree in a foreign language
 - Formal experience teaching a foreign language
9. For international students, a minimum TOEFL score of 600 (paper), 250 (computer based), or 100 (Internet based), with a minimum score of 23 on the speaking section or an IELTS score of 7.0.

Projected Enrollment

The university projects enrollment for the proposed program as follows: It is expected that each year a cohort of eight students will be accepted into the program. Doctoral students will be full time (denoted as “f/t” in the chart below) in residence for the first three years, then post-residency (denoted as “p/r”) until completion of dissertation/graduation. It is expected that students will take a minimum of four years and an average of five to seven years to complete the degree requirements. For the purposes of this proposal the first graduates are shown at the end of year 6 (see chart below). These projections assume an attrition rate of one full-time student each year. In the chart below, that decrease is reflected in the number of full-time year 2 students. It is expected that the size of the program will stabilize at approximately 43 students per year, beginning in year 6.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Cohort 1	8 f/t	7 f/t	7 f/t	7 p/r	7 p/r	7 p/r		
Cohort 2		8 f/t	7 f/t	7 f/t	7 p/r	7 p/r	7 p/r	
Cohort 3			8 f/t	7 f/t	7 f/t	7 p/r	7 p/r	7 p/r
Cohort 4				8 f/t	7 f/t	7 f/t	7 p/r	7 p/r
Cohort 5					8 f/t	7 f/t	7 f/t	7 p/r
Cohort 6						8 f/t	7 f/t	7 f/t
Cohort 7							8 f/t	7 f/t
Cohort 8								8 f/t
Full-Time Students	8	15	22	22	22	22	22	22
Post-Residency Students				7	14	21	21	21

TOTAL ENROLLMENT	8	15	22	29	36	43	43	43
TOTAL GRADUATES						7	7	7

Curriculum (see Attachment A)

The **Applied Linguistics Core** courses draw from students' existing knowledge in applied linguistics to explore the theoretical, social, and cultural dimensions of the language sciences.

Applied Linguistics Core (9 credit hours)

- Apling 700 Issues in Applied Linguistics (3)
- Apling 701 Advanced Linguistics I (3)
- Apling 702 Advanced Linguistics II (3)

The **Applied Linguistics Research Methods** requirement includes a survey course intended to help students broaden their knowledge of research methods that are relevant to applied linguistics, including qualitative and quantitative approaches, and then to examine these specific research methods in the context of applied linguistics as a discipline. Students then select two additional research methods courses that relate specifically to their developing dissertation project. The three research methods courses will equip students with the most current research tools to address a myriad of language-related issues.

Research Methods (9 credit hours)

- Apling 703 Applied Linguistics Research Methods (3)

In consultation with their advisors, students select two additional research methods courses from the following options:

- PPOL-G 604 Statistics I* (3)
- PPOL-G 605 Statistics II* (3)
- Apling 704 Advanced Discourse Analysis in Education (3)
- Apling 705 Advanced Ethnography and Language Policy (3)

The **Language and Linguistics Seminar** requirement brings doctoral students together in focused discussion of cutting-edge research topics, with the support and guidance of current faculty. In these seminars, students will thoroughly examine multiple language and linguistics issues.

Seminars (9 credit hours)

- Apling 707 Language and Pedagogy (3)
- Apling 708 Corpus Linguistics (3)
- Apling 709 Educational Language Policies (3)

Students also select three applied linguistics **Electives** to further extend their breadth of knowledge in the field. This broad selection of 20 elective courses allows students to refine their area of specialization by taking courses already available in the Applied Linguistics Department, and via independent studies supervised by department faculty members.

Electives (9 credit hours selected from options provided)

