1. Call to Order/Roll/Declaration of Quorum  Presented By: Margaret Kirkpatrick, Chair  (4:30-4:35 p.m.)  Standing

2. Consent Agenda  (4:35-4:40)
   Approve the draft 5-8-15 ASAC notes.
   ASAC draft notes 5-8-15 - Page 2

   BA BS Applied Health and Fitness - Page 5

4. Academic Program Proposal: BFA in Creative Writing  Presented By: Sona Andrews, Provost  (4:50-5:00 p.m.)  Approve
   BFA Creative Writing - Page 24
MEETING NOTES

Committee members present: Chair Margaret Kirkpatrick, Vice Chair Swati Adarkar, Sho Dozono, Maude Hines (by phone), Maria Carolina Gonzalez-Prats, Wim Wiewel (ex-officio, non-voting), John Fraire (ex-officio, non-voting) and Sona Andrews (ex-officio, non-voting)

Committee members not present: Pete Nickerson

Committee staff present: Shelley Winn and Donna Bergh

1. CALL TO ORDER/ROLL/DECLARATION OF QUORUM

Margaret Kirkpatrick, Chair of the Academic and Student Affairs Committee (ASAC), called the meeting to order at 3 p.m. Donna Bergh, Staff to the Committee, declared a quorum was present. The meeting was convened.

2. CONSENT AGENDA—ACTION

Action: Adarkar moved that the committee approve the minutes from the April 7, 2015 ASAC meeting. Gonzalez-Prats seconded the motion. The minutes were approved.

3. ACADEMIC PROGRAM PROPOSAL: B.S. IN QUANTITATIVE ECONOMICS—DISCUSSION AND ACTION

Provost Sona Andrews presented the program proposal leading to the B.S. in Quantitative Economics effective fall 2015. The program combines a rigorous program of study in Economics with mathematical and statistical foundations necessary for students to succeed in Masters of Economics programs as well as to move directly into careers with employers who require candidates with strong quantitative backgrounds. Professor Sarah Tinkler, chair of Economic's undergraduate committee, was introduced by Andrews, and answered questions from Trustees, including clarification on educational and career pathways for graduates of the proposed program.

There were no public comments.

Action: Adarkar moved to approve the proposal for a B.S. in Quantitative Economics; Dozono seconded. The proposal was approved for advancement to the Provosts Council and the HECC.

Portland State University Board of Trustees
4. PORTLAND STATE ACHIEVEMENT COMPACT—DISCUSSION AND ADOPTION

The PSU Achievement Compact will be an action item at the meeting of the full Board of Trustees at its June 11, 2015 meeting. Andrews described the history, purpose, and current status of the public university compacts. The expected outcomes for 2015-16 were prepared based on trend data. Outcome measures continue to focus on specific targets for student completion, quality, and connections. No funds are associated with achievement of the outcomes. Although there is current legislation being considered that would eliminate the Achievement Compacts, an OEIB Administrative Rule requires that the governing board of the university complete and execute the achievement compact by June 30, 2015.

Kirkpatrick recommended, and other committee members agreed, that a narrative should accompany the Resolution when presented at the full Board of Trustees. The narrative should describe what the data trends indicate and how the campus is addressing any concerns that have emerged.

Action: Dozono moved to approve the Resolution and Hines seconded the motion. The Resolution was approved and will be brought to the full Board for discussion and action at the June 13, 2015 meeting.

5. ACADEMIC AND STUDENT AFFAIRS BUDGETS—DISCUSSION

The University FY2016 budget will be on the agenda of the Board of Trustees meeting on June 11, 2016. Vice President John Fraire, Enrollment and Student Affairs, and Provost Andrews, Academic Affairs, provided a summary of their budget plans. Andrews reminded members that the Performance Based Budgeting (PBB) model applies to just the Education and General Fund (E&G) budget, which includes the State allocation and tuition. Non-E&G includes other revenue streams such as student fees, philanthropy and funded research. Andrews described the academic budget planning timeline including the setting of enrollment targets and performance requirements. Members reviewed the FY2015 budget and the projections for FY2016. The proposed FY16 academic E&G expenditure budget is $184,489,042, including a 3% increase over last year and investments to fund an increased performance target of $244,133,350. Fraire presented the proposed Student Affairs budget, which totals $77,060,000, and listed sources of revenue above the E&G budget of $7,530,000.

There were no public comments.

6. THE SCHOOL OF PUBLIC HEALTH INITIATIVE—DISCUSSION

Provost Andrews updated Trustees on the efforts to develop a joint School of Public Health between the Oregon Health Sciences University (OHSU) and Portland State. She talked about the 21-year long history of the two universities working together on the Oregon MPH program. In 2010 there was a report concerning the potential of OSU, OHSU and PSU establishing a joint or separate schools of public health. OSU moved ahead to form its own SPH. Recognizing that OHSU and PSU could offer a very strong program together, they have continued to work together on the collaborative initiative. The current size and scope of programs includes three Ph.D. programs (2 at PSU and 1 at OHSU) and six MPH tracks (2 at PSU and 4 at OHSU). The challenges of blending the two campus cultures were recognized, including the issues that PSU has a represented and tenure-related faculty and OHSU does not. Andrews introduced Elena Andresen, the

Portland State University Board of Trustees
Interim Dean of the initiative. Looking at the timeline for the collaborative project, Andrews said that the PSU Faculty Senate will vote on the recommendation to create a joint school next month, an MOU is being developed with the American Association of University Professors and work continues with CEPH (Council for Education in Public Health) to gain accreditation for the joint school.

There were no public comments.

7. NEXT STEPS AND ADJOURNMENT

Chair Kirkpatrick recognized Eric Noll, outgoing PSU Student Body President, for his leadership and thanked him for his steady presence at meetings. With no further comments or questions from the committee, Kirkpatrick adjourned the meeting.
DATE:       July 7, 2015

TITLE:      BA/BS in Applied Health and Fitness

COMMITTEE ACTION: Approve the proposal to establish an instructional program leading to the BA/BS in Applied Health and Fitness, effective Fall 2015. Once approved by the ASAC, the provost will forward the proposal to the Higher Education Coordinating Committee (HECC) for final approval.

ATTACHED DOCUMENTS: 1. Executive Summary
                       2. Full Program Proposal
Executive Summary:
July 7, 2015

College/School: College of Urban and Public Affairs
Department/Program: School of Community Health
Proposed Degree: BA/BS in Applied Health and Fitness

1. Description of the Program.
   After mapping our curriculum (See attached curriculum grid) to the Association of Schools and Programs of Public Health (ASPPH) guidelines for all concentrations and updating our curriculum to Council on Education for Public Health (CEPH) standards, it was determined that the accreditation requirements were not appropriate for the Physical Activity/Exercise concentration of the Health Studies B.A./B.S. degree. The School of Community Health recommends that the Physical Activity/Exercise concentration be reconfigured as a separate degree program and renamed B.A./B.S. Applied Health and Fitness, which is more appropriate for students pursuing a focus on exercise and fitness. Accreditation methods in these disciplines include but are not limited to: certification exams offered by The American College of Sports Medicine (ACSM) and the National Strength & Conditioning Association (NSCA). These organizations represent The National Commission for Certifying Agency’s (NCCA) most highly regarded accreditations in the Health and Fitness industry. Under the proposed joint School of Public Health initiative between Portland State University and Oregon Health and Sciences University, a stand-alone B.A./B.S. degree program is necessary in order to satisfy the CEPH accreditation requirements for the joint School of Public Health. The proposed revision to the degree program is also necessary to meet the accreditation requirements for students hoping to pursue a career in Personal Training, Strength & Conditioning, Fitness for Special Populations and Health Coaching.

