Educational Policies Committee Agenda, January 4, 2018

Utah State University

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EDUCATIONAL POLICIES COMMITTEE AGENDA

4 January 2018

A meeting of the Educational Policies Committee will be held on 4 January 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval 7 December 2017 Minutes

2. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)
   Course Approvals - 78

   Program Proposals
   Request from the Department of Kinesiology and Health Science in Emma Eccles Jones College of Education and Human Services to offer a Masters of Fine Arts in Movement Studies.

   Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to offer a Bachelor of Art in Portuguese.

   Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to offer a Graduate Certificate in Aquatic Ecosystem Restoration.

b. Academic Standards Subcommittee (Scott Bates)
   Minutes – Proposed USU Catalog English Proficiency Requirement - December 20, 2017

c. General Education Subcommittee (Lee Rickords)
   No Report – No December Meeting.

3. Other Business
   R401 Process Flow Chart | Proposal Review Procedures

Adjourn:
EDUCATIONAL POLICIES COMMITTEE MINUTES

7 December 2017

A meeting of the Educational Policies Committee was held on 7 December at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present:     Ed Reeve, Chair
             Michele Hillard, Secretary
             Clint Pumphrey for Kacy Lundstrom, Libraries
             Vijay Kannan, Curriculum Subcommittee Chair, Huntsman School of Business
             David Hole, College of Agriculture and Applied Sciences
             Barbara Williams, Catalog Editor
             Fran Hopkin, Registrar’s Office
             Leslie Brott, Caine College of the Arts
             Jessica Hansen, Academic and Instructional Services
             Bob Mueller, Regional Campuses
             Karen Mock, College of Natural Resources
             Michelle Fleck, USU Eastern
             Ning Fang, Engineering
             Jared Schultz, Education and Human Services
             Troy Beckert, Graduate Council
             Dan Coster, College of Science
             Blake Harms, USUSA Executive Vice President
             Michael Peters, USUSA President
             Lee Rickords, General Education Subcommittee Chair
             Anuj Khasgiwala, Graduate Studies Senator

Absent:     Eddy Berry, Humanities and Social Sciences
            Scott Bates, Academic Standards Subcommittee Chair

Visitors:   Dirk Vanderwall, Department Head, Animal, Dairy and Veterinary Sciences
            Dillon Feuz, Department Head, Applied Economics
            Bruce Miller, Head, School of Applied Sciences, Technology and Education
            Mykel Beorchia, University Advising
            Janet Anderson, Vice Provost
            Larry Smith, Interim Provost
            Connie Radke-Kurian, Office of Global Engagement
            Chenese Boyle, Academic Instructional Services

I. Approval of the minutes of the 2 November 2017 meeting
   Motion to approve the minutes made by Jared Schultz. Seconded by Blake Harms.
   Minutes approved.

II. Subcommittee Reports
   a. Curriculum Subcommittee (Vijay Kannan)
      Motion to approve the Curriculum Subcommittee report made by Blake Harms.
      Seconded by Karen Mock. Report approved
Course Approvals – 158
Approved 152 requests
Held 6 requests for clarification/changes

Program Proposals
Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Minor in Unmanned Aerial Systems.

Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a Minor in Animal Biotechnology.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to drop the BA in International Agribusiness and add emphasis areas to the existing BS in Agribusiness degree.

Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to offer an Agriculture and Natural Resources Pre-Law Minor.

Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to restructure the BS into three separate BS degrees.

Request from the Jon M. Huntsman School of Business to establish a Marketing and Strategic Department.

Request from the Provost’s office to offer a Bachelor’s Degree in Integrated Studies.

b. Academic Standards Subcommittee (Fran Hopkin)
Motion to table the Academic Standards Subcommittee report made by Fran Hopkin. Seconded by Leslie Brott. Tabled.

Minutes – November 15, 2017
English proficiency requirement for international students. Strike the last bullet point and take it back to Academic Standards for review and approval.

c. General Education Subcommittee (Lee Rickords)
Motion to approve the General Education Subcommittee made by David Hole. Seconded by Vijay Kannan. Report approved Approved.

Minutes – November 21, 2017

III. Other Business
N/A
Adjourn 3:50 pm
Institution Submitting Request: Utah State University

Proposed Program Title: MFA Movement Studies

Sponsoring School, College, or Division: Emma Eccles Jones College of Education & Human Services, Caine College of the Arts

Sponsoring Academic Department(s) or Unit(s): Kinesiology & Health Science Department, Theatre Department

Classification of Instructional Program Code1: 51.3601

Min/Max Credit Hours Required of Full Program: 51/60

Proposed Beginning Term2: Fall 2018

Institutional Board of Trustees’ Approval Date:

Program Type (check all that apply):

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2. “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
3. Please indicate award such as APE, BFA, MBA, MEd, EdD, JD
Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

______________________________  Date:

☐ I understand that checking this box constitutes my legal signature.
Section I: The Request
Utah State University requests approval to offer the following Master's degree(s): MFA Movement Studies effective Fall 2018. This program was approved by the institutional Board of Trustees on.

Section II: Program Proposal

Program Description
Present a complete, formal program description.
The proposed Master of Fine Arts (MFA) Graduate Program in Movement Studies at Utah State University is based on a model combining theory, experiential movement studies, and yoga education. This MFA brings together expertise and experience from faculty in two colleges at USU: The Emma Eccles Jones College of Education and Human Services and the Caine College of the Arts. This is an opportunity for collaboration and cross pollination of different disciplines, and a commitment to transformative studies via experiential learning.
The primary goal of this MFA is to provide graduate students with a strong educational and research foundation in the core disciplines of Somatic Practice and Education. It is a sixty-three to sixty-six semester credits Terminal Degree that will prepare students for professional careers as movement specialists in the fields of Performing Arts, Education (Higher Education and private sector), Yoga, and community service.
Although unique in its structure, this program is based on a blend of what graduate programs in dance, theatre studies and yoga studies are currently offering in Europe and in several prestigious conservatories and private universities in the U.S. This program aspires to be a pioneer in what has recently become an area of studies for the movement practitioner in the United States: Somatics. It is also a unique opportunity for Utah State University to be the first public university to offer a graduate program in Somatics.

Reference definitions:
Soma is a living process by which our bodily sensations, movements, perceptions, emotion and thoughts form a whole of experience.
Somatics is a field within bodywork and movement studies which emphasizes internal physical perception and experience. The term is used in movement therapy to signify approaches based on the soma, or "the body as perceived from within," including Alexander technique, the Feldenkrais Method, Yoga, and Rolfing. In dance, the term refers to techniques based on the dancer's internal sensation, in contrast with "performative techniques," such as ballet or modern dance, which emphasize the external observation of movement by an audience. Somatic techniques may be used in bodywork, psychotherapy, dance, or spiritual practices. Somatics is now taught extensively in professional actors’ program and in specialized psychology degrees.

The essence of movement practice is the full expression of the body in all its dimensions (physical, intellectual, psychological, emotional and spiritual). This MFA program finds its roots in the need for human understanding and being/living/interacting in the world. The curriculum cultivates a rigorous experiential and collaborative education within which critical thinking, artistic risk-taking, creative conflicts, community building skills and global awareness can be experienced, discussed and nurtured in a safe, transformational environment.
The MFA Movement studies candidates will have the opportunity to choose an area of specialization in somatics:
Performing Arts (housed within the Caine College of the Arts)
Yoga Studies (housed in the Department of Kinesiology and Health Science (KHS) within the Emma Eccles Jones College of Education and Human Services)

In addition to the graduate coursework and individualized projects, students will also have the opportunity to receive certification from internationally recognized professional associations upon completion of specific elective coursework:
Students in the Performing Arts concentration have the opportunity to gain the Status of Student Scholar of Michael Chekhov Association (MICHA), and/or a Somatic Movement Educator Certification with International Somatic Movement Educators and Therapists Association (ISMETA).
Students in the Yoga Studies concentration in KHS will have the opportunity to work towards a professional Yoga Teacher Certification with Yoga Alliance, and/or a Somatic Movement Educator Certification with International Somatic Movement Educators and Therapists Association (ISMETA).

The nature of the program is student-centered, hinging on peer collaboration, individualized faculty mentoring and student driven projects. Embodied learning as a means to promote transformation is at the essence of the program. The curriculum offers three consecutive opportunities for placement learning: An apprenticeship at the Michael Chekhov School in Hudson New York, an apprenticeship at Connecticut College with Michael Chekhov Association and a study abroad at Aditya Yoga and Ayurveda Hospital in Kerala, India. These opportunities abroad and out of state promote cross-pollination of somatic cultures and practices and a unique opportunity for students to expand their professional and educational network nationally and internationally.

The proposed curriculum is grounded in Yoga and Samkhya philosophies and contemporary collaborative theatre. These two strands are both deeply embedded in experiential movement studies. In addition, students will be introduced to a relevant range of approaches to movement and movement practitioners, including: Skinner Releasing Technique, Myofascial Release, Michael Chekhov Acting Technique, Hatha Yoga and Somatic Patterning.

The classes explore the role of the movement artist and the pedagogy of movement within specialized disciplines- how movement practice is taught, how performers, yoga and somatic students best integrate processes, how specific populations find healing through movement practices.

The MFA Movement Studies is a 63-66 credit Terminal Degree that requires six semesters of on-site participation and two short Summer sessions in apprenticeship.
The core curriculum for both areas of specialization is structured around 5 essential units.
Each unit is comprised of several classes:
Unit 1: Bodies in Movement- Somatic Practices
Unit 2: Academic Literature/Philosophical Grounding
Unit 3: Movement Pedagogies
Unit 4: Practices: Movement apprenticeships and study abroad
Unit 5: MFA Sustained independent Project & Somatic Research
These units are further enriched by a flow of distinguished visiting artists and practitioners that are brought to USU by the Caine College of the Arts to benefit all Arts Students. MFA candidates will also benefit from participating in a range of public performance opportunities, Caine College of the Arts production projects, supervised teaching and movement coaching, all of which are specific to a chosen area of emphasis.

Depending on the chosen area of specialization, students will graduate with an MFA in Movement Studies, Plan A: Master's Thesis, or with an MFA in Movement Studies, Plan B: Capstone Project. Each thesis requires the completion of an approved topic that demonstrates the students' ability to perform original, independent research. The capstone project is a performance project accompanied by written documentation or a documented somatic education project.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The mission of the graduate program in Movement Studies is to provide an affordable, flexible, rigorous and unique model that capitalizes on the particular location of Utah State University and its Land Grant Status. Through the lens of an interdisciplinary curriculum, the MFA would educate the whole movement artist, concentrating on how the different areas of focus (Theoretical, Somatics, Creative Practice, Education and Therapeutic applications) develop academic rigor and excellence by 'cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement' in alignment with the mission of Utah State University. https://www.usu.edu/president/missionstatement/

The MFA in Somatics & Movement Studies will enhance this mission by contributing to many of the stated University Mission goals including 1) Enhance the reputation of the University for learning, discovery, and engagement. 2) Build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students. 3) Infuse new energy into graduate programs. 4) Foster new partnerships, both internally and externally. 5) Communicate the success of the University to the world.

There are currently no other land grant institutions that have an MFA in Movement Studies. However, a handful of institutions such as University of California Los Angeles, Naropa University-Colorado and Loyola Marymount- Los Angeles do offer MFA’s in Transformational Practice such as Dance & Somatics, Yoga Studies and Actor’s Movement Studies. Utah State is in a unique position to deliver an MFA Movement Studies with specialized tracks that can best meet the needs of both rural and underserved regions of the state, together with the needs of nationally competitive Somatics and Movement Arts specialists. This graduate program will also serve to expand interdisciplinary graduate programs offered at USU.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

This interdisciplinary graduate degree program is unique in three ways: 1) a collaboration of two colleges:The Emma Eccles Jones College of Education and Human Services and the Caine College of the Arts; 2) a somatic approach that broadens the scope of the traditional MFA in Dance, MFA in Acting with Movement emphasis, and a MA in Transformative and
Contemplative Practices; 3) the first MFA in the United States in Movement Studies.

**USU Context**
The Dean of the Emma Eccles Jones College of Education & Human Services expressed a specific interest in the creation of an MFA in Movement Studies that would be approved by ISMETA, the International Somatic Movement Education and Therapy Association. This program would enhance the college mission to offer ‘high quality graduate program offerings in education and human services that are innovative and widely accessible’.