- APLING 601 Linguistics* (3)
- APLING 603 Cross Cultural Perspectives* (3)
- APLING 605 Theories and Principles of Language Teaching* (3)
- APLING 611 Methods and Materials in Foreign Language Instruction* (3)
- APLING 612 Integrating Culture into the Language Curriculum* (3)
- APLING 614 Foundations of Bilingual/Multicultural Education* (3)
- APLING 615 Methods and Materials in Bilingual Education* (3)
- APLING 618 Teaching ESL: Methods and Approaches* (3)
- APLING 621 Psycholinguistics* (3)
- APLING 623 Sociolinguistics* (3)
- APLING 625 Second Language Acquisition* (3)
- APLING 627 Phonetics and Phonemics* (3)
- APLING 629 The Structure of the English Language* (3)
- APLING 633 Discourse Analysis in ESL* (3)
- APLING 635 Literacy & Culture* (3)
- APLING 637 Ethnography of Language, Culture, and Learning* (3)
- APLING 670 Testing in the Bilingual/ESL Classroom* (3)
- APLING 673 Reading in the Bilingual/ESL Classroom* (3)
- APLING 696 Independent Study* (3)
- APLING 697 Special Topics in Applied Linguistics* (3)

The **Inquiry** component consists of two key courses, the Qualifying Paper Seminar and the Dissertation Proposal Seminar. The Qualifying Paper Seminar helps students prepare a high-quality qualifying paper that will be submitted as program requirement at the start of the fall term of the third program year. During the Dissertation Proposal Seminar, students develop their dissertation proposals in consultation with the course instructor and their dissertation advisors.

Inquiry (6 credit hours)

- Apling 891 Qualifying Paper Seminar (3)
- Apling 892 Dissertation Proposal Writing Seminar (3)

Finally, the program reserves 12 credits for the **Dissertation**. Students will be expected to work closely with their advisors to conceptualize and design their research studies, collect and analyze data, and write their dissertations. Students will enroll in dissertation credits under the supervision of their primary mentor and dissertation committee (12 credits total) designed to help them effectively integrate and contextualize content learned in research seminars during years one and two. They will expand on and refine the knowledge they acquired through their research seminars as they design their research studies. Their studies will address critical national and global challenges in which language plays a critical role in expanding or contracting the democratization of structures and social relations.

Apling 899 Dissertation Research (12 credit hours)

Research is the central focus of the proposed program, which is in keeping with the university's strategic plan to strengthen research-intensive departments that respond to diverse programmatic needs in an urban setting. The proposed PhD in applied linguistics is heavily focused on interdisciplinary research that addresses the multicultural and multilingual challenges of the 21st century. A distinctive feature of this program is the cogent study of linguistics in context and its pedagogical ramifications and implications. Exploring the ideals of equity and the civil rights of linguistic minority groups, along dimensions of ethnicity, language, social class, and culture will be significant.

The proposed program draws from existing and new course offerings to extend the department's current master's curriculum to the doctoral level. The proposed program is designed to prepare students to participate fully in the field of applied linguistics while they gain broad disciplinary knowledge. It will also steer them toward finding a unique research interest that will guide their dissertation projects and future careers as scholars, policymakers, educators, and community professionals. The program coursework is designed to provide students with an in-depth understanding of language that ranges from a thorough examination of its psycholinguistics to its role in the construction of reality as a mediating force in institutional and social life (sociolinguistics).

The proposed PhD program will be a post-master's program and will consist of 54 credit hours beyond the master's degree in applied linguistics, or a closely related degree. The curriculum is divided into five specific areas: applied linguistics core (9 credits), applied linguistics research methods (9 credits), language and linguistics seminars (9 credits), electives (9 credits), inquiry (6 credits), and dissertation (12 credits).

Field and Clinical Resources

The Center for World Languages and Culture (CWLC) was created in 1998 to provide technical support to department faculty, as well as local, national, and international organizations, and to organize and cosponsor lecture series and conferences. The department has had a productive affiliation with CWLC. They have worked together to meet the needs of culturally and linguistically diverse communities in Massachusetts by providing local school systems, scholarship recipients, and other applied linguistics students with direct-service instruction, courses, and institutes to increase their expertise in language theory and practice. These offerings are designed to increase participant awareness and knowledge of the historic, cultural, and linguistic backgrounds of the diverse communities within Boston and in the surrounding area.

Since 2007, the department has participated jointly with the CWLC in projects related to parental involvement in education and increased parental/adult literacy among Cape Verdean and Haitian communities with similar collaborations focused on Somali, Asian, and Latino parent groups. Through the grants awarded to the CWLC, students in the Department of Applied Linguistics receive scholarships, professional development, and training seminars, as well as opportunities for fieldwork in community-based settings. Many of these activities are also open to non-scholarship students in the department, and to the general UMass Boston student body.