   To be successful in this field, graduating students must obtain certification from a national organization. While there are numerous certifications one can pursue, several stand out as exemplary, including those from the NSCA and ACSM. The undergraduate curriculum committee in the School of Community Health chose to use the Personal Training Program Education Recognition Program (ERP) as a guide for proposing curriculum revisions and updates. This was accomplished by curriculum mapping to the ERP learning outcomes.

   The Applied Health and Fitness degree is designed for the student with interests in physiological and programmatic aspects of exercise, nutrition, fitness, personal health and physical activity. Coursework in practical and applied techniques follows a basic framework in the biological sciences and prepares for professional careers in Personal Fitness, Special Populations and Wellness Coaching.

2. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

   PSU values intellectual inquiry in its undergraduate and graduate programs, provides leadership in the development of knowledge, and creates opportunities for the application of knowledge to real-world problems. We maintain a welcoming and stimulating environment that is conducive to success for students, faculty, and staff.
In response to the recent ACSM survey results indicating the current employment trends in the fitness marketplace, a number of certification and accreditation associations are revising eligibility requirements for programs and individuals. Amongst these are:

- The Council for Education in Public Health (CEPH) offering for the first time an accreditation for undergraduate programs in Public Health
- The National Strength and Conditioning Association (NSCA) revising the eligibility requirements for certification in anticipation of creating an accreditation for undergraduate programs in Personal Training, Strength and Conditioning and Special Populations.

Since the eligibility requirements for the specific accreditations from CEPH and the NSCA demand completely different core and required coursework, it is necessary to divide the existing BA/BS in Community Health into the newly approved Community Health degree and the proposed BA/BS in Applied Health and Fitness.

3. What evidence of need does the institution have for the program?

According to a recent survey (mentioned above) by the American College of Sports Medicine (ACSM), "educated and experienced fitness professionals" now constitute the most important fitness trend in the world, having jumped from third to first place since last year. "Personal trainers" rose from seventh to third place. Recent School of Community Health survey results support the revision and updates to the curriculum. The School of Community Health has experienced a significant growth in the number of students choosing to major in Physical Activity/Exercise over the last five years.

With the undergraduate program in the School of Community Health being one of the largest undergraduate programs in Public Health nationwide, it is important for the program to put ourselves on the best path to pursue these new accreditation opportunities. This proposal places the curriculum in the best position to accomplish this.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

With the exception of Oregon Institute of Technology, all other public Universities have a Health and Physical Education or Exercise Science degree offered. (See Chart below.)

<table>
<thead>
<tr>
<th>Oregon State University</th>
<th>Exercise and Sport Science</th>
</tr>
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<tbody>
<tr>
<td>University Of Oregon</td>
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</tr>
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<td>Western Oregon University</td>
<td>Exercise Science</td>
</tr>
<tr>
<td>Southern Oregon University</td>
<td>Health Physical Education and Leadership</td>
</tr>
<tr>
<td>Eastern Oregon University</td>
<td>Physical Activity and Health</td>
</tr>
<tr>
<td>Portland State University</td>
<td>Currently (Physical Activity and Exercise concentration of the Health Studies B.A./B.S.)</td>
</tr>
</tbody>
</table>
This new degree will not alter the current curriculum landscape for the state as it is essentially a reorganization of the current Physical Activity and Exercise concentration under the B.A. /B.S. in Health Studies. Minor adjustments in the core curriculum were made to allow this degree to be separated from the larger curricular umbrella of the Health Studies degree. The creation of a completely separate degree from the B.A./B.S. in Health Studies now allows the existence of both degrees within the proposed joint School of Public Health between Oregon Health Sciences University and Portland State. This separation is necessary to allow both degree options to be pursued without creating problems obtaining the appropriate respective accreditations.

All appropriate University committees and the PSU Faculty Senate have positively reviewed the proposed program.

**Recommendation to the Board**

The Provost recommends that the Board authorize Portland State University to pursue approval from the Higher Education Coordinating Commission (HECC) to establish an instructional program leading to the B.A. /B.S. in Applied Health and Fitness, effective Fall 2015.
Proposal for a New Academic Program

Institution: Portland State University
College/School: College of Urban & Public Affairs
Department/Program: School of Community Health
Proposed Degree and Title: BA/BS in Applied Health and Fitness

1. Program Description
   a. Proposed Classification of Instructional Programs (CIP) number:
      
      **51.0001 Health and Wellness, General**
      A program of study that prepares individuals to assume roles as health/wellness professionals in private business and industry, community organizations, and health care settings. Includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors.

   b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

      After mapping our curriculum (See attached curriculum grid) to the Association of Schools and Programs of Public Health (ASPPH) guidelines for all concentrations, and updating our curriculum to Council on Education for Public Health (CEPH) standards, it was determined that the accreditation requirements were not appropriate for the Physical Activity/Exercise concentration of the Health Studies B.A./B.S. degree. The School of Community Health recommends that the Physical Activity/Exercise concentration be reconfigured as a separate degree program and renamed B.A./B.S. Applied Health and Fitness, (which is more appropriate for students pursuing a focus on exercise and fitness.) Accreditation methods in these disciplines include but are not limited to certification exams offered by The American College of Sports Medicine (ACSM) and the National Strength & Conditioning Association (NSCA). These organizations represent The National Commission for Certifying Agency’s (NCCA) most highly regarded accreditations in the Health and Fitness industry. Under the proposed joint School of Public Health initiative between Portland State University and Oregon Health and Sciences University, a stand-alone B.A./B.S. degree program is necessary in order to satisfy the CEPH accreditation requirements for the joint School of Public Health. The proposed revision to the degree program is also necessary to meet the accreditation requirements for students hoping to pursue a career in Personal Training, Strength & Conditioning, Fitness for Special Populations and Health Coaching.

      To be successful in this field, graduating students must obtain certification from a national organization. While there are numerous certifications one can pursue, several stand out as exemplary, including those from the NSCA and ACSM. The undergraduate curriculum committee in the School of Community Health chose to use the Personal Training Program Education Recognition Program (ERP) as a guide for proposing curriculum revisions and updates. This was accomplished by curriculum mapping to the ERP learning outcomes.
c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

BA/BS Applied Health and Fitness

The Applied Health and Fitness degree is designed for the student with interests in physiological and programmatic aspects of exercise, nutrition, fitness, personal health and physical activity. Coursework in practical and applied techniques follows a basic framework in the biological sciences and prepares for professional careers in Personal Fitness, Special Populations and Wellness Coaching.

A grade of C- or better is mandatory in all coursework required for degrees in the School of Community Health. With the exception of internship credits, courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling the majors or minors offered within the school. Students must fulfill all general University requirements in addition to specific school requirements.

Requirements

Core requirements

In addition to meeting the general University degree requirements all majors in health studies must take the following core coursework plus select at least one focus area:

Core coursework (50 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 250</td>
<td>Our Community, Our Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 363</td>
<td>Communicable and Chronic Disease</td>
<td>4</td>
</tr>
<tr>
<td>PHE 361</td>
<td>Care and Prevention of Injuries</td>
<td>4</td>
</tr>
<tr>
<td>PHE 404</td>
<td>Internship</td>
<td>4</td>
</tr>
<tr>
<td>PHE 270</td>
<td>Basic Biomechanics</td>
<td>2</td>
</tr>
<tr>
<td>PHE 314</td>
<td>Research in Fitness</td>
<td>4</td>
</tr>
<tr>
<td>Bi 301</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 302</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PHE 325</td>
<td>Nutrition for Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 370</td>
<td>Applied Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>PHE 473</td>
<td>Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>PHE 474</td>
<td>Exercise Prescription and Training</td>
<td>4</td>
</tr>
<tr>
<td>PHE 475</td>
<td>Exercise Testing Techniques</td>
<td>4</td>
</tr>
</tbody>
</table>

Fitness and Exercise Focus Area

This concentration is designed to provide fitness coaches and personal trainers with the resources and services to be successful. The Fitness and Exercise Concentration is intended to educate and train professionals working with a wide range of clients to improve their fitness levels and overall well-being.