Additionally, the recently approved Yoga Studies Minor in the Department of Kinesiology and Health Science (KHS) has experienced a successful first year with 22 students declared this minor and 38 participating in a yoga studies instructional program. The second year promises to be as strong with 29 students currently enrolled in the core curriculum. Many students have expressed particular interest in joining a graduate program that would allow them to pursue their studies of Somatic Movement. Additionally, current Movement Science graduate students are interested in Somatic classes at a graduate level, with supervision of their research by professional somatic practitioners.

The Dean of the Caine College of the Arts (CCA) and the Department Head of the Theatre department expressed an interest in expanding their graduate studies offerings. Currently, there is only one MFA in the Theatre Department. An MFA in Acting may not be a viable option due to the lack of professional theatres and companies in the area, the Theatre Department expressed that an MFA in Movement Studies would be a viable addition to the CCA. There is a demand for more diversity in the types of graduate programs currently on offer in the Theatre Department and this MFA is especially relevant in Logan as it doesn’t necessitate larger cities’ industry affiliations in the performing arts, but would rather thrive in a concentrated, nature rich environment. One can look at the successes of The Tamalpa Institute/Meridian University in rural California and Naropa University in Boulder, Colorado as two examples.

**Broad National and International Context**
**In Performing Arts:**
The need for Movement Specialists in the film of Theatre, film and television is on the rise. In the past decade, there has been an increase of highly specialized MFA programs within the performance fields themselves, first in voice Studies and most recently in Movement Studies. USU could be one of a few select competitive programs in the US to offer an MFA in Movement Studies.

There are many potential benefits to USU and to the USHE system associated with offering a two-track, interdisciplinary MFA program:

First, the MFA program will attract new students to the university as this program will be comparable to the high prestige and high demands programs at UCLA, Loyola Marymount and Naropa University. These universities are located in high cost of living places and require high tuition fee. The attraction of a more affordable specialized graduate program will draw these students who cannot afford the universities mentioned above, and/or the students on these universities’ wait list. Programs usually cap their cohort at 10-12 students.

Second, the MFA in movement studies will be unique in offering two distinct paths that share a common Somatic studies core. The areas of concentration will build essential professional skills across multiple movement practices.
Finally, the MFA will be able to increase graduate program enrollments overall at USU which will strengthen the USU School of Graduate Studies.

**Labor Market Demand**

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/spi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

**From the US BUREAU OF EMPLOYMENT STATISTICS:**

Quick Facts: Dancers and Choreographers
2016 Median Pay: $38,560 per year/$16.85 per hour

Typical Entry-Level Education: BFA dance or MFA
Number of Jobs, 2014: 20,100
Job Outlook, 2014-24:5% (As fast as average)
Employment Change, 2014-24: 1,100

Quick Facts: Producers, Directors, Movement Directors
2016 Median Pay: $70,950 per year /$34.11 per hour
Typical Entry-Level Education: Bachelor's degree
Work Experience in a Related Occupation: Less than 5 years
Number of Jobs, 2014:122,600
Job Outlook, 2014-24: 9% (Faster than average)
Employment Change, 2014-24: 11,100

In the field of Yoga: The newly released *2016 Yoga in America Study Conducted by Yoga Journal and Yoga Alliance* shows that the number of US yoga practitioners has increased to more than 36 million, up from 20.4 million in 2012, while annual practitioner spending on yoga classes, clothing, equipment, and accessories rose to $16 billion, up from $10 billion over the past four years.

Prospects for employment of program graduates:

In the performing arts, the employment opportunities for movement directors, movement coach, choreographers and dancers for the theatre is booming as the entertainment, film and television industry is expanding. In Utah, there are numerous full-time theatre and dance companies, some of which have healthy and regular international touring schedules. Utah is also home of the Utah Shakespeare Festival, the Utah Festival Opera, and several other annual dance and music festivals.

In the field of Movement Education and Actor Training, Movement Professor positions now require both a terminal degree (MFA) and a professional certification in a Somatic field. The MFA program at USU offers the possibility of two professional certifications in addition to the MFA.

Students pursuing the MFA Movement Studies can pursue a wide variety of high prestige occupational options in the very competitive Entertainment Industry. These include: Dancer/
choreographers, Movement directors/directors, Movement coach/Movement Therapist, Movement Professors.

**USHE Institutions comparison:**
Every institution of higher learning in Utah offers an undergraduate program in Dance except Utah State University. Below is a list of Universities and Colleges in Utah which have programs in the field of movement studies:

- The University of Utah is the only university in the state that offers a Modern Dance MFA, providing only one single option for in state graduate studies.
- The University of Utah also offers a Bachelor of Fine Arts (BFA) in Actor Training, a BFA in Musical Theatre and a BFA in Theatre Education. All three programs include somatic studies: Tai Chi, Yoga, and Feldenkrais Technique.
- Weber State University offers a BA in Performing Arts with three areas of emphasis: Dance, Theatre and Music.
- Southern Utah University offers liberal arts Bachelor degrees (BA/BS) in theatre and dance and a BFA in Theatre Design & Technology, Classical Acting, and Musical Theatre. The Theater and Dance program is accredited by the National Association of Schools of Dance (NASD).
- Dixie State University offers a BA in Science of Dance and a BA in Theatre. Utah Valley University offers a BFA in Dance (Modern and Ballet emphasis) and a BFA in Theatre Arts, Musical Theatre and Acting.

**Student Demand**
*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

There are numerous undergraduate dance programs in the State of Utah but only one graduate program at the University of Utah. Therefore Utah has a great undergraduate dance student population that would be well served by the MFA in Movement Studies at Utah State University.

A recent survey amongst academic yoga students, actors and dancers have been conducted nationally via the Michael Chekhov School: The survey addressed needs and interest for such a program and included its geographic location in Utah: 72 people took the survey across three major cities: New York, Chicago and Los Angeles, and the poll showed a 98% interest for the program as proposed.

Specific information relevant to the Performance Concentration
In August of 2016, MICHA created and distributed the ‘Michael Chekhov Survey’ in an effort to understand more about how and where the Chekhov work is adapting and thriving globally, as well as how MICHA as an organization relates to the engagement of this work in unique communities around the world. The survey received a global response with 42 countries and 41
states (across the US and Canada) represented among a total of 349 respondents. Respondents reported their primary professional identities as art activists, community based artists, therapists, filmmakers, scholars, students, choreographers, directors, actor/performers, teachers, and more. Actors/performers, teachers, and directors represented the majority at a collective 75% of 349 total respondents.

Out of 235 respondents, 75% indicated that they specifically integrate the Michael Chekhov technique with other movement and somatic approaches.

Specific information relevant to the Yoga Concentration
A 2015 article in the Orthopedic Journal of Sports Medicine states that The practice of yoga has become increasingly commonplace in American society, with the number of participants nearly doubling from 5.1% to 9.5% of adults in the United States from 2007 to 2012. Alongside this increase of yoga practitioners in the US, injuries caused by poorly instructed yoga activities have equally risen. A 2015 Wall Street Journal Article that argues that ‘with the increase in both the number of yoga certified instructors and injuries it would seem that there is a potential lack of appropriate education even for certified yoga instructors. Some in the industry agree with this assessment and state that training programs, particularly dominated by one alliance standard, do not prepare instructors well to prevent injury.’

The Interest in Yoga at USU alone has grown from two yoga classes in 2006 to 17 classes and a successful Minor in Yoga Studies Program in 2016. Additionally, USU Yoga Club, created in September 2017 has already attracted over three hundred students. The MFA program is anticipated to attract primarily out of state students and students from other universities and colleges in Utah that offer somatic studies at undergraduate level.

Due to the movement practice apprenticeship opportunities and study abroad program, the program will also attract national and international student scholars and professional actors, dancers, choreographers and students of Yoga.

The proposed MFA program will have little impact on the University of Utah Modern Dance MFA. Their program attracts student artists who want to become professional dancers, choreographers, dance educators and administrators: While a great amount of somatic practice is being taught in their curriculum, and while they too promote dance as a way of knowing; Somatic Inquiry is not the primary reason why students come to their program, and therefore not the student body the MFA in Movement Studies at USU would recruit.

**Similar Programs**

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There is not a similar program in the USHE system or the Intermountain Region. Similar programs exist however in the United States:

Naropa University, the leading university in the world for somatics and transformational studies, offers a Clinical Mental Health Counseling MA degree (60 credits) with a concentration in Somatic Body Psychotherapy or Dance/Movement Therapy. They offer an MA (60 credits) in Somatic Counseling Psychology. They also offer an MFA in Contemporary
Performance (60 credits) with a concentration in Somatics.  
http://www.naropa.edu/academics/masters/

Loyola Marymount University in Bellarmine, CA, offers the only MA Yoga Studies (45 credits) in the US. This program is also in high demand and cannot accommodate all its applicants. It is also considerably more expensive than the proposed USU program.  
http://bellarmine.lmu.edu/yoga/

The University of California, Los Angeles offers an MFA in Dance (72 credits) that has an emphasis in Eastern Philosophies and Somatic practice at its core.  
https://www.wacd.ucla.edu/

Collaboration with and Impact on Other USHE Institutions
Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

There is no conflict with the MFA in Modern Dance at the University of Utah (U of U) as it is considerably different than the proposed MFA Movement Studies at USU. Collaborations have begun with faculty from the U of U. One Adjunct faculty member from the U of U is being considered for developing the Skinner Releasing Classes for the MFA in Movement Studies at USU.

External Review and Accreditation
Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Professional review and program registration will be sought through ISMETA to allow students to become Registered Somatic Movement Educator upon graduation. Professional review and program registration will be sought through Yoga Alliance to allow students to become a Registered Yoga Teacher.

We will not seek Program Accreditation, we will however, register the program to allow students to receive professional certification upon graduation.

Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Graduation Standards and required numbers of credits will be consistent with both the National Association of Schools of Theatre (NAST), the National Association of Schools of Dance (NASD) and the College Art Association (CAS). The minimum requirement for an MFA is
sixty semester credits of course work at the graduate level, including courses with academic content and cognate areas of study.

The MFA Movement Studies with a concentration in Performing Arts, follows the current USU model for MFA in the CCA, sixty semester credits with a Plan B- Capstone Plan. The MFA Movement Studies with a concentration in Yoga is unique to the current USU models for Graduate Programs in KHS, with 66 semester credits with a Plan A- Thesis Plan.

The MFA Movement Studies at USU will require a minimum of 63 or 66 semester credits of course over three years. All students will complete a common core curriculum of 43 credits. In addition, students will complete 20 or 23 required credits within a specialization. Students can take up to seventy-two credits to allow them to participate in a maximum of electives. A 3.0 GPA or higher, and successful completion of appropriate coursework and capstone experiences will be required for graduation.

**Admission Requirements**

List admission requirements specific to the proposed program.

Students must meet departmental requirements, in addition to the requirements of the School of Graduate Studies, as outlined at: http://usu.edu/graduateschool/apply/.

Applicants must
- Pay the $55 application fee
- Score at or above the 40th percentile on the GRE or MAT
- Have a 3.0 or higher GPA
- Provide transcripts of all college/university credits and or provide proof of professional practice as a professional movement artist (i.e. professional dance career, professional performance commissions, professional movement coaching in established companies, theatres and/or institutions)
- Provide three contacts for letters of recommendation
- Submit 3-10 samples of movement teaching/movement practice/movement performance or choreography
- Submit a resume of somatic studies and experience
- Participate in an interview with the appropriate faculty, in-person or by phone

Once admitted, students are required to maintain enrollment within their cohort. This MFA program can only be taken full-time. However, in special circumstances and in agreement with the program faculty, students have the possibility to pause their studies for up to two semesters and start again where they left off with a later cohort.

Candidates for the MFA Movement Studies with a specialization in Performing Arts must have an undergraduate degree in Performing Arts or have received formal training at a professional School of Dance or Theatre. Candidates for this track can also be professional actors, dancers or choreographers with a minimum of three years’ professional experience in the field. Some exceptions can be made on a case by case basis for professional artists as exemplified by NAST and NASD handbooks.
Candidates for the MFA Movement Studies with concentration in Yoga must have an undergraduate degree in any field of studies and a minimum of five years’ experience in the practice of Yoga (a serious personal practice and a good foundation knowledge on the Yoga Sutras of Patanjali)

Prior course work in dance, theatre, yoga and somatics is desirable for each track. Students may be accepted in the MFA Movement Studies with deficiencies in certain areas; however, their supervisory committee will require that competencies be met by the end of the first semester from entry date to advance in the program.