RESOURCES AND BUDGET

Faculty and Administration

The department currently employs six full-time, tenured faculty members. All six will participate in the doctoral program. Tenured affiliate faculty members from the Anthropology Department and the McCormack Graduate School will serve in the program. The department's faculty and those who will serve as affiliates are qualified to launch the proposed program, with varied expertise, teaching excellence, scholarship, and public service. They bring international, transnational, and comparative perspectives to the work and study, because of their research and professional experiences internationally and with translational populations in the United States. A national search will be conducted for two additional professors for the doctoral program who have expertise, experience, and scholarship in language acquisition and applied linguistics research methodologies.

The Applied Linguistics Department staff consists of one full-time department coordinator and one part-time administrative assistant. These staff members support two active master's program components. An additional full-time professional or classified staff member will be required to run the new PhD program.

Affiliations and Partnerships

The CWLC was created in 1998 to provide technical support to department faculty, as well as local, national, and international organizations, and to organize and cosponsor lecture series and conferences. Since then, the Applied Linguistics department has had a productive affiliation with CWLC. They have worked together to meet the needs of culturally and linguistically diverse communities in Massachusetts more effectively by providing local school systems, scholarship recipients, and other applied linguistics students with direct-service instruction, courses, and institutes to increase their expertise in language theory and practice. Both scholarship recipients and the general applied linguistics student body are invited to increase their skills in educating and organizing parents around their children's school via leadership development workshops, guest speakers, and panel presentations. These offerings are designed to increase participant awareness and knowledge of the historic, cultural, and linguistic backgrounds of the many diverse communities within Boston and in the surrounding area. More specifically, since 2007, the department has participated jointly with the CWLC in projects related to parental involvement in education and increased parental/adult literacy among Cape Verdean and Haitian communities. Previous similar collaborations focused on Somali, Asian, and Latino parent groups. Through the grants awarded to the CWLC, students in the Department of Applied Linguistics receive scholarships, professional development, and training seminars, as well as opportunities for fieldwork in community-based settings. Many of these activities are also open to non-scholarship students in the department, and to the general UMass Boston student body.

Professional Development

The proposed PhD program in applied linguistics will be housed in a graduate program that includes the following features:

- Interdisciplinary framework with a critical pedagogy focus and strong quantitative and qualitative research design

- Comprehensive study of the theoretical, empirical, and practical dimensions of applied linguistics,
- Study of language in context, exploring the ideals of equity and the civil rights of linguistic minority groups, particularly along the lines of ethnicity, language, class, and culture
- Seminar and elective courses on current research in second language acquisition and bilingualism, language and pedagogy, corpus linguistics, language policy, and language and social media
- Work with an international and diverse group of scholars who provide advising and mentoring to graduate students
- Research training and experience to design research studies, and develop analytical tools that respond to important national and global challenges where language plays a critical role in either expanding or contracting democratization of structure and social relations
- Have the opportunity to engage in collaborative research projects and extra-curricular activities sponsored by the department's Center for World Languages and Cultures

Library and Information Technology

Applied Linguistics Resource Library

The department resource library contains a collection of books on linguistics, bilingualism, bilingual education, ESL methodology, ESL textbooks, cross-cultural issues, and many other areas of interest. Students may read in the resource room when the Applied Linguistics Office is open and may sign books out for a limited time.

Healey Library Research Resources

The Healey Library provides a range of materials, through ownership or easy access, to support the Applied Linguistics Department. These materials cover applied and theoretical linguistics, psycholinguistics, sociolinguistics, and second language acquisition.

The main component of the library resources that support the department is the journal collection. The Healey Library, through subscriptions to individual journals and aggregated databases such as Academic Search Premier, ProQuest Education Journals, and SocIndex, provides access to 430 journal titles relevant to the discipline of linguistics. These include the majority of the core journals in the discipline. All of the journals are available in electronic format and can be accessed from anywhere on campus, as well as remotely. In addition to current journal issues, back issues of most titles are available for the past 15 years, and many are available going back several decades.