Coursework (26 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 421</td>
<td>Health Coaching Strategies</td>
<td>4</td>
</tr>
<tr>
<td>PHE 456</td>
<td>Health Aspects of Aging</td>
<td>4</td>
</tr>
<tr>
<td>PE 185</td>
<td>Fitness Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>PE 185</td>
<td>Sports Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>PE 185</td>
<td>Weight Training</td>
<td>1</td>
</tr>
<tr>
<td>PE 185</td>
<td>Weight Loss Boot Camp</td>
<td>1</td>
</tr>
<tr>
<td>PE 195</td>
<td>Fitness Instruction (Personal Training)</td>
<td>2</td>
</tr>
<tr>
<td>PHE Electives</td>
<td>From the list below</td>
<td>8</td>
</tr>
</tbody>
</table>

And one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 306</td>
<td>Working with Money for Business Minors</td>
<td>4</td>
</tr>
<tr>
<td>BA 316</td>
<td>Working with Customers for Business Minors</td>
<td>4</td>
</tr>
</tbody>
</table>
BA 326 Working with People for Business Minors 4
BA 336 Working with Information for Business Minors 4
BA 346 Working as an Entrepreneur for Business Minors 4
Total 26

Fitness for Special Populations Focus Area

The Special Population Concentration is designed for fitness professionals who, using an individualized approach, assess, motivate, educate, and train special population clients of all ages regarding their health and fitness needs, preventively, and in collaboration with healthcare professionals. Special populations include those with chronic and temporary health conditions.

Special Population Fitness instructors design safe and effective exercise programs, provide the guidance to help clients achieve their personal health/fitness goals, and recognize and respond to emergency situations. Recognizing their own areas of expertise, Special population specialists receive referrals from and refer clients to other healthcare providers as appropriate.

Coursework (28 credits)
- PE 180 Gentle Yoga 1
- PE 180 Aqua Conditioning 1
- OR
- PE 180 Intro to Tai Chi 1
- PE 195 Fitness Instruction (Special Populations) 2
- PHE 295 Health Promotion 4
- PHE 456 Health Aspects of Aging 4
- PHE 340 Motor Learning 4
- PHE 417 Adapted Physical Education 4
- PHE Electives From the list below 8

Health Coaching Focus Area

The program teaches professionals how to guide clients toward achieving positive health choices through behavior change. The Concentration in Health Coaching program will help professionals cultivate effective and integrative coaching skills while learning to foster a supportive environment for transformation. The program combines a strong coaching emphasis along with competencies in mindfulness, motivational interviewing, nutrition, and chronic health conditions.

Coursework (28 credits)
- COMM 218 Interpersonal Communication 4
- PHE 275 Stress Management 4
- PHE 421 Health Coaching Strategies 4
- PHE 295 Health Promotion 4
- PHE 466 Mind /Body Health 4
- PHE Electives From the list below 8

Approved elective courses (8 credits)
- PHE 295 Health Promotion 4
- PHE 417 Adapted Physical Education 4
- PHE 340 Motor Learning 4
- PHE 354 Social Gerontology 4
- PHE 355 Consumer Health Issues 4
d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

Courses will be taught in the normal format.

e. **Adequacy and quality of faculty delivering the program.**

Same adequacy and quality of the faculty delivering the current BA/BS in Health Studies (Physical Activity and Exercise option.)

f. **Faculty resources – full-time, part-time, adjunct.**

Full time 22 faculty

Part time 1 faculty

Adjuncts 46 faculty (Includes the Physical Education instructors)

g. **Other staff.**

1 Classified

1 Unclassified unrepresented.

h. **Facilities, library, and other resources.**

Facilities include: Peter W. Stott Center various activity rooms and offices, Urban Center Building offices and Exercise Physiology lab. General pool classrooms will be used for the majority of the courses taught in this curriculum

College of Urban and Public Affairs library

i. **Anticipated start date.**

Fall of 2015 or as soon as approved.
2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.

PSU values intellectual inquiry in its undergraduate and graduate programs, provides leadership in the development of knowledge, and creates opportunities for the application of knowledge to real-world problems. We maintain a welcoming and stimulating environment that is conducive to success for students, faculty, and staff.

In response to the recent ACSM survey results indicating the current employment trends in the fitness marketplace, a number of certification and accreditation associations are revising eligibility requirements for programs and individuals. Amongst these are:

- The Council for Education in Public Health (CEPH) offering for the first time an accreditation for undergraduate programs in Public Health

- The National Strength and Conditioning Association (NSCA) revising the eligibility requirements for certification in anticipation of creating an accreditation for undergraduate programs in Personal Training, Strength and Conditioning and Special Populations.

Since the eligibility requirements for the specific accreditations from CEPH and the NSCA demand completely different core and required coursework, it is necessary to divide the existing BA/BS in Health Studies into the newly approved Community Health degree and the proposed BA/BS in Applied Health and Fitness.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

This program will continue to uphold the ideals of diversity, quality learning, research, knowledge creation and innovation as the existing BA/BS in Health Studies (Physical Activity and Exercise track). This degree will assure that the curriculum is adapting to reflect the changes in the professional skills and responsibilities in the field.

c. Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:

   i. improve educational attainment in the region and state;
   ii. respond effectively to social, economic, and environmental challenges and opportunities; and
   iii. address civic and cultural demands of citizenship.

This degree will preserve the existing ability to serve the statewide needs from the current BA/BS in Health Studies (Physical Activity and Exercise track) this proposal will continue the existing articulation agreement between Portland State University, Portland Community College and Clark Community College. (See further information about this agreement in section 6.)
3. Accreditation
   a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.
      Association of Schools of Public Health
      The Council for Education in Public Health (CEPH) offering for the first time an accreditation for undergraduate programs in Public Health
      The National Strength and Conditioning Association (NSCA) revising the eligibility requirements for certification in anticipation of creating an accreditation for undergraduate programs in Personal Training, Strength and Conditioning and Special Populations.
   b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.
      The curriculum in this proposal was developed to meet the accreditation and credentialing requirements of both these organizations. It was necessary to create this new BA/BS degree in order to meet the individual requirements of each.
   c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
      Not Applicable
   d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.
      The School of Community Health is developing an application for accreditation through CEPH to coincide with the application for accreditation of the proposed Joint School of Public Health between OHSU and PSU.

4. Need
   a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
      Fall 2015 252 Students
      Fall 2016 280 Students
      Fall 2017 304 Students
      Fall 2018 331 Students
   b. Expected degrees/certificates produced over the next five years.
c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

The demographic characteristics of the student population should continue to follow the current distribution pattern. No change in the rate of in-state to out of state, full-time/part-time and traditional/nontraditional students is anticipated.

a. Evidence of market demand.

According to a recent survey (mentioned above) by the American College of Sports Medicine (ACSM), "educated and experienced fitness professionals" now constitute the most important fitness trend in the world, having jumped from third to first place since last year. "Personal trainers" rose from seventh to third place. Recent School of Community Health survey results support the revision and updates to the curriculum. The School of Community Health has experienced a significant growth in the number of students choosing to major in Physical Activity/Exercise over the last five years.