Curriculum and Degree Map
Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness
How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Using the existing graduate resources already well-established within the Theatre Department and KHS, the MFA Movement Studies Program will have the personnel and facilities to offer this degree specialization with no significant impact to the institution, since the Program Director Funding as a Professor of Professional Practice has already been secured through the office of the President.

It is anticipated that the MFA Movement Studies will have a positive impact on the institution by increasing the number of Graduate Students enrolled across these departments.

The new MFA Movement Studies will enrich the experience and interaction among graduate students in Theatre and Kinesiology, as well as increase the opportunity for collaboration and creative discussion with undergraduate theatre and yoga students, providing them opportunities to be involved in graduate projects.

Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

An MFA Director Position will be established. The director will have the responsibility for program administration, program marketing, faculty support, enrollment and retention initiatives, and course instruction. The MFA director will be a Professional Practice Assistant Professor and this full time position has been funded through the USU Investment Fund Enrollment Growth.

Most classes for the new program will be funded through existing resources therefore limited budget resources are anticipated from the participating departments.
The CCA will hire an adjunct in Skinner Releasing Technique to teach two classes of three credits each (PEP 6150 Embodied Practice: Skinner Releasing Technique 1, PEP 6155 Embodied Practice: Skinner Releasing Technique 2). The KHS Department will hire a part-time (PEP 6110: Embodied Practice Yoga Technique 1; PEP 6115: Embodied Practice Yoga Technique 2).

The Theatre Department will contribute a Theatre Academic to teach two classes of three credits each, in the Performing Arts concentration area. The Theatre Department will also create three new classes, two of which will be funded by the secured program director position (PEP 6120/THEA 4030 Embodied Practice: Michael Chekhov Technique 1, PEP 6125/THEA 6030 Embodied Practice: Michael Chekhov Technique 2 and PEP 6160 Movement Direction). Total: 3 new classes

The PEP 6165 Movement Practice Apprenticeship class will be funded through student fees to allow out of state travel and full-board fees to be paid to the partnered institutions (Michael Chekhov School, Hudson New York, Michael Chekhov Association at Connecticut College and Aditya Yoga and Ayurveda Ashram, Kerala, India). Total of 7 new classes.

Staff

describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

It will be essential to establish an MFA Movement Studies Director (housed in the KHS Department) to provide initial academic advising, practice class aid and other support functions associated with the delivery of the program will be provided by existing staff across the Theatre department and KHS. It is anticipated as the program grows, a part-time administration assistant position may be necessary.

Student Advisement

describe how students in the proposed program will be advised.

Each MFA student will be assigned a major professor in the student's discipline. The major professor, along with two other USU MFA Movement Studies faculty, will comprise a Supervisory Committee that will advise and approve the student's program of study, the student's progress, oversee projects and apprenticeship experiences and conduct final capstone assessments of the student's work. Each faculty will supervise on average three to five students on any given year.

Library and Information Resources

describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No additional library resources will be needed to support the new MFA program. Key journals in the core disciplines of Somatics and related fields are available digitally and students and faculty have rapid access to publications and video material via interlibrary loan and internet...
Projected Enrollment and Finance
Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment
Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The MFA program will be administered by an MFA Director and a steering committee made of two other MFA faculty from each participating department. To ensure the quality of the program, the steering committee will use the standards set up by NAST and ISMETA to review the curriculum. The steering committee is involved in course development and evaluation on an on-going basis. Input from each faculty on the MFA will be sought to make sure that courses and curricula are adjusted as needed to meet the current skills and training required by the Industry and educational development in the field. In accordance with the Utah State Board of Regents Policy R411, departmental reviews will be periodically conducted to assess and improve educational standards. The MFA program would be subject to the same reviews. The USU Provost's Office will administer the review and there are two components to the review: a department self-study and an on-site department visit by an accreditation team. The department self-study will be at least once every 7 years and will include missions and goals, program descriptions, all degrees offered, support functions and outreach efforts. The review committee will consist of at least one Utah State University faculty member and two, off-campus experts in the departmental discipline under review. Each department at USU has instituted the policy of having every course evaluated by students each time it is offered. Each course taught in the MFA program will be subject to the same student assessment. The IDEA system of course and teacher evaluation is used by Utah State University.

Student Standards of Performance
List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Upon graduation, MFA students will be fully prepared to work as movement professionals in the field of performing arts, higher education and movement training and coaching in the private sector. Graduates will have the necessary terminal degree to apply to higher education faculty positions, the necessary skills and graduate experience to apply to Movement positions in the fields of theatre, dance, film, performance art and the necessary experience and certification to teach movement forms in all aspects of the health and wellness industry.

Program Outcomes

- Understand and embody advanced and diverse movement approaches, techniques and teaching skills.
- Identify, analyze and articulate patterns of sensations and patterns of movements in self and
other individuals.
- Develop a personal practice imbued and rooted in the understanding of major movement lineages.
- Articulate a personal philosophy in written and verbal discourse, contextualizing one’s point of view with regard to movement inside the East/West philosophical divergences and convergences.
- Be well prepared for diverse positions in the arts and health, public, private and nonprofit sectors.
- Possess a global perspective of the history and currency of the Yoga lineages and its impact on body-mind movement practices in the West.
- Develop working artistic communities in the US and abroad through apprenticeship, internship, collaborations and interdisciplinary activities.
### Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW</th>
<th>Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 6100</td>
<td></td>
<td></td>
<td>Experiential Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>PE/RELS 4010</td>
<td></td>
<td></td>
<td>Yoga Theory</td>
<td>2</td>
</tr>
<tr>
<td>PEP 6110</td>
<td></td>
<td></td>
<td>Embodied Practice: Yoga Technique 1</td>
<td>3</td>
</tr>
<tr>
<td>PEP 6115</td>
<td></td>
<td></td>
<td>Embodied Practice: Yoga Technique 2</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6010</td>
<td></td>
<td></td>
<td>Intro to Graduate Studies</td>
<td>1</td>
</tr>
<tr>
<td>THEA 3100</td>
<td></td>
<td></td>
<td>Voice IV</td>
<td>2</td>
</tr>
<tr>
<td>PEP 6150</td>
<td></td>
<td></td>
<td>Embodied Practice: Skinner Releasing 1</td>
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</tr>
<tr>
<td>PEP 6155</td>
<td></td>
<td></td>
<td>Embodied Practice: Skinner Releasing 2</td>
<td>3</td>
</tr>
<tr>
<td>THEA 4030/PEP612</td>
<td></td>
<td></td>
<td>Embodied Practice: Michael Chekhov 1</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6030/PEP612</td>
<td></td>
<td></td>
<td>Embodied Practice: Michael Chekhov 2</td>
<td>3</td>
</tr>
<tr>
<td>LING 6600</td>
<td></td>
<td></td>
<td>Socio-cultural perspectives on Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>PEP 6900</td>
<td></td>
<td></td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>PEP 6165</td>
<td></td>
<td></td>
<td>Movement Practice Apprenticeship-6 credits repeatable once</td>
<td>12</td>
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Choose one of the following courses:

<table>
<thead>
<tr>
<th>Course Number</th>
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<tr>
<td>HIST 6710</td>
</tr>
<tr>
<td>HIST 6770</td>
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<tr>
<td>HIST 6770</td>
</tr>
<tr>
<td>HIST 6760</td>
</tr>
<tr>
<td>HIST 6740</td>
</tr>
<tr>
<td>RELS 3010</td>
</tr>
<tr>
<td>RELS 3090</td>
</tr>
<tr>
<td>THEA 6980</td>
</tr>
<tr>
<td>PEP6610</td>
</tr>
<tr>
<td>PEP 6840</td>
</tr>
<tr>
<td>PEP6480</td>
</tr>
<tr>
<td>PEP 6410</td>
</tr>
<tr>
<td>PEP 6440</td>
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</tbody>
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**General Education Credit Hour Sub-Total:** 43
<table>
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<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>+ -</td>
<td>PEP 6850</td>
<td>Neural Aspects of Rehabilitation</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Credit Hour Sub-Total**: 

**Core Curriculum Credit Hour Sub-Total**: 43

**Can students complete this degree without emphases?** Yes or No

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ -</td>
<td>THEA 6710</td>
<td>Contemporary Theatre Studies</td>
<td>2</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 6920</td>
<td>Graduate Project in Theatre</td>
<td>6</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 6720</td>
<td>Specialized Theatre History and Literature Topics</td>
<td>2</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 6160</td>
<td>Movement Direction</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 6900</td>
<td>Research Studies</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 6790</td>
<td>Seminar in Drama</td>
<td>1</td>
</tr>
<tr>
<td>+ -</td>
<td>THEA 6970</td>
<td>Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose of the following courses:

**Emphasis Credit Hour Sub-Total**: 20

**Total Number of Credits to Complete Program**: 63

Remove this emphasis

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>+ -</td>
<td>RELS 3820</td>
<td>Hindu Sacred Texts</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>PEP 6140</td>
<td>Intro to Ayurveda</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>PE3020</td>
<td>Yoga Teaching Methodology</td>
<td>2</td>
</tr>
<tr>
<td>+ -</td>
<td>EDUC/PSY 6570</td>
<td>Research Methods</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>EDUC 6770</td>
<td>Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>RELS 3420</td>
<td>Gods and Goddesses of India</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>PEP 6970</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose of the following courses:
Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The 63 or 66 credits MFA in Movement Studies at USU is uniquely designed to provide students an experiential/embodied learning environment that promotes and facilitates transformational movement research and practice in the field of somatic. This is a three years’ program that is structured around an apprenticeship/hands on learning model. It requires attendance part of the Summer semesters.

The core curriculum comprises 43 credits, electives are not required. The concentration areas require each an additional 20 or 23 credits, bringing a total of 63 or 66 credits upon graduation depending on the area of concentration.

- The MFA in Movement Studies, Yoga Concentration, Plan A (66 semester credits) emphasizes research as per graduate programs in Kinesiology and Movement Sciences models.
- The MFA in Movement Studies, Performance Concentration, Plan B (63 semester credits) emphasizes practice in a capstone project as per terminal degree models in the Arts.

The curriculum starts in the Fall with a 3 weeks’ immersion at the Michael Chekhov School in Hudson, New York. This is an incredible opportunity for students to start their studies within the traditional European model of apprenticeship, where students share a farm-home together, contribute to the life of an old farm-house/horse ranch, then go to class, labs and application workshops during the day. The school is also uniquely located near the Marina Abramovic Institute and the Rudolph Steiner Library and Anthroposophy Society, all of which are deeply involved with Somatic Artistic, Educational and Therapeutic research and a hub for creative artists and somatic practitioners. This apprenticeship will provide students with a somatic experience as a whole as a kick start for their studies: Students will become an ‘ensemble’ from the moment they start their studies, which in turns enhances the learning process, both collaborative and individual. This will also promote the development a common vocabulary. Students will start a mentor-ship program and a conversation with an international, award winner faculty that can carry on throughout their studies. Toward the end of the apprenticeship, students are invited to delve into an independent somatic research project, that they continue to develop throughout the 3 years’ program. This is to emphasize process as a learning methodology. Students who are also parent have the opportunity to access Waldorf Schools for their children while they are in apprenticeship, as to somatically support their studies. The overall philosophy of the program is to BE what it teaches.

-In the Summer of their first year, students will spend a second apprenticeship in Michael Chekhov Technique that will last two weeks. This apprenticeship will take place with Michael Chekhov Association (MICHA) and will be housed at Connecticut College, New London. While the first apprenticeship is solely designed and taught for the MFA cohort, this second apprenticeship will be experienced within the MICHA International Workshop population that typically includes 70 professional and preprofessional performers, professors, movement and
voice specialists, directors and choreographers. Students will have the opportunity to widen their professional network, start collaborative research and access the Michael Chekhov archive during their stay. They will participate in class thirty hours per week with as many as ten additional hours in the evenings for festival and laboratory events/sharings. A specialized somatic curriculum for the MFA in Movement Studies students will be designed in response to the needs of their independent research project. This specialized curriculum will intersect, at times, with the larger workshop population. During the second week, MICHA will host 4 labs - the Michael Chekhov Scholar Lab and the Director's Lab. Past MICHA scholars have been somatic practitioners, many work in specialized movement modalities.