Another component of the library resources available to faculty and students is the collection of bibliographic databases, which provide citations and abstracts for journal articles, books, reports, and dissertations. Databases relevant to linguistics include MLA Bibliography, Education Resource Information Center (ERIC), PsychInfo, SocIndex, Anthropology Plus, and Dissertation Abstracts. Healey Library also subscribes to Web of Science, which includes the Arts and Humanities Citation Index and Social Sciences Citation Index. In addition to providing search capabilities by subject and author, Web of

Science provides a citation searching capability, which shows where an author's publications are being cited.

UMass Boston's library also houses a curriculum resource center that offers a myriad of resources to educators. They include classroom resources by subject area, databases for educators and students, educational testing samples, and lesson plans. The library also boasts an extensive Spanish-language collection.

The curriculum resources and the book and journal holdings are supplemented by the interlibrary loan and document delivery department, which provides quick and easy access to literally millions of books and journal articles located in library collections around the world. It is free to UMass Boston students and faculty. A book or article can typically be obtained in less than a week. Also, through membership in the Boston Library Consortium, members of the UMass Boston community have access to most of the major research libraries in the Boston metropolitan area.

The Healey Library also provides a web link to the Applied Linguistics Department. This guide is an introduction to the resources available in the Healey Library for those doing applied linguistics coursework and research. Separate tabs lead users to some of the resources Healey Library has to offer, including articles, books, reference materials, writing and research help, and more. This web page also has a social network link for the department that now includes contact information for the Applied Linguistics Student Association and a "key resources link" that includes ERIC, the Modern Language Association (MLA), and the Healey catalogue. The web link also has an online interactive site where students and faculty can ask the reference librarian questions. This electronic resource can be accessed at <http://umb.libguides.com/APLING>.

All graduate students with a valid UMass Boston ID have access to the graduate student computing lab on the fifth floor of Healey Library.

Facilities and Equipment

The Department of Applied Linguistics is located on the sixth floor of Wheatley Hall and occupies a total of 13 offices, which include six full-time faculty offices, three offices shared by Title III grant personnel and part-time faculty, a resource library, a conference room that also serves as an office for the Applied Linguistics online component and the CWLC, and a main administrative office; a small student lounge area has been carved out of the large hallway near the department offices. All of the six full-time faculty members, the department coordinator, and the part-time administrative assistant have a computer and telephone. All of the department's computers have some version of Microsoft Office Suite installed and are connected to the university network. Wi-Fi has recently been installed on the sixth floor of Wheatley Hall to accommodate faculty, staff, and students who prefer to work on laptop computers. Additional telephones, two multipurpose printers, and one color duplex printer are also among the department's material resources.

Fiscal (see Attachment B)

Budget Narrative

At least two new faculty members will implement the proposed applied linguistics PhD program. In order to complement the expertise of the existing master's program faculty, it is hoped that a new hire with expertise in qualitative and quantitative language research design will be added. As well it is planned that a second active researcher and expert in second language acquisition research will be added to enhance the strengths of the existing master's core faculty; the candidate will be someone who also can supervise doctoral dissertation research. The planned expansion of the Department of Applied Linguistics will require hiring additional faculty to teach doctoral level courses, develop the curriculum, mentor students, and direct dissertation research.

One additional full-time staff member is needed to manage the daily operations of the doctoral program. Because the proposed PhD program and the current on-campus master's program in applied linguistics will share some courses, faculty, equipment, space, marketing activities, etc., the department will be able to leverage some of the support systems already in place. A modest administrative budget will help support the general operational costs of the new doctoral program. Three new offices will be added to house the new faculty members and doctoral students. Current space will be reorganized to accommodate the needs of new doctoral students.

The two new faculty members will require computers and printers as will the new staff person and the doctoral student office. This expense is expected to be a one-time cost. Assistantships are requested for four students per year for the first four years of study. Graduate assistants are expected to receive first-year fellowships, at a cost of \$2,000 per student.

In addition and upon approval of the program, an application for Title III Fellowship support from the U.S. Department of Education will be submitted; if granted it is planned that these funds will support the remaining four students per year that assistantships do not cover. The Applied Linguistics Department expects to fund 50 percent of the doctoral students with assistantships (4 assistantships per year out of an incoming cohort of 8). Start-up costs for brochures, posters, advertisements, and other promotions, total \$6,000, with an additional \$3,000 per year for the first four years, or until the program is established.

