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CURRICULUM SUBCOMMITTEE AGENDA

4 January 2018

A meeting of the Curriculum Subcommittee of the Educational Policies Committee will be held on 4 January 2018 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

1. *Approval of 7 December 2017 Minutes*

2. *Program Proposals*

Request from the Department of Kinesiology and Health Science in the 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](#).

3. *Semester Course Approval Reviews*

<https://usu.curriculog.com/>

1. AG - A STE - 6900

2. AG - A STE - 6950

3. AG - AV - 2000

4. AG - AV - 4100

5. AG - AV - 6230

6. AG - AV - 6760

7. AG - AV - 6960

8. AG - FCSE - 4030

9. AG - NDFS - 6120

10. AG - OPDD - 3700

11. AG - PSC - 4000

12. AR - THEA - 4340

13. BU - FIN - 4560

14. BU - FIN - 5330

15. BU - MGT - 4510

16. BU - MGT - 4532

17. BU - MGT - 4534

18. BU - MGT - 4540

19. BU - MGT - 4555

20. BU - MGT - 4630

21. BU - MGT - 6645

22. BU - MGT - 6741

23. ED - ELED - 4000

24. ED - ELED - 4030

25. ED - ELED - 5105

26. ED - HDFS - 2520

27. ED - HDFS - 4560

28. ED - HEP - 6000

29. ED - HEP - 6150

30. ED - HEP - 6350

31. ED - HEP - 6450

32. ED - ITLS - 4015

33. ED - ITLS - 4500

34. ED - PE - 4015 

35. ED - PEP - 6015 

36. ED - PEP - 6115

37. ED - PEP - 6150

38. ED - PEP - 6155

39. ED - PEP - 6160

40. EN - CS - 3450

41. HS - ARBC - 3800

42. HS - FREN - 1820

43. HS - FREN - 2820

44. HS - FREN - 3820

45. HS - POLS - 5000

46. HS - POLS - 6220

47. HS - POLS - 6250

48. HS - POLS - 6300

49. HS - POLS - 6310


50. HS - SOC - 4720 


51. HS - SOC - 4770 

52. SC - BIOL - 4270

53. SC - BIOL - 4310


54. SC - BIOL - 4320

55. SC - BIOL - 4420 


56. SC - BIOL - 4421 


57. SC - BIOL - 4422 

58. SC - BIOL - 4450

59. SC - BIOL - 5322 

60. SC - BIOL - 5324 


61. SC - BIOL - 5380 

62. SC - BIOL - 5590 


63. SC - BIOL - 5610


64. SC - BIOL - 6310 


65. SC - BIOL - 6321 


66. SC - BIOL - 6322 


67. SC - BIOL - 6324 

68. SC - BIOL - 6380 

69. SC - BIOL - 6420 

70. SC - BIOL - 6421 

71. SC - BIOL - 6422 

72. SC - BIOL - 6590 

73. SC - GEO - 3550

74. SC - GEO - 3700

75. SC - GEO - 5540 

76. SC - GEO - 5600

77. SC - GEO - 6540 

78. SC - SOC - 2850

College of Agriculture and Applied Sciences

ADVS =

APEC =

APPR =

ASTE = 8

LAEP =

OPDD = 1

NDFS = 1

PSC = 1

Caine College of the Arts

ART =

MUSC =

THEA = 1

CCA =

Jon M. Huntsman School of Business

ACCT =

BUS =

ECN = 2

MGT = 8

MIS =

Emma Eccles Jones College of Education and Human Services

COMD =

EDUC =

HDFS = 2

KHS = 9

ITLS = 2

NURS =

PSY =

SPER =

TEAL = 3

College of Engineering

BENG =

CEE =

CS = 1

ECE =

EED =

MAE =

College of Humanities and Social Sciences

ENGL =

HIST =

JCOM =

LPCS = 4

POLS = 5

SSWA = 3

IELI =

S.J. & Jessie E. Quinney College of Natural Resources

ENVS =

WATS =

WILD =

NR =

College of Science

BIOL = 21

CHEM =

GEOL = 5

MATH =

PHYS =

SCI =

UN =

4. ***Other Business***

Zero Credit Classes | Handbook-Continuing Education Units and Workforce Development

R401 [Process Flow Chart](#) | [Proposal Review Procedures](#)

[Syllabus Update](#) – Ed Reeve

USU Advising – Mykel Beorchia

Curriculog Input

Adjourn:

CURRICULUM SUBCOMMITTEE MINUTES

7 December 2017

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 7 December 2017 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Vijay Kannan, Chair, Jon M. Huntsman School of Business
Brian Warnick, College of Agriculture and Applied Sciences
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services
Michele Hillard, Secretary
Geneva Harline, Graduate Council
Richard Mueller, College of Science
Dean Adams, College of Engineering
Fran Hopkin, Registrar's Office
Barbara Williams, Catalog Editor
Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources
Chenese Boyle for Jessica Hansen, Academic and Instructional Services
Nicholas Morrison, Caine College of the Arts
Ed Reeve, Chair, EPC
Clint Pumphrey, Libraries
Blake Harms, USUSA Executive Vice President
Tom Liljegren for Matt Sanders, College of Humanities and Social Sciences
Anuj Khasgiwala, Graduate Studies Senator

Absent: TBD, Regional Campuses
Scott Henrie, USU-Eastern

Visitors: Dillon Feuz, Department Head, Applied Economics
Dirk Vanderwall, Department Head, Animal, Dairy and Veterinary Sciences
Mykel Beorchia, University Advising
Bruce Miller, Head, School of Applied Sciences, Technology and Education
Janet Anderson, Vice Provost
Larry Smith, Interim Provost

1. *Approval of 2 November 2017 [Minutes](#)*

Motion to approve the minutes made by Blake Harms. Seconded by Brian Warnick. Minutes approved.

2. *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](#).

Motion to approve the proposal made by Brian Warnick. Seconded by Tom Liljegren. Proposal approved.

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](#).

Motion to approve the proposal made by Brian Warnick. Seconded by Scott Hunsaker. Proposal approved.

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.](#)

Motion to approve the proposal made by Brian Warnick. Seconded by Blake Harms. Proposal approved.

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.](#)

Motion to approve the proposal made by Brian Warnick. Seconded by Blake Harms. Proposal approved.

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.](#)

Proposal pulled. Need to restructure with three separate R401 requests instead of one.

Request from the Jon M. Huntsman School of Business to establish a [Marketing and Strategic Department.](#)

Proposal pulled pending review by the Budget, Faculty and Welfare Committee.

Request from the Provost's Office to offer a [Bachelor's Degree in Integrated Studies.](#)

Motion to approve the proposal made by Nick Morrison. Seconded by Blake Harms. Proposal approved.

3. Semester Course Approval Reviews

<https://usu.curriculog.com/>

College of Agriculture and Applied Sciences

Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Scott Hunsaker. Approved

ADVS = 2

APEC = 1

APPR =

ASTE = 10

LAEP =

OPDD =

NDFS = 4

PSC =

Caine College of the Arts

Motion to approve the business of the Caine College of the Arts made by Nick Morrison, Seconded by Scott Hunsaker. Approved.

ART = 2

MUSC =

THEA =

CCA =

Jon M. Huntsman School of Business

Motion to approve the business of the Jon M. Huntsman School of Business made by Dick Mueller.

Seconded by Scott Hunsaker. Approved.

ACCT =

BUS =

ECN =

MGT = 3

MIS =

Emma Eccles Jones College of Education and Human Services

Motion to approve the business of the Emma Eccles Jones College of Education and Human Services

made by Scott Hunsaker. Seconded by Dick Mueller. Approved as noted below.

COMD = 2

EDUC =

HDFS = 32 (HDFS 5560 – Syllabus included is for 5550, correct syllabus needs to be included)

(HDFS 2520 - Listed as new course but justification suggests it is an existing course that has not been taught. Clarification needed.)

(HDFS 4560- This course already exists in a face-to-face format, clarification needed on creating a new course number of an online format.)

(HDFS 6420 thru 6910 Need to change to state that extra work will be required for students taking the PhD level course.)

(HDFS 7420 thru 7910 Need to change to state that extra work will be required for students taking the PhD level course.)

KHS = 4

ITLS = 6

NURS =

PSY = 1

SPER = 3

TEAL =

College of Engineering

Motion to approve the business of the College of Engineering made by Dean Adams. Seconded by Dick

Mueller. Approved

BENG =

CEE = 2

CS = 14

ECE = 1

EED =

MAE =

College of Humanities and Social Sciences

Motion to approve the business of the College of Humanities and Social Sciences made by Tom

Liljegren. Seconded by Dean Adams. Approved as noted below.

ENGL = 1

HIST = 7

JCOM =

LPCS = 4

POLS =

SSWA = 8 (SOC 2850 – Need to clarify differences in expectations based on credits earned.)
(SOC 4720 & 4770 Clarification needed as to why two courses at same level being cross-listed.)
(ARAB 2300 –REJECT This course belongs to CHaSS. Clarification from Global Engagement needed as to whether number of credits earned is consistent with length of international experience.)
(SOC 2120 – Currently being taught as 2800. Should this be a new course?)

IELI =

S.J. & Jessie E. Quinney College of Natural Resources

Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Claudia Radel. Seconded by Nick Morrison. Approved.

ENVS = 45

WATS =

WILD = 2

NR = 2

College of Science

Motion to approve the business of the College of Science made by Dick Mueller. Seconded by Dean Adams. Approved.