On return, at the start of their second year, all students will have one more semester of Michael Chekhov work: Students who will be in the performance concentration will start their graduate movement direction and/or devised work project; and students who will be in the yoga concentration will work towards the educational and healing possibilities that their learning has provided them with. In the Summer of their second year, students will do a study abroad in India and explore more in depth philosophies of somatic movement, somatic healing modalities and classical Indian arts. This final out of state residency takes place (full-board) at the Aditya Yoga and Ayurveda Hospital and Learning Center in Kerala, India. Students may choose to stay two to four weeks. Aditya is conveniently located in a rural, non touristic area of Southern India where family lineages of Indian Medicine and Classical Arts are still very much alive. This will be an immersive in eastern practices of somatic healing.

On return, students start their final research project and thesis and graduate at the end of April of their third year.
**Degree Map**

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see [http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf](http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf) (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

<table>
<thead>
<tr>
<th>First Year Fall</th>
<th>Cr. Hr.</th>
<th>First Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 6100 Experiential Anatomy</td>
<td>2</td>
<td>THEA 4030/PEP 6120 Embodied Practice: Michel</td>
<td>3</td>
</tr>
<tr>
<td>PEP 6110 Embodied Practice: Yoga Technique</td>
<td>3</td>
<td>PEP 6115 Embodied Practice: Yoga Technique</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6570 Research Methods (Yoga)</td>
<td>3</td>
<td>RELS 4010 Yoga theory</td>
<td>2</td>
</tr>
<tr>
<td>PEP 6165 Movement Apprenticeship</td>
<td>6</td>
<td>PEP 6165 Movement Practice Apprenticeship (s)</td>
<td>6</td>
</tr>
<tr>
<td>THEA 6010 Intro to Graduate Studies</td>
<td>1</td>
<td>Total</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td><strong>Total</strong></td>
<td>14</td>
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</table>

<table>
<thead>
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<th>Second Year Spring</th>
<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 6125/THEA 6030 Embodied Practice: Michel</td>
<td>3</td>
<td>PE 3020 Yoga Teaching Methodology (yoga)</td>
<td>2</td>
</tr>
<tr>
<td>PEP 6150 Embodied Practice: Skinner Release</td>
<td>3</td>
<td>PEP 6155 Embodied Practice: Skinner Release</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6720 Specialized Theatre History and Literature</td>
<td>2</td>
<td>LING 6600 Socio-Cultural Perspective on language</td>
<td>3</td>
</tr>
<tr>
<td>PEP 6140 Intro to Ayurveda (yoga)</td>
<td>3</td>
<td>THEA 6710 Contemporary Theatre Studies (perf)</td>
<td>2</td>
</tr>
<tr>
<td>PEP 6160 Movement Direction (Performance)</td>
<td>3</td>
<td>THEA 6920 Graduate Project in Theatre (perf)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6770 Qualitative Methods (yoga)</td>
<td>3</td>
<td>PEP 5900 Independent studies (Summer)</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
<td>16</td>
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<table>
<thead>
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<th>Cr. Hr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEA 3100 Voice IV</td>
<td>2</td>
<td>THEA 6970 Thesis/ PEP 6970 Thesis</td>
<td>3</td>
</tr>
<tr>
<td>THEA 6900 Research Studies (performance)</td>
<td>3</td>
<td>THEA 6920 Graduate Project in Theatre (perf)</td>
<td>3</td>
</tr>
<tr>
<td>RELS 3820 Hindu Sacred Texts (yoga)</td>
<td>3</td>
<td>RELS 3420 Gods and Goddesses of India(Yoga)</td>
<td>3</td>
</tr>
<tr>
<td>PEP 6900 Independent studies</td>
<td>1</td>
<td>THEA 6790 Seminar in drama (performance)</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
<td>10</td>
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<tbody>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff
Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non-Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty: Full Time with Doctorate</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Doctorate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
<td>3 MFA</td>
<td>1 MFA</td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Full Time with Baccalaureate</td>
<td></td>
<td></td>
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<tr>
<td>Faculty: Part Time with Baccalaureate</td>
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</tr>
<tr>
<td>Teaching / Graduate Assistants</td>
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<td>Staff: Full Time</td>
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<td></td>
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</tr>
<tr>
<td>Staff: Part Time</td>
<td></td>
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</tbody>
</table>

Part II. Proposed Program Faculty Profiles
List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time faculty member will dedicate to proposed program</th>
<th>If &quot;Other,&quot; describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camille</td>
<td>Litalien</td>
<td>OTHER</td>
<td>MFA</td>
<td>Central Saint Martins College of Art and Design, University of London, UK</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Ravi</td>
<td>Gupta</td>
<td>T</td>
<td>PhD</td>
<td>University of Oxford</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Adrianne</td>
<td>Moore</td>
<td>T</td>
<td>MFA</td>
<td>Florida State University</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Shawn</td>
<td>Fisher</td>
<td>T</td>
<td>MFA</td>
<td>Brandeis University</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Dennis</td>
<td>Hassan</td>
<td>T</td>
<td>MFA</td>
<td>Ohio State University</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Part III: New Faculty / Staff Projections for Proposed Program
Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

<table>
<thead>
<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th>Academic or Industry Credentials Needed</th>
<th>Est. % of time to be dedicated to proposed program</th>
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<tbody>
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<td></td>
<td>PhD Theatre Literature/Theatre History (not necessary but would be helpful)</td>
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</tr>
<tr>
<td>Faculty: Full Time with Masters</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty: Part Time with Masters</td>
<td>1</td>
<td>MFA Dance with Skinner Releasing Credentials</td>
<td>100%</td>
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<tr>
<td>Faculty: Full Time with Baccalaureate</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Faculty: Part Time with Baccalaureate</td>
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<tr>
<td>Teaching / Graduate Assistants</td>
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<tr>
<td>Staff: Full Time</td>
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<tr>
<td>Staff: Part Time</td>
<td># Tenured</td>
<td># Tenure-Track</td>
<td># Non-Tenure Track</td>
<td>Academic or Industry Credentials Needed</td>
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Appendix D: Projected Program Participation and Finance

Part I.
Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

<table>
<thead>
<tr>
<th>Three Year Projection: Program Participation and Department Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Preceding</strong></td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td><strong>Student Data</strong></td>
</tr>
<tr>
<td># of Majors in Department</td>
</tr>
<tr>
<td># of Majors in Proposed Program(s)</td>
</tr>
<tr>
<td># of Graduates from Department</td>
</tr>
<tr>
<td># Graduates in New Program(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Department Financial Data</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, &quot;Faculty Projections.&quot;</strong></td>
</tr>
<tr>
<td><strong>EXPENSES</strong> – nature of additional costs required for proposed program(s)</td>
</tr>
<tr>
<td>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</td>
</tr>
<tr>
<td><strong>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</strong></td>
</tr>
<tr>
<td><strong>Operating Expenses (equipment, travel, resources)</strong></td>
</tr>
<tr>
<td><strong>Other: accreditation fees Special Fees</strong></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM EXPENSES</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
</tr>
</tbody>
</table>

| **FUNDING** – source of funding to cover additional costs generated by proposed program(s) |
| Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2. |
| **Internal Reallocation** | $33,288 | $84,576 | $84,576 | $84,576 |
| **Appropriation** | $0 | $0 | $0 | $0 |
| **Special Legislative Appropriation** | | | | |
| **Grants and Contracts** | | | | |
| **Special Fees** | $12,000 | $24,000 | $24,000 | $24,000 |
| **Tuition** | $55,401 | $106,569 | $141,775 | $141,775 |
| **Differential Tuition (requires Regents approval)** | $7,145 | $12,795 | $16,001 | $16,001 |
| **PROPOSED PROGRAM FUNDING** | $159,122 | $227,940 | $266,352 | $266,352 |
| **TOTAL DEPARTMENT FUNDING** | $33,288 | $192,410 | $261,228 | $299,640 |
| **Difference** | $32,479 | $89,297 | $127,709 | $127,709 |
Part II: Expense explanation

Expense Narrative
Describe expenses associated with the proposed program.

New Ongoing Faculty/Staff Expenses
MFA Director* (salary and benefits): $33,000 (beginning year 1), moving to 1.0 FTE ($66,576) in Year 2.
Skinner Releasing Faculty (adjunct part-time): $9,000
Yoga Faculty (adjunct part-time): $9,000
Placement learning faculty off-site**: $24,000
*The MFA Director position will result from the conversion of an existing 9 month faculty salary (academic year) to a 12 month administrative salary year (fiscal year). The reduced teaching load for the Director position will be covered by the new adjunct faculty in Kinesiology and Health Science.
**Placement learning faculty will comprise 3 faculty during the movement practice apprenticeship at the Michael Chekhov School, Hudson, NY; and 3 faculty during the movement practice apprenticeship at Connecticut College with MICHA.

Part III: Describe funding sources

Revenue Narrative 1
Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Internal reallocation- One FTE serving as Director and faculty- $66,575- Source- Investment Fund Enrollment Growth
One PT faculty- 2 classes per year- $9,000- CCA reallocation
One PT faculty- 2 classes per year- $9,000- KHS reallocation

Revenue Narrative 2
Describe new funding sources and plans to acquire the funds.
The number of students in the program when fully enrolled will generate tuition revenue that will help defray program costs. At 63 or 66 credits, most students will take three years to complete the MFA (24 students total in the program by year 3). Based on the USU tuition table for resident graduate students, and assuming a 0% annual increase in tuition for years 2-3, the program will generate tuition revenues as follows:

Year 1: 8 students (13.5 credits fall, 14 credits spring) = $55,401
Year 2: 8 students (11.5 credits fall, 12.5 credits spring) = $51,168
Year 3: 8 students (5.5 credits fall, 8 credits spring) = $35,206

Differential Tuition: Combined DT from CCA and EEJCEHS DT rates for graduate credits. 8 students accepted each year.

Year 1: 8 students (15 credits fall, 14 credits spring) = $7,145
Year 2: 16 students (17 credits fall, 16 credits spring) = $12,795
Year 3: 24 students (12 credits fall, 9 credits spring) = $16,001
Institution Submitting Request: Utah State University

Proposed Program Title: Portuguese

Sponsoring School, College, or Division: Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Languages, Philosophy & Communication Studies

Classification of Instructional Program Code: 16.0904

Min/Max Credit Hours Required of Full Program: 120 /

Proposed Beginning Term: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

- [ ] (AAS) Associate of Applied Science Degree
- [ ] (AA) Associate of Arts Degree
- [ ] (AS) Associate of Science Degree
- [ ] Specialized Associate Degree (specify award type: )
- [ ] Other (specify award type: )
- [x] (BA) Bachelor of Arts Degree
- [ ] (BS) Bachelor of Science Degree
- [ ] Specialized Bachelor Degree (specify award type: )
- [ ] Other (specify award type: )
- [ ] (MA) Master of Arts Degree
- [ ] (MS) Master of Science Degree
- [ ] Specialized Master Degree (specify award type: )
- [ ] Other (specify award type: )
- [ ] Doctoral Degree (specify award type: )
- [ ] K-12 School Personnel Program
- [ ] Out of Service Area Delivery Program
- [ ] Out of Mission Program
- [ ] NEW Profess. School

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_________________________________________ Date:

[ ] I understand that checking this box constitutes my legal signature.

---

2 “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
3 Please indicate award such as APE, BFA, MBA, MEd, EdD, JD
Utah System of Higher Education  
Program Description - Full Template  

Section I: The Request  
Utah State University requests approval to offer the following Baccalaureate degree(s): Portuguese effective Fall 2018.  
This program was approved by the institutional Board of Trustees on .  

Section II: Program Proposal  
Program Description  
*Present a complete, formal program description.*  
The Bachelor of Arts (B.A.) degree in Portuguese will prepare students with the knowledge, motivation and skills necessary to develop a high degree of linguistic competence in the Portuguese language as well as to provide the historical, artistic and cultural background needed to understand and interact successfully with Portuguese speakers. Students will come to understand various cultural nuances important in Brazilian society as expressed in literature, business, and media outlets. Brazil is the largest Portuguese speaking nation and holds the promise of being an important figure in the world's economic systems for many years to come. In becoming familiar with the social, political, and economic factors related to Brazilian culture students will be prepared for a variety of careers.  

