DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1730

Fields marked with * are required

Name of Initiator: Charles Paine   **Email:** cpaine@unm.edu   **Phone Number:** 505 277-6347   **Date:** 10-23-2015

Associated Forms exist? No ▼   Initiator's Title Professor: English Department

Faculty Contact Charles Paine   Administrative Contact Dee Dee Lopez

Department English   Admin Email delopez@unm.edu

Branch Main   Admin Phone 277-5576

Proposed effective term

Semester Fall ▼ Year 2016 ▼

Course Information

Select Appropriate Program Undergraduate Degree Program ▼

Name of New or Existing Program (NEW) Technical and Professional Communication Certificate

Select Category Certificate ▼ Degree Type

Select Action New ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.
See current catalog for format within the respective college (upload a doc/pdf file)

Certificate in Technical and Professional Communication.docx

☐ **Does this change affect other departmental program/branch campuses? If yes, indicate below.**

Reason(s) for Request (enter text below or upload a doc/pdf file)
It does not affect other departmental branch campuses.

Upload a document that inlcudes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

Budget Justification for Tech-Prof Comm Certificate.docx

☑ **Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.**

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Tech and Prof Communications Certificate memo to G. Heileman Nov 13 2015.docx
Certificate in Technical and Professional Communication.docx

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Prleminary Proposal Approval_GradCert__ProfTechComm_Main-12-16-15.pdf

Undergraduate Certificate in Technical and Professional Communication (15 hours)
The Undergraduate Certificate in Technical and Professional Communication is a rigorous, transcriptable course of study for students who want to explore the field of Technical and Professional Communication. The required courses offer a foundation through which students can develop skills as writers and editors while also getting a survey of the opportunities available to them in Technical and Professional Communication. This certificate is particularly appropriate for students in STEM who would like to add credentials in Technical and Professional Communication to their transcripts. The elective courses invite students to hone their writing in one of several courses designed to offer students a taste of what a 21st-Century technical- and professional-communication professional can expect. Students are then expected to put their skills to work in one of two capstone courses designed to give them experience as writers, editors, or tutors.

ENGL 219 (or its NM Writing and Speaking Core Curriculum equivalent from another instutition), 290, and 417; once course chosen from 320, 413, 414, 418, 419, 420, 441; one course chosen from 444, 499.

Budgetary and faculty load implications for proposed undergraduate certificate in Undergraduate Certificate in Technical and Professional Communication (15 hours).

This will require no new funds (i.e., no hires, no teaching overloads) because our faculty members have been teaching all of these courses regular on the regular load since AY2002-2003.

Department of English
Language and Literature

TO: Greg Heileman, Associate Provost for Curriculum
FROM: Chuck Paine, Professor, Director of Rhetoric and Writing, Associate Chair of Core Writing
RE: New Undergraduate Certificate Preliminary Review for Technical and Professional
          Communications Certificate

November 12, 2015

Executive Summary

The Undergraduate Certificate in Technical and Professional Communication is designed as a rigorous, transcriptable course of study for students who want to explore the field of Technical and Professional Communication. The required courses offer a foundation through which students can develop skills as writers and editors while also getting a survey of the opportunities available to them in Technical and Professional Communication. This certificate particularly well-designed for students in STEM who would like to add credentials in Technical and Professional Communication to their transcripts. The elective courses invite students to hone their writing in one of several courses designed to offer students a fundamental set of skills that prepares them for the demands a 21st-Century technical and professional communicator. Students are then expected to put their skills to work in one of two capstone courses designed to give them experience as writers, editors, or tutors.

1. Program Description

a. What is the program and why should we offer it? Include the program's major goals.

This program is a certificate in Technical and Professional Communication, designed to give students a transcriptable course of study in Technical and Professional. This program is primarily designed for STEM students who would like a focused study on becoming effective communicators in a curriculum designed to let them connect their subject matter expertise with further developing their writing skills.

b. How does the program fit within the unit's future plans?

The unit sees itself as interdisciplinary, exploring the modalities of communication in its myriad forms and contexts. This certificate program sends a message that we are ready and excited to engage students across the University in a program that will help all students develop their writing beyond Core Writing courses. The unit's focus on Writing for Transfer in its core courses can now be part of the larger conversation of the university by offering students a transcriptable incentive to continue their studies in writing and communications. This sort of program will help the unit's outreach to other departments and encourage collaboration aimed at improving student writing and communication.

c. How does the program fit within the UNM mission and strategic plan?

The University of New Mexico's Mission is defined by four points:

Teaching - This certificate program is designed to educate students to become more cognizant of their communications choices in professional contexts. While the student's major is best equipped to prepare students for most of their professional ambitions, courses focused primarily on

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communications in multiple modalities allows students to explore their acculturation to their professions and its communications conventions more thoughtfully and completely.

Research – Traditional faculty research as well as undergraduate research will be improved. For faculty, writing studies (and especially its subfield technical and professional writing) is among the fastest growing the humanistic disciplines in U.S. and international higher educational institutions. For undergraduates, research in the communications conventions of their future professions will substantially speed up their abilities to take on new challenges in the workplace. Moreover, by collecting many students who are similarly interested in developing their communications skills, students will come to understand the diversity of writing and communicating, making them more aware of communications differences and new audiences. This certificate also offers a home to students who want to engage in writing-studies research.