With the undergraduate program in the School of Community Health being one of the largest undergraduate programs in Public Health nationwide, it is important for the program to put ourselves on the best path to pursue these new accreditation opportunities. This proposal places the curriculum in the best position to accomplish this.

b. If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

c. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

The proposed Applied Health and Fitness B.A./B.S. recognizes the opportunity to position our students at the forefront of this growing segment of the health care delivery system. This provides a seamless connection to the Portland State University School of Community Health mission, expanding upon the service aspect.

It is expected that graduates of this program could go on to graduate schools in Exercise Science, Sports Medicine or seek employment as a Certified Personal Trainer, Certified Special Population Specialist, Certified Inclusive Fitness Trainer or Health Coach.
5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

LO #01: Enhance four goals of University Studies through showing their connections to individual and community health.

LO #02: Assess individual and community assets and challenges for health and fitness.

LO #03: Develop the appropriate methods to improve health and fitness at the individual, community, and organizational level.

LO #04: Evaluate effectiveness of strategies to promote health and fitness at the individual, community, and organizational level.

LO #05: Communicate health and fitness needs, concerns, risks and resources to appropriate audiences.

LO #06: Identify the physiological, mental, emotional and behavioral strategies for improving health and fitness.

LO #07: Understand principles and techniques to improve health and fitness (including, frequency, duration, intensity, volume, overload, specificity and progression).

LO #08: Understand the importance of proper exercise technique instruction.

LO #09: Acquire expertise in specific content areas.

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Methods used to assess the learning outcomes and curriculum improvement will remain the same as the current degree.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Research and scholarly work expected from the program faculty will remain as it is for the current BA/BS degree in Health Studies.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

This proposed curriculum will continue to be an integral part of the School of Community Health and is positioned to become an equally integral part of the Proposed Joint School of Public Health between OHSU and PSU.

Additionally, the School of Community Health currently has an articulation with the Portland Community College Fitness Technology program which is just finishing its 5th year. This articulation allows students who complete the 2 year degree from PCC to transfer seamlessly to PSU with 90 credit or junior status. The articulation also allows several PCC classes to count toward their Health Studies: Exercise and Physical Activity B.S. degree. This articulation has allowed students who are financially burdened to save money and to have a better chance at completing a four year degree which is part of both the state and university mission. Most students also have an opportunity to complete a minor to complement their program of study making them more marketable when seeking employment. This articulation would be continued with the new B.S. in Applied Health and Fitness. Aside from an articulation with PCC, we have a similar one with Clark Community College.
b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

With the exception of Oregon Institute of Technology, all other public universities have a Health and Physical Education or Exercise Science degree offered. (See Chart below.)

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<tr>
<td>Portland State University</td>
<td>Currently (Physical Activity and Exercise concentration of the Health Studies B.A./B.S.)</td>
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This new degree will not alter the current curriculum landscape for the state as it is essentially a reorganization of the current Physical Activity and Exercise concentration under the B.A./B.S. in Health Studies. Minor adjustments in the core curriculum were made to allow this degree to be separated from the larger curricular umbrella of the Health Studies degree. The creation of a completely separate degree from the B.A./B.S. in Health Studies now allows the existence of both degrees within the proposed joint School of Public Health between Oregon Health Sciences University and Portland State. This separation is necessary to allow both degree options to be pursued without creating problems obtaining the appropriate respective accreditations.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

d. Potential impacts on other programs.

There is no foreseeable impact to other programs as this is merely a revision of the curriculum.

7. Financial Sustainability (see Budget Outline form)

a. Business plan (RCAT) for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

As this is a revision of a currently existing program the budgetary needs are already included in the School of Community Health annual budget allocation.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

The future facilities needs are already being included in the renovation plans for the Peter W. Stott Center and the facilities planning for the new Joint School of Public Health.
c. Targeted student/faculty ratio (student FTE divided by faculty FTE).
   Student/faculty ratio should be unaffected by this curriculum revision.

d. Resources to be devoted to student recruitment.
   These resources are currently included in the School of Community Health annual budget.

8. External Review
   If the proposed program is a graduate level program, follow the guidelines provided in External Review of New Graduate Level Academic Programs in addition to completing all of the above information.

   N/A

Revised 7/14 – hhs
Budget Outline Form: Year 1  
Estimated Costs and Sources of Funds for Proposed Program  
Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

Institution: Portland State University  
Program: BA/BS in Applied Health and Fitness  
Academic Year: 2015-16

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<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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**Personnel**
- Faculty (Include FTE)
- Graduate Assistants (Include FTE)
- Support Staff (Include FTE)
- Fellowships/Scholarships
- OPE
- Nonrecurring

Personnel Subtotal

**Other Resources**
- Library/Printed
- Library/Electronic
- Supplies and Services
- Equipment
- Other Expenses

Other Resources Subtotal

**Physical Facilities**
- Construction
- Major Renovation
- Other Expenses

Physical Facilities Subtotal

GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0
### Budget Outline Form: Year 2

**Estimated Costs and Sources of Funds for Proposed Program**

**Academic Year:** 2016-17

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

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**Other Resources Subtotal**

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**Physical Facilities Subtotal**

| GRAND TOTAL | 0 | 0 | 0 | 0 | 0 | 0 |
Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

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**Personnel**

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- Fellowships/Scholarships
- OPE
- Nonrecurring

**Personnel Subtotal**

**Other Resources**

- Library/Printed
- Library/Electronic
- Supplies and Services
- Equipment
- Other Expenses

**Other Resources Subtotal**

**Physical Facilities**

- Construction
- Major Renovation
- Other Expenses

**Physical Facilities Subtotal**

**GRAND TOTAL**

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<th>Personnel</th>
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Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Academic Year: 2018-19

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

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**Other Resources Subtotal**

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**Physical Facilities Subtotal**

| GRAND TOTAL         | 0        | 0        | 0        | 0        | 0        | 0        |

14
Budget Outline Form: Year 5
Estimated Costs and Sources of Funds for Proposed Program
Academic Year: 2019-20

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

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DATE: July 7, 2015

TITLE: B.F.A. in Creative Writing

COMMITTEE ACTION: Approve the proposal to establish an instructional program leading to the B.F.A. in Creative Writing, effective Fall 2015. Once approved by the ASAC, the provost will forward the proposal to the Higher Education Coordinating Committee (HECC) for final approval.

ATTACHED DOCUMENTS: 1. Executive Summary  
2. Full Program Proposal
Executive Summary:
July 7, 2015

College/School: College of Liberal Arts and Sciences
Department/Program: English Department
Proposed Degree: B.F.A. in Creative Writing

1. Description of the Program.

This is a proposal to establish the Bachelor of Fine Arts degree (BFA) in Creative Writing in the Department of English at Portland State University. Under this plan, the Department would add the BFA degree to its existing undergraduate options of a BA in English, minors in English, Writing, and Film Studies. The BFA will use existing faculty and courses to feature concentrations in fiction, nonfiction, and poetry writing, while also drawing upon the department's strengths in such other areas as literature and publishing.

A BFA represents a more focused and avowedly artistic practice in writing, with higher degree standards than a BA entails. BFAs in any art form generally have a competitive entry process, are based in performance and cohorts, and generate a certain esprit d'corps. By employing competitive admissions, tiered workshops, and a graduation portfolio, our proposed degree program will draw upon a national pool of students to build a highly motivated cohort of creative writing students.

2. Describe the purpose and relationship of the proposed program to the institution’s mission and strategic plan.

In its mission statement, Portland State University affirms its dedication to the enhancement of the intellectual, social, cultural, and economic qualities of urban life in the Portland-Metro area. The University is committed to guaranteeing access “throughout the life span” of the individual “to a quality liberal education for undergraduates.” For a city rich in literary culture that is highly attractive to aspiring and established writers, an excellent and flexible BFA program in Creative Writing will further PSU’s leadership position in community engagement, particularly in the humanities.