BIOL =

CHEM =

GEOL =

MATH = 2

PHYS =

SCI =

UN =

4. *Other Business*

Next meeting is January 4. Committee was asked if they want to reschedule the January 4 meeting. Consensus was to leave the meeting date as is.

Zero Credit Classes | Handbook-Continuing Education Units and Workforce Development
Held due to time constraints. Will be on the January agenda.

R401 Updates | Forms
Held due to time constraints. Will be on January agenda

Syllabus Update
Held due to time constraints. Will be on January agenda.

Adjourn 3:10 pm

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

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: /

Proposed Beginning Term²: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input checked="" type="checkbox"/>	Specialized Master Degree (specify award type ³ : MFA)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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.

Utah System of Higher Education
Program Description - Full Template

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/policy312/.

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 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/jsp/wi/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 [higherutah.org/policies/policyr315/](http://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 [higherutah.org/policies/R401](http://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

resources.

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.

	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				
Required Courses				
+ -	PEP 6100	×	Experiential Anatomy	2
+ -	PE/RELS 4010		Yoga Theory	2
+ -	PEP 6110	×	Embodied Practice: Yoga Technique 1	3
+ -	PEP 6115	×	Embodied Practice: Yoga Technique 2	3
+ -	THEA 6010		Intro to Graduate Studies	1
+ -	THEA 3100		Voice IV	2
+ -	PEP 6150	×	Embodied Practice: Skinner Releasing 1	3
+ -	PEP 6155	×	Embodied Practice: Skinner Releasing 2	3
+ -	THEA 4030/PEP6120	×	Embodied Practice: Michael Chekhov 1	3
+ -	THEA 6030/PEP6125	×	Embodied Practice: Michael Chekhov 2	3
+ -	LING 6600		Socio-cultural perspectives on Language Learning	3
+ -	PEP 6900		Independent Study	3
+ -	PEP 6165	×	Movement Practice Apprenticeship-6 credits repeatable once	12
Choose of the following courses:				
+ -				
+ -				
Required Course Credit Hour Sub-Total				43
Elective Courses				
+ -	HIST 6710		Space, Place and Folklore: Folklore and Landscape	
+ -	HIST 6770		Legend and the Supernatural	
+ -	HIST 6770		Expressive Culture and Conflict	
+ -	HIST 6760		Folk Art and Material Culture	
+ -	HIST 6740		Folk Narrative	
+ -	RELS 3010		Intro to Buddhism	
+ -	RELS 3090		intro to Shamanism	
+ -	THEA 6980		Theatre internship	
+ -	PEP6610		Topics in Biomechanics 2 cr	
+ -	PEP 6840		Fundamentals of Motor Behavior 2 cr	
+ -	PEP6480		Advanced neuromuscular exercise physiology 2 cr	
+ -	PEP 6410		Bioenergetics and Exercise Metabolism 2cr	
+ -	PEP 6440		Body Composition	

	Course Number	NEW Course	Course Title	Credit Hours
<input type="radio"/> + <input type="radio"/> -	PEP 6850		Neural Aspects of Rehabilitation	
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				43

Can students complete this degree without emphases? Yes or No

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Performing Arts	
<input type="radio"/> + <input type="radio"/> -	THEA 6710		Contemporary Theatre Studies	2
<input type="radio"/> + <input type="radio"/> -	THEA 6920		Graduate Project in Theatre	6
<input type="radio"/> + <input type="radio"/> -	THEA 6720		Specialized Theatre History and Literature Topics	2
<input type="radio"/> + <input type="radio"/> -	THEA 6160		Movement Direction	3
<input type="radio"/> + <input type="radio"/> -	THEA 6900		Research Studies	3
<input type="radio"/> + <input type="radio"/> -	THEA 6790		Seminar in Drama	1
<input type="radio"/> + <input type="radio"/> -	THEA 6970		Thesis	3
Choose				of the following courses:
<input type="radio"/> + <input type="radio"/> -				
<input type="radio"/> + <input type="radio"/> -				
Emphasis Credit Hour Sub-Total				20
Total Number of Credits to Complete Program				63
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Yoga	
<input type="radio"/> + <input type="radio"/> -	RELS 3820		Hindu Sacred Texts	3
<input type="radio"/> + <input type="radio"/> -	PEP 6140	<input checked="" type="checkbox"/>	Intro to Ayurveda	3
<input type="radio"/> + <input type="radio"/> -	PE3020		Yoga Teaching Methodology	2
<input type="radio"/> + <input type="radio"/> -	EDUC/PSY 6570		Research Methods	3
<input type="radio"/> + <input type="radio"/> -	EDUC 6770		Qualitative Methods	3
<input type="radio"/> + <input type="radio"/> -	RELS 3420		Gods and Goddesses of India	3
<input type="radio"/> + <input type="radio"/> -	PEP 6970		Thesis	6
Choose				of the following courses:
<input type="radio"/> + <input type="radio"/> -				
<input type="radio"/> + <input type="radio"/> -				

	Course Number	NEW Course	Course Title	Credit Hours
	Emphasis Credit Hour Sub-Total			23
	Total Number of Credits to Complete Program			66
	Remove this emphasis			

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> (Item #3).