The language courses emphasize speaking, listening, reading, and writing skills that would be essential for interacting with native Portuguese speakers from a variety of countries. The literature and culture classes will primarily be focused on Brazil, the largest Portuguese speaking country in the world. Brazil has the 6th largest GDP in the world (counting the European Union as one entity). The study of literature also provides an opportunity to discuss and write about literary genres that have influenced the largest Portuguese speaking country in the world. In culture classes, students will learn about both general and specific cultural differences between Brazil, the United States, and other Portuguese-speaking countries, including underlying differences in values, workplace behavior, and relationship development. In the linguistic courses, students will study the nature of language itself, and have an opportunity to explore the phonological, morphological, and syntactic features of the Portuguese language. Students will also be able to understand social issues in Brazil that impact language use and develop translation skills.  

This program is designed to help students in multiple ways: First, as suggested earlier, it will increase the students’ options and opportunities in the job market. Individuals with strong second language skills have more opportunities for placement and advancement in a wide variety of careers. Second, as students learn not only another language, but come to understand other ways of living and organizing their ability to succeed as a responsible member of the global community. Third, the skills associated with second language acquisition, performing translations, and learning about different ways to view the world help students to solve problems, think through complex issues and communicate clearly.  

*Minimum Departmental Requirements*  
*Total Credits and Minimum Departmental Requirements*  
The Portuguese Major requires 33 upper-division credit hours.
Portuguese Major Requirements

A. Required Courses: (3 hours)
   PORT 3040  - Advanced Portuguese Grammar & Composition
   And either
   LING 4100  - Study of Language
   or
   PORT 3000  - Intermediate Portuguese Grammar & Composition

B. Elective Courses (27 credits minimum)
   PORT 3400 Music in the Portuguese-Speaking World
   PORT 3510 Business Portuguese
   PORT 3540 Introduction to Translation Studies in Portuguese
   PORT 3570 Brazilian Culture & Civilization
   PORT 3630 Survey of Brazilian Literature
   PORT 3700 Film Studies in Portuguese
   PORT 4000 Contemporary Brazil
   PORT 4100 Trends in Lusophone Cultures
   PORT 4200 The Role of Brazilian Media in a Global Society
   PORT 3800 Study Abroad
   PORT 4880 Independent Readings
   PORT 4920 Portuguese Language Tutoring
   LING 2100 Languages in Society
   LING 3100 Language in Context
   CMST 3330 Intercultural Communication

Credits obtained in lower-division Portuguese courses cannot be applied toward the major.
Grade Point Average to Declare a Major: 2.5 Career GPA.
Grade Point Average required to Graduate with Major: 2.5 GPA within courses for the major.
Courses for the Portuguese Major require minimum grades of C- or better.
Courses for the Portuguese Major may not be taken on a Pass/Fail Basis.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policyr312) or, for "out of mission" program requests, the rationale for the request.

In keeping with Utah State’s mission statement the proposed major in Portuguese will foster diversity of thought and culture by encouraging student learning, discovery and engagement with distinct communities worldwide. There are currently six Portuguese language dual immersion schools in the state of Utah (K-12), two of them located in Cache Valley so the connection to Utah State is a natural one. Proficiency in languages tied to large economic bases, such as Portuguese, are crucial for the Utah labor market and, therefore, are consistent with Utah State’s land-grant role of serving those within Utah by enhancing their quality of life through their ability to function effectively in the marketplace. Additionally, this major will further contribute to the University’s public goal of stimulating knowledge of national and international affairs, and thus aligns clearly with its internationalization efforts. The major will also complement many programs already existing at Utah State, such as Global Communication, International Studies, Latin American Studies, Political Science, and International Business. Many of the student majoring in other languages are double majoring with a variety of programs throughout the university. This increased language and cultural training gives the state’s students a distinct advantage in the workplace.
Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Responding to student requests, changes in the labor market, and faculty analysis of current trends, this major will prepare students with the knowledge, motivation, and skills necessary to thrive while engaging in work in intercultural contexts. Students in this program will study the Portuguese language, as well as the culture and societies of Portuguese speaking peoples. With over 200 million speakers world-wide, Portuguese is one of the top seven languages spoken. It is the official language of both Portugal and Brazil, where most native speakers live. In addition, it is the official language of Angola, Cape Verde, East Timor, Guinea-Bissau, Mozambique and São Tomé and Príncipe, and is a mandatory subject of study in schools in Uruguay and Argentina. Cache Valley has an unusually high number of Portuguese speakers in it and also has a dual language program in Portuguese at the elementary school level. This is an important language for business and social interactions both world-wide and locally. Having a major that capitalizes on and helps strengthen these connections is very valuable. It is expected that the major in Portuguese will also provide this advantage to many of the 70 students who can now only minor in Portuguese.

The degree will provide students very specific knowledge about the Portuguese language and Brazilian culture. It will also develop life-long skills such as problem solving, communicating with those from culturally diverse backgrounds, interpretation and translation skills, the ability to empathize and be sensitive to different perspectives, and an understanding for how communities fit into the larger world scene.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/w/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

As technological advances bring the world's peoples closer together, the ability to communicate effectively across cultures and languages is becoming increasingly valuable. Portuguese is the sixth most commonly spoken language in the world. Brazil, one of the leading trading partners of the State of Utah, currently has the sixth largest GDP in the world (the EU is counted as one entity in this report) and the largest in Latin America. Portuguese is one of nine strategic languages identified in language flagship program sponsored by the National Security Education Program (NSEP) at the U.S. Department of Defense. Utah already has six dual language immersion programs in the state. Adding a major in Portuguese that certifies an advanced level of linguistic and cultural competence will increase the marketability of many of the current and future students.

Students with strong language skills and cultural knowledge are in high demand across a variety of workplaces, including education, business, marketing, government agencies, tourism, health professions, engineering, and many more. In this age of multinational corporations, business are looking for sales
Managers, executives, marketing specialists, personnel managers, accountants, and finance managers who speak a second language. Graduates in many fields that speak a second language have greater opportunities for placement and advancement. Students who wish to work for travel industries, technology and international trade companies, health professions, education services, or various governmental agencies often find that the knowledge of a second language gives them a competitive advantage or is an essential qualification for the job.

Student Demand
Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Utah State already has a significant number of proficient Portuguese speakers among its student body. Many of these students currently attend the Portuguese language and culture courses and they are, therefore, the first logical audience for a major in Portuguese. Over the past five semesters the Portuguese minor at Utah State University has averaged 73 students in the minor. This is the second largest number of minors in the department of Languages, Philosophy, and Communication Studies, only Spanish has a higher number of minors. In 2016 a survey was conducted among the Portuguese minors and 92% of them indicated that there was a need to create a major in Portuguese. When asked if they would consider majoring in Portuguese (either as a solo major or as a double major), 62% said yes and another 31% said maybe. It is believed that there is enough interest in Portuguese to build a very solid program. This is one of the largest minors in the university. If only 50% of the usual group of minors decided to add this major there would have 36 majors immediately. Not all students that expressed interest will immediately be able to add this to their program of study, but many will and the program will grow as the news of the new major spreads.

Similar Programs
Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

No other institutions in USHE currently offer a major in Portuguese. The University of Utah and Utah Valley University have minors in Portuguese or Brazilian Studies and Weber State has a minor in Latin American Studies that incorporates some Portuguese classes. In the state of Utah only the private institution Brigham Young University has a B.A. in Portuguese. Given that the only the university (Brigham Young) to offer a major in Portuguese is outside the USHE system, this major will provide students with an important opportunity to achieve a high level of linguistic competence in Portuguese as well as advanced knowledge of the cultural and literary traditions of Brazil.

Collaboration with and Impact on Other USHE Institutions
Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The program will not be delivered outside of the designated service area. Since there are no other USHE programs with a Portuguese major it will not be in competition or impact any other programs. However,
some colleagues at other institutions have been contacted about this program. For example, Christopher Lewis at the University of Utah is very supportive of the new Portuguese major. Professor Débora RS Ferreira, from Utah Valley University also had a chance to review the proposed major and indicated that she “Strongly supports the creation of a Portuguese major at USU.”

External Review and Accreditation
Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The program will not seeking a special professional accreditation. The major was designed by the full-time Portuguese language faculty at Utah State University using existing language majors as a model.

Section IV: Program Details

Graduation Standards and Number of Credits
Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

A minimum of 33 “upper-division” credits will be required for graduation. This number matches the number of upper-division credits required for the French and German language majors at Utah State. A student who begins with background in Portuguese would need to complete to complete 16 lower division credits before they would be able to enroll in upper-division Portuguese courses. Similar to the other language programs a 2.5 GPA within the major courses would be required to graduate and at least fifty percent of the major credits must be completed at USU. Courses for Portuguese majors require a C- grade or better to be counted toward graduation. In addition, courses taken for the Portuguese major may not be taken on a Pass/Fail basis.

Admission Requirements
List admission requirements specific to the proposed program.

1. New freshmen admitted to USU in good standing qualify for admission to this major.
2. Transfer students from other institutions need a 2.5 total GPA for admission to this major.
3. Students transferring from other USU majors need a total GPA of 2.5 for admission to this major.

Curriculum and Degree Map
Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness
How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?
The university is well situated to support this degree. The courses required to make this major work are either all existing courses or courses that are in the process of receiving approval. The existing Portuguese minor is very popular. The Department of Languages, Philosophy and Communication Studies currently offers eight different majors and fifteen minors and has the structure in place to easily allow for an additional major. Students will be able to receive the instruction and advising they need with the system that is already in place.

Faculty
Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

No additional faculty members are required for this major. The number of core faculty who will provide full-time support for this major is three. Two of these faculty members have doctoral degrees: Full Professor Cacilda Rêgo and Associate Professor Marcus Brasileiro. The other full-time faculty member who teaches Portuguese language classes is Rubynara Carvalho, she has a Master's degree. In addition, the department has four faculty who teach in the area of linguistics and culture that would provide support help for certain requirements. All four of these faculty members have doctoral degrees.

Staff
Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The Department of Languages, Philosophy and Communication Studies currently has five staff members. Four of these are full-time and one is three quarter time. The need for additional staff to support this program is not anticipated.

Student Advisement
Describe how students in the proposed program will be advised.

The Department of Languages, Philosophy and Communication Studies currently has a full-time advisor who works with the language majors. The advisor will also provide guidance on program requirements to those in the Portuguese major. In addition, each of the majors are assigned a faculty member as an advisor to provide more program specific information and mentoring. The three faculty members who specialize in Portuguese will be assigned students to work with just as the faculty teaching in the French, German, and Spanish programs are. This process has worked very smoothly.

Library and Information Resources
Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Utah State University's Merrill-Cazier library already offers excellent resources that supports faculty research and the teaching of Portuguese classes in the existing minor. Students and faculty will continue to use these same resources. No additional resources are needed.

Projected Enrollment and Finance
Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.
Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Portuguese will use a program assessment plan that the department uses for the other language majors in the department, French, German, and Spanish. The basic program assessment plan is as follows:

The framework used for the learning objectives reflects the American Council on the Teaching of Foreign Languages (ACTFL) Standards of Foreign Language Learning, the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities). As such, many of the rubrics used for assessment in the various language programs adhere to nationally recognized standards. Following are the learning objectives along with information about how each one is assessed.

1. Students are proficient in speaking, listening, reading, and writing in their language of study.

   **Source of data to assess learning objective one:** Student work from the following courses: PORT 3630, 3700, 4000, 4100, 4200

   **Rubrics to be used for assessment:** Please see appendices A, B, and C in this document. Each of these rubrics are based, in part, on the American Council on the Teaching of Foreign Language (ACTFL) standards for reading, writing, listening, and speaking as well as on other standards for literary/cultural interpretation.

   **Frequency of assessment and reporting of data:** Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., at least two courses per language, per year). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. The department will also receive feedback from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see appendix D).

2. Students will be able to interpret a variety of cultural products (texts, films, music, art, photography, etc.).

   **Source of data to assess learning objective two:** Student work from the following courses: PORT 3630, 3700, 4000, 4100, 4200

   **Rubric to be used for assessment:** Please see appendix A which is based, in part, the ACTFL standards for reading and writing as well as on other standards for literary/cultural interpretation.

   **Frequency of assessment and reporting of data:** Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., fall and/or spring semesters). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on
the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. The department will also receive feedback from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see appendix D).