As the logical extension of our existing MFA program in Creative Writing, the BFA capitalizes upon all of our Creative Writing program’s strengths. We have an accomplished faculty, a desirable location in one America’s top creative communities, and a well-developed curriculum with close attention to mentored work and current best practices. The MFA program is still developing its financial base, with the goal of greater developing additional assistantships and tuition remissions for incoming students. A BFA program, by contrast, does not typically function under the expectation of financial support beyond those already provided for undergraduates at the university, along with those student writing awards that are already in place. The English Department also has Foundation accounts funding awards for undergraduate creative writing, in particular the Burnam awards in nonfiction, fiction, and poetry.

With these existing resources, Portland State University can at a single stroke create the country's only public BFA Creative Writing program from here to Nebraska. And by virtue of its existing permanent faculty and undergraduate offerings, PSU will be poised to immediately become one of the top 5 BFA programs in
the country. With its competitive admissions process, the BFA would also create an accomplished and motivated writing cohort -- which will enrich their experience of English at PSU, and bond them more strongly to us as alumni.

3. What evidence of need does the institution have for the program?

As the only public writing BFA in the West, with substantial advantages in tuition, curriculum, and core faculty, we expect our out-of-state enrollment rates to match our current MFA out-of-state application rate of 75%. Of the maximum BFA size of 36 students/year, we expect 27 out-of-state students yearly.

The BFA program in Creative Writing will serve students from a variety of academic and cultural backgrounds, including non-traditional students -- which historically includes older students who may have family or work responsibilities. Creative Writing programs nationwide tend to draw individuals from traditionally underrepresented cultural groups who wish to find and develop their literary voices and contribute to the communal cultural production of their ethnic, cultural, and religious heritage.

Approximately 50 students graduate each year with both a B.A. English and a Writing Minor. While they would not be the BFA’s only internal pool of students -- others may be interested, and after its first year it will draw students both regionally and nationally -- these current PSU students do give an indication of the demand for an BFA degree.

A November 2013 poll, made of all recent B.A. English + Writing Minor graduates listed in Datamaster, found strong demand for a BFA:
Question 1: Would you prefer PSU to also offer a BFA in Creative Writing degree in its English program?
   YES: 91% (32 of 35 respondents)
   NO: 9% (3)
Question 2: If a Creative Writing BFA had been available while you were at PSU, would you have considered applying for it?
   YES: 86% (30 of 35 respondents)
   NO: 14% (5)
Question 3: While at PSU, did you consider transferring or attending a different university to obtain a Creative Writing degree?
   YES: 41% (14 of 35 respondents)
   NO: 59% (21)

The effect of the BFA on retention and enrollment may be even greater, as this poll was of our graduates, and does not show how many others, deterred by the lack of this degree option, actually did leave or never came here in the first place.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

At this time, there is no other public BFA in Creative Writing in the western US; nor is there another public undergraduate creative writing major or minor of any kind in the Portland metropolitan area.

All appropriate University committees and the PSU Faculty Senate have positively reviewed the proposed program. This graduate program has undergone a successful external review as required by PSU policy.
Recommendation to the Board

The Provost recommends that the Board authorize Portland State University to pursue approval from the Higher Education Coordinating Commission (HECC) to establish an instructional program leading to the B.F.A. in Creative Writing, effective Fall 2015.
Proposal for a New Academic Program

Institution: Portland State University
College/School: CLAS
Department/Program: English
Proposed Degree and Title: BFA in Creative Writing

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number (contact your Registrar or Institutional Research office for this number). 23.0501

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

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A BFA represents a more focused and avowedly artistic practice in writing, with higher degree standards than a BA entails. BFAs in any art form generally have a competitive entry process, are based in performance and cohorts, and generate a certain esprit d'corps. By employing competitive admissions, tiered workshops, and a graduation portfolio, our proposed degree program will draw upon a national pool of students to build a highly motivated cohort of creative writing students.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

The course of study can be instituted with our existing course offerings. The only alterations needed will be an already planned update of the title of WR 328 (Media News Editing), to reflect a broadened emphasis and format in the course; the result will also be more fitting for the nonfiction strand of the proposed BFA degree.

The result would be this proposed Bulletin copy:

B.F.A. in Creative Writing
Admission Requirements
Admission to the degree program is based on (a) general admission to the university. See page XX for more information, and (b) admission to the Creative Writing program, which includes submission of an Admissions Sample of creative writing (10-15 pages of poetry, or 15-25 pages of prose).

Requirements for B.F.A. in Creative Writing
In addition to meeting university B.A. degree requirements, the Creative Writing major will meet the following requirements for the B.F.A. degree: Required Courses, Fine Arts Courses, Writing Electives, Literature Electives, and a Senior Portfolio.

Required Literature Courses (16 cr)
ENG 204 Survey of English Literature I
ENG 205 Survey of English Literature II
ENG 253 Survey of American Literature I
ENG 254 Survey of American Literature II

Required Writing Courses (12 cr)
WR 212 Introductory Fiction Writing
WR 213 Introductory Poetry Writing
WR 214 Introductory Nonfiction Writing

Fine Arts Electives (8 cr)
Two courses in arts appreciation, theory, or performance (8 credits):
This requirement is fulfilled through courses in the College of the Arts (e.g. prefixed ARCH, ARH, ART, FLM, MUS, and TA.)

Writing Electives (28 cr)
• 16 credits in the genre of portfolio (fiction, nonfiction, or poetry), at least 8 of which must be 400 level:
  * Courses may be repeated for credit.

  WR 312 Intermediate Fiction Writing*
  WR 313 Intermediate Poetry Writing*
  WR 328 Media Editing
  WR 399 Special Studies
  WR 407 Writing Seminar
  WR 412 Advanced Fiction Writing*
  WR 413 Advanced Poetry Writing*
  WR 456 Forms of Nonfiction
  WR 457 Personal Essay Writing
  WR 458 Magazine Writing
  WR 459 Memoir Writing

• 12 credits of additional upper-division WR courses, 8 of which must be 400-level.

Literature Electives (12 cr)
12 ENG credits of upper division literature, each covering different centuries or eras. (With advisor approval, one upper division WLL literature course may be applied to this requirement.)

**Graduation Requirement: The Senior Portfolio**
The Senior Portfolio is submitted for approval by the quarter of graduation. This portfolio showcases the clean revised copy of the student's creative writing in a chosen genre (i.e. fiction, nonfiction, or poetry), and should contain: (a) An introductory statement of artistic intent. This statement should provide an overview and analysis of the development and revision of their portfolio work. (6 - 10 pages); and (b) Writing within a genre: 30 - 50 pages (fiction or nonfiction), or 20 - 30 pages (poetry).

Total credits = 76

**Additional Information on Requirements**
- Creative Writing majors in upper-division English courses are expected to be able to write a library research paper when required. The department recommends that majors without prior training in research paper writing enroll in Wr 222.
- Only courses in which a student receives a C or above can count for the Creative Writing major.
- Only courses taken for a letter grade can count toward the Creative Writing major.
- No more than 12 credits taken for the Minor in English may be applied to the Creative Writing major.
- A minimum of 24 credits in English and/or Writing at PSU is required to graduate from PSU with a major in Creative Writing.

d. **Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).**

It will be delivered through the existing schedule of ENG and WR classes on the PSU campus. These are primarily daytime lecture classes, but include the occasional use of nighttime and/or hybrid classes. Our writing courses already successfully employ D2L, teleconferencing, class blogs, and e-mail; the BFA program would continue these practices.

e. **Adequacy and quality of faculty delivering the program.**

Portland State has a substantial tenured and tenure-track core faculty – the largest in Oregon, with seven professors already in place for its extant MFA program, and a search in progress for an eighth (a TTR 1.0 FTE in fiction) even further solidifying its position.