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PEP 6100 Experiential Anatomy	2	THEA 4030/PEP 6120 Embodied Practice: Mich	3
PEP 6110 Embodied Practice: Yoga Technique	3		
EDUC 6570 Research Methods (Yoga)	3	PEP 6115 Embodied Practice: Yoga Technique	3
		RELS 4010 Yoga theory	2
PEP 6165 Movement Apprenticeship	6		
THEA 6010 Intro to Graduate Studies	1	PEP 6165 Movement Practice Apprenticeship (c	6
Total	15	Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PEP 6125/THEA 6030 Embodied Practice: Mich	3	PE 3020 Yoga Teaching Methodology (yoga)	2
PEP 6150 Embodied Practice: Skinner Releasi	3	PEP 6155 Embodied Practice: Skinner Releasi	3
THEA 6720 Specialized Theatre History and Li	2	LING 6600 Socio-Cultural Perspective on langu	3
PEP 6140 Intro to Ayurveda (yoga)	3		
PEP 6160 Movement Direction (Performance)	3	THEA 6710 Contemporary Theatre Studies (perf	2
EDUC 6770 Qualitative Methods (yoga)	3	THEA 6920 Graduate Project in Theatre (perf)	3
		PEP 5900 Independent studies (Summer)	3
Total	17	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
		THEA 6970 Thesis/ PEP 6970 Thesis	3
THEA 3100 Voice IV	2	THEA 6920 Graduate Project in Theatre (perf)	3
THEA 6900 Research Studies (performance)	3	RELS 3420 Gods and Goddesses of India(Yoga)	3
RELS 3820 Hindu Sacred Texts (yoga)	3	THEA 6790 Seminar in drama (performance)	1
PEP 6900 Independent studies	1		
Total	9	Total	10
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Staff: Part Time					

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						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	1,030	1,038	1,046	1,054	1,054	1,054
# of Majors in Proposed Program(s)	//////	8	16	24	24	24
# of Graduates from Department	275	275	275	283	283	283
# Graduates in New Program(s)	//////	0	0	8	8	8
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>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.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$33,288	\$108,288	\$108,288	\$108,288		
Operating Expenses (equipment, travel, resources)	\$1,500	\$3,500	\$3,500	\$3,500		
Other: accreditation fees Special Fees	\$0	\$13,355	\$25,355	\$25,355		
TOTAL PROGRAM EXPENSES	//////	\$125,143	\$137,143	\$137,143		
TOTAL EXPENSES	\$34,788	\$159,931	\$171,931	\$171,931		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$33,288	\$84,576	\$84,576	\$84,576		
Appropriation		\$0	\$0	\$0		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees		\$12,000	\$24,000	\$24,000		
Tuition		\$55,401	\$106,569	\$141,775		
Differential Tuition (requires Regents approval)		\$7,145	\$12,795	\$16,001		
PROPOSED PROGRAM FUNDING	//////	\$159,122	\$227,940	\$266,352		
TOTAL DEPARTMENT FUNDING	\$33,288	\$192,410	\$261,228	\$299,640		
Difference						
Funding - Expense	(\$1,500)	\$32,479	\$89,297	\$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 rares 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

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

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 Code¹ : 16.0904
Min/Max Credit Hours Required of Full Program: 120 /
Proposed Beginning Term²: Fall 2018
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	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.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

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/wii/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. Portuguese is the official language spoken in eight different countries on four continents. 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 higher.utah.gov/policies/policy315/. 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/instructions, 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 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.

		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	
+	-	or			3
+	-	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

Program Curriculum Narrative

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

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.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
PORT 1010	4	PORT 1020	4
CL 1	3	CL 2	3
QL trac	4	QL	4
BAI	3	BCA	3
PE	1		
Total	15	Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PORT 2010	4	PORT 2020	4
BHU	3	BPS	3
BLS	3	Exploration or LING 2100	3
BSS	3	LING 4100	3
Minor or Elective	3	Minor or Elective	3
Total	16	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
PORT 3000	3	PORT 3400	3
PORT 3040	3	PORT 3630	3
PORT 3570	3	PORT 3510	3
DSC	3	DSS	3
Minor or Elective	3	Minor or Elective	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
PORT 3540	3	PORT 4100	3
PORT 3700	3	PORT 4200	3
PORT 4000	3	Minor of Elective	3
Minor or Elective	3	Minor of Elective	3
Minor or Elective	3	Minor or Elective	3
Total	15	Total	15

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.