Patient care - Courses such as "Writing on Issues of Science, Medicine, and the Environment" and "Documentation" offer a structured approach to communications in healthcare fields that will enhance the written communication of future practitioners in health sciences across New Mexico.

Community service - Courses such as "Grant and Proposal Writing" and the Professional Communication Internship have an experiential element at their core. Students in Technical and Professional Communication are well positioned to engage the community as writers for a variety of contexts. This relationship between community and school has been going strong for over 20 years, and will continue to grow with this program.

The proposed program fits into the strategic plan because it is driven by the same goals as the strategic plan.

Become a Destination University: A Technical and Professional Communication program at the University of New Mexico will drive students to the University because its status as a the only High Research and Hispanic Serving University situates a very special type of opportunity for students to engage a diverse community while developing communications skills in a research context.

Prepare Lobos for Lifelong Success: The Technical and Professional Communication certificate trains students not only in critical thinking, but also prepares them with transferable writing skills that will set them up for success well after their undergraduate courses. Students will be able to acquire skills in areas such as editing, document design, and writing for diverse audiences while using new technologies and programs to stay current with the demands of the modern technical and professional communicator.

Promote Institutional Citizenship: Technical and Professional Communication has the unique position of being able to offer a course of study that can bridge students from many areas around the university. Students and faculty from all areas of the university can speak to how communications impacts their areas, and this certificate gives students the ability to understand the communication dynamics of their own majors and other areas of the University.

Enhance Health and Health Equity in New Mexico: Courses such as "Writing on Issues of Science, Medicine, and the Environment" and "Documentation" offer a structured approaches to communications in healthcare fields that will enhance the written communication of future practitioners in that field. In the past, students from New Mexican health care agencies have taken similar courses in order to sharpen their writing skills. This certificate would create a structure to help these individuals plan a focused course of study that will make health care and access to health care smoother in New Mexico.

Advance Discovery and Innovation: As our STEM students become better and more confident writers, they will be better able to disseminate their discoveries to others. Stronger writers in STEM

will be able to broaden the scope of their audience by being better able to write for different contexts.

Ensure Financial Integrity and Strength: This certificate makes the most of existing courses and resources to make create a needed program that will not add to our budget line. Moreover, a comprehensive professional communication program will spur interest from organizations and corporations in New Mexico and could become a part of recommended continuing training for STEM employees.

Advance & Accelerate Economic Development: The Technical and Professional Communication Certificate builds upon already strong partnerships between the University and the greater New Mexico community.

d. How does the program fit with related offerings at UNM?
The curriculum is designed to be focused on developing writing fluency and skills while allowing students the opportunity to develop as professionals in their areas. Capstone courses, such as the Internship, can be used to further accent the importance of writing in students professional settings. The course of study makes use of courses already available in the Rhetoric and Writing program and does not expand course offerings.

e. Assuming timely approval, what is the program development and implementation timeline?
We would be able to start offering immediately in the Certificate with the 2016-17 Catalogue.

2. Evidence of Need

a. Provide evidence of student demand.
Students have asked for something to replace the loss of the undergraduate English concentration in Technical and Professional writing for years now. Many of our students in the concentration were double-majors in STEM fields as well. This evidence is anecdotal for the time being as we do not think we should wait until the concentration has fully sunset before we can gauge new interest in a certificate.

b. Indicate how you plan to recruit students.
Through our 219 (Technical and Professional Writing) courses and our regular suite of upper-division technical and professional communications courses.

c. How does the program fit with similar and related offerings in the state and region? (Show it does not duplicate existing programs in the market.)
Schools such as Texas Tech, New Mexico State University, and University of Texas - El Paso, all offer graduate certificates that are oriented to in-field professionals who wish to develop their skills as writers and communicators. UNM would offer the only Undergraduate Certificate in Technical and Professional Communication in the Southwestern United States.

Northern Arizona University offers a Certificate, but it is not oriented particularly toward STEM students, and NAU does not have the same research emphasis as UNM, which gives us a unique edge to engage students who are interested in a RU/VH STEM education while also honing their communications skills.

d. Provide evidence of demand for program graduates.

1. For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.

The United States Department of Labor's Bureau of Labor Statistics (BLS) predicts a 15% increase in the demand for Technical Writers from 2012-2022[1]. Much of the growth will come in the STEM fields. As the BLS notes, "Employment growth will be driven by the continuing expansion of scientific and technical products and by growth in Web-based product support. Growth and change in the high-technology and electronics industries will result in a greater need for those who can write instruction manuals and communicate information clearly to users." This certificate program is designed to speak directly to the needs of a growing labor market while putting forth a rigorous curriculum that will prepare students for these growing opportunities.

2. For full proposal, a discussion of the program's relationship to workforce development is also required: e.g. lists of employers locally, regionally, or nationally.