PROGRAM EFFECTIVENESS

The main goals of the Ph D in Applied Linguistics program are to build a faculty that will provide the strongest possible program in the field, to attract students who have the capacity and desire to excel, to provide these students with the coursework and other resources they need to become outstanding research scholars, and to help students find rewarding placements both within and outside the academy.

The table below outlines the major benchmarks expected to be used during the first six years of the program. In spring 2015, it is expected that internal and external reviews of the program's progress will be conducted. When that evaluation is complete, the program will establish new goals for the subsequent 5-7 year period.

PROGRAM GOALS

Goal	Measurable Objective	Strategy for	Timetable
Faculty Search	Advertise, recruit, screen applications, and hire two new faculty	Advertise the position in the <i>Chronicle</i> and via on-line postings, review applications, interview finalists on campus, make offers to two top candidates.	2012-2013
Assure that all interested students secure internships and final year funding	Submit Title III and other research grant proposals to fund student fellowships or research assistantships	Work with UMB research centers, individual members, and advisory committee. Run workshops on grant writing and securing internships for students. Tap Federal Title III doctoral grant opportunities.	2013-2016
Conduct and respond to first program review.	Select reviewers, conduct evaluation, and respond to recommendations	Complete an internal and external review of the program. Adjust curriculum and practices in light of that review.	2014
Host first graduate student research conference	Plan, schedule and conduct event	Follow the model of AAAL conferences and using the network of similar programs.	2015
Graduate the first full class of students	7-8 Students will successfully defend dissertations	With newfound knowledge on research methods and data collection and analysis as well as faculty mentoring in the research process, students will write and defend their dissertations	2018
Place students	Assist students with career placements within first nine months following graduation date	Work with advisory committee to help each student develop a job-seeking strategy. Provide job-seeking resources as outlined in C.5.; Introduce	2019

		students to faculty network/contacts	
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EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed program was reviewed by Professor Jeff MacSwan, Ph.D. Professor, University of Maryland, and Francois V. Tochon, Ph.D., Professor, University of Wisconsin-Madison. The team reviewed the proposal documents and found that the department has developed a highly congruent proposal that fits well with the urban mission of the university. They found the contents to be well conceived and adequately flexible. The review team underscored the proposed program to be timely and responsive to the global strengthening of university programs in multilingualism and the study of language teaching and acquisition.

The reviewers provided commentary that strict numeric admission criteria would likely prevent some talented and diverse students from participation in the program. They suggested a more holistic and comprehensive approach to admission based on a range of factors, such as a previously written term paper, as well as other sources indicating reasonable evidence of promise for successful completion of the program. The reviewers also recommended an increase in scholarship budget or a commitment by the institution to provide additional scholarship support.

The institution responded by highlighting that the number of school-age linguistic minority students in the U.S. including refugees, recent immigrants, and the U.S.-born children of immigrants, has increased dramatically. The department concurred that universities worldwide are expanding their curricula to reflect and meet the multilingual demands of the twenty-first century. The response further agreed and welcomed the more holistic admissions strategy suggested to support the department with recruiting and graduating minority and international students. They plan to make the necessary changes to reflect the reviewers' recommendation. The institution was also in accord with increasing efforts to secure funding so that the Ph.D. program can assume more financial responsibility for assistantships over time.

STAFF ANALYSIS AND RECOMMENDATION

Staff thoroughly reviewed all documentation submitted by UMB and external reviewers. Staff recommendation is for approval of the Doctor of Philosophy in Applied linguistics

Upon graduating the first class for this program, 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.

Curriculum Outline (Attachment A)