The following Creative Writing faculty plan to serve in admissions and portfolio review capacities for the BFA: Professors Abu Jaber, Beer, Collins, Glazer, Paulson, and Zumas. Our undergraduate advisors do not anticipate issues arising from the addition of the BFA, as the degree uses courses offered for the existing BA English and Writing minor. It should also be noted as there is a portfolio submitted, as opposed to an original thesis, the BFA will not create the ongoing faculty advising loads typically found in MFA programs.
f. **Faculty resources – full-time, part-time, adjunct.**

Along with introductory courses often taught by GAs and adjuncts who are alumni from our MFA program, PSU features a substantial and highly accomplished full-time core faculty in Creative Writing. Its permanent faculty are:

**Fiction:**

Diana Abu-Jaber  
Associate Professor  
Ph.D., SUNY-Binghamton; MA University of Windsor  
Areas of Interest: Fiction Writing, Post-Colonial Literature, First Generation Writers, Film Studies.  

A. B. Paulson  
Associate Professor  
Ph.D., SUNY-Buffalo; MA University of Chicago  
Areas of Interest: Fiction Writing, 19th and 20th Century American Fiction  
Publications include: *Watchman Tell Us of the Night* (Viking, 1985).

Leni Zumas  
Assistant Professor  
MFA, U. Massachusetts Amherst  
Areas of Interest: Fiction, Fiction Writing, 20th and 21st Century Literature, Hybrid Literary Forms.  
Publications include: *The Listeners* (Tin House, 2012), *Farewell Navigator* (Open City, 2008)

**Nonfiction:**

Paul Collins  
Associate Professor  
M.Phil., CUNY Graduate Center; MA College of William & Mary  
Areas of Interest: Literary Nonfiction Writing, Memoir, Magazine Writing, Science  

Michael McGregor  
Professor  
MFA, Columbia University  
Areas of Interest: Literary Nonfiction Writing, Fiction Writing, Journalism, Editing, Contemporary Nonfiction and Fiction  
Publications include: "Alpine Ovation" (*Portland Monthly*, 2012), "A Gyroscope on the

**Poetry:**

John Beer
Assistant Professor
MFA, University of Iowa
Areas of Interest: Poetry, Creative Writing, Philosophy of Language, Theater

Michele Glazer
Professor
MFA, University of Iowa
Areas of Interest: Poetry, Poetry Writing, Cross-genre/cross-discipline creative collaboration
Publications include: *On Tact, and The Made-Up World* (University of Iowa Press, 2010), *Aggregate of Disturbances* (University of Iowa Press, 2004); *It Is Hard to Look at What We Came to Think We’d Come to See* (University of Pittsburgh Press, 1997).

g. **Other staff.**

The English Department has a Graduate Coordinator at 1.0 FTE, whose duties currently include supporting the MAs in English, Writing (Publishing), Writing (Technical Writing), and the MFA in Creative Writing. Creative Writing has had, on an irregular basis, a .25 Temporary Staff to assist in cohort work and events. We request, with the addition of a BFA program, that the Department's overall staffing needs be reviewed at the end of a year of the Program's launch.

h. **Facilities, library, and other resources.**

No new physical resources are needed. The American Library Association has not issued a list of recommended texts or resources for programs in creative writing. The Portland State University library, as well as the library of the Department of English, has adequate resources for creative writing students.

Portland State also boasts two student-funded literary publications, *Pathos* and *Portland Review*; it also has close ties to *Propeller* magazine (founded by a PSU faculty member, and largely written by PSU students), and to *Tin House*, which has served as a our partner in a successful visiting writer program. These extant resources could provide substantial opportunities in writing, editing, and interning for our BFA students.

i. **Anticipated start date.**
We would be ready to implement the program the quarter following its approval, e.g. Fall 2015. We anticipate a first-year "soft rollout" drawing largely from on-campus candidates, to be followed by a national rollout the following fall.

2. **Relationship to Mission and Goals**

a. **Manner in which the proposed program supports the institution’s mission, signature areas of focus, and strategic priorities.**

In its mission statement, Portland State University affirms its dedication to the enhancement of the intellectual, social, cultural, and economic qualities of urban life in the Portland-Metro area. The University is committed to guaranteeing access “throughout the life span” of the individual “to a quality liberal education for undergraduates.” For a city rich in literary culture that is highly attractive to aspiring and established writers, an excellent and flexible BFA program in Creative Writing will further PSU’s leadership position in community engagement, particularly in the humanities.

As the logical extension of our existing MFA program in Creative Writing, the BFA capitalizes upon all of our Creative Writing program’s strengths. We have an accomplished faculty, a desirable location in one America’s top creative communities, and a well-developed curriculum with close attention to mentored work and current best practices. The MFA program is still developing its financial base, with the goal of greater developing additional assistantships and tuition remissions for incoming students. A BFA program, by contrast, does not typically function under the expectation of financial support beyond those already provided for undergraduates at the university, along with those student writing awards that are already in place. The English Department also has Foundation accounts funding awards for undergraduate creative writing, in particular the Burnam awards in nonfiction, fiction, and poetry.

With these existing resources, Portland State University can at a single stroke create the country's only public BFA Creative Writing program from here to Nebraska. And by virtue of its existing permanent faculty and undergraduate offerings, PSU will be poised to immediately become one of the top 5 BFA programs in the country. With its competitive admissions process, the BFA would also create an accomplished and motivated writing cohort -- which will enrich their experience of English at PSU, and bond them more strongly to us as alumni.

b. **Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.**

The objective of the BFA in Creative Writing is to provide students within the field of creative writing the fundamental skills and experience they need to succeed as writers, editors, or teachers in the areas of fiction, poetry, and nonfiction.
Our students will benefit by having a comprehensive and intensive curriculum of classes and workshops in craft and technique, exposure to the work of established writers, and opportunities to work closely with peers and published writers as they develop and hone their creative work and critical skills.

In addition to meeting the needs of students from the community, a BFA program in Creative Writing would include aspects that have broad public appeal beyond the campus, including furthering our visiting writers series, designed to promote readings, craft talks, and visits by local, national, and international writers. Such readings are already an active feature of our program, and function as outreach, adding to PSU’s visibility as a literary center of Portland, attracting support and recognition for PSU, and serving both our students and the larger community.

c. **Manner in which the program meets regional or statewide needs and enhances the state’s capacity to:**

   i. improve educational attainment in the region and state;
   
   ii. respond effectively to social, economic, and environmental challenges and opportunities; and
   
   iii. address civic and cultural demands of citizenship.

During the past twenty-five years, Portland has become increasingly diverse, both economically and culturally. Here, literary writers can pursue their art, adding to a flourishing culture, while at the same time helping to meet the local need for trained writers with excellent written communication skills in fields as diverse as publishing (Tin House, Hawthorne Books, Portland Monthly), business (Powell’s, Nike, Adidas), professional offices, law, ad agencies (Weiden & Kennedy, Gard & Gerber), journalism, and the nonprofit sector (arts, conservation, social service, and others), as well as teaching.

Portland-Metro officials have successfully embarked on an effort to attract “the creative class” by emphasizing the city’s cultural attributes, including bookstores, literary events and forums, films, theatre, etc. Portland is known throughout the country as a literary center, an attractive city for writers to live and work in. The BFA degree would provide them with greater educational and employment opportunities. Finally, Oregon will always have a need for literary artists to commemorate, critique, and comment on our distinct regional character.