	# Tenured	# Tenure -Track	# Non -Tenure Track
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).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Cacilda	Rêgo	T	Ph.D	University of Texas-Austin	90	
	Marcus	Brasileiro	T	Ph.D.	University of Minnesota	100	
	Rubynara	Carvalho	O	M.A.	Brigham Young University	100	Lecturer
	Karin	DeJonge-Kannan	O	Ph.D.	Indiana University	10	Principal Lect
	Abdulkafi	Albirini	T	Ph.D.	University of Illinois at Urbana-Champaign	10	
	Joshua	Thoms	T	Ph.D.	University of Iowa	10	
	Jason	Gilmore	TT	Ph.D.	University of Washington	10	
Part Time Faculty							

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.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
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					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

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						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	542	554	562	568	576	582
# of Majors in Proposed Program(s)	////	12	20	26	34	40
# of Graduates from Department	108	108	108	116	120	122
# Graduates in New Program(s)	////	0	0	8	12	14
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>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.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$4,472,913	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$181,756	\$0	\$0	\$0		
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$4,654,669	\$4,654,669	\$4,654,669	\$4,654,669		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
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	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$4,654,669	\$4,654,669	\$4,654,669	\$4,654,669		
Difference						
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

Utah System of Higher Education
 New Academic Program Proposal
 Cover/Signature Page - Abbreviated Template

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 Code¹ : 03.0101
 Min/Max Credit Hours Required of Full Program: 12 Cr Hr / 12 Cr Hr
 Proposed Beginning Term²: Fall 2018
 Institutional Board of Trustees' Approval Date:

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/> Certificate of Completion		
<input type="checkbox"/> Minor		
<input checked="" type="checkbox"/> Graduate Certificate		
<input type="checkbox"/> K-12 Endorsement Program		
<input type="checkbox"/> NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/> Out of Service Area Delivery Program		

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.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

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

Present a brief program description. 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. Provide evidence of student interest and demand that supports potential program enrollment.

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/jsp/wi/utalmis/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.

		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
Required Courses					
+	-			Choose ONE of the following two courses	
+	-	WATS 5300		Principles of Aquatic Ecosystem Restoration	3
+	-	WATS 5660		Principles of Watershed and Stream Restoration	3
Choose of the following courses:					
+	-				
+	-			Choose ONE of the following two courses	
+	-	WATS 5350		Management and Restoration of Aquatic Ecosystems Capstone II	2
+	-	WATS 5670		Watershed & Stream Restoration Practicum	2
					Required Course Credit Hour Sub-Total
					5
Elective Courses					
+	-	WATS 5310		Ecology & Restoration of Wetland and Riparian Plants	3
+	-	WATS 5330		Large River Management	3
+	-	WATS 5340		Management & Restoration of Aquatic Ecosystems Capstone I	2
+	-	WATS 5550		Freshwater Invertebrates	3
+	-	WATS 5640		Riparian Ecology and Management	3
+	-	WATS 5650		Analysis of Fisheries Data with R	2
+	-	WATS 6310		Wetland Ecology & Management	3
+	-	WATS 6530		Water Quality and Pollution	3
+	-	WATS 6700		Restoration Ecology	4
+	-	WATS 6850		Geomorphic Change Detection: Restoration Monitoring	1
+	-	WATS 6860		Partnering with Beaver in Restoration Design	1
+	-	WATS 6900		Prioritizing Conservation	3
+	-	WATS 6900		Using Grazing as a Tool for Riparian and Stream Restoration	1
+	-	WATS 6900		Priorities in Riparian Restoration Workshop	1
+	-	WATS 6900		Sediment Transport in Stream Assessment & Design	2
+	-	WATS 6900		Geomorphology of Channel Change	3
+	-	WATS 6900		Woody Debris Restoration in Streams & Rivers	1
+	-	ENVS 6000		Theoretical Foundations in Human Dimensions of Ecosystem	3

		Course Number	NEW Course	Course Title	Credit Hours
+	-	ENVS 6010		Applying Human Dimensions Concepts to Natural Resources	3
+	-	ENVS 6310		Introduction to Environmental Laws and Policy	3
+	-	ENVS 6320		Water Law and Policy in the United States	3
+	-	ENVS 6410		Translational Ecology	3
+	-	NR 6520		Structure & Function of Ecological Social Systems	4
+	-	NR 6530		Integrated Inventory, Analysis, and Assessment of Ecosystems	4
+	-	NR 6560		Fire Fuels & Management	4
+	-	WILD 5700		Forest Assessment & Management	4
+	-	PSC 5550		Weed Biology & Control	4
+	-	PSC 4500		Soil Reclamation	3
+	-	PSC-WILD 6350		Wildland soils	3
+	-	PSC 6900		North American Invasive Plant Ecology and Management	2
+	-	LAEP 6110		Landscape Planning for Wildlife	3
+	-	CEE 5880		Remediation Engineering	3
+	-	CEE 6490		Integrated River Basin/Watershed Planning & Management	3
Elective Credit Hour Sub-Total					7
Core Curriculum Credit Hour Sub-Total					12