3. To expose students to methods of inquiry and research appropriate to the humanities.

Source of data to assess learning objective: Student work from the following courses: PORT 3630, 3700, 4000, 4100, 4200

Rubric to be used for assessment three: Please see appendix A which is based, in part, the ACTFL standards for reading and writing as well as on other standards for literary/cultural interpretation.

Frequency of assessment and reporting of data: Data for this learning objective is collected in each of the above courses whenever they are offered throughout the academic year (i.e., fall and/or spring semesters). Each language section reports/uploads their assessments for this learning objective by the end of the spring semester. Individual and averaged aggregate scores in each language program for this learning objective are uploaded to the languages assessment page on the LPCS website. Faculty members in each language section also meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed. Feedback will be received from recent graduates through a survey sent out each summer designed to assess their perception of how the program is doing with this objective (see appendix D).

4. To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

Source of data to assess learning objective four: The department will be surveying recent graduates using the survey found in appendix D.

Frequency of assessment and reporting of data: Data for this learning objective is collected each summer from language majors who have graduated in the last year. The LPCS department reports/uploads its assessment for this learning objective by the end of the spring semester. Individual and averaged aggregate scores for this learning objective are uploaded to the languages assessment page on the LPCS website at this time as well. Faculty members in each language section meet at the end of each spring semester and discuss the assessment information/scores and determine any necessary curricular changes needed.

Appendix A

Rubric for

Learning Objective 1 (i.e., reading and writing abilities)
Learning Objective 2 (interpreting cultural products)
Learning Objective 3 (methods of inquiry/research in the Humanities)
**Preliminary Note:** The following rubric is based, in part, on ACTFL standards for reading and writing, as well as on other standards for literary/cultural interpretation and research in the field. Each student's work is assessed with regards to Objectives 1, 2, and 3 on a point scale of 1 to 4 (with 4 being the highest). While the highest possible score of 12 would indeed be achievable by the very best students, the goal for the majors in general is a cumulative score of at least 9 in each of the categories expressed in the rubrics (i.e., linguistic accuracy and comprehensibility, interpreting literary and cultural texts, and research methods in the Humanities). A score of 9 represents an acceptable level of competence in these areas and demonstrates the benchmark for success in the achievement of the learning objectives as a whole.

**Linguistic accuracy and comprehensibility**

*(Learning Objective 1, writing)*

(4) Writer uses language correctly, and precisely including grammar taught in that course, spelling, word order, and punctuation. Uses complex sentence structures, conjunctions, etc. Uses all appropriate formal, academic, or professional style. Reader can always understand what the writer is trying to communicate. Communicates ideas effectively; includes elements of persuasion or interpretation, etc.

(3) Writer uses most of the language correctly, including grammar, attempts but does not use complex sentence structures or more difficult grammar accurately. Uses some formal, academic, or professional style, some idiomatic or slang terms. Reader can understand most of what the writer is trying to communicate.

(2) Writer has some problems with basic grammar usage or is inconsistent. Frequently uses slang terms or lacks formal, academic, or professional style. Reader can understand less than half of what the writer is trying to communicate.

(1) Writer makes a significant number of basic errors in language usage, such as basic conjugations, present tense, agreements, etc. Lacks appropriate formal, academic, or professional style. Reader can understand little of what the writer is trying to communicate.

**Interpreting literary and cultural texts**

*(Learning Objective 2, and Learning Objective 1, reading)*

(4) Writer shows understanding of provided text. Uses all of the interpretive tools and critical language taught in class applied to the given text (for example, discusses theme, context, images, stylistic elements, cultural references, etc. of a literary text according to assignment). Able to synthesize material and move beyond basic comprehension or summary. Shows cultural understanding and knowledge; able to make cultural comparisons.

(3) Writer fulfills all requirements of the assignment. Uses some of the interpretive tools taught in the class (for example some understanding of context, style, form, content, etc.). Limited ability to move beyond basic comprehension and summary. Some effective or original synthesis of material. Shows some detailed knowledge of the other culture.

(2) Writer fulfills requirements of the assignment. Unable to use interpretive tools or critical language applied to the text. Demonstrates understanding of text, but cannot move beyond summary. Makes some limited cultural references with limited understanding.
(1) Writer fulfills few requirements of the assignment. Does not demonstrate understanding of the given text. No synthesis of material at all. Makes no cultural references; does not show cultural understanding.

**Research methods of the Humanities**

*(Learning Objective 3)*

(4) Writer uses appropriate secondary research sources to support their central thesis and ideas. Sources include academic articles, books, and essays. Writer cites sources correctly (using MLA style) and appropriately incorporates research findings into essay. Use of bibliography shows a sophisticated knowledge of the field of inquiry.

(3) Writer uses some secondary research sources to support their thesis and ideas. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography may be limited or lacking. Research skills are sufficient and show some detailed knowledge of the field of inquiry.

(2) Writer uses few secondary research sources to support their thesis and ideas. Some sources may be non-academic. Use of sources, citing abilities, knowledge of MLA style, and/or bibliography are insufficient. Research paper shows only a limited knowledge of the field of inquiry.

(1) Writer uses no appropriate secondary research sources. Lack of research shows little to no knowledge of field of inquiry.

**Appendix B**

**A note about listening tasks used at USU:** Assessing second language listening ability in the language programs may be done via a number of different tasks; some of which will combine the assessment of listening alongside speaking (e.g., via an interactive presentation whereby the student not only talks about a project, but also answers various questions/comments from the instructor and/or fellow students). In many instances, however, listening may be assessed via tasks that isolate/assess a student's listening ability. Language majors in the program should attain, at minimum, listening proficiency at the Advanced Mid-level but may range through the Superior level on the American Council on the Teaching of Foreign Language (ACTFL) Guidelines for Listening (2012). The following rubric reflects the various levels/range of listening proficiency to be assessed.

**Sample rubric to be used to assess listening**

**Holistic Evaluation**

**Levels of Listening Proficiency**

Superior (4 pts)

*able to understand speech in a standard dialect on a wide range of familiar and less familiar topics.*

*understands speech that typically uses precise, specialized vocabulary and complex grammatical structures.*

*comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a
command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture.

Advanced High (3 pts) *able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports.

*are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences.

*able to derive some meaning from oral texts that deal with unfamiliar topics or situations.

Advanced - Mid 2 pts.

*able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events.

*understands the main facts and many supporting details.

*comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced - Low 1 pt.

*listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.

*understands the main facts and some supporting details.

*comprehension may often derive primarily from situational and subject-matter knowledge.

[Advanced Low]

Note: Guidelines/parameters used to determine whether or not a language program is effectively addressing listening (part of learning objective #1) are as follows:

*The listening objective is exceeded when the average score for the assessed students in a language program falls in the range of 3.0 to 4.0 points.

*The listening objective is met when the average score for the assessed students in a language program falls in the range of 2.0 to 2.9 points.

* The listening objective is not met when the average score for the assessed students in a language program falls in the range of 0 to 1.9 points.

Appendix C

A note about the speaking task used at USU: The primary oral evaluation task in many of the classes in the language program is an in-class oral presentation. Language majors in the program should attain, at
minimum, an oral proficiency at the Advanced level based on the American Council on the Teaching of Foreign Language (ACTFL) Guidelines for Speaking (2012). The following describes what successful language majors should be able to do at the Advanced level:

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Sample rubric to be used to assess speaking

Holistic Evaluation - Levels of Oral Proficiency

[Advanced High] 4 pts. *able to explain in detail and narrate fully and accurately in all time frames.

*may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear.

*demonstrates a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration.

[Advanced Mid] 3 pts. *able to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect.

*can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

*can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task and their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.

[Advanced Low] 2 pts. * demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect.

*able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities.

*speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings); vocabulary often lacks specificity.

[Intermediate High] 1pt. * can narrate and describe in all major time frames using connected discourse of
paragraph length, but not all the time.

* able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

* when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Note: Guidelines/parameters used to determine whether or not a language program is effectively addressing speaking (part of learning objective #1) are as follows:

* The speaking objective is exceeded when the average score for the assessed students in a language program falls in the range of 3.0 to 4.0 points.

* The speaking objective is met when the average score for the assessed students in a language program falls in the range of 2.0 to 2.9 points.

* The speaking objective is not met when the average score for the assessed students in a language program falls in the range of 0 to 1.9 points.

Appendix D

QUESTIONNAIRE FOR STUDENTS WHO GRADUATED WITH A PORTUGUESE MAJOR
Department of Languages, Philosophy, & Communication Studies
Utah State University

1. Name

2. Please list any minors and/or double majors?

3. Please evaluate your languages classes regarding each of the following learning objectives:

Objective 1:
Students will be proficient in speaking, listening, reading, and writing in their language of study.

With respect to this objective my classes were effective:

__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 2:
Students will be able to interpret a variety of cultural products (texts, films, music, art,
photography, etc.).

With respect to this objective my classes were effective:

__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 3:
Students will be exposed to methods of inquiry and research appropriate to the humanities.

With respect to this objective my classes were effective:

__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

Objective 4:
To prepare students for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

With respect to this objective my classes were effective:

__ Strongly agree
__ Agree
__ Neutral
__ Disagree
__ Strongly disagree

4. The department would like to stay in touch with you. What are your post-graduation plans? Please include information concerning a job, graduate school, or professional school.

5. Please provide post-graduation contact information, if possible. This information will be confidential.

   a. E-mail address:

   b. Postal address:

   c. Phone number:

6. The department is very interested in your feedback. Please include any general comments you would
like to make about your experiences in the Spanish program and the Department of Languages, Philosophy, and Communication Studies (areas of strength or areas for improvement).

**Student Standards of Performance**

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The assessment plan discussed in the previous section is designed to promote the following skills and knowledge:

1. Students are proficient in speaking, listening, reading, and writing in their language of study.

2. Students will be able to interpret a variety of cultural products (texts, films, music, art, photography, etc.).

3. Students will be familiar with methods of inquiry and research appropriate to the humanities.

4. Students will be prepared for a broad selection of professional activities appropriate to the 21st century job market in which knowledge of a foreign language is important, including primary/secondary language instruction, as well as graduate or other professional studies.

Each academic year the faculty focused on the Portuguese major will meet together to review the performance of the students in the major based on the collected assessment material described in the previous section. Individuals meeting these objectives will be well prepared for either immediate employment or graduate study. When students do not meet the planned objectives the faculty will meet with the student and devise a plan to help him or her get back on track.
## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalents). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

### Course Number | NEW Course | Course Title | Credit Hours
--- | --- | --- | ---
| | | General Education Courses (list specific courses if recommended for this program on Degree Map) | 
| | | General Education Credit Hour Sub-Total | 38

**Required Courses**

| + | PORT 3040 | Advanced Portuguese Grammar and Composition | 3 |
| + | Either | | 
| + | PORT 3000 | × Portuguese Composition and Conversation | 3 |
| + | or | | 
| + | LING 4100 | Study of Language | 

**Required Course Credit Hour Sub-Total** 6

**Elective Courses**

| + | PORT 3400 | Music in the Portuguese-Speaking World | 3 |
| + | PORT 3510 | Business Portuguese | 3 |
| + | PORT 3540 | Intro to Translation Studies in Portuguese | 3 |
| + | PORT 3570 | Brazilian Culture and Civilization | 3 |
| + | PORT 3630 | Brazilian Literature | 3 |
| + | PORT 3700 | Film Studies in Portuguese | 3 |
| + | PORT 3800 | Study Abroad | 4 |
| + | PORT 4000 | × Contemporary Brazil | 3 |
| + | PORT 4100 | × Trends in Lusophone Cultures | 3 |
| + | PORT 4200 | × The Role of Brazilian Media in Global Society | 3 |
| + | PORT 4880 | Independent Readings | 1 |
| + | PORT 4920 | Portuguese Language Tutoring | 1 |
| + | LING 3100 | Language in Context | 3 |
| + | CMST 3330 | Intercultural Communication | 3 |

**Elective Credit Hour Sub-Total** 39

**Core Curriculum Credit Hour Sub-Total** 83
The only variable credit courses are the independent readings course and study abroad courses. The specific requirements for these courses are worked out with the faculty member supervising the course in question.
Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