3. **Accreditation**

   a. **Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

There is no accrediting agency for creative writing programs. However, the Associated Writing Programs (AWP) is recognized by most academic institutions in the United States conferring creative writing degrees as the primary source of standards for their
programs. AWP has issued a series of "Guidelines for Creative Writing Programs and Teachers of Creative Writing," which it updates annually, as well as an “AWP Director’s Handbook” and a "Hallmarks of an Effective MFA Program or BA Major in Creative Writing" document. These provide the generally accepted benchmarks for BFA programs.

In addition, all programs at PSU are subject to oversight by the Northwest Commission on Colleges and Universities (NWCCU), the umbrella accreditation agency for universities throughout the region. The central goal of the organization is to “assure educational quality, enhance institutional effectiveness, and foster continuous improvement of colleges and universities in the Northwest region through analytical institutional self-assessment and critical peer review based upon evaluation criteria that are objectively and equitably applied to institutions with diverse missions, characteristics, and cultures.” These same principles will guide the Department of English in its construction and management of the BFA.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

The program will adhere to the general principles mentioned above, as well as to the guidelines established by the AWP for creative writing programs. This includes stipulations regarding the number and qualifications of permanent faculty, class size, and curriculum.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

There is no accrediting authority or process in the discipline of creative writing. However, the BFA would take part in external reviews of Creative Writing by the AWP, and adhere to its suggested standards for programs.

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

To ease the logistics of debuting the degree, our initial year will operate at a somewhat smaller size. Based on competitive admissions, and a faculty load limit of 12 portfolios
per strand annually, we anticipate a maximum program size of 36 new FTE annually; however, in the first year, we would look to limit the first year's FTE to 18.

The resulting headcount is based (per OIRP Common Data Set 2013-2014) on PSU's proportions for undergraduates enrolled in degree programs, of 70% full-time and 30% part-time students, i.e. a maximum annual new incoming FTE drawn from a new incoming headcount of 42 (29 ft, 13 pt).

Assuming an average completion time (from enrollment in the program) of two years:

Year 1: 18 FTE; headcount 21
Year 2: 54 FTE; headcount 63
Year 3: 72 FTE; headcount 84
Year 4: 72 FTE; headcount 84
Year 5: 72 FTE; headcount 84

b. **Expected degrees/certificates produced over the next five years.**

Allowing for a half-size (18 incoming) rollout in its first year, an average two year completion time from enrollment in the program, this would result in approximately 116 BFA graduates in the next 5 years, to then be followed by approximately 36 more annually.

c. **Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).**

As the only public writing BFA in the West, with substantial advantages in tuition, curriculum, and core faculty, we expect our out-of-state enrollment rates to match our current MFA out-of-state application rate of 75%. Of the maximum BFA size of 36 students/year, we expect 27 out-of-state students yearly.

The BFA program in Creative Writing will serve students from a variety of academic and cultural backgrounds, including non-traditional students -- which historically includes older students who may have family or work responsibilities. Creative Writing programs nationwide tend to draw individuals from traditionally underrepresented cultural groups who wish to find and develop their literary voices and contribute to the communal cultural production of their ethnic, cultural, and religious heritage.

d. **Evidence of market demand.**

Approximately 50 students graduate each year with both a B.A. English *and* a Writing Minor. While they would not be the BFA’s only internal pool of students -- others may be interested, and after its first year it will draw students both regionally and nationally -- these current PSU students do give an indication of the demand for an BFA degree.

A November 2013 poll, made of all recent B.A. English + Writing Minor graduates listed in Datamaster, found strong demand for a BFA:
Question 1: *Would you prefer PSU to also offer a BFA in Creative Writing degree in its English program?*
YES: 91% (32 of 35 respondents)
NO: 9% (3)

Question 2: *If a Creative Writing BFA had been available while you were at PSU, would you have considered applying for it?*
YES: 86% (30 of 35 respondents)
NO: 14% (5)

Question 3: *While at PSU, did you consider transferring or attending a different university to obtain a Creative Writing degree?*
YES: 41% (14 of 35 respondents)
NO: 59% (21)

The effect of the BFA on retention and enrollment may be even greater, as this poll was of our graduates, and does not show how many others, deterred by the lack of this degree option, actually did leave or never came here in the first place.

Among student comments accompanying the poll were the following:

• “While I found the program quite satisfying, I would have preferred a stronger emphasis on the creative aspect of my personal goal in achieving my degree. A BFA would've been ideal. I support PSU’s potential add [of] the degree option.”

• “I did manage to fit in a fair amount of creative writing while I was a student, but would have loved to focus my degree in that direction.”

• “I wanted a BFA in creative writing, but didn't want / wasn't able to attend the schools that offered it.”

• “I considered Marylhurst at first because it had such a program [not a BFA, a BA English + Creative Writing concentration], but public transport to PSU was much better.”

• “I think it's great that you are looking into this. I frequently wished a BFA in Creative Writing was available to me at PSU.”

e. **If the program’s location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

There is no other public BFA in Creative Writing in the western US; nor is there another public undergraduate creative writing major or minor of any kind in the Portland metropolitan area.
f. **Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

Good writers are in demand, and particularly so in the rapidly changing, high-tech and creative climate of the Portland-Metro area. Urban theorist Richard Florida has described Portland as an epitome of the revitalizing force of a "Creative Class." A national study released in 2012 by Americans for the Arts (Arts & Economic Prosperity IV: The Economic Impact of Nonprofit Arts and Culture Organizations and Their Audiences) tallied arts and culture organizations in the Greater Portland area, supported 8,529 local full-time jobs and creating over $253 million in economic activity.