Program Curriculum Narrative

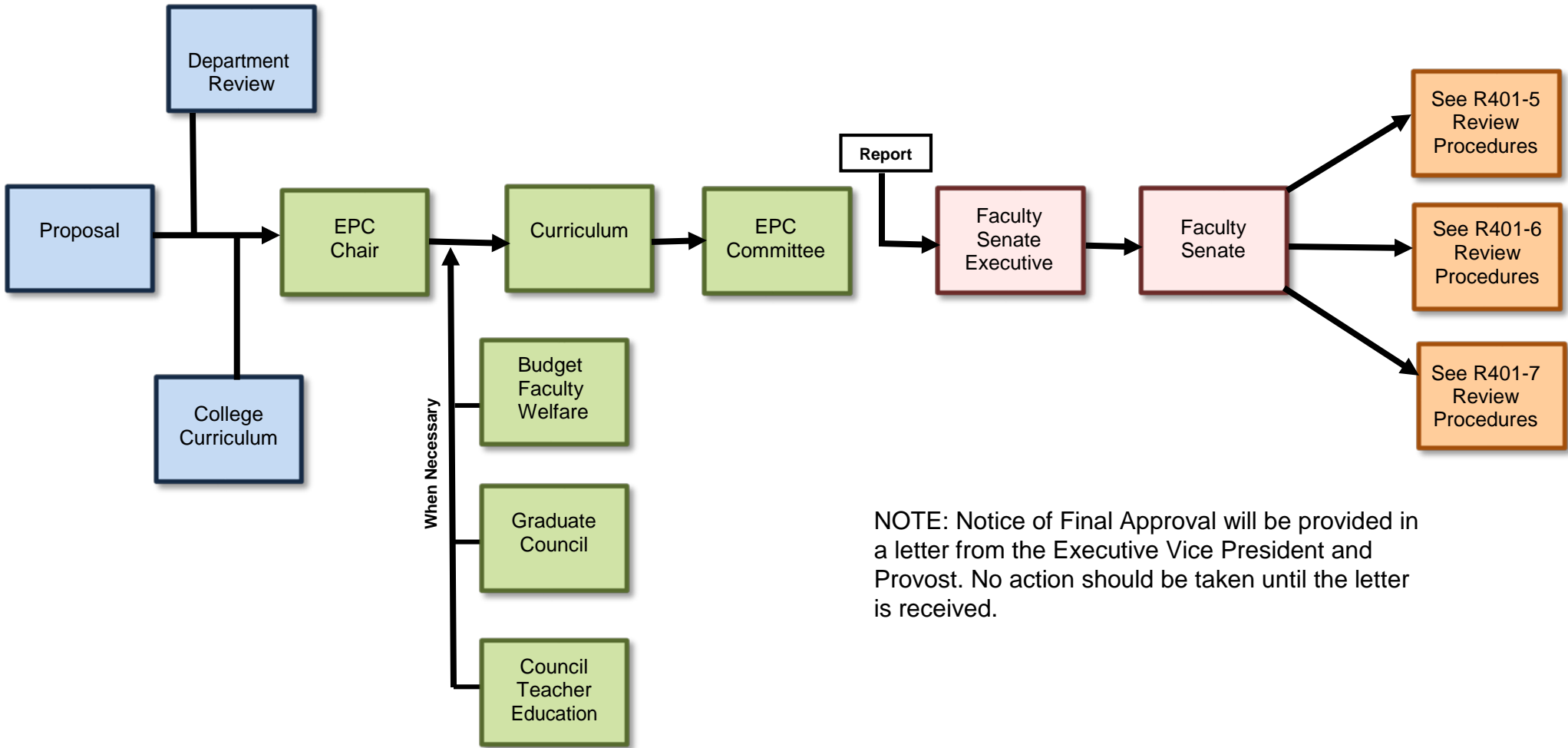
Describe any variable credits. You may also include additional curriculum information, as needed.

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

R401 PROPOSAL FLOW CHART



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

Outside 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

R401-7

Board of Trustees Review & Approve

CAO Submits R401 to OCHE

OCHE Conducts Preliminary Review

OCHE Submits to Regents PRC

Regents PRC Recommendation to Regents

- Also includes new colleges and professional schools.

Utah State University (USU)
Guidelines for Developing a Course Syllabus
Office of the Executive Vice President & Provost
(Draft December, 2017)

Introduction

A syllabus is an academic document that communicates course information and defines the expectations and the responsibilities of students. It is descriptive in nature and is prepared by the course instructor who teaches or supervises the course and it is provided (*either in paper or electronic form*) to students at the beginning of a course. At Utah State University (USU), “faculty members shall select course requirements based on the legitimate pedagogical goals of the course and discipline, and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach” (403.3.1.3).