Graduate Program Curriculum Outline

Major Required (Core) Courses (Total # of courses required = 14)		
Course Number	Course Title	Credit Hours
Apling 700	Issues in Applied Linguistics	3
Apling 701	Advanced Linguistics I	3
Apling 702	Advanced Linguistics II	3
Apling 703	Applied Linguistics Research Methods	3
PPOL-G 604	Statistics I	3
PPOL-G 605	Statistics II	3
Apling 704	Advanced Discourse Analysis in Education	3
Apling 705	Advanced Ethnography and Language Policy	3
Apling 707	Language and Pedagogy	3
Apling 708	Corpus Linguistics	3
Apling 709	Educational Language Policies	3
Apling 891	Qualifying Paper Seminar	3
Apling 892	Dissertation Proposal Writing Seminar	3
Apling 899	<i>Dissertation Research</i>	12
	SubTotal # Core Credits Required	51
Elective Course Choices (Total courses required = 3) (attach list of choices if needed)		
	<u>Electives Concentration: CBRNE Security</u>	
APLING 601	Linguistics	3
APLING 603	Cross Cultural Perspectives	3
APLING 605	Theories and Principles of Language Teaching	3
APLING 611	Methods and Materials in Foreign Language Instruction	3
APLING 612	Integrating Culture into the Language Curriculum	3
APLING 614	Foundations of Bilingual/Multicultural Education	3
APLING 615	Methods and Materials in Bilingual Education	3
APLING 618	Teaching ESL: Methods and Approaches	3
APLING 621	Psycholinguistics	3
APLING 623	Sociolinguistics	3
APLING 625	Second Language Acquisition	3

APLING 627	Phonetics and Phonemics	3
APLING 629	The Structure of the English Language	3
APLING 633	Discourse Analysis in ESL	3
APLING 635	Literacy & Culture	3
APLING 637	Ethnography of Language, Culture, and Learning	3
APLING 670	Testing in the Bilingual/ESL Classroom	3
APLING 673	Reading in the Bilingual/ESL Classroom	3
APLING 696	Independent Study	3
APLING 697	Special Topics in Applied Linguistics	3
	SubTotal # Elective Credits Required	9

Curriculum Summary	
Total number of courses required for the degree	17
Total credit hours required for degree	60

Prerequisite, Concentration or Other Requirements:

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REVENUE ESTIMATES						
	Year 1 2013__	Year 2 2014__	Year 3 2015__	Year 4 2016__	Year 5 2017__	Notes
Full-Time Tuition Rate: In-State	1944	1944	1944	1944	1944	<p>Current in-state Grad. tuition = \$108/credit; assume 18 credits/year for FT students</p> <p>Current out-of-state Grad. tuition = \$407/credit; assume 18 credits/year for FT students</p> <p>Current in-state grad. Mandatory fee rate = \$428.65/credit (combined mand. fee and ed. operations fee); assume 18 credits/year for FT student; assume 3% increase in fees per year</p> <p>Current out-of-state grad. Mandatory fee rate = \$632.75/credit (combined mand. fee and ed. operations fee); assume 18 credits/year for FT student; assume 3% increase in fees per year</p> <p>Assume 8 total new FTE students each year; assume 60% total students are in-state; assume 2 students admitted from Master's program</p> <p>Assume 8 total new FTE students each year; assume 40% total students are out-of-state; assume 2 students admitted from Master's program</p>
Full-Time Tuition Rate: Out-State	7326	7326	7326	7326	7326	
Mandatory Fees per Student (In-state)	7716	7947	8186	8431	8684	
Mandatory Fees per Student (out-state)	11390	11731	12083	12446	12819	
FTE # of New Students: In-State	4	4	4	4	4	
FTE # of New Students: Out-State	2	2	2	2	2	

Fifth Year Students										
Tuition										
In-State									\$7,776	\$1,944
Out-of-State									\$14,652	\$7,326
Mandatory Fees									\$60,374	\$21,503
Gross Tuition and Fees	\$76,070	\$28,375	\$155,358	\$57,897	\$238,010	\$66,403	\$287,988	\$97,766	\$376,065	\$137,744
Grants	\$121,158	\$0	\$248,473	\$0	\$382,223	\$0	\$522,702	\$0	\$670,188	\$0
Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Campus budget allocation	\$66,600	\$149,400	\$68,538	\$153,822	\$70,534	\$250,070	\$72,590	\$257,512	\$74,708	\$265,178
Other Revenues (Funds from other university sources)	\$130,000		\$50,000							
Total	\$393,828	\$177,775	\$522,369	\$211,719	\$690,767	\$316,473	\$883,280	\$355,278	\$1,120,961	\$402,922

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Assume grants will cover tuition, fees, and stipends for 4 students each year (2 in-state/2 ou-of-state)

Assume \$2,000 per year of department's allocation is dedicated to PhD program; assume fringe benefits covered by state; revenues from existing resources represent faculty, staff, and materials from existing program redeployed for new program

fringe benefits costs covered by state; additional funds reallocated from other university sources for years 1&2