As a professional degree, the BFA's emphasis is on practice and preparation for a specific job, namely as a writer. The Bureau of Labor Statistics Occupational Outlook shows the current economic forecast within this category:

```
Writers and Authors
Number of jobs, 2012: 129,100
Job growth 2012 - 2022: 3%
Median salary: $55,940
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To place this number in perspective, a high school teacher, a typical job for an English BA, is listed by the BLS as having a similar median salary ($55,050). The job market addressed by the BFA is a slowly growing one, but fairly well paid—and is only directly served at the undergrad level by a small number of professional degree graduates. As most BFA programs are not quite in compliance with the AWP guidelines, PSU is among the few universities equipped to do it properly.
5. **Outcomes and Quality Assessment**

a. **Expected learning outcomes of the program.**

   The BFA will offer intensive study in a student’s chosen genre, so that they will gain mastery of techniques and issues specific to such writing; small group and full-class workshopping within its courses will create a strong cohort of writers with a shared purpose who understand creative writing not just as a mode of personal expression, but as a communal, public activity and a profession. Seminars will deepen and broaden students’ understanding of particular sub-genres or topics. The literature courses will help students understand their own work in the context of literary history and will inculcate a critical and scholarly approach to a range of texts.

   All of the coursework and requirements are geared toward helping students complete a creative portfolio of high literary merit. Students who have finished the coursework and the portfolio will have the skills and experience that prepare them to embark upon graduate study or to enter the creative field as professional writers, editors, and contributors to American letters.

b. **Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

   Our three key components in improving curriculum and instruction are in monitoring student progress, maintaining contact with alumni and their professional achievements, and the departmental consideration of improvements in the curriculum:

   (a) Student progress will be regularly analyzed and discussed both in workshops and individual conferences with faculty. A portfolio of work, including both an artist's statement of intent, and a substantial collection of polished and revised work, will be submitted in the student’s final term. This will be closely examined and subject to approval by a member of the core faculty in their writing genre.

   (b) We will also maintain a contact list of graduates to assess their success in their respective fields. In our current MFA program, we are currently assisted in this by the department's Graduate Coordinator, our Creative Writing coordinator, and by the use of dedicated social media on Facebook and Twitter. Similar arrangements will be made for the BFA cohorts, albeit with our Undergraduate Coordinator.

   (c) The English Department has both a Creative Writing Director and a Creative Writing Committee to oversee the success and continued development of our current MFA degree, with particular reference to the guidelines and standards developed by the Association of Writing Programs. This oversight and set of guidelines would also be extended to the proposed BFA.

c. **Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

   The Policies and Procedures of the English Department, particularly in the recent revision affirmed by the English faculty in May 2014, establish a clear set of standards regarding publication by the Creative Writing faculty. Specifically, they are expected to produce at
least one single-authored book at each stage of their career at PSU, i.e. before hire, tenure, and promotion. In addition to numerous articles in national publications, our core faculty have published 8 books since the launch of the MFA in 2009, and edited 2 others; additional books are currently under contract to publishers, including volumes by Professor McGregor to Fordham University Press and Professor Collins to W.W. Norton. We expect our faculty's strong record of publication to continue to grow, and to be a substantial advantage in attracting talented students to the BFA.
6. **Program Integration and Collaboration**

a. **Closely related programs in this or other Oregon colleges and universities.**

   There are no directly related programs in other public universities in Oregon -- i.e. none offer a major of any kind solely in Creative Writing – and only UO offers a minor specific to the discipline. Among private institutions, three (PNCA, Pacific, Linfield) have related programs:

   **Public**
   - UO: Creative Writing minor
   - SOU: BA English and Writing, with Creative Writing emphasis
   - EOU, WOU: BA English with Writing emphasis (not specifically Creative)
   - OSU: Writing minor (not specifically Creative)
   - OIT, OHSU: no major or minor

   **Private**
   - PNCA: BFA in Creative Writing
   - Pacific, Linfield: BA in Creative Writing
   - Marylhurst, Willamette: BA English with Creative Writing concentration
   - NW Christian: Written Communication minor (not specifically Creative)
   - Reed, Lewis & Clark, U Portland, George Fox, Multnomah, Warner Pacific: no major or minor

b. **Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.**

   The BFA at PSU would create a full range of public undergraduate options for Oregon's students. UO offers a minor in the field, while others offer within their English BA or concentrations or broader based minors; for creative writing students seeking these more circumscribed options, these institutions will have much to recommend them. But for those seeking a more immersive and focused degree in the discipline, PSU's program will be a unique opportunity to focus on such work, and to do so in a thriving artistic community.

   We also anticipate significant out-of-state interest in the program, drawing entirely new students to Oregon. PSU's program will particularly complement Oregon colleges and universities whose graduate programs are considered by BFA alumni who seek to remain in the region as they continue their education. They will be able to continue their development through MFA programs not only at PSU, but also at UO and OSU.

   A BFA program at PSU will enhance and enrich other educational institutions in the state, strengthening collegiality as we continue to collaborate with other colleges and universities. We have seen similar efforts before through our graduate program, as we have collaborated in the past with the University of Portland and Lewis & Clark College in bringing visiting writers to Portland; our MFA creative writing alumni also teach at local institutions ranging from PCC and Clark College to Lewis & Clark and U. Portland.
Within PSU itself, the BFA also represents a promising cross-college effort between CLAS and COTA, as our students will be expected to take at least 2 fine arts courses. The College of the Arts has expressed support of our use of 2 intro arts classes in BFA requirements; dozens of sections are already offered to non-COTA majors each year. Along with recent initiatives in exploring collaborative and cross-listing possibilities with Communication and Theatre Arts, we see this an important step in more full capitalizing upon Creative Writing’s potential across the university.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

We do not anticipate any reasons that would prevent us from collaborating with other programs in the future.

d. Potential impacts on other programs.

Given Portland State University’s location and the relatively small size of its proposed program, there should be little or no impact on other public institutions. As noted earlier, no other public BFA Creative Writing program exists in the US west of Nebraska. There is the potential for limited impact on the private programs at PNCA (BFA), Pacific University (BA), and Linfield College (BA). However, given the significant differences between our schools – PNCA is a small private art college, Pacific and Linfield are private institutions in comparatively rural environs, while PSU is a large urban public research university—we expect the student populations drawn by the programs to have little overlap.

7. Financial Sustainability (see Budget Outline form)

a. Business plan (RCAT) for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

Please see the Budget Outline form (Years 1 – 5) at the conclusion of this proposal.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

We do not require any physical resources beyond what we already have at hand.

c. Targeted student/faculty ratio (student FTE divided by faculty FTE).

12:1 (72 student FTE / 6 core faculty FTE)

d. Resources to be devoted to student recruitment.
A number of our existing recruitment efforts for the MFA program (Ads in Tin House and Poets & Writers, representation at AWP and Wordstock) can be readily adapted at little cost to include the BFA. The same is true of our online outreach through our department website, as well as through such social media as Twitter and Facebook.

We anticipate two expenses distinct to the BFA: a yearly event, and high-school advertising.

Our first-year launch event will be replaced in following years by a student reading and reception on campus. Along with celebrating student work, such events serve to expose new and prospective students to the program. The approximate cost would be $1500 for a launch event, to be followed after the first year by $1000 annually for a reading event.

High school literary magazines provide a uniquely well targeted and underutilized advertising medium for reaching out to prospective creative writing students. The rates in such publications tend to be modest, while their target audience—literary-minded student staffers and writers, as well as their parents—is precisely the demographic sought by the BFA program. Moreover, it would allow our program to reach out specifically to high school students in arts magnet schools, as well as diverse and underserved populations. We estimate the cost such advertising at $5000 annually.

8. **External Review**

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

N/A

*Revised 7/14 – hhs*
### Budget Outline Form: Year 1

#### Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

**Institution:** Portland State University  
**Program:** Bachelor of Fine Arts in Creative Writing  
**Academic Year:** 2015-16

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<tbody>
<tr>
<td>Construction</td>
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<tr>
<td>Major Renovation</td>
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<tr>
<td>Other Expenses</td>
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<td><strong>Physical Facilities Subtotal</strong></td>
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</table>

| GRAND TOTAL | 6500 | | | | |
**Budget Outline Form: Year 2**

**Estimated Costs and Sources of Funds for Proposed Program**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
<th>Column F</th>
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<td>Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds and Other Grants</td>
<td>From Fees, Sales and Other Income</td>
<td>LINE ITEM TOTAL</td>
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</tbody>
</table>

### Personnel
- Faculty (Include FTE)
- Graduate Assistants (Include FTE)
- Support Staff (Include FTE)
- Fellowships/Scholarships
- OPE
- Nonrecurring

**Personnel Subtotal**

### Other Resources
- Library/Printed
- Library/Electronic
- Supplies and Services
- Equipment
- Other Expenses

**Other Resources Subtotal**

### Physical Facilities
- Construction
- Major Renovation
- Other Expenses

**Physical Facilities Subtotal**

**GRAND TOTAL**

| LINE ITEM TOTAL | 6000 |
Budget Outline Form: Year 3
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

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<td>From Federal Funds and Other Grants</td>
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<td>LINE ITEM TOTAL</td>
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<td>Graduate Assistants (Include FTE)</td>
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<tr>
<td>Supplies and Services</td>
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<td>Equipment</td>
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</table>

| **GRAND TOTAL** | 6000 | | | | |

Master Page # 46 of 48 - Academic and Student Affairs Meeting 7/7/2015
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.

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</table>
Budget Outline Form: Year 5  
Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

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<td>from Other Budgetary Unit</td>
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Personnel

- Faculty (Include FTE)
- Graduate Assistants (Include FTE)
- Support Staff (Include FTE)
- Fellowships/Scholarships
- OPE
- Nonrecurring

Personnel Subtotal

<table>
<thead>
<tr>
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Other Resources Subtotal 6000

Physical Facilities

- Construction
- Major Renovation
- Other Expenses

Physical Facilities Subtotal

| GRAND TOTAL                     | 6000                         |                              |                              |                              |                |