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<th>First Year Spring</th>
<th>Cr. Hr.</th>
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<td>CL 1</td>
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<td>CL 2</td>
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<td>QL trac</td>
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<td>BCA</td>
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<td>PE</td>
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<td><strong>Total</strong></td>
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<td>PORT 2010</td>
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<td>PORT 2020</td>
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<td>BHU</td>
<td>3</td>
<td>BPS</td>
<td>3</td>
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<tr>
<td>BLS</td>
<td>3</td>
<td>Exploration or LING 2100</td>
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<tr>
<td>BSS</td>
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<td>LING 4100</td>
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<td>Minor or Elective</td>
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<td>PORT 3040</td>
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<td>PORT 3570</td>
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<td>DSC</td>
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<td><strong>Total</strong></td>
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<td>PORT 4100</td>
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<td>PORT 3700</td>
<td>3</td>
<td>PORT 4200</td>
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<td>PORT 4000</td>
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<td>Minor or Elective</td>
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<td>Minor of Elective</td>
<td>3</td>
</tr>
<tr>
<td>Minor or Elective</td>
<td>3</td>
<td>Minor of Elective</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

| Faculty: Full Time with Doctorate | 24 | 10 | 4 |
| Faculty: Part Time with Doctorate |   |   |   |
| Faculty: Full Time with Masters   | 1  | 8  |   |
| Faculty: Part Time with Masters   |   |   |   |
| Faculty: Full Time with Baccalaureate |   |   |   |
| Faculty: Part Time with Baccalaureate |   |   |   |
| Teaching / Graduate Assistants    |   | 10 |   |
| Staff: Full Time                  | 4  |   |   |
| Staff: Part Time                  | 1  |   |   |

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Tenure (T) / Tenure Track (TT) / Other</th>
<th>Degree</th>
<th>Institution where Credential was Earned</th>
<th>Est. % of time member will dedicate to proposed program</th>
<th>If &quot;Other,&quot; describe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cacilda</td>
<td>Rêgo</td>
<td>T</td>
<td>Ph.D.</td>
<td>University of Texas-Austin</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Marcus</td>
<td>Brasileiro</td>
<td>T</td>
<td>Ph.D.</td>
<td>University of Minnesota</td>
<td>100</td>
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<tr>
<td>Rubynara</td>
<td>Carvalho</td>
<td>O</td>
<td>M.A.</td>
<td>Brigham Young University</td>
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<td>Lecturer</td>
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<tr>
<td>Karin</td>
<td>DeJonge-Kannan</td>
<td>O</td>
<td>Ph.D.</td>
<td>Indiana University</td>
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<td>Principal Lecturer</td>
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<tr>
<td>Abdulkafi</td>
<td>Albirini</td>
<td>T</td>
<td>Ph.D.</td>
<td>University of Illinois at Urbana-Champaign</td>
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<tr>
<td>Joshua</td>
<td>Thoms</td>
<td>T</td>
<td>Ph.D.</td>
<td>University of Iowa</td>
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<tr>
<td>Jason</td>
<td>Gilmore</td>
<td>TT</td>
<td>Ph.D.</td>
<td>University of Washington</td>
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</table>

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

<p>| Faculty: Full Time with Doctorate |   |   |   |   |
| Faculty: Part Time with Doctorate |   |   |   |   |
| Faculty: Full Time with Masters   |   |   |   |   |
| Faculty: Part Time with Masters   |   |   |   |   |
| Faculty: Full Time with Baccalaureate |   |   |   |   |</p>
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<tr>
<th></th>
<th># Tenured</th>
<th># Tenure-Track</th>
<th># Non-Tenure Track</th>
<th>Academic or Industry Credentials Needed</th>
<th>Est. % of time to be dedicated to proposed program</th>
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<td>Faculty: Part Time with Baccalaureate</td>
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<tr>
<td>Staff: Full Time</td>
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<tr>
<td>Staff: Part Time</td>
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</table>
Appendix D: Projected Program Participation and Finance

Part I.
Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

### Three Year Projection: Program Participation and Department Budget

<table>
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<th>Year Preceding Implementation</th>
<th>New Program</th>
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<td>Year 2</td>
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<tr>
<td><strong>Student Data</strong></td>
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<tr>
<td># of Majors in Department</td>
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<td>554</td>
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<tr>
<td># of Majors in Proposed Program(s)</td>
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<td>20</td>
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<tr>
<td># of Graduates from Department</td>
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<td>108</td>
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<tr>
<td># Graduates in New Program(s)</td>
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<table>
<thead>
<tr>
<th></th>
<th>Year Preceding Implementation</th>
<th>Department Budget</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>EXPENSES</strong> - nature of additional costs required for proposed program(s)**</td>
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<tr>
<td>Personnel (Faculty &amp; Staff Salary &amp; Benefits)</td>
<td>$4,472,913</td>
<td>$0</td>
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<tr>
<td>Operating Expenses (equipment, travel, resources)</td>
<td>$181,756</td>
<td>$0</td>
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<td>Other:</td>
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<td>TOTAL PROGRAM EXPENSES</td>
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<td><strong>TOTAL EXPENSES</strong></td>
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<td>$4,654,669</td>
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|                        | Year 1 | Year 2 | Year 3 |
| **FUNDING** - source of funding to cover additional costs generated by proposed program(s)** |        |        |        |
| Internal Reallocation|        |        |        |
| Appropriation | $4,654,669 | $0     | $0     | $0     |
| Special Legislative Appropriation |        |        |        |
| Grants and Contracts |        |        |        |
| Special Fees |        |        |        |
| Tuition |        |        |        |
| Differential Tuition (requires Regents approval) |        |        |        |
| PROPOSED PROGRAM FUNDING |        |        |        |
| TOTAL DEPARTMENT FUNDING | $4,654,669 | $4,654,669 | $4,654,669 | $4,654,669 |

Funding - Expense | $0 | $0 | $0 | $0 |
Part II: Expense explanation

Expense Narrative
*Describe expenses associated with the proposed program.*
This program does not require any new funding. The faculty and staffing for it are already in place.

Part III: Describe funding sources

Revenue Narrative 1
*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*
N/A

Revenue Narrative 2
*Describe new funding sources and plans to acquire the funds.*
N/A
Institution Submitting Request: Utah State University

Proposed or Current Program Title: Post-baccalaureate Certificate in Aquatic Ecosystem Restoration

Sponsoring School, College, or Division: Quinney College of Natural Resources

Sponsoring Academic Department(s) or Unit(s): Department of Watershed Sciences

Classification of Instructional Program Code:\(^1\): 03.0101

Min/Max Credit Hours Required of Full Program: 12 Cr Hr / 12 Cr Hr

Proposed Beginning Term:\(^2\): Fall 2018

Institutional Board of Trustees' Approval Date:

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<th>Mid-level CP</th>
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<td>Graduate Certificate</td>
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<td>K-12 Endorsement Program</td>
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<td>NEW Emphasis for Regent-Approved Program</td>
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<td>Out of Service Area Delivery Program</td>
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Chief Academic Officer (or Designee) Signature:
I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Larry Smith ____________________________ Date: ____________________________

☐ I understand that checking this box constitutes my legal signature.


\(^2\) "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.
Utah State University requests approval to offer the following Graduate Certificate: Post-baccalaureate Certificate in Aquatic Ecosystem Restoration effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Utah State University's Ecosystem Restoration post-baccalaureate Certificate (ERC) is designed for graduate students seeking the knowledge, skills, and experience to make them more effective restoration and conservation managers and practitioners. The 12-credit certificate is available to full-time matriculated graduate students.

The Quinney College of Natural Resources is a leader in ecosystem science and restoration and maintains strong collaborations with industry and agency partners. The college offers a large slate of courses on both basic and applied topics in ecosystem restoration. All of these courses are offered as traditional semester courses and some have also been offered as short courses to outside professionals.

After review of instructional programs and the placement of program graduates, the USU Department of Watershed Sciences is highlighting an instructional focus on ecosystem restoration. This takes advantage of the active engagement of most of the faculty in applied ecosystem science and broadens the employment opportunities for the graduates. As part of this effort, in Fall 2017 the name of one of the department's two undergraduate majors was changed to Management and Restoration of Aquatic Ecosystems. The current proposal continues that process with the introduction of the Ecosystem Restoration post-baccalaureate Certificate.

The post-baccalaureate certificate provides the opportunity for both graduate students to combine general restoration principles, practical applied training, and in-depth exploration of elective topics in a defined program. The ERC indicates completion of an organized curriculum, combining required and elective courses selected with the guidance of a program advisor. The ERC does not constitute formal certification, although the program fully meets the certification requirements of the Society for Ecological Restoration (http://www.ser.org/?page=Certification).

In addition to the general requirements for admission to the graduate program in Watershed Sciences, admission to the ERC program specifically requires a BS in an appropriate science or engineering discipline. Proficiencies expected on admission include an appropriate background in science fundamentals and specific training in an appropriate science or engineering discipline.

Competence in Geographical Information Systems, if not demonstrated on admission, can be obtained as part of the certificate program. Core proficiencies provided by the program include restoration principles and practical, hands-on restoration or management experience. Based on the student's interests, a rich range of electives provide depth of expertise.
RATIONALE:

Many full-time graduate students in QCNR, particularly those enrolled in MS programs, do not pursue careers in research, but instead work professionally in agencies and private firms engaged in ecosystem management and restoration. For these students, the ERC is intended to complement the research skills gained at USU with knowledge and practice in the principles and practice of ecosystem restoration. This training will improve their job prospects and better prepare them for a professional career.

Specifically, the proposed post-baccalaureate certificate will:

- Increase the visibility of USU as a leader in the restoration & management of natural resources
- Better serve students, practitioners and professionals interested in restoration through expanded training, resources & certification
- Strengthen ties with resource management agencies and industry partners and to better prepare students to meet their needs

Additional Information: Coordination with Related Programs

The proposed certificate has been discussed with the department head and faculty in three related departments.

Environment and Society (QCNR). Department Head Chris Lant indicated support for the program and suggested ENVS courses that could be included. These courses have been added to the curriculum electives.

Wildland Resources (QCNR). Department Head Mike Kuhns circulated an earlier proposal among WILD faculty. Two faculty suggested that the program title could be modified to read Aquatic Ecosystem Restoration. The broader name was selected to facilitate future expansion of the program throughout the Quinney College of Natural Resources. A college-wide graduate program, Master of Natural Resources, currently exists and is successful. Our intention is to establish the certificate and allow it to grow to incorporate all ecosystems, aquatic and terrestrial. Department Head Mike Kuhns indicated support for the program and for this strategy.

Plant, Soils and Climate (CAAS) Department Head Paul Johnson indicated support for the program and expressed appreciation for our inclusion of PSC courses. He suggested an additional PSC class, has been added to the curriculum electives.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsf/wi/utal/utmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The ecosystem restoration industry has seen strong growth in the past two decades, however the curriculum offered at most Universities fails to fully meet these demands. With broad experience in both research and practice, the faculty of the Watershed Sciences department is well positioned to fill this niche. Restoration short courses have been offered by the Watershed Sciences department since 2004. These courses are consistently popular with both professionals and USU graduate students and have helped build close ties with those in the restoration industry. This post-baccalaureate certificate
provides a coherent organization and broader visibility to the department’s offerings. Based on close connections to those in the industry and a strong research and teaching program, the College and Department aim to provide national leadership in ecosystem restoration education.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution’s Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

As Utah’s land-grant university, instruction and professional preparation in the management and restoration of natural resources is consistent with the University's mission. The Quinney College of Natural Resources is the academic and research home for ecosystem restoration in the state. There are no comparable programs at other USHE institutions.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

The Department has been offering short courses in stream and wetland restoration since 2004. The proposed ERC builds on these efforts by defining an organized program of instruction at the graduate, professional level. All of the full semester face-to-face and online courses offered in the certificate are currently taught by USU faculty. Additional one-day to one-week short courses are currently offered and are taught by a mix of full-time USU faculty and affiliated instructors recruited from other universities, agencies, and industrial partners. Funding for outside instructors is covered by workshop fees charged to non-degree seeking professionals. This model has successfully supported short courses offered by WATS since 2004.