USU values the uniqueness and diversity each instructor brings to their course. However, each course developed and delivered to students must have a syllabus and adhere to the following guidelines that help to ensure quality and consistency, and allow integration and sharing within USU’s database systems. In addition, a syllabus is often needed in an accreditation process.

NOTE: Course Syllabi can be self-developed or using tools in CANVAS.

NOTE: The USU Course Catalog serves as the primary place to find policies and procedures as well as program and course information. It is updated once a year and archived each summer.

Information Required in a USU Syllabus

1. Course Description (Course Number and Course Name)

The first section of the course description should match what is currently in the USU course catalog available at: <http://catalog.usu.edu>.

For Example: USU 1300 - U.S. Institutions (BAI) (3 credits)

Provides basic understanding of the history, principles, form of government, and economic system of the United States. Emphasis on ideas and critical thinking, rather than dates, names, and places.

Provide Additional Information (optional). Use your own words to convey to students the purpose of the course. For example, in a succinct paragraph, consider adding information related to noteworthy course content, major activities and required assignments.

Also, pre- or co-requisites can be listed, and semester(s) traditionally offered could be noted.

2. **Course Fee**

Courses that require a student fee must list the fee and provide a brief explanation of what it is used for. More information on course fee requirements is available at:

<http://catalog.usu.edu/content.php?catoid=12&navoid=3211>

For Example: Course Fee: \$40 - Used for consumable materials provided.

3. **Course Objectives**

Each course syllabus should have 3-5 objectives associated with it. Course objectives help clarify what is required of the student (i.e., what they are expected to learn by the end of the course). They are brief statements and should be written in observable and measurable terms (e.g., Students will use a microscope to identify various types of cells.).

Course objectives are typically developed by the instructor/department. When developing course objectives, instructors are highly encouraged to consider how their objectives align and map with USU's IDEA Student Rating of Instruction (SRI). The IDEA SRI system focuses on student learning around 12 general objectives in the following six major areas:

1. Basic Cognitive Background
2. Application of Learning,
3. Expressiveness
4. Intellectual Development
5. Lifelong Learning
6. Team Skills

For more information on the IDEA Student Instruction Rating, see:

http://www.usu.edu/aaa/idea_faculty_faq.cfm

Faculty are encouraged to map their "course objectives" to IDEA Center "learning objectives" as it helps students to better understand what is being covered in the course. To review examples of integrating objectives into a course syllabus, see: <http://www.usu.edu/aaa/pdf/idea/HO3-Syllabus-ObjectivesExamples.pdf>

4. **Disability Statement**

University responsibilities to individuals with disabilities are mandated by two main pieces of federal legislation. They are Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA). Both are civil rights statutes aimed at preventing discrimination against individuals on the basis of their disability. It is the policy of USU to comply with the fundamental principles of nondiscrimination and accommodation set forth in both of these laws. Therefore, the following statement (available at: <https://www.usu.edu/drc/faculty/index>) is required in all USU syllabi:

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Additional Course Information Typically included in a Syllabus

5. **Instructor Information:** Name, Contact information, & Office Hours. If applicable, may also include items such as TA information, course or instructor website information, etc.
6. **Required and Optional Course Resources** (e.g., textbook, safety equipment, etc.).
7. **Course Requirements.** For example: *Each student will*
 1. Complete reading and homework assignments by due date.
 2. Thoughtfully and actively participate in class discussions.
 3. Lead a discussion group on an assigned topic and report the results.
 4. Complete a research project.
 5. Complete a midterm and a final exam.
8. **Evaluation Methods and Criteria** (e.g., exams, presentations, papers, performances, etc.)
9. **Grading Scale & Grading Policy** (e.g., instructors develop and state their late policies, times when items are due, etc.). See: Grading Policy:
<http://catalog.usu.edu/content.php?catoid=12&navoid=3201>
There are no set grading policies or grading scales at USU.
Typical Grading Scale: A (93%-100%) A- (90%-92%); B+ (87%-89%) B (83%-86%) B- (80%-82%); C+ (77%-79%) C (73%-76%) C- (70%-72%); D+ (67%-69%) D (60%-66%); F (0%-59%)
Note: Some courses are only offered as Pass/Fail. When a course is offered only in this manner, this information must be clearly stated in the syllabus. See:
<http://catalog.usu.edu/content.php?catoid=12&navoid=3961>
Note: Faculty Grading Information: <https://www.usu.edu/registrar/faculty-staff/grading>
10. **Course Schedule/Outline** (e.g., showing dates and assignments)
11. **Attendance & Excused Absences Policy:** Instructors set course content and structure and are responsible for determining if a student has met the minimum requirements for completion of the course. The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies. See:
<http://catalog.usu.edu/content.php?catoid=12&navoid=3160>
Non-Attendance Policy: <http://catalog.usu.edu/content.php?catoid=12&navoid=3955>
12. **Assumption of Risk:** All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/>