Present and former students in the Professional Writing program have taken on jobs with Sandia National Laboratories, the Department of Defense, the State of New Mexico, the City of Albuquerque, Intel, the Santa Fe Institute, and many other organizations located in New Mexico and beyond.

3. Program Content and Quality

a. Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

This program will not require the addition of any new courses, and will not impact the curriculum of existing courses. All of these courses are already components of the former Technical and Professional Writing concentration in English, and meet requirements for the current Technical and Professional Communication minor. All of the courses have been connected for several years and will not be required to change as a result of this new certificate program.

This program does not include courses in other departments.

The requirements for the certificate are as follows:

Course Requirements: Certificate	Credit Hours
Required courses	
ENGL 219: Technical and Professional Writing[2]	3
ENGL 290: Intro to Professional Writing	3
ENGL 417: Editing	3
Elective courses (choose one)	
ENGL 413: Scientific, Environmental, and Medical Writing	3
ENGL 414: Documentation	3
ENGL 418: Proposals and Grant Writing	3

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[1] http://www.bls.gov/ooh/media-and-communication/technical-writers.htm#tab-6

[2] or it's NM Writing and Speaking Core Curriculum equivalent in Technical and Professional Writing.

ENGL 419: Visual Rhetoric	3
ENGL 420: Topics (changes by semester)	3
ENGL 441: Traditional Grammars	3
Capstone Course (choose one)	
ENGL 444: Practicum: Tutoring Writing	3
ENGL 499: Internship (may select from 1-3 credits)	1-3
Total Credits	**15**

b. What are the expected student learning outcomes for the program? (What will the students know and what will they be able to do when they complete this program?)
We have designed this program with four student learning outcomes in mind:

1. Students who complete this program will be comfortable and confident writers in their major, and have the ability to write for several audiences both familiar and new.
2. Students who complete this program will be fluent in the communications technologies in their field by demonstrating the ability to thoughtfully compose a variety of texts across genre and in appropriate media.
3. Students who complete this program are cognizant of the social, cultural, and political implications of their texts for a variety of stakeholders.
4. Students who complete this program understand the way in which their communications impacts their communities from the local to the global, and how their capabilities with communication can enhance the lives of New Mexicans.

c. What instructional model(s) will be used to deliver the program?

d. If applicable, describe any accreditation issues, including the following:
1. Will accreditation be sought for the program? If so, describe the process and expenses involved.
This program does not require any special accreditation.

2. How does the program affect any existing accreditation and licensure requirements?
This program does not affect any existing accreditation

4. Evaluation and Assessment

a. What is the governance structure of the program? Thorough discussion is especially important for interdepartmental and intercollegiate programs.
This program will be governed by the Rhetoric and Writing area of the Department of English.

b. How will the program's learning outcomes be measured?
The program contains two capstone courses, both of which include writing assignments that will double as our assessment mechanisms.

c. What other measures to evaluate program effectiveness are contemplated?
Graduation and retention rates, We will also measure how long it takes a student to get through the program.

d. A plan for learning outcomes assessment at the course and program level will be required for the full proposal.

5. Required Resources

a. How many faculty are necessary for program delivery and what are their qualifications?
The Rhetoric and Writing area of the English program has twelve faculty members, comprised of two tenured Professors, six tenure-track Assistant Professors, three Lecturers, and one Visiting Assistant Professor. These instructors would continue their current loads teaching both graduate and undergraduate courses in Rhetoric and Writing. We expect to be able to continue offering Technical and Professional Communications courses at regular intervals.

b. How will this program affect the workload of current faculty and support staff?
It will not. This program draws upon currently available resources.

c. Will additional faculty or staff be required? What is the cost?
No additional faculty or staff will be required; we are currently teaching all of these courses regularly with our current faculty members.

d. What faculty and staff development services will be needed?
None

e. What technology, media, equipment and instructional supplies are needed to reach the program's intended outcomes? Are these resources available? What is the estimated cost?
We have access to some computer classrooms through the English department. This program would require no additional technology and media.

f. Are there any needs for additional or renovated space?
No.

g. What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?
None.

h. What student support will be needed (GA & TA positions, scholarships, etc.)?
None.

i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.
No additional course fee will be part of this program.

6. Projected Enrollment and Costs

a. Provide a three-year projection of enrollments and program costs.
1. For full proposal, a detailed table of enrollment projections is required.
2. For full proposal, a detailed program budget is required.

b. If applicable, describe anticipated sources of new revenue required for the program.

7. Additional Information

a. For preliminary proposal, provide any additional information needed to make the case for

development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.

For the full proposal, we need only to supply the information in item #6 (create the budget and develop a table of enrollment projections) and Item #8 (collect and summarize this information).[3]

8. Attachments (for full proposal only)

a. Department of Labor documentation, if applicable

b. Formal Needs Assessment

c. List of similar programs (state and regional)

d. List of potential employers

e. List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable

f. Letters of support from external partners or stakeholders

9. Additional Attachments for submission to NMHED for CIP Code Approval (submitted by Provost's Office)

a. Form C information and table of approvals

b. The final executive summary, proposal, and supporting documentation

c. Minutes from the Board of Regents meeting, noting approval

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[3] x