The proposed ERC will not add to the teaching obligations of full-time USU faculty and participation of outside instructors is covered by workshop fees. The workshop fees also provide half-time salary for a program coordinator whose role will be to coordinate instruction and manage ties with agency and industry partners. This coordinator also supports development of internships and organizes the projects used in the capstone courses offered at both undergraduate and graduate levels. The program is planned to be self-supporting and will not require additional investment by the Department, College, or University.
### Section III: Curriculum

**Program Curriculum**

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>General Education Courses (list specific courses if recommended for this program on Degree Map)</strong></td>
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<tr>
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<td></td>
<td><strong>General Education Credit Hour Sub-Total</strong></td>
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<tr>
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<td></td>
<td><strong>Required Courses</strong></td>
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<tr>
<td>+ -</td>
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<td>Choose ONE of the following two courses</td>
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<tr>
<td>+ -</td>
<td>WATS 5300</td>
<td>Principles of Aquatic Ecosystem Restoration</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>WATS 5660</td>
<td>Principles of Watershed and Stream Restoration</td>
<td>3</td>
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<tr>
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<td></td>
<td>Choose ONE of the following two courses</td>
<td></td>
</tr>
<tr>
<td>+ -</td>
<td>WATS 5350</td>
<td>Management and Restoration of Aquatic Ecosystems Capstone II</td>
<td>2</td>
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<tr>
<td>+ -</td>
<td>WATS 5670</td>
<td>Watershed &amp; Stream Restoration Practicum</td>
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<td><strong>Required Course Credit Hour Sub-Total</strong></td>
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<td><strong>Elective Courses</strong></td>
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<tr>
<td>+ -</td>
<td>WATS 5310</td>
<td>Ecology &amp; Restoration of Wetland and Riparian Plants</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>WATS 5330</td>
<td>Large River Management</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>WATS 5340</td>
<td>Management &amp; Restoration of Aquatic Ecosystems Capstone I</td>
<td>2</td>
</tr>
<tr>
<td>+ -</td>
<td>WATS 5550</td>
<td>Freshwater Invertebrates</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>WATS 5640</td>
<td>Riparian Ecology and Management</td>
<td>3</td>
</tr>
<tr>
<td>+ -</td>
<td>WATS 5650</td>
<td>Analysis of Fisheries Data with R</td>
<td>2</td>
</tr>
<tr>
<td>+ -</td>
<td>WATS 6310</td>
<td>Wetland Ecology &amp; Management</td>
<td>3</td>
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<tr>
<td>+ -</td>
<td>WATS 6530</td>
<td>Water Quality and Pollution</td>
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<tr>
<td>+ -</td>
<td>WATS 6700</td>
<td>Restoration Ecology</td>
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<tr>
<td>+ -</td>
<td>WATS 6850</td>
<td>Geomorphic Change Detection: Restoration Monitoring</td>
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<tr>
<td>+ -</td>
<td>WATS 6860</td>
<td>Partnering with Beaver in Restoration Design</td>
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<tr>
<td>+ -</td>
<td>WATS 6900</td>
<td>Prioritizing Conservation</td>
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<tr>
<td>+ -</td>
<td>WATS 6900</td>
<td>Using Grazing as a Tool for Riparian and Stream Restoration</td>
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<tr>
<td>+ -</td>
<td>WATS 6900</td>
<td>Priorities in Riparian Restoration Workshop</td>
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<td>+ -</td>
<td>WATS 6900</td>
<td>Sediment Transport in Stream Assessment &amp; Design</td>
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<tr>
<td>+ -</td>
<td>WATS 6900</td>
<td>Geomorphology of Channel Change</td>
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<td>+ -</td>
<td>WATS 6900</td>
<td>Woody Debris Restoration in Streams &amp; Rivers</td>
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<td>ENVS 6000</td>
<td>Theoretical Foundations in Human Dimensions of Ecosystem</td>
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<td>ENVS 6010</td>
<td>Applying Human Dimensions Concepts to Natural Resources</td>
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<td>ENVS 6310</td>
<td>Introduction to Environmental Laws and Policy</td>
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<tr>
<td>ENVS 6320</td>
<td>Water Law and Policy in the United States</td>
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<tr>
<td>ENVS 6410</td>
<td>Translational Ecology</td>
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<td>NR 6520</td>
<td>Structure &amp; Function of Ecological Social Systems</td>
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<tr>
<td>NR 6530</td>
<td>Integrated Inventory, Analysis, and Assessment of Ecosystems</td>
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<td></td>
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<tr>
<td>NR 6560</td>
<td>Fire Fuels &amp; Management</td>
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<tr>
<td>WILD 5700</td>
<td>Forest Assessment &amp; Management</td>
<td>4</td>
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<tr>
<td>PSC 5550</td>
<td>Weed Biology &amp; Control</td>
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<td>PSC 4500</td>
<td>Soil Reclamation</td>
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<td>PSC-WILD 6350</td>
<td>Wildland soils</td>
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<td>PSC 6900</td>
<td>North American Invasive Plant Ecology and Management</td>
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<tr>
<td>LAEP 6110</td>
<td>Landscape Planning for Wildlife</td>
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<td>CEE 5880</td>
<td>Remediation Engineering</td>
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<tr>
<td>CEE 6490</td>
<td>Integrated River Basin/Watershed Planning &amp; Management</td>
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</tbody>
</table>

**Elective Credit Hour Sub-Total** 7

**Core Curriculum Credit Hour Sub-Total** 12

**Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information, as needed.*
Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.
ACADEMIC STANDARDS SUBCOMMITTEE MINUTES

December 20, 2017

A meeting of the Academic Standards Subcommittee of the Educational Policies Committee was held on December 20, 2017 at 3:00 pm in Old Main 136 (Champ Hall Conference Room).

Present:
- Scott Bates, Chair, Emma Eccles Jones College of Education & Human Services
- Fran Hopkins, Registrar’s Office
- Jared Schultz, Special Education & Rehabilitation
- Ning Fang, College of Engineering
- Cathy Bullock, College of Humanities and Social Sciences
- Mykel Beorchia, Advising
- Ed Reeve, EPC Chair (ex officio; not a voting member)
- Barbara Williams, subcommittee secretary (ex officio; not a voting member)

Absent:
- Michael Scott Peters, USUSA President

Visiting:
- Connie Radke
- Janis Boettinger

AGENDA

Old Business

English Language Proficiency Wording for USU Catalog (Guests: Connie Radke-Kurian; Janis Boettinger)

See Attached Proposal.

Motion to approve proposal made by Fran Hopkin. Seconded by Ning Fang.

Motion approved (with friendly amendment):

- Friendly amendment to clarify that the TOEFL scores are not accepted if they are more than two years old at the time the application is complete. The 2 year limitation is set by TOEFL.

- Taught “in the U. S.” has been added to the final bullet to clarify that post-secondary work must be taken in the U. S. to qualify. Admissions officers can determine if this condition is met in a variety of ways, including reaching out to the immigration advisor who is working with them at the other institution, and reviewing the student’s I-20 form and visa paperwork.

Next meeting

The committee’s next meeting will be held January 17, 2018
Proposed English Language Proficiency Requirement Text
Utah State University Catalog

Revision Committee Members

Janis L. Boettenger, Vice Provost and Director – Office of Global Engagement
Jim Rogers, Director and Professor – Intensive English Language Institute
Margaret Garr, Academic Advisor and Business Assistant - Intensive English Language Institute
Jeff Sorensen, Associate Director of Admissions
Kristian J. Olsen, Director of Enrollment, Price campus
Ben Wilkey, International Recruitment Specialist
Mackenzie Bowcutt, International Recruitment Specialist
Kateryne De la Rosa, International Recruitment Specialist
Nancy Hyde, Program Coordinator, International Undergraduate Admissions – Office of Global Engagement
Daniel Sorenson, Admissions Counselor, International Undergraduate Admissions – Office of Global Engagement


Prepared by Connie Radke-Kurian
cconnie.rk@usu.edu
September 27, 2017
Updated December 20, 2017
Undergraduate International Admissions

English Proficiency Requirement

To provide a foundation for academic success, USU requires all undergraduate international students to demonstrate a high level of English language proficiency.

The English language proficiency may be demonstrated by meeting one of the following. Students must ask the testing agency to send official exam scores to Utah State University (USU).

- TOEFL internet-based (iBT) exam score of at least 71. The institution school code for USU is 4857*

- IELTS overall band score of at least 6.0 with a minimum of 5.0 on each subscale*

- SAT Critical Reading score of at least 500 on exams last administered January 2016 or SAT Reading score of at least 27 on exams first administered March 2016

- ACT English score of at least 18

- USU Intensive English Language Institute (IELI) General Placement Exam score of at least 146 and a passing score of at least 31 on the IELI Writing Exam**

- Completion of at least 24 credits of post-secondary/university course work taught in the U.S. in English, excluding English as a second language courses. Courses must have been taken at an accredited college/university to be considered for direct admission.

*Scores that are more than two years old, at the time the application is complete, are not accepted.
**The IELI placement exam is offered at the beginning of fall, spring, and summer semesters.

Intensive English Programs

Students who do not demonstrate the required English proficiency scores, but are academically qualified, may be considered for admission to the Intensive English Language Institute (IELI) on the Logan campus or the English as a Second/Other Language (ESOL) program on the Price campus. If admitted, students complete required English language courses before beginning their academic coursework.

Undergraduate students who believe they demonstrate English language proficiency should complete the English Language Proficiency Appeal form.

Applicants from Australia, Canada (except Quebec Province), New Zealand, United Kingdom, and the United States whose first language is English are exempt from this requirement. Utah State University reserves the right to require proof of English language proficiency from any applicant regardless of their citizenship, if deemed necessary by a university official.
Current USU Catalog English Language Proficiency Text with Tracked Changes Indicating Updates

Undergraduate International Admissions

English Proficiency Requirement

To provide a foundation for academic success, USU requires all undergraduate international students to demonstrate a high level of English language proficiency.

The English language proficiency may be demonstrated by meeting one of the following. Students must ask the testing agency to send official exam scores to Utah State University (USU):

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- SAT Critical Reading score of at least 500 on exams last administered January 2016 or SAT Reading and a passing score of at least 31 on the IELI Writing Exam**
- Completion of at least 24 credits of post-secondary/university course work taught in the U.S. English language and will not be required to provide additional evidence of high level of English proficiency requirement or the English language proficiency requirement from any applicant regardless of their citizenship, if deemed necessary by a university official.

*Scores that are more than two years old, at the time the application is complete, are not accepted.
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Students who do not demonstrate the required English language proficiency, scores, but are academically qualified, may be considered for admission to the Intensive English Language Institute (IELI) on the Logan campus or English as a Second/Other Language (ESOL) program on the Price campus. If admitted, students complete required English language courses before beginning their academic course work.

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Students who have completed three years of high school or a minimum of two years of college in one of the countries listed below are considered to be proficient in the English language and will not be required to provide additional evidence of requirement may be satisfied or paper-based exam score of 525.
Passing grades in 3 or more years of mainstream English language classes at a U.S. high school.
An applicant who does not provide proof of English language proficiency through one of the options above must take the English Language Placement Exam, given by USU's Intensive English Language Institute (IELI), if admitted. The exam will determine if the student meets USU's English language proficiency requirement or the student's place in one of four class levels of English instruction. The student will be required to complete any required intensive English language courses before beginning other academic course work.
NOTE: Notice of Final Approval will be provided in a letter from the Executive Vice President and Provost. No action should be taken until the letter is received.
**R401 Proposal Review Procedures**

### Within Institutional Mission

**R401-5**
- Board of Trustees Review & Approve
- Notify OCHE

- Traditional “Short Template” R401 Proposals
- Examples:
  - New Minors
  - New Certificates
  - New Emphasis
  - Program Restructure
  - Program Discontinuation
  - Program Name Change

**R401-6**
- CAO Submits R401 TO OCHE
- OCHE Conducts Preliminary Review
- OCHE Conducts CAO Peer Review
- OCHE Prepares and Sends to Board of Trustees
- Board of Trustees Review and Approve
- Notify OCHE

- Traditional “Long Template” R401 Proposals
- Examples:
  - New Bachelors
  - New Graduate Degrees
  - New Associates
  - New Colleges

### Outside Institutional Mission

**R401-7**
- Board of Trustees Review & Approve
- CAO Submits R401 to OCHE
- OCHE Conducts Preliminary Review
- OCHE Conducts CAO Peer Review
- OCHE Prepares and Sends to Board of Trustees
- Board of Trustees Review and Approve
- Notify OCHE

- Regents PRC Recommendation to Regents

- Also includes new colleges and professional schools.