Other items that could include a course syllabus:

- Attendance (Participation) Policy
- Course Activities
- Course Topics Covered
- Helpful Resources for Students
- Instructor Teaching Philosophy
- Student Expectations
- Freedom of Speech
- Service Learning Statement
- Use of Personal Electronic Devices in the Classroom
- Statement on Bringing Children (or others) to Class
- Weapons Policy Statement/Concealed Carry Statement (Review State Law)
- Mental Health and Stress Management Information
- Concurrent Enrollment Statement

Helpful Information for Instructors:

- “Credits Awarded for Courses” information available here: <http://catalog.usu.edu/content.php?catoid=12&navoid=3796>
- USU Course Waitlisting Information: <http://www.usu.edu/registrar/registration/waitlisting#1>

USU Policy and Procedure Information that can be shared in a Course Syllabus

Instructors are encouraged to share additional information that can be used to help students better know their rights and responsibilities and much of this information is detailed in “**The Code of Policies and Procedures for Students at Utah State University**” (<https://studentconduct.usu.edu/studentcode>). Furthermore, instructors can learn more about **student conduct** expectations at the USU Office of Student Conduct (<https://studentconduct.usu.edu>).

In addition, as instructors prepare their syllabus, they should carefully review **USU Faculty Policy 403** that discusses items such as: Academic Freedom, Professional Responsibilities, and Conflicts with a Student’s Core Beliefs. (USU Policy 403: <https://www.usu.edu/policies/403/403.pdf>).

For example, 403.3.1 “Standards of Conduct - Faculty Responsibilities to Student,” address such matters as: course preparation, meeting scheduled classes, informing students of course requirements, student core beliefs, and office hours.

Examples of USU Policies and Procedures that may be Included in a syllabus are listed below and many of these polices are available in CANVAS and can easily be inserted into the syllabus.

- Academic Integrity - "The Honor Pledge"
- Grievance Process
- Plagiarism

- Withdrawal Policy & "I" Grade Policy (<https://www.usu.edu/registrar/registration/after/add-drop>)
- Sexual Harassment (<https://www.usu.edu/policies/339>)
- Emergency Procedures (<https://studentaffairs.usu.edu/emergency/index>)
- Classroom Civility: (<https://studentconduct.usu.edu/studentcode/article5>) – See Section V-3

Syllabus Development Help

USU has developed a robust electronic “Syllabus Tool” to assist instructors in developing their syllabi. Instructors are encouraged to use this tool available in their CANVAS courses.

Note: Help with the syllabus tool (i.e., training and support) is available by contacting The Center for Innovative Design and Instruction (CIDI) at: <http://cidi.usu.edu/directory/index> Phone: 435.797.9506

The Syllabus Tool provides preformatted section headings and content. Preformatted content includes:

- Information Blocks (e.g., Course Description, Course Objectives, Canvas Information, and Fees)
- Institution-defined objectives
- Bloom's Revised Taxonomy terms
- The Canvas course grade scheme
- Important Institutional policies and procedures (e.g., Academic Freedom and Professional Responsibilities, Academic Integrity – "The Honor System," Academic Dishonesty, Sexual Harassment, Withdrawal Policy and "I" Grade Policy, Students with Disabilities, Diversity Statement, Grievance Process, & Emergency Procedures).

Syllabus Repository

USU maintains a repository of all course syllabi developed using the Canvas Syllabus Tool. You can see the USU Canvas Course Syllabus Tracker at: <https://elearn.usu.edu/syllabus>

At the Repository, Many Examples of USU course syllabi can be found – for example:

<https://elearn.usu.edu/canvasCustomTools/syllabus/syllabusDetails.php?courseID=444599>;

<https://elearn.usu.edu/canvasCustomTools/syllabus/syllabusDetails.php?courseID=472042>

References

Jeanne M. Slattery & Janet F. Carlson (2005) Preparing an Effective Syllabus:

Current Best Practices, College Teaching, 53:4, 159-164, DOI: 10.3200/CTCH.53.4.159-164

Available at: <http://dx.doi.org/10.3200/CTCH.53.4.159-164>

Cornell University, Center for Teaching Excellence: Writing a Syllabus. Available at:

<https://www.cte.cornell.edu/teaching-ideas/designing-your-course/writing-a-syllabus.html>

University of Utah, Center for Teaching and Learning Excellence: Designing a Course Syllabus. Available at: <http://ctle.utah.edu/resources/syllabus.php>

The First 6 Components for an Effective Course Syllabus:

<https://www.linkedin.com/pulse/first-6-components-effective-course-syllabus-meggin-mcintosh>