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EXPENDITURE ESTIMATES

	Year 1		Year 2		Year 3		Year 4		Year 5		Notes
	2013__		2014__		2015__		2016__		2017__		
	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	New Expenditures required for Program	Expenditures from current resources	
Personnel Services											
Faculty	\$150,000	\$90,000	\$154,500	\$92,700	\$159,135	\$163,909	\$163,909	\$168,826	\$168,826	\$173,891	1 new professor (assume avg. annual salary of \$80,000 in year 1 plus 3% increase per year) and 1 new asst. professor (assume avg. annual salary of \$70,000 plus 3% increase per year) for PhD; assume 1 current faculty member dedicated to program full-time with avg.annual salary of \$90,000 and 3% salary increase per year
Administrators	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Support Staff	\$40,000	\$20,000	\$41,200	\$20,600	\$42,436	\$21,218	\$43,709	\$21,855	\$45,020	\$22,510	Assume 0.5 FTE current employee dedicated to PhD program (equivalent to \$20,000 per year) plus 3% salary increase per year; hire 1 new employee dedicated to program with annual salary of \$40,000 and assume 3% salary increase per year
Others	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Fringe Benefits _34__%	\$64,600	\$37,400	\$66,538	\$38,522	\$68,534	\$62,943	\$70,590	\$64,831	\$72,708	\$66,776	Assume 34% fringe benefit rate for faculty and support staff
Total Personnel	\$254,600	\$147,400	\$262,238	\$151,822	\$270,105	\$248,070	\$278,208	\$255,512	\$286,555	\$263,178	

Operating Expenses											
Supplies	\$7,500	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	Assume \$7,000 in year 1 and \$5,000 per year for years 2-5 for miscellaneous supplies
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Marketing/Promotional Expenses	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	Assume \$2,000 per year for national/international advertising
Laboratory Expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
General Administrative Overhead	\$855	\$0	\$630	\$0	\$630	\$0	\$630	\$0	\$630	\$0	9% of all direct operating costs
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Operating Expenses	\$10,355	\$0	\$7,630	\$0	\$7,630	\$0	\$7,630	\$0	\$7,630	\$0	
Net Student Assistance											
Assistantships	\$64,408	\$0	\$132,680	\$0	\$204,991	\$0	\$281,528	\$0	\$362,457	\$0	4 assistantships per year; first year each @ \$14,850 plus \$1,252 for health insurance (total \$16,102 each); increase by 3% per year
Fellowships	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Stipends/Scholarships	\$56,750	\$0	\$115,793	\$0	\$177,232	\$0	\$241,174	\$0	\$307,731	\$0	Assume tuition and fee waiver for 4 new FTEs per year (2 in-state/2 out-of-state students)
Total Student Assistance	\$121,158	\$0	\$248,473	\$0	\$382,223	\$0	\$522,702	\$0	\$670,188	\$0	
Capital											
Facilities / Campus recharges	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000	Est. \$2,000 per year for copy/mail services
Equipment	\$5,000	\$0	\$3,000	\$0	\$1,500	\$0	\$1,500	\$0	\$1,500	\$0	Assume 2 new computers for faculty in year 1, plus furniture; 3 new computers for students in year 2; assume \$1,500 in years 3-5 for maintenance
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Capital	\$5,000	\$2,000	\$3,000	\$2,000	\$1,500	\$2,000	\$1,500	\$2,000	\$1,500	\$2,000	

Total Expenditures	\$391,113	\$149,400	\$521,341	\$153,822	\$661,458	\$250,070	\$810,040	\$257,512	\$965,873	\$265,178
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BUDGET SUMMARY OF NEW PROGRAM ONLY

	Year 1	Year 2	Year 3	Year 4	Year 5
	20__	20__	20__	20__	20__
Total of newly generated revenue	\$393,828	\$522,369	\$690,767	\$883,280	\$1,120,961
Total of additional resources required for program	\$391,113	\$521,341	\$661,458	\$810,040	\$965,873
Excess/ (Deficiency)	\$2,715	\$1,028	\$29,309	\$73,239	\$155,089

Justification of Financial